Hawaii State Alternate Assessments

Test Administration Manual
Spring 2021

Published August 18, 2020

Updated April 19, 2021

Hawaii Department of Education

TABLE OF CONTENTS

Hawaii State Alternate Assessments
for English Language Arts (ELA), Mathematics, and Science (NGSS)

Spring 2021 Changes to the HSA-Alt Assessments

Change	Spring 2021
HSA-Alt Translated Test Support Classification Changed from Universal Tool to Designated Support	Translated Test is no longer classified as a Universal Tool and is now classified as a Non-Embedded Designated Support, available for the mathematics and science alternate assessments. As a non-embedded designated support, Translated Test may be set in TIDE by the Test Administrator. For more information on the HSA-Alt Translated Test Non-Embedded Designated Support, see the table of designated support descriptions found on page 44. Note: the Translated Test Non-Embedded Designated Support requires the Paper/Pencil Test Form Accommodation.

Review of Significant Spring 2020 Changes to the HSA-Alt Assessments

Change	Spring 2020
Setting HSA-Alt Accommodations in TIDE Prior to Testing	Accommodations for the HSA-Alt no longer require the submittal of an *HSA-Alt Accommodation Verification Form.* TAs are able to set the accommodations that their students need for the HSA-Alt directly in TIDE with the exception of the Paper/Pencil Form accommodation. The Paper/Pencil Form accommodation will require the submittal of the Paper/Pencil Test Kit Request with the Assessment Section verifying student need in the IEP. Full directions for setting non-embedded accommodations in TIDE for the HSA-Alt can be found in the *TIDE User Guide* available at alohahsap.org.
Shift to Next Generation Science Standards for Science Assessments, and to Grade 5 Science Assessment for Elementary School	The Next Generation Science Standards (NGSS) were adopted by the Board of Education in February 2016 and were fully implemented in schools during the 2019-20 school year. As a result, the HSA Science Assessments, Biology 1 End-of-Course Exam, and HSA Alternate Assessments for Science are now based upon the NGSS and are no longer aligned with the Hawaii Content and Performance Standards III for Science. These tests are now referred to as HSA Science (NGSS), Biology 1 EOC Exam (NGSS), and HSA-Alt Science (NGSS) respectively. The tested grade for Elementary School Science was shifted to Grade 5 beginning in the 2019-20 school year.
1% Waiver Cap Initiative	The Assessment Section is implementing the HIDOE 1% Cap Action Plan to address overages in participation in the HSA-Alt. These actions are intended to bring HIDOE into federal compliance for HSA-Alt participation rates and ensure the appropriate identification of students for alternate testing. The Assessment Section has implemented a tiered model of support that is based upon the degree of overage in HSA-Alt participation at the school level. Support to schools varies depending on the degree of over-identification with tiered levels of oversight and monitoring reflecting the school's over-identification rate. More information is available in the "Alternate Assessment One Percent Cap" memo posted on the Resources > Hawaii DOE Memos page at https://hsa-alt.alohahsap.org.

Science Hawaii Observational Rating Assessment (HIORA) and National Technical Assistance Center on Transition (NTACT) Success Predictors Added to the Learner Characteristics Inventory (LCI)	A grade-level teacher rating of student performance in the content area of science based on the HSA-Alt NGSS Range Performance Level Descriptors was added to the Learner Characteristics Inventory for the assessment. The intent of the HIORA is to gain a teacher rating of student skill across science domains and compare the teacher ratings of student performance to student's overall test scores in science. Correlations, if any, will be used as external validity evidence for the assessment. In addition, transition success predictors from NTACT were added to the LCI teacher questionnaire. These transition success predictors were added as a potential additional source of external validity evidence for the assessment.

Review of Significant Spring 2019 Changes to the HSA-Alt Assessments

Change	Spring 2019
Additional Guidelines for the Read Aloud, Scribe, and Visual Descriptions Accommodations	The Read Aloud, Scribe, and Visual Descriptions accommodations require TAs to follow specific guidelines regarding these accommodations and sign the *HSA-Alt Test Security and Confidentiality Form*. This form verifies that the TA has read and understands the administrative rules that apply for each specified accommodation(s).
Early Stopping Rule	An early stopping rule is available for students who are non-responsive to the first eight items on each content area test. Students and TAs must follow the administration guidelines as outlined on pages 36-38.
ELA & Math Hawaii Observational Rating Assessment (HIORA)Added to the Learner Characteristics Inventory (LCI)	A grade-level teacher rating of student performance in the content areas of ELA and mathematics based on the HSA-Alt Range Performance Level Descriptors was added to the Learner Characteristics Inventory for the assessment. The intent of the HIORA is to gain a teacher rating of student skill across ELA strands and math domains and compare the teacher ratings of student performance to student's overall test scores in the content area. Correlations, if any, will be used as external validity evidence for the assessment.

Spring 2021 Important Dates

Mandatory Test Administration Training (virtual training via webinar)	January 2021 TBD
TA Certification Course available online*	Early December 2020
Online HSA-Alt for ELA, Mathematics, and Science (NGSS) test administration window	**February 16 – May 28, 2021**
Paper/Pencil HSA-Alt for ELA, Mathematics, and Science (NGSS) test administration window (for students with an approved accommodation request)	February 16 – May 21, 2021
TA returns HSA-Alt paper/pencil test kit materials to TC	By May 25, 2021

**Available for TAs as a pre-teach or refresher course before or after the virtual (webinar) training.*

Common Acronyms

CAI – Cambium Assessment, Inc.
HSA-Alt – Hawaii State Alternate Assessments
TC –Test Coordinator
TA – Test Administrator
TDS – Test Delivery System
TIDE – Test Information Distribution Engine

Test Administrator Training

All HSA-Alt Test Administrators, including TAs who will administer the paper/pencil assessment to students approved for the paper/pencil test kit accommodation, are required to attend a virtual webinar training session in January 2021. This training is required in order to access the TA Live Site for test administration. The online HSA-Alt TA Certification Course will also be made available but is only recommended as a pre-teach or refresher course for Test Administrators who will or who have already received the virtual webinar training. The online HSA-Alt TA Certification Course will be available via the HSA-Alt portal website homepage at alohahsap.org in early December 2020.

The paper/pencil HSA-Alt Assessments will be digitally delivered via the online testing interface in Spring 2021 with only the answer option cards and test visuals provided as printed materials for this fixed form of the assessment. Student responses for the paper/pencil test will be directly entered into the online test delivery system using the TA's computer or iPad after the student selects their answer to each item using the paper answer option cards that are provided. In addition to attending a face-to-face training, paper/pencil TAs will also need to review the *HSA-Alt Spring 2021 Instructions for Use of Printed Response Option Cards and Test Visuals for Students with a Verified Paper/Pencil Accommodation*, which will be available in the Resources section of the HSA-Alt portal website at alohahsap.org in February 2021. The *HSA-Alt Spring 2021 Instructions for Use of Printed Response Option Cards and Test Visuals for Students*

with a Verified Paper/Pencil Accommodation will provide specific guidelines for administering the HSA-Alt Assessments using the paper response option cards and visuals and entering the student responses directly into the online interface using the TA's computer or iPad. The delivery of the paper/pencil form of the assessment will require the setting of the Paper/Pencil test and Scribe accommodations, as well as Alternate Response Option and Visual Descriptions accommodations in some cases. See page 45, **Accommodations for the HSA-Alt**.

This manual provides Test Administrators (TAs) with specific information needed to complete necessary tasks before, during, and after the administration of the Hawaii State Alternate Assessments (HSA-Alt). It is imperative that those involved in the administration of the assessment consult this manual and attend the required training session(s) for instructions on completing all assessment activities.

Additional Relevant Documents

Test Administrators who will be administering the HSA-Alt online (the default test administration format) need to review the following documents, which are posted in the Resources >> Test Administration >> Online Administration section of the HSA-Alt portal at the alohahsap.org website.

- **Spring 2021 Guide to Navigating the Online HSA-Alt Administration:** This user guide provides instructions on administering the online HSA-Alt, using the Test Administration Site (TA Live Site) and Student Testing Site. This manual will be available in early February 2021.
- **2020-2021 HSAP TIDE User Guide:** This document provides instructions on navigating and entering information into TIDE. This manual will be available in August 2020.
- **HSA-Alt Range Performance Level Descriptors (ELA, Math, and Science [NGSS]):** These documents provide information on the performance expectations for the ELA, Mathematics, and Science Alternate Assessments. The Range Performance Level Descriptors (PLDs) are based on the Hawaii Common Core and the Next Generation Science Standards. The Range PLDs with the Essence Statements that distill the knowledge, skills, and abilities that are considered appropriate for students with significant cognitive disabilities work together to describe the expectations for students who take the alternate form of the summative test. The Range PLDs also contain an appendix of work-related standards for each content area. This appendix includes helpful examples of how students would demonstrate knowledge of the identified standards on the job, and lists the work-related skills that have been identified as essential for post-secondary transition.

Test Administrators who will be administering an HSA-Alt paper/pencil test to a student approved for the paper/pencil test kit accommodation will also need to review the following documents, which are posted in the Resources >> Test Administration >> Paper/Pencil Administration section of the HSA-Alt portal at the alohahsap.org website.

- **HSA-Alt Spring 2021 Instructions for Use of Printed Response Option Cards and Test Visuals for Students with a Verified Paper/Pencil Accommodation:** This document provides instruction on the use of a paper/pencil test kit for the administration of the HSA-Alt for ELA, Mathematics, and Science (NGSS) in Spring 2021. This document will be available in February 2021.

Contact Information

Test Coordinators and Test Administrators should contact the Hawaii Statewide Assessment Program (HSAP) Help Desk at Cambium Assessment, Inc. (CAI) if they have questions about the following:

- Administering the assessments using the online Test Delivery System
- Accessing and using other HSAP online systems

Test Administrators should contact their Test Coordinator if they have questions about the following:

- Access to the Test Information Distribution Engine (TIDE)
- Setting non-embedded HSA-Alt designated supports and accommodations in TIDE
- Completing the *Additional Accommodations*, *Early Stopping Rule*, *HSA-Alt Test Security and Confidentiality*, and/or *Paper/Pencil Test Request* forms
- Test security and testing incidents
- Ordering, receiving, or returning printed test kit materials for HSA-Alt eligible students approved for the paper/pencil accommodation

The Help Desk will be open Monday-Friday from 7:30 a.m. to 4:00 p.m. HST (except holidays). During these hours, staff will respond to your calls, voice mail messages, and emails as promptly as possible based on the order in which they are received.

HSAP Help Desk Contact Information
Phone: 1-866-648-3712 Fax: 1-877-231-7813 Email: hsaphelpdesk@cambiumassessment.com

Contact the Hawaii Department of Education's Assessment Section staff if you have questions about the following:

- State and federal regulations regarding the HSA-Alt
- Accessibility Supports for the HSA-Alt
- Requesting the Paper/Pencil accommodation
- Submitting *Additional Accommodations*, *Early Stopping Rule*, *HSA-Alt Test Security and Confidentiality*, and/or *Paper/Pencil Test Request* forms
- 1% Cap Waiver Plan Initiatives
- HSA-Alt Student Identification Process including:
  - HSA-Alt Participation Guidelines
  - HSA-Alt Training Test
  - HSA-Alt Range Performance Level Descriptors (ELA, Mathematics, and Science [NGSS])
  - HSA-Alt Score Report

Assessment Section Contact Information HSA-Alt Test Development Specialists: Susan Forbes, Paul Dumas, and Elaine Lee
Phone: 1-808-307-3636 Fax: 1-808-733-4483 Email: hsa-alt@k12.hi.us

Introduction

Background

The reauthorization of the 1997 Individuals with Disabilities Education Act (IDEA, 2004) established a legal requirement to include students with disabilities in general statewide and district wide assessment programs with appropriate accommodations and modifications in administration, if necessary. Further, IDEA 1997 included a requirement for states to develop alternate assessments and guidelines for participation in alternate assessments for the small percentage of students whose disabilities preclude them from participation in the general assessments, even with accommodations. The purpose of these amendments to IDEA was to emphasize the need to improve educational outcomes for students with disabilities.

The Elementary and Secondary Education Act, reauthorized in December, 2015 as the Every Student Succeeds Act (ESEA-2002, ESSA-2015) expands the requirements of IDEA. ESSA contains specific language with regard to accountability and inclusion of students with disabilities in state assessment and accountability programs. ESSA also requires that parents be informed of the potential consequences, such as potential limitations on postsecondary opportunities, for their child if he or she is being assessed against alternate achievement standards. For additional information on the federal regulations (ESSA, IDEA) see the section titled, **Including All Students with Disabilities in State Accountability Assessments**, on pages 39-48 in this document. A letter template (Parent IDEA Letter) for schools to provide to parents about a student's participation in the HSA-Alt assessments can be found on the HSA-Alt portal in the Resources section (https://hsa-alt.alohahsap.org/resources/students-and-families/).

Purpose

The HSA-Alt is a system of assessments based on alternate academic achievement standards and is designed for students with significant cognitive disabilities. The purpose of the HSA-Alt is to maximize access for students with significant cognitive disabilities to the general education curriculum and to ensure that all of Hawaii's students, including those with the most significant cognitive disability, are included in statewide assessments, and are part of the state educational accountability system. The results of the assessments can inform instruction in the classroom by providing data that guides decision-making. The HSA-Alt is only for those students with documented significant cognitive disabilities and adaptive behavior deficits who require extensive support across multiple settings (such as home, school, and community). Typically, this student population consists of about 1% of the total student population. Scores resulting from the HSA-Alt will serve to inform stakeholders (such as parents, teachers, schools, complex areas, HIDOE, and community members) about student achievement.

Summary of HSA-Alt Development

The HSA-Alt items were written by collaborative teams at CAI, the HSA-Alt testing contractor. The collaborative teams included both (a) experienced assessment item writers with a background in education and expertise in the assigned content area and (b) specialists in alternate assessment with experience teaching students with significant disabilities. Members of these collaborative teams were trained on aspects of item and test design that are unique to students with significant cognitive disabilities. All writers were monitored and supported by a

team of senior test development specialists. This work was then reviewed at various stages by Hawaii special and general education teachers, HIDOE staff, editorial staff, psychometric experts, and other specialists in alternate assessment and instruction for students with significant cognitive disabilities.

Range Performance Level Descriptors

The Range Performance Level Descriptors (PLDs) are the foundation for the development of the assessment items for the HSA-Alt. The Range PLDs are organized by content, standard, standard essence, and descriptions of expected student performance at each of four levels: Well Below, Approaches, Meets, and Exceeds. With all students in Hawaii held to the Common Core or Next Generation Science Standards, the specific test expectations for Hawaii's alternate assessment are established by the Essence Statements found in the Range PLDs. These Essence Statements are distillations of the core content ideas (the knowledge, skills, and abilities) that are expected of students who take the alternate form of the summative state test. All Alternate Assessment items in Hawaii are written to align with the Essence Statements that are found within the Range PLDs. The Essence Statements work with the Range PLDs to give both item writers and teachers the general targets, and the specificity, necessary to translate content standards for all students into meaningful assessment items for students with significant cognitive disabilities.

HSA-Alt Participation Guidelines

There are three ways in which a student can participate in the Hawaii Statewide Assessment Program:

1. Take the Smarter Balanced Assessments, HSA Science (NGSS) Assessments, and/or End-of-Course Exams without accommodations
2. Take the Smarter Balanced Assessments, HSA Science (NGSS) Assessments, and/or End-of-Course Exams with allowable accommodations
3. Take the HSA Alternate Assessments (HSA-Alt) in English Language Arts (ELA), Mathematics, and Science (NGSS), as appropriate to the grade level of the student

A student's Individualized Education Program (IEP) team decides which form of the assessment is appropriate for the student. No one person on the team can make the decision. Instead, the responsibility lies with the entire team. If an IEP team is considering the use of the HSA-Alt for a student as a means of participating in the state assessment system, the *HSA-Alt Student Identification Process Memo* available on the HSA-Alt portal in the Resources section (https://hsa-alt.alohahsap.org/resources/hawaii-doe-memos/) recommends that the following information be shared with parents.

a. HSA-Alt Participation Criteria found in one of the following documents:
    i. HSA-Alt Participation Guidelines
    ii. Factors and Red Flags on the Road to Appropriate HSA-Alt Student Identification
    iii. HSA-Alt Decision Making Flow Chart
    iv. HSA-Alt Decision Making Questions and Examples
b. HSA-Alt Training Test
c. HSA-Alt Range Performance Level Descriptors (ELA, Mathematics, and Science [NGSS])
d. HSA-Alt Score Report

The four-step process outlined above shall be revisited each year as part of the annual IEP.

Once an IEP team determines that a student meets the criteria for participation in the alternate assessment and that this is the most appropriate assessment option for the student, the IEP Care Coordinator (who is often the student's classroom teacher) will need to document this decision in the HIDOE Electronic Comprehensive Student Support System database (eCSSS). For further information on updating the student's eCSSS file, please contact your school's Student Services Coordinator (SSC).

Participation Criteria for the HSA-Alt

Four criteria form the basis for alternate test participation in Hawaii. A student with an IEP must meet all four criteria in order to be considered for the HSA-Alt or the WIDA Alternate ACCESS for ELLs. This evidence-based checklist should be used by IEP teams when making an alternate test student identification decision for either the HSA-Alt or the WIDA Alternate ACCESS for ELLs.

Criteria	Yes	No	Evidence
(A) The student demonstrates significant cognitive disabilities that may be combined with limited adaptive skills, physical, or behavioral limitations.			
(B) The student requires a highly specialized educational program with intensive modifications and supports in order to access grade level academic standards.			
(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.			
(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.			

Reference: "An Introduction to Alternate Assessments" H. Kleinert, R. Quenemoen, M. Thurlow from *Alternate Assessment for Students with Significant Cognitive Disabilities*. 2010.

Decisions for determining participation in a Hawaii alternate assessment must not be based solely on any of the following:

1. A disability category or label
2. Low reading level/achievement level
3. English Language Learner (ELL) status/Native language difference
4. Expected poor performance on the general education assessment
5. Impact of student scores on school test results
6. Anticipated student's disruptive behavior
7. Anticipated emotional distress
8. Educational environment or instructional setting
9. Percent of time receiving special education
10. Services that the student receives
11. Need for accommodations
12. Administrator decision

Factors and Red Flags on the Road to Appropriate HSA-Alt Student Identification

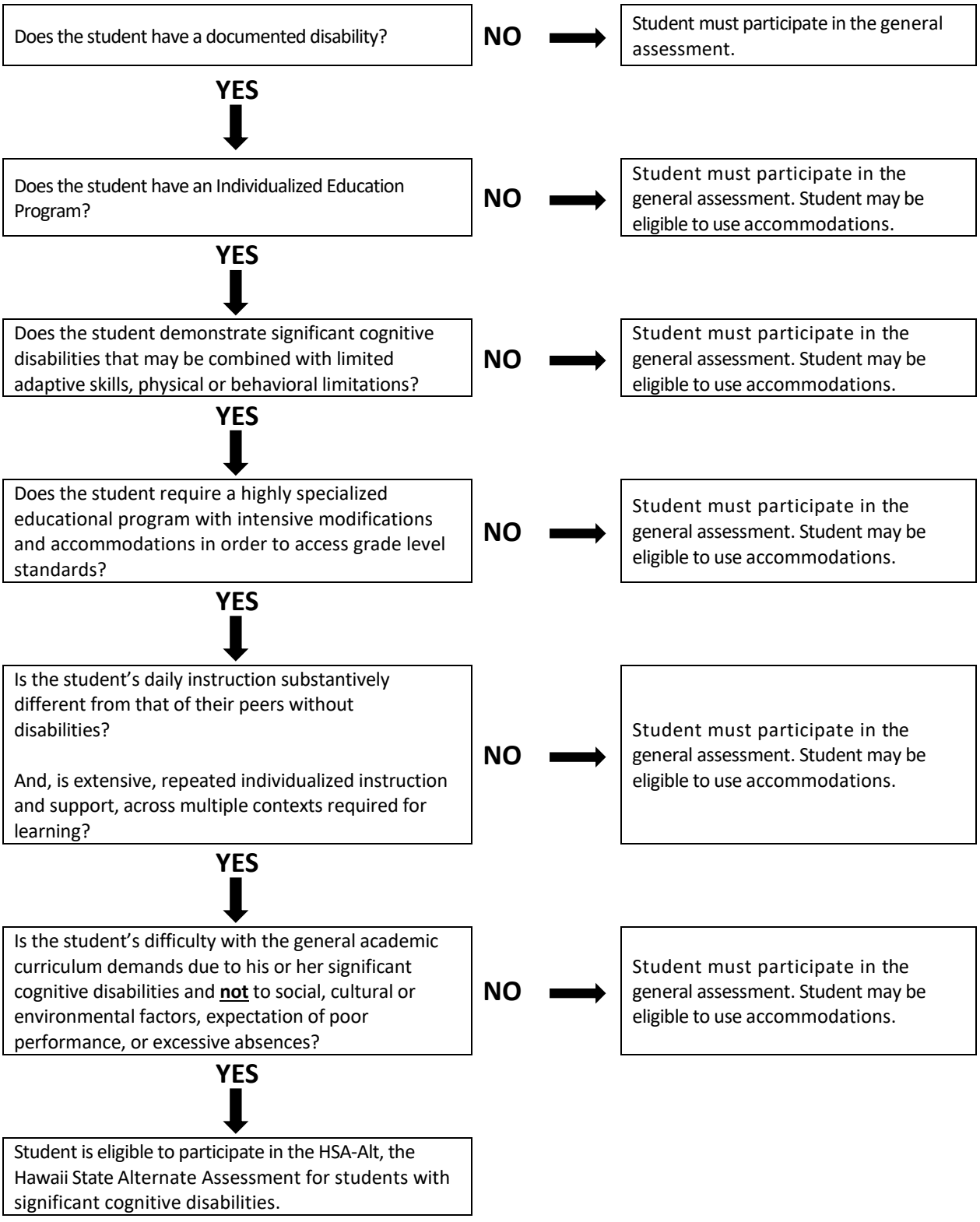
The following chart is another helpful guide for IEP teams to use when determining whether a student meets the criteria for the HSA-Alt Assessment**.**

Contributing Factors: *Part of Hawaii State Participation Guidelines	**Red Flags:** **Do NOT use as contributing factors**
• **IEP Team decision***	• **Individual/Administrator decision** • **Concern about meeting 1% Cap**
• **Student with most significant cognitive disability*** *Def. "A student with a most significant cognitive disability is one who has records that indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior. This is NOT determined by an IQ test score, but rather by a holistic understanding of a student." [1]*	• **Social, cultural, environmental factors*** • **Low expectations for performance*** • **Excessive absences*** • **Socio-economic status** • **Poor academic preparation** • **Language/English Learner (EL) status**
• **Limited adaptive behavior*** *Def. "Adaptive behavior is the essential actions required by an individual to live independently and to function safely in daily life."*	• **Anticipated disruptive behavior**
	• **Anticipated emotional duress**
• **Need for modified curriculum*** *Range Performance Level Descriptors*	• **Need for accommodations or specialized services**
	• **Augmentative assistive communication**
• **Need for extensive, repeated, individualized instruction***	• **Instructional setting; e.g., FSC setting**
• **Range Performance Level Descriptors are at an appropriate instructional level for student** • **HSA-Alt is an appropriate test for student**	• **Poor academic preparation; three or more grade levels below peers**
	• **Low reading level**
	• **General assessment is "too hard"**
	• **Impact of test scores on accountability system**

Characteristics of students with the most significant cognitive disability:
Students who are eligible for HSA-Alt testing may be from any of the disability categories listed in the IDEA. The three most prevalent disability categories for HSA-Alt identified students are the IDEA categories: intellectual disability, autism spectrum disorder, or multiple disabilities. HSA-Alt identified students are typically identified early (pre-K or K) and exhibit limited expressive and receptive communication capacities.

[1] Adapted from Guidance for IEP Teams on Participation Decisions for the Multi-State Alternate Assessment, August 2016

HSA-Alt Decision-making Flow Chart



Decision-making Questions and Case Study Examples
An IEP team may use the following questions and case study examples that highlight the HSA-Alt participation criteria to assist in determining alternate assessment eligibility.

The examples provided illustrate some *typical* educational situations that might be encountered when making decisions about alternate assessment participation for a student with an Individualized Education Program (IEP). Appropriate decision-making requires the consideration of all four criteria, with all four criteria needed for eligibility. Decisions should be based upon a preponderance of evidence with longitudinal data on intervention, student response, and growth over time, rather than upon an isolated incident or limited educational records. It is estimated that only about 1% of the total student population meet the eligibility criteria.

(A) The student demonstrates significant cognitive disabilities that may be combined with limited adaptive skills, physical or behavioral limitations.

The IEP team must consider the following:

- **Does this student demonstrate significant cognitive disability? What are the student's physical, behavioral, and adaptive skill limitations?** Students who are properly identified for the HSA-Alt are expected to have severe limitations in cognitive capacity and functioning. While an IQ score is not an acceptable criterion to determine if a student should participate in the HSA-Alt, students who take the Alt would be expected to score significantly lower than their peers without disabilities on standardized tests of knowledge and cognition (or would possibly not even achieve a valid score at all). Student limitations are generally evidenced in how the student communicates and responds to the environment. These limitations are evidenced by the need for significantly accommodated receptive and expressive communication systems (e.g., supplementation with pictures/symbols, assistive technology devices, etc.)
- **Does this student perform significantly lower than peers without disabilities on adaptive behavior scales?** Are there longitudinal data indicating this situation? A student who performs significantly lower might still be included in the general assessment with or without accommodations.

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

The IEP team must consider the following:

- **Does the student require intensive supports in order to access the grade-level general curriculum?** A student who is appropriately assessed by the alternate assessment will need significant supports in order to access instructional content, respond to instructional tasks, and maintain interest.
- **Does the student require a substantial change to the content and or complexity level of most standards?** Modifications of grade-level content standards are typically needed for students with severe cognitive disability (SWSCD); learning program modifications for SWSCD typically include reductions in depth, breadth, and complexity of grade-level targets.

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

The IEP team must consider the following:

- **How does the student's daily instruction differ from peers? Are communication and attention supports, accommodations, and modifications in grade level content a must for this student? Does the student require a reduction in the difficulty of most instructional tasks?** Communication and attention supports, accommodations, and modifications that typically mark instruction, make how the HSA-Alt student communicates, responds to the environment, and learns look significantly different from the instruction of peers without disabilities. The student consistently receives instruction and assessments that are reduced in expectation; e.g., shorter, more concrete, more explicitly structured, with fewer options to choose from, etc.
- **When the student is required to generalize skills, concepts, or knowledge across other school, home, and/or community contexts, is he or she able to do that automatically?** SWSCD typically cannot perform a skill or concept in a new or different context. Each setting requires a complete re-teaching of the target skill.

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

The IEP team must consider the following:

- **Are cultural, social, and economic issues the cause of the low achievement?**
- **Is the decision about assessment participation based upon past behavioral issues or low performance expectations?**
- **Is the student's specific learning disability, emotional disability, deaf/hard of hearing disability, or visual disability including blindness the primary factor impacting the ability to learn?**
- **Is the past history of special education participation (disability category, type of service delivery, placement, etc.) affecting the decision?**
- **Is the student frequently absent from school and is that the cause of the low achievement?**

A student must meet <u>All Four Participation Criteria</u> in order to participate in the HSA-Alt.

See the Case Study Examples below for an illustration of how to apply these criteria.

Case Study Examples
Example 1: At 13 years of age, Sandra is currently able to identify familiar pictures and picture symbols and has an emerging sight word vocabulary of around 35 words. She can answer basic recall questions regarding short passages of text that have been read to her and she speaks using two and three word phrases. Sandra can independently write her personal information and can copy text. She can click and drag using a mouse on the computer and

can type, but only when provided a model. Because of severely limited cognitive functioning, reductions in depth, breadth, and complexity for performance, and the requirement for significant modifications to instructional materials and instructional delivery, the **IEP team determines that Sandra meets HSA-Alt Participation Criteria A-C**. In addition **Criterion D** is met because social, cultural or environmental factors, expectation of poor performance, or excessive absences are not primary contributing factors for her current difficulty.
Example 2: Roger, who is 13 years old, uses an augmentative communication device with voice and print output to take part in classroom discussions and instructional activities as well as to participate in the statewide assessment. He reads (using large print version) and answers questions at grade level. Even though Roger's communication is supplemented by the use of assistive technology and he requires adaptations to materials, he does not exhibit the characteristics of a student with a significant cognitive disability. **Therefore, his IEP team determines Roger does not meet Criterion A of the HSA-Alt Participation Criteria and he is not eligible to take the alternate assessment.** Instead, the team determines he would be most appropriately assessed using the general assessment with accommodations.
Example 3: During typical 7th grade instruction, Raymond needs pictures to supplement grade level text to overcome the print-only barrier to comprehend reading material. He needs an eye gaze board to respond to questions about grade level content, and content-related concrete objects to manipulate during specific instructional times and activities (lecture, large group discussion) along with a positive behavior support plan. Because of severely limited cognitive functioning, reductions in depth, breadth, and complexity for performance, and the intensity of the instructional supports necessary to access the general curriculum, the **IEP team determines that Raymond meets HSA-Alt Participation Criteria A-C**. In addition, **Criterion D** is met because social, cultural or environmental factors, expectation of poor performance, or excessive absences are not primary contributing factors for his current difficulty.
Example 4: Sylvia needs consistently delivered verbal cues to remain on task during most instructional activities. While reading text, she does need to have some grade level vocabulary words highlighted to aid her comprehension, in addition to having some text read to her. Even though Sylvia does need some instructional support that would not typically be provided for her peers without identified disabilities, her **IEP team determines that she does not meet HSA-Alt Participation Criteria A and B** and instead determines she would be most appropriately assessed using the general assessment with accommodations.
Example 5: While the grade level standard of 4.MD.1 specifies that students should "Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec,", nine-year-old Jackson is expected to use only metric units when measuring length as the base ten system causes less confusion for him. He is also only expected to measure length and perimeter. For the concept of area, because Jackson is not currently working on multiplication, he uses strategies such as repeated addition to find the area of tiled rectangular interiors. His **IEP team determines that Jackson does not meet HSA-Alt Participation Criteria A and B** and instead determines he would be most appropriately assessed using the general assessment with no accommodations.
Example 6: When other 8th grade students are interpreting information from a pie chart showing the results of a school-wide survey of favorite music genres, Caroline's teacher makes adaptations to the chart, such as only comparing the results of three genres that are

the most obviously discrepant in terms of quantity. A pie chart representing those three response categories has been cut apart so that Caroline can overlay the sections to make her comparisons, and it is expected that Caroline can make distinctions such as “most” and “least” as opposed to specific numerical or percentage differentiations. Because of the severely limited cognitive demand of tasks posed and the consistent use of accommodations and modifications to adapt curriculum and instruction for Caroline, her **IEP team determines that she meets HSA-Alt Participation Criteria A-C**. In addition, **Criterion D** is met because social, cultural or environmental factors, expectation of poor performance, or excessive absences are not primary contributing factors for her current difficulty.
Example 7: For tasks that involve calculation, eighth grader, Wilson uses a calculator but otherwise requires no additional adaptations in terms of the difficulty of the task expected of all other students. His **IEP team determines Wilson does not meet HSA-Alt Participation Criteria A and B,** and he should take the general assessment with appropriate allowable accommodations.
Example 8: In his 11th grade ELA class, Paul has learned several grade level vocabulary words from his adapted biography of Gregor Mendel. However, in his biological science class, he is unable to recognize those same words in the science text or on informational posters. In fact, he needs direct instruction on those same words in both the text and on several posters. His **IEP team determines that Paul meets HSA-Alt Participation Criterion C; however, they must gather additional documentation of Paul’s current cognitive functioning, adaptive behavior, use of instructional/assessment program supports, accommodations, and modifications, as well his attendance record prior to reaching a decision on HSA-Alt eligibility.**
Example 9: Rochelle has vision and hearing impairments, which are believed to be corrected to within normal ranges, although the exact extent of the impairment/correction is not known. This is because standard tests have resulted in inconclusive results. Regardless of her sensory impairments, she still exhibits the learning characteristics of a student with a significant cognitive disability as defined in Criteria A-C. Her IEP team determines, however, that **Rochelle does meet Criterion D of the HSA-Alt Participation Criteria because environmental factors may be the cause of her current low performance.** The team decides for the time being that she should take part in the general assessment with accommodations and priority should be given to a fuller assessment of her possible vision disability.
Example 10: Josie has a seizure disorder that is only partially corrected with medication. In addition, she also has a disorder of her immune system that causes her to miss many days of school each year. Her frequent absences have negatively affected her performance on classroom-based and large-scale assessments. Because of the effect her absences have had on her performance, her IEP team determines **Josie does not meet HSA-Alt Participation Criterion D because of the potential deleterious impact of her repeated absence from school.** Instead, the IEP team members decide that Josie should participate in the general assessment with no accommodations and will determine ways to provide her with the appropriate instruction, through methods such as web-based technologies.

Home-Schooled Students
Schools need to send the home-school parent letter to the family of each student who is currently registered for home schooling. The parent letter indicates that the Department of Education provides free testing for home-schooled students in Grades 3-8 and 11, who may take the Smarter Balanced ELA/Literacy and Mathematics Assessments, home-schooled students in Grades 5 and 8, who may take the HSA Science (NGSS) Assessments, and home-schooled students in Grades 3-8 and 11, who may take the HSA Alternate Assessments in ELA and Mathematics (Grades 3-8 and 11) and in Science (NGSS) (Grades 5, 8, and 11). Schools must offer these students one opportunity to take the Smarter Balanced Assessments, the HSA Science (NGSS) Assessment, and/or the HSA Alternate Assessments. For the purposes of assessment, these students are considered Courtesy Tested students, and their scores will not be included in the school's results.

A student's chronological age, adjusted grade placement by a public school or public charter school prior to a student's home-school status, or course credits must indicate that his or her current grade placement is 3-8 or 11 for a student to participate in the online HSA-Alt Assessments. Courtesy tested students must take the online version of the HSA-Alt Assessments.

Test Coordinators must fill out the *Courtesy Testing Request Form* in Appendix K and fax it to the Assessment Section at 808-733-4483 to request that a student's grade level and HSA-Alt eligibility be entered in TIDE. Do not ask parents to bring their home-schooled child to your school to be tested until an Assessment Section staff member informs the Test Coordinator that this student is able to access the secure online HSA-Alt Assessments.

Students Who Will Not Participate
For 2020-2021, the following student populations will not participate in the Hawaii State Alternate Assessments. **Note:** Schools must refer to the 2020-2021 Guide to Strive HI school accountability to obtain information about the participation requirements for each student population.

- **A student who has a significant medical emergency.**
    - A student who has a significant medical emergency must have a physician's signed report that describes the medical emergency that causes the student to be deemed medically unable to participate in the Hawaii State Alternate Assessments during the appropriate testing windows. The definition of a physician includes a doctor of medicine licensed under Chapter 453, Hawaii Revised Statutes or the applicable laws of the state where the student has been placed in order to implement the student's IEP; an osteopath licensed under Chapter 460, Hawaii Revised Statutes or the applicable laws of the state where the student has been placed in order to implement the student's IEP; or a psychologist licensed under (i) chapter 465, Hawaii Revised Statutes, or (ii) the applicable laws of the state where the student has been placed in order to implement the student's IEP.

- **An English Learner (EL) Program student whose first enrollment in a U.S. school was within this school year, based on the information provided by their parents when the students were enrolled.**
    - EL students who enrolled in a U.S. school for the first time within the last twelve months prior to the beginning of testing have a one-time exemption from their state's English language proficiency assessment if they complete the WIDA Access tests. Test Coordinators are asked to work with their EL coordinator, office staff, or registrar to confirm the accuracy of the first year EL information entered in Infinite Campus before confirming a student's status in TIDE.
    - This exemption applies to the HSA-Alt English Language Arts (ELA) assessment **only**. EL students who meet this requirement must still participate in the HSA-Alt Mathematics assessment (for students in Grades 3-8 and 11) and the HSA-Alt Science (NGSS) assessment (for students in Grades 5, 8 and 11).
- **A student who is receiving services at an out-of-state residential program.**
    - Students in out-of-state residential programs who are approved by the student's IEP or 504 Plan team, a hearings officer, or a judge cannot be tested because the Department of Education will not allow a student to be tested outside the state.
- **A student who meets the requirements of Regulation 4140, Exceptions to Compulsory School Attendance.**
    - These students will not be tested if they withdraw from the Hawaii public school and public charter school system.

Each school is responsible for keeping an electronic or paper log throughout the 2020-2021 testing windows for each student who is enrolled and not tested on all required statewide assessments. This information is reported using the Non-Participation feature found in the After Testing section of TIDE at www.hitide.org at or near the end of the respective test windows.

Online Test Delivery System

The HSA-Alt for ELA, Mathematics, and Science (NGSS) will be delivered to students via the online Test Delivery System, which will be accessed by using the HSAP Secure Browser on an iPad (or other digital device, such as a computer or tablet device). **The online Test Delivery System will be used to deliver all forms of the HSA-Alt, including the paper/pencil form to eligible students in Spring 2021.** (Printed materials for the paper/pencil test kits will be limited to answer option cards and test visuals; items will be delivered via the online system). To receive printed answer option cards and test visuals, the paper/pencil accommodation must be requested and verified. Test Coordinators must submit the paper/pencil accommodation verification request for a specific student well in advance of testing so that the printed materials can be received in time for testing.

Content Areas to Be Assessed

English Language Arts (ELA) and Mathematics (grade-level assessments for Grades 3–8, and 11) and Science (NGSS) (grade-level assessments for Grades 5, 8, and 11) will be assessed during the Spring 2021 testing window.

Shift from HCPS III to Next Generation Science Standard (NGSS) Assessments for HSA-Alt in Science (NGSS)

The Next Generation Science Standards (NGSS) were adopted by the Board of Education in February 2016 and were fully implemented in schools during the 2019-20 school year. As a result, the HSA Science Assessments, Biology 1 End-of-Course Exam, and HSA Alternate Assessments for Science are now based upon the NGSS and no longer aligned with the Hawaii Content and Performance Standards III for Science. These tests are now referred to as HSA Science (NGSS), Biology 1 EOC Exam (NGSS), and HSA-Alt Science (NGSS) respectively. The tested grade for Elementary School Science was shifted to Grade 5 beginning in the 2019-20 school year.

Test Security Guidelines

The HSA-Alt test materials, including the online items, paper/pencil test materials, and artifacts produced as a result of test administration, are secure. 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) are no longer valid- one student, school, or complex area may have accrued advantages not awarded to another, the test is no longer standardized, and is no longer 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), and all personnel handling test materials are charged with following these guidelines to preserve the integrity of the testing program.

All online and printed test items are secure and must be handled appropriately before, during, and after testing sessions. No test materials should not be photographed, printed, or reproduced in any way. Students should not be provided with any access to test materials before test administration. Such exposure to the test will invalidate test results. 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). When testing is complete, all printed test materials must be returned to the TC. For paper/pencil form testing, *all* printed materials are secure and must be returned to CAI at the close of the testing window.

HSA-Alt Code of Ethics

The HSA-Alt is Hawaii's alternate assessment based on alternate academic achievement standards and is part of the Hawaii 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.
Plan for and include appropriate IEP-aligned accessibility supports during testing, including consideration of a student's familiar communication system. • **Students must receive all accommodations listed in their IEP during summative testing.**

HSA-Alt Code of Ethics

Provide HSA-Alt students with online training test opportunities prior to testing.

- **Demonstrate tool use: the ear icon for reading and re-reading, as needed, the passage, question, and answer options, the double-headed arrow for expanding/collapsing the split screen to view/hide the full visual, and the "Next" arrow for finalizing answer selections and moving forward in the assessment.**
- **Consider modeling metacognitive test-taking strategies for students: talking through the solution process, using scratch paper, concrete materials, or tools such as a calculator, eliminating one answer option, etc.**

Follow all test security and test administration procedures.

The specific test security and administration 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 items
    - 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 is not allowed; e.g., the student uses an accommodation during testing, but does not use the same accommodation as a regular part of the instructional day.
- Students and Test Administrators are required to only move forward through the HSA-Alt summative assessment. Once a student or Test Administrator has indicated the student's final answer or response by pressing the "Next" button, that response should not be altered or changed. No HSA-Alt test item should be re-presented and no student response should be changed after the "Next" button is pressed. Although this functionality is available, students and Test Administrators are required not to use it during HSA-Alt summative test administrations.
- 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.

Security of the Test Environment

This table describes security requirements for the test environment during various stages of testing. The test environment refers to all aspects of the testing situation while students are testing and includes what a student can see, hear, or access (including access via technology).

Requirement	Description
BEFORE TESTING	
Instructional materials removed or covered	Instructional materials **must be removed or covered. Materials include, but are not limited to,** information that might assist students in answering questions that is displayed on bulletin boards, chalkboards or dry-erase boards, or on charts (e.g., wall charts that contain literary definitions, maps, mathematics formulas, etc.).
Designated area for backpacks, cell phones, etc.	The TA should prepare a designated location in the classroom for students to place their backpacks and purses, along with cell phones and other electronic devices. This location should be inaccessible to students during testing.
Student seating	Students must be seated so there is enough space between them to minimize opportunities to look at each other's work, or they should be provided with table-top partitions.
Signage	If helpful, place a "TESTING—DO NOT DISTURB" sign on the door or post signs in halls and entrances rerouting hallway traffic in order to promote optimum testing conditions.
DURING TESTING	
Quiet environment	Provide a quiet environment void of talking or other distractions that might interfere with a student's ability to concentrate or might compromise the testing situation.
Student supervision	Students are actively supervised by a certified test administrator and are prohibited from access to unauthorized electronic devices that allow availability to outside information, communication among students or with other individuals outside the test environment, or photographing or copying test content. This includes any device with cellular, messaging, or wireless capabilities, but is not limited to cell phones, smart watches, personal digital assistants (PDAs), iPods, cameras, smart watches, and electronic translation devices.
Access to allowable resources only	Students must only have access to and use of those allowable resources identified in this *HSA-Alt Test Administration Manual* for the HSA-Alt Assessments.
Access to assessments	Unauthorized staff or other adults must not be in the room during testing. Students who are not participating in testing may not be in the room where a test is being administered and must not have access to

Requirement	Description
	secure testing materials including test items. Students should only be able to see test items on their own screens. Adults and non-testing students should not be able to view the assessment. Trained Test Administrators (TAs) may have limited exposure to items in the course of properly administering the assessments; however, even TAs and other trained staff must not actively review or analyze any test items.
Testing through secure browser	Administration of the HSA-Alt assessments is permitted only through the Student Interface via the secure browser.
DURING AND AFTER TESTING	
No copies of test materials	Unless needed as a Paper/Pencil form accommodation, no copies of the test items – stimuli, passages, visuals, or answer options may be made or otherwise retained. Paper/Pencil form materials must be returned one week prior to close of the testing window.
No access to digital, electronic, or manual devices	No digital, electronic, or manual device may be used to record or retain test items, reading passages, or writing prompts. Similarly, these materials must not be discussed with or released to anyone via any media, including fax, email, social media websites, etc. Students who require access to medical monitoring devices during testing should be tested in a separate setting.
No use of student monitoring software	Use of student monitoring software (such as Hapara and similar software/applications) is prohibited during testing. The software may be installed on tablets used for testing (such as Chromebooks) but the Test Coordinator, technology coordinator, and/or others who may have access to the parent computer may not use the program to monitor students during testing.
No re-presenting test items after the "Next" button is pressed	Students and Test Administrators shall not use the functionality that is available to go backwards in the HSA-Alt assessment. Once the "Next" button is pressed, the student's response shall be entered into the system as their final answer. Items shall not be re-presented and student responses shall not be changed after the "Next" button is pressed.
No retaining, discussing, or releasing test materials	Descriptions of test items, stimuli, printed reading passages, response options, or printed manipulatives must not be retained, discussed, or released to anyone.
No discussing or analyzing test materials	Principals, TCs, TAs, and other staff must not discuss or analyze test items, stimuli, reading passages, response options, or printed manipulatives at any time, including before, during, or after testing. Certified Test Administrators may review test materials used for the Paper/Pencil administration, only as needed to prepare for test administration.
All test materials must remain secure at all times	Printed materials, scratch paper, and documents with student information must be kept in a securely locked room or locked cabinet that can be opened only with a key or keycard by a Test Administrator or Test Coordinator responsible for test administration.

Requirement	Description
AFTER TESTING	
No test materials used for instruction	Test items, stimuli, reading passages, response options, or printed manipulatives must not be used for instruction.
Destroy/return test materials securely	Printed test materials and scratch paper must be collected and inventoried at the end testing and returned to the Test Coordinator. See the **Return of Assessment Materials** section of this manual for details.

TAs and TCs or other individuals who have witnessed, been informed of, or suspect the possibility of a test security incident that could potentially affect the integrity of the assessments or the data should follow the steps outlined in the **Responding to Testing Improprieties, Irregularities, and Breaches** section of this manual (below).

Responding to Testing Improprieties, Irregularities, and Breaches

Test security incidents, such as improprieties, irregularities, and breaches, are behaviors prohibited either because they give a student an unfair advantage or because they compromise the secure administration of the assessments. Whether intentional or by accident, failure to comply with security rules, either by staff or students, constitutes a test security incident. Improprieties, irregularities, and breaches need to be reported in accordance with the instructions in this section for each severity level. Definitions for test security incidents are provided in the table below.

This section refers to documentation and reporting of incidents involving test security. Refer to Appendix F for a list of test security incident levels and examples of types of issues.

Impact and Definitions

Type	Definition
Impropriety	An unusual circumstance that has a low impact on the individual or group of students who are testing and has a low risk of potentially affecting student performance on the test, test security, or test validity. An impropriety should be reported to the School Principal and Test Coordinator (TC) immediately, and forwarded to the Assessment Section within 24 hours and entered into TIDE should a testing incident request be required (see procedure outlined in *Reporting Timelines and Activities* below).
Irregularity	An unusual circumstance that impacts an individual or group of students who are testing and may potentially affect student performance on the test, test security, or test validity. These circumstances can be corrected and contained at the state level. An irregularity must be reported to the School Principal and TC immediately, and forwarded to the Assessment Section within 24 hours, and entered into TIDE should a testing incident request be required (see procedure outlined in *Reporting Timelines and Activities* below).

Breach	An event that poses a threat to the validity of the test. Examples may include such situations as a release of secure materials or a security/system risk. These circumstances may result in a decision to remove the test item(s) from the available secure bank. A breach incident must be reported to the School Principal and TC immediately and both the Complex Area Superintendent and Assessment Section (808-307-3636) should be immediately contacted by telephone. The information should be entered into TIDE within 24 hours should a testing incident request be required (see procedure outlined in *Reporting Timelines and Activities* below).

It is important for Test Administrators (TAs) to ensure the physical conditions in the testing room meet the criteria for a secure test environment. See the **Security of the Test Environment** section above for more detail.

Reporting Timelines and Activities

Improprieties and Irregularities should be reported to the Assessment Section by the end of the school day. These are to be reported using the *Testing Incident Report Form* found in Appendix G.

A *breach* poses a serious threat to the integrity of the assessment and requires that the incident is addressed to the extent possible at the school site, that it be reported to the appropriate school personnel right away, and that both the Complex Area Superintendent and Assessment Section be contacted by telephone. A more complete report of the incident should be submitted to the Assessment Section using the *Testing Incident Report Form*, found in Appendix G, by the end of the school day during which the incident occurs.

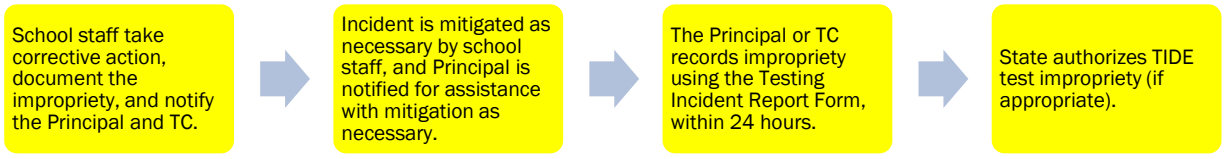
Test Security Required Action Steps

The Test Security Required Action Steps depict the required actions for each test security incident in a process flow diagram format.

<u>Impropriety</u>

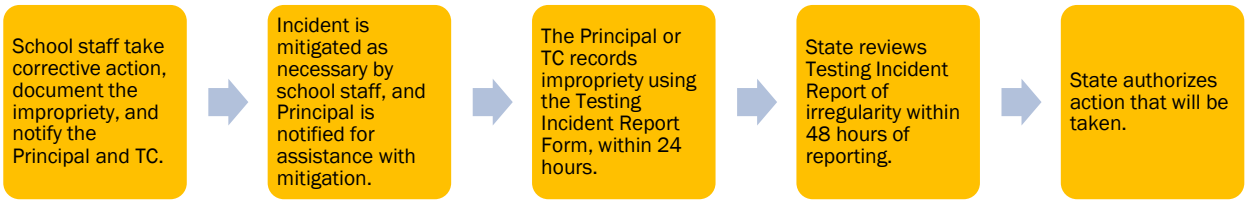
Unusual circumstance that has a low impact on the individual or group of students who are testing and has a low risk of potentially affecting student performance on the test, test security, or test validity. (Example: Student(s) leaving the testing room without authorization.)

A specific example of a test impropriety for the HSA-Alt is entering eight "No Responses" for the first eight items on the test without having a Test Session Observer present. (If a student does not respond to the first four items, the TA must pause the test and find a Test Session Observer who will verify the student response for the next four items. See the Early Stopping Rule conditions on pages 36-38 for more information on this policy.)



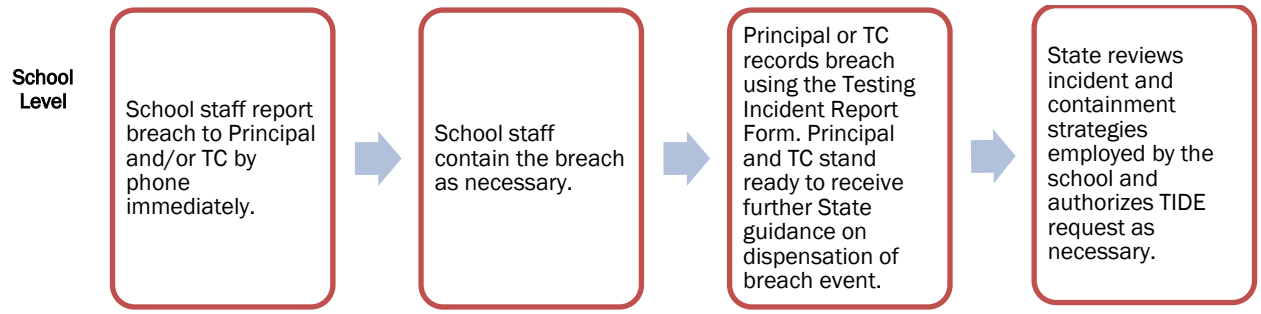
Irregularity

An unusual circumstance that impacts an individual or group of students who are testing and may potentially affect student performance on the test, test security, or test validity. These circumstances can be contained at the local level. (Example: Not providing students with the accommodations listed in the student IEP during testing. Not providing accommodations listed in the student IEP will result in a test reset with the student needing to retest with the listed accommodations.)



Breach

A test administration event that poses a threat to the validity of the test. Breaches require immediate attention and escalation to the HIDOE Assessment Section at 808-307-3636. Examples may include such situations as exposure of secure materials or a repeatable security/system risk. These circumstances have external implications. (Example: Administrators modifying student answers, or test items shared in social media.)



Reporting Test Security Incidents

All staff members at a school are required to report test security incidents to the Principal. Test security incidents that do not involve the Test Coordinator should also be reported immediately to the Test Coordinator. Principals who have witnessed, been informed of, or suspect the possibility of a test security incident that could potentially impact the integrity of the assessments and test results should immediately contact the Assessment Section at 808-307-3636 or hsa@k12.hi.us.

Principals and Test Coordinators should ensure that all test security incidents are reported to the Assessment Section with 24 hours using the *Test Security Incident Report Form*, found in Appendix G. This form can also be downloaded from the Test Administration Forms page on the HSA-Alt portal website at alohahsap.org.

Test security incidents requiring specific actions to be taken regarding the test itself may need to be reported by the TC using the "Testing Incidents" tab in TIDE, in addition to reporting each

incident using the *Test Security Incident Report Form*. These include incidents that result in a need to invalidate or restore individual student assessments. The Assessment Section will direct the TC to submit a "Testing Incidents" request in TIDE if necessary following submission and review of a *Test Security Incident Report Form*. **All requests submitted via the "Testing Incidents" tab in TIDE must be approved by the state.** In most instances, these requests will be submitted to address a test security impropriety, irregularity or breach.

A toll-free, anonymous tip line for reporting test security concerns has been established at 1-866-648-3712. Principals, teachers, and Test Coordinators should share this information with their school community.

Testing Incident Actions

The online process and conditions for the two types of Testing Incident requests available for HSA-Alt assessments in TIDE are described below. The *TIDE User Guide* located at alohahsap.org contains specific instructions on submitting requests.

Action Type	Description	Conditions for Use
INVALIDATION	Invalidating a student's test eliminates the test. The test will not be scored and the student will be counted as a non-participant.	The State may invalidate a test if: 1. There is a test security breach. 2. The test is administered in a manner inconsistent with this *Test Administration Manual (TAM)*. 3. There is a test session in which a student deliberately does not attempt to respond appropriately to items. *Note 1: Invalidated tests will not be scored.* *Note 2: After reviewing the circumstances of an incident, a state may elect only to document the above conditions as testing irregularities, rather than to invalidate the test.*
RESET	Resetting a test removes that test from the system and enables the student to start a new test.	The State may reset a test if a student is not provided with the accommodations listed in the student's IEP. The student will then need to retest with the listed accommodations.
RESTORE	Restoring a test returns a test from the Reset status to its prior status. This action can only be performed on tests that have been reset.	The State may only restore a test if a test was inadvertently or inappropriately reset.

Test Administrator Requirements

Only Hawaii Department of Education (HIDOE) trained personnel may administer the HSA-Alt for each content area online using the Test Delivery System, or may administer the HSA-Alt in each content area via the paper/pencil accommodation (subject to HIDOE approval). The following table lists the personnel who may serve as Test Administrators (for online or paper/pencil test administration).

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

Each HSA-Alt TA must

- be familiar with this *Test Administration Manual* (*TAM*);
- be trained in and knowledgeable about proper test administration and test security; and
- have attended the HIDOE-sponsored virtual webinar training. (For TAs who need an additional refresher course prior to testing, the online version of the TA Certification Course will also be available.)

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.

Requesting a Paper/Pencil Test Kit Accommodation

The HSA-Alt for ELA, Mathematics, and Science (NGSS) will be available in paper/pencil test kit format in Spring 2021 as a verified accommodation **only**. For the 2020-2021 school year, the paper and pencil test kit version of the assessment will use the online interface to present items to the students alongside the printed answer option cards and test visuals for student response selection. TAs who would like to request approval of this accommodation for one or more of their students will need to contact their school Test Coordinator (TC). TCs will be responsible for requesting approval of this accommodation for any HSA-Alt eligible student in their school who is identified for the paper/pencil test kit accommodation.

Paper/Pencil Test Kit Guidelines

The purpose of the HSA-Alt iPad project is to help promote, to the greatest degree possible, support for equal access to the HSA-Alt by assisting students with severe cognitive disabilities in acquiring independent skills using an assistive technology device. Students who are eligible shall take the HSA-Alt and will be able to access the assessment using the digital interface, when provided the allowable supports (see pages 41-48). However, it is recognized that students with certain disabilities or specific English language support needs may require a paper and pencil version of the assessment. The paper and pencil test version of the assessment is available as an alternative to the standard digital form of the assessment.

The paper and pencil test form allows test administrators to preview and prepare for specialized test administrations. Two examples of how the paper and pencil form might be used to administer a test to a student with specialized needs follow. For students with visual impairment or blindness, a paper and pencil version of the assessment allows the teacher or test administrator to tactilely enhance the test visuals or answer options prior to test administration. This tactile enhancement allows students to better utilize the accompanying test visuals and to discriminate between the answer options. For students with limited English language proficiency, the paper and pencil version of the assessment is used in conjunction with the Translated Test Designated Support. The paper and pencil version of the assessment supports the Test Translator in previewing and preparing word-for-word translations of the mathematics or science assessments.

If a student's IEP care coordinator determines a student requires the paper and pencil version of the HSA-Alt, due to the nature of his or her disability(ies) or the presence of a language barrier, the student's Test Administrator will need to contact the school's Test Coordinator to order the test kit. **Only TCs may submit a request for a paper/pencil test kit accommodation. Paper/pencil test kit materials will only be shipped for students approved for the paper/pencil accommodation.**

Requesting Paper/Pencil Test Kits

To request a paper/pencil test kit for an HSA-Alt eligible student, TCs must download the *Paper/Pencil Test Kit Accommodation Request Form* found in Appendix L. Forms should be completed and emailed to the CAI staff member(s) listed at the bottom of the form.

The TC and the student's TA will be contacted via email if/when the accommodation request has been approved, or if additional information is needed to evaluate the request. If the request is not approved, the TC and the student's TA will be notified via email with a response from the Assessment Section providing the reason for denial of the request.

Initial paper/pencil accommodation requests should be submitted by January 29, 2021 in order to ensure on-time delivery of the test kit materials to schools prior to the opening of the HSA-Alt test window on February 16, 2021.

If additional HSA-Alt eligible students are identified as requiring the paper/pencil test kit accommodation prior to or during the HSA-Alt testing window, the TC will need to request additional paper/pencil test kit accommodations. Requests placed during the testing window will result in test kits that arrive at the school address on file approximately 4-5 business days after the accommodation request is approved by the HIDOE Assessment Section. The final deadline for all paper/pencil accommodation requests to be submitted for Spring 2021 testing is **April 23, 2021** (four weeks prior to the close of the paper/pencil test window).

For information about administering the HSA-Alt using a paper/pencil test kit, please see the *HSA-Alt Spring 2021 Instructions for Use of Printed Response Option Cards and Test Visuals for Students with a Verified Paper/Pencil Accommodation* manual which will be available on the HSA-Alt portal at alohahsap.org in late February 2021. In addition, TAs selecting the paper/pencil accommodation for their student may also need to set the Scribe, Alternate Response Options, and Visual Descriptions accommodations and/or the Translated Test designated support in TIDE. See pages 41-48 for more information on the available HSA-Alt accommodations and designated supports.

Assessment Design

Key Features of the Administration

The online Test Delivery System uses digitally delivered audio for all stimuli, questions, and answer options. This audio is scripted using specifically worded presentations of information, directions, and explanations to the student. Students taking the online test respond either independently by touching the iPad screen or through the support of their Test Administrator who operates the test interface for them to deliver the passage/stimuli, question, and answer options to the student. For students who cannot independently respond, Test Administrators will record the student's response on the iPad screen for them once the question has been delivered and the student has indicated their answer selection. TA assistance in entering the student's response is allowed as the Scribe accommodation.

For students approved for the Scribe accommodation, TAs may enter a student response provided in the student's customary mode of communication; i.e., the communication that the student uses during instruction. The use of alternate modes of communication is allowed as the Alternate Response Option accommodation. Alternate response options include, but are not limited to:

- an oral response
- pointing
- eye gaze
- a response card
- sign language, or
- an augmentative communication device.

Once the student has communicated a response, the TA may touch the response indicated by the student who is unable to do so on his/her own. Students will have the opportunity to select an initial response, and change their response as many times as they choose, before advancing to the next test item.

For all test items, if no response is indicated or recorded by the student, the TA will need to access the context menu for the item and select the "No Response" option for that item. This will mark the item as a "No Response" and the TA will be able to advance to the next test item for administration. Guidelines on "No Response" can be found in the Early Stopping Rule section on pages 36-39. For additional information on how to access the item context menu consult the *Spring 2021 Guide to Navigating the Online HSA-Alt Administration* which will be available in the HSA-Alt section of the alohahsap.org website in early February 2021.

Test Design Information

The online HSA-Alt assessments in ELA, Mathematics, and Science (NGSS) are computer adaptive tests (CAT). Items will be selected by the testing system based on the student's ability as demonstrated on the previously answered items, according to the test blueprint for each

content area. Each test form contains approximately 40 operational items. In addition, there may be items which are being field tested.

Due to the implementation of Next Generation Science Standards (NGSS) for the HSA-Alt in Science (NGSS), scores for the HSA-Alt Science (NGSS) assessments will not be available for Spring 2021 until after a required standard setting meeting takes place during the summer of 2021.

Test Design Information Paper/Pencil Testing

The paper/pencil HSA-Alt assessments will be grade-level fixed forms consisting of 40 items matching the grade-level blueprint for the content area, across a range of item difficulty levels. The paper/pencil HSA-Alt assessments will be delivered using the iPad with printed materials limited to answer option cards and item visuals.

Access Limitations

Some online test items list an access limitation for a student's disability (e.g., "blind" or "deaf"). Students with access limitations will probably be better able to access the HSA-Alt Assessment using the paper/pencil version. The TA should request a paper/pencil test kit accommodation for these students.

Online Administration Procedures

The online Test Delivery System will continue to be the default method of test administration for all HSA-Alt eligible students in Spring 2021.

TAs will be ready to administer the HSA-Alt using the online Test Delivery System after following a few basic steps:

- Verify that they are entered into the TIDE system as a TA user.
- Attend a HIDOE-sponsored virtual webinar training. This is required for all TAs this year. (The online HSA-Alt TA Certification Course will still be available this year for TAs who need a refresher course after attending the face-to-face training.)
- Become familiar with the Test Delivery System and administering assessments using the TA Live Site.
- Verify that the iPad that will be used for testing is running iOS 12.4 or higher.
    - Schools may need to arrange to purchase a new iPad for testing if only older iPads unable to upgrade to iOS 12.4 or higher are available at the school site, or if not enough iPads running iOS 12.4 or higher, are available for efficient testing of students. This will depend on the number of HSA-Alt identified students at the school and the number of iPads suitable for testing.
    - Other options for testing include the use of a PC, Mac, or Chrome book for student testing; this will depend of the student's skill level and familiarity with digital devices.
- Verify that the most current HSAP Secure Browser is installed on each TA's or student's iPad or computer. (The SecureTest app can be downloaded and/or updated in the App Store.)
- Use the available online training test with HSA-Alt students on the device that they will use for testing so that students become familiar with the interface and testing expectations. (Highly recommended and encouraged, but not required.)
- Determine the designated supports and accommodations that the student will need for testing and set these in TIDE.
- Complete the combined online Learner Characteristics Inventory (LCI) and the Hawaii Observational Rating Assessment (HIORA) for each student to be tested (see "Complete Online LCI and HIORA" below, and Appendix A, for additional information).

Test Administrators need to refer to the *Spring 2021 Guide to Navigating the Online HSA-Alt Administration* manual and the *HSA-Alt Online Testing Quick Start Guide Spring 2021* for complete information about online administration procedures. Both of these documents will be available on the Resources >> Test Administration >> Online Administration section of the HSA-Alt portal website at alohahsap.org in early February 2021.

Complete Online LCI and HIORA

Prior to the start of online testing, TAs **must** complete the combined Learner Characteristics Inventory (LCI) and the Hawaii Observational Rating Assessment (HIORA) form for each student to be tested. The LCI is a standardized form that the Hawaii Department of Education (HIDOE) has adapted for the yearly monitoring of alternate students in the state. The HIORA is a grade-

level aligned teacher assessment of student skills and knowledge in the ELA, Math, and Science content areas. In addition, the HIORA contains a section, first added in Spring 2020, in which teachers rate student readiness for transition to postsecondary opportunities and competitive, inclusive work environments. The transition success predictors that are used originated from the National Technical Assistance Center on Transition. The LCI and HIORA must be completed by the student's teacher so that the ratings are an accurate reflection of student characteristics, skills, knowledge, abilities, and readiness. HIDOE will use this information to both inform state policy and as a potential source of external validity for its alternate assessments.

If the Test Administrator is not the student's teacher, the teacher must complete the LCI and HIORA alongside the TA in the online Test Delivery System, or by using the fill-in paper versions found in Appendix A which the TA will then use on behalf of the teacher as a basis for data entry into the online Test Delivery System. Care must be taken to complete the correct grade-level HIORA for ELA and Math.

The LCI and HIORA must be completed each year for each student. Students will not be able to complete the login process and begin content area testing until the two-part LCI and HIORA form have been completed and submitted. After the online LCI-HIORA form has been submitted it will no longer be displayed as one of the available tests upon subsequent student logins during the testing window.

To complete the combined LCI-HIORA form via the Test Delivery System the TA must first set up a Test Session in the TA Live Site using the instructions in *Spring 2021 Guide to Navigating the Online HSA-Alt Administration* manual and must include the appropriate grade-level HSA-Alt LCI test as one of the tests to be administered in the session. Then, the TA will enter the student's information (First Name and SSID) on the login screen shown in the Secure Browser, along with the Test Session ID that has been generated. The Test Delivery System will then present a screen asking the TA to "Choose Your Test". The appropriate grade-level LCI-HIORA form will be the only test form available for entry with an active link; all other subject area test forms will be colored gray with deactivated links. TAs should click on the LCI-HIORA test form and answer the questions if they are the student's teacher. If the TA is not the student's teacher, they should consult with the student's teacher before proceeding. The LCI and HIORA data must be accurate representations of the student's characteristics and skills in and knowledge of grade-level expectations in ELA and Math (all grades) and Science (grades 5, 8 and 11).

Remember: if the TA is not the student's customary teacher, the LCI and HIORA information should be received from the teacher. This can be accomplished in one of two ways:

1. If the teacher is available, have the TA and teacher sit side-by-side to complete and enter the LCI and HIORA data in the online testing site.
2. If the teacher is not available to meet with the TA to complete the LCI-HIORA, the LCI and the appropriate grade-level HIORA can be printed and answered by the teacher based on their experience with the student. The information on the printed LCI and grade-level HIORA can then be transferred by the TA into the system. Care should be taken to keep student records straight and secure.

Once the LCI and the appropriate grade-level HIORA form has been completed and submitted by the TA, the online Test Delivery System will return the TA to the student login page to begin the login process for subject area testing. The LCI and grade-level HIORAs can be found in Appendix A.

Actively Monitor Student Testing

TAs should actively monitor student testing and assist students in navigating the online administration as needed. TAs should make sure that students are listening to the complete audio description of the answer option cards when PicSyms are present. While the PicSym may contain a single word, the script that is provided when the answer option is digitally read aloud often contains more information. In addition, it is necessary to monitor student use of the expand and collapse passage feature so that full visuals are presented during the math and science assessments when the items contain an accompanying illustration, visual, chart, or graph. It is important to remember that TAs are allowed to support students with test navigation, however when TAs directly enter a student's response based on student selection using a non-direct method, that the Scribe accommodation will need to be indicated in TIDE for this student. This requirement for the Scribe accommodation extends to include the entry of a "No Response" for a student (see next section below). For additional information on setting accommodations see the section on HSA-Alt testing accommodations starting on page 45.

Recording No Response

The online Test Delivery System for the HSA-Alt allows the TA to record a "No Response" for a question if a student is non-responsive. **"No response" means a student has not given any response to a particular item.** If the TA anticipates that the student will be non-responsive at times during testing, the Scribe accommodation will need to be requested so that the TA may enter the **[No Response]** option for the student. If a student is non-responsive to a particular question, the TA will need to collect the iPad from the student in order to access the context menu for the item in question and select the **[No Response]** option. The system will automatically record a "No response" for the item. The TA will then be able to click the **[Next]** button on screen to load the next item and may return the iPad to the student to continue testing.

For additional information on accessing the item context menu please see the *Spring 2021 Guide to Navigating the Online HSA-Alt Administration*, available on the Resources >> Test Administration>> Online Administration section of the HSA-Alt portal website at alohahsap.org in early February 2021.

Early Stopping Rule

If you anticipate that your student will not exhibit evidence of a response during the assessment, make sure to request the Scribe accommodation and locate a second staff member to serve as your Test Session Observer before testing begins. A Test Session Observer is required to meet the Early Stopping Rule Requirement. You will also need to plan for a minimum of two separate sessions on two different days for each content area test.

If you anticipate that your student will respond but the student unexpectedly does not respond to the first four items, you must pause the test. A second session in which a Test Session Observer is present will be required. You will need to locate a second staff member to support you for this. This second session must take place on a subsequent day at a different time of day.

The Early Stopping Rule will be instituted if all of the following conditions are met:

1. The student does not respond to the first eight items in the assessment.
2. The "No Response" option must be selected by the Test Administrator for the student for each of the first eight test items, using the item context menu.
    a. The eight items must be delivered as two separate sets of four items (4 + 4 = 8).
3. Two sessions must be used to administer the two sets of four items, for each content area.
    a. These two sessions must be held on two different days at two different times in the day (morning and afternoon).
4. More than one content area cannot be tested on the same day.
5. The Test Administrator must confirm via *Early Stopping Rule Verification Form* submittal that the student was provided with appropriate communication and accessibility supports during testing and that sufficient response time was provided. The *Early Stopping Rule Verification Form* may be found in Appendix I.
6. A Test Session Observer must be present for a minimum of four of the eight items for a content area, either items #1 – 4 or items #5 – 8.
7. The Test Session Observer must confirm via *Early Stopping Rule Verification Form* submittal that they were present during at least one test session, for administration of at least four items, and that the following conditions were met:
    a. They did **not** observe the student respond to any questions they were presented; and
    b. The Test Administrator administered the assessment with fidelity.
8. The School's Test Coordinator must submit the completed *Early Stopping Rule Verification Form* to the Assessment Section for verification.
9. The Assessment Section must verify that the test database record shows that conditions 1 – 4 listed above were met.

When the first two conditions listed above are met, the online Test Delivery System will automatically stop the student's test from proceeding to item #9. The TA and the Test Session Observer must then complete conditions 5 – 8 listed above by submitting the signed *Early Stopping Rule Verification Form*. This form may be submitted by fax to the Assessment Section. Once this completed form is received, the student's test will be marked as completed and will count for participation.

If a Test Session Observer is not present during the administration of at least four items of the eight, the TA must submit a *Test Security Incident Report Form* (Appendix G) and request a test reset. Failure to do so will result in a test invalidation. After receiving a test reset approval, the TA should then ensure that a Test Session Observer is present when the student retakes the

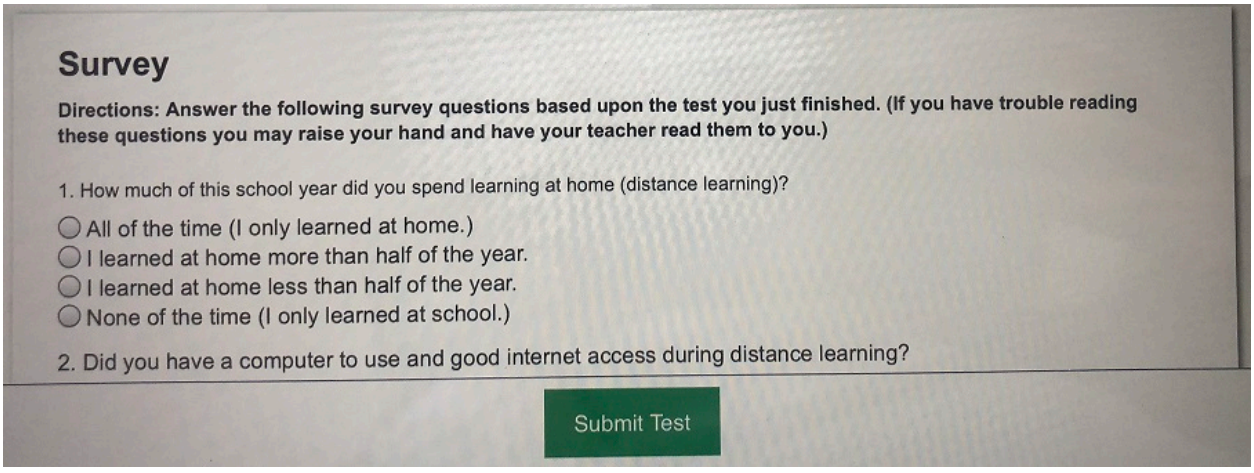
test. The Test Session Observer must be present for the administration of at least four of the eight items within a content area test to enact the Early Stopping Rule.

If the TA enters eight "No Responses" for the student in a single session, the TA must submit a *Test Security Incident Report Form* (Appendix G) and request a test reset. Failure to do so will result in a test invalidation. After receiving a test reset approval, the TA should then ensure that the eight items are redelivered as two sets of four items in two separate test sessions on two different days at two different times of day. Once again, a Test Session Observer must be present for four of the eight items when the test is retaken for the Early Stopping Rule to be applied.

The Early Stopping Rule criteria is available in each content area test that the student is eligible to take, depending on their grade level (ELA and Mathematics in Grades 3-8 and 11, and Science [NGSS] in Grades 5, 8, and 11). TAs (or the student's teacher) will still be required to complete the LCI and grade-appropriate HIORA prior to the start of content area testing for each HSA-Alt identified test-taking student even if the TA expects the student will qualify for the Early Stopping Rule.

Opportunity to Learn Survey

All students being administered summative assessments in Spring 2021 will see a set of survey questions at the end of each content area assessment: Smarter Balanced, HSA Science (NGSS), HSA-Alt, and EOC exams. The set of survey questions will appear at the bottom of the item review screen (see screenshot below).



These five “Opportunity to Learn” survey questions will be used to gather information on the student learning experience during the COVID Pandemic. Student responses to the survey questions are not part of the assessment and will not impact student scores. Rather, student responses will be used by the Hawaii Department of Education to assess the impact of learning conditions upon student performance on the summative assessments.

It is important that student responses to the “Opportunity to Learn” survey be genuine, accurate, and representative of all student population subgroups. For these reasons, all

students will be required to provide an answer to each of the five survey questions before they can submit their test. If a student is not able to provide an answer, the HSA-Alt TA administering the test should answer the questions on behalf of the student, to the best of their knowledge.

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 universal tools, designated supports, and accommodations, 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.

For students who are unable to take the HSA-Alt via the online Test Delivery System due to the need for additional supports beyond those provided for online testing, the TA should contact the TC to request a paper/pencil test kit accommodation (see the section **Requesting a Paper/Pencil Test Kit Accommodation** above).

Laws and Regulations on Inclusion in Student Assessments: General Overview
Federal and state laws require that all students participate in certain tests in the Hawaii 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, setting, and engagement that provide equitable access during instruction and assessments for students with disabilities. They are intended to reduce or even eliminate the effects of a student's disability; they do not reduce the learning or performance expectations for a student. Accommodations provided to a student during classroom instruction and assessment must be provided during summative testing. (Not all classroom accommodations align directly with the definitions and suggested use found for like-named accommodations within the HSAP. In addition, some instructional accommodations are universally available for HSA-Alt students during the assessment or may be integrated into the design of this assessment. In these cases, these instructional accommodations may be listed as universal tools within HSA-Alt testing guidelines. See pages 41-48 for a listing of the universal tools, designated supports, and accommodations that are available for the HSA-Alt.

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 EL with an IEP) receives the allowable accommodations in his or her IEP as determined by the IEP team who select assessment accessibility supports and accommodations and document them in the eCSSS and IEP records. It is important that IEP team members are well informed about a student's needs and the universal tools, designated supports, and accommodations available in the HSA-Alt prior to the IEP team 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.

- A student must receive all accommodations listed in the IEP during HSA-Alt testing. If students do not receive the accommodations listed in their IEP during HSA-Alt testing, a *Testing Incident Report Form* (Appendix G) must be submitted with a request to reset the test so that the student can retake the test with the necessary accommodations.

The ESSA Standards and Assessments Peer Review requires that accommodations that are used for the HSA-Alt assessment are 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.

Universal Design for Test Access

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 items may be read and reread by the audio playback function in the Online Testing System. For the paper/pencil version, all items may be orally presented after the teacher uses the online digital interface to present the test item the first time. TAs using this oral Read Aloud accommodation delivery method must take care to follow the same script as was provided by the digital interface. 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 for the HSA-Alt

A variety of universal tools are available for the HSA-Alt assessment. A listing of universal tools that are available is provided in the tables below. This list of universal tools is by no means exhaustive as students with significant cognitive disabilities vary widely in the type and amount of supports that may be required for access. It is essential that HSA-Alt test administrators provide their students with the supports that they routinely receive during instruction during the HSA-Alt assessment. This critical need is reinforced within the Test Administrator Code of Conduct; this Code asks all Test Administrators to affirm that the student's test was delivered with the typical supports that are used during classroom instruction and assessment.

The universal tools that are available for the HSA-Alt are listed below. For the HSA-Alt, there are only three universal tools that can be managed in TIDE and are available via the online Test Delivery System: *Expandable Passages, Suppress Score*, and *Zoom*. The No Response universal tool is also available for all items via the online test Delivery System. The rest of the universal tools are non-embedded. The list of **universal tools** found below only contains examples of

some of the supports that a student who takes the HSA-Alt may need in order to demonstrate understanding. A general rule of thumb is to provide the same level of supports during the alternate assessment as are regularly provided during instruction.

Universal Tools	Description
Adjust the volume for listening passages	All students can adjust the volume on their headphones for the listening passages.
Adjusted visual or tactile field	Test administration display items or devices 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.
Audio Playback	Text is read aloud to the student via embedded audio files that includes audio playback of all items, passages/stimuli, and response options. Although test administration is designed primarily for one-to-one testing, some students who are able to navigate the test delivery system, independently, may be able to be tested in a small group setting. Therefore, these students need to either use headphones or be tested in a separate setting (see Separate Setting).
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.
Calculator (Embedded)	All students may access the online Desmos basic calculator tool available in the HSA-Alt mathematics tests.
Calculators (Hand-held)	Students who use a calculator during instruction may use the calculator during the administration of the assessment.
Color overlays (Paper/Pencil Form only)	Color transparencies are placed over the paper-based answer option cards. 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.
Expandable Passages and Stimuli	This tool provides a streamlined interface of the test stimulus window allowing items to be displayed full-screen. It is one of only three universal tools that can be set in TIDE; the default position for this tool in TIDE is *ON*.
Fidget tool	Allow/encourage movement and/or allow unrelated manipulative (e.g., fidget tools, rubber bands) in free hand to aid concentration. This tool may require a separate setting.
Graphic Organizers	Customary frames for organizing information used in language arts instruction such as: character, event, or story map; problem/solution, cause and effect, and sequence chain.
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.

Universal Tools	Description
Magnification	Magnification allows increasing the size to a level not provided for by the zoom universal tool. This may include projection if testing is carried out in a separate setting. It may also include the use of a magnifying lens overlay.
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 the answer option card by masking.
No Response	If no response is indicated or recorded by the student, the TA will need to access the context menu for the item and select the "No Response" option for that item. This will mark the item as a "No Response" and the TA will be able to advance to the next test item for administration.
Noise Buffers	Ear mufflers, white noise, and/or other equipment used to block external sounds.
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 necessary, including passages/stimuli, question stem, and response options; however, once the "Next" button is pressed, no item shall be redelivered. Hawaii Department of Education HSA-Alt testing policies require students and Test Administrators to move on to the next item once the "Next" button is pressed. Students and Test Administrators shall not navigate back to earlier items in the assessment. Whatever answer was registered into the system when the "Next" button is pressed shall be the student's final answer. No test item should be re-presented and no student response should be changed after the "Next" button is pressed. Although this functionality is available, students and Test Administrators are required not to use it during HSA-Alt summative test administrations.
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.

Universal Tools	Description
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. Text to Speech is a universal tool for these assessments, therefore students need to either use headphones or be tested in a separate setting. Allow students time to become familiar with the new testing location.
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 *OFF* with student results automatically shown on screen when the test is submitted.
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.
Translated test directions	Students who have limited English language skills can receive test directions in another language if this support is provided by a bi-literate adult trained in the administration of the HSA-Alt.
Zoom	Students may make test questions, text, or graphics larger by clicking on the Zoom icon that has four levels of magnification; for the HSA-Alt the default position for this universal tool is *Level 1.*

Designated Supports for the HSA-Alt

Currently there is one designated support, Translated Test, that is available for the HSA-Alt assessment. The Translated Test designated support allows a translator to provide the word-for-word translation of all parts of the mathematics and science alternate tests. Translators are required to follow the specific guidelines found in the table below and must acknowledge understanding of these guidelines prior to testing by signing and submitting the *HSA-Alt Test Security and Confidentiality Form* (Appendix J) to the school Test Coordinator who will then submit the form to the Assessment Section.

For a description of the Translated Test designated support see the table directly below. Please note that the Translated Test designated support also requires the submittal and approval of the Paper/Pencil accommodation for a student. See pages 30-31 for a description of the Paper/Pencil accommodation and specific guidelines regarding Paper/Pencil accommodation requests.

Designated Supports	Description
Translated test	Students who have limited English language skills and who use dual language supports in the classroom may have the **mathematics and science assessments** translated during alternate testing. Translation of the English Language Arts (ELA) assessment is not allowed. The translator must be a bi-literate adult trained in the administration of the HSA-Alt. Translators may translate the test directions, test items, and response options for these assessments. They must provide a word for word translation not deviating from the presented stimulus, item, and audio script. All translators must sign the *HSA-Alt Test Security and Confidentiality Form* found in Appendix J. The paper/pencil accommodation is also required for the administration of a translated test. The use of a translator may result in the student needing additional overall time to complete the assessment.

Accommodations for the HSA-Alt

Accommodations for the HSA-Alt no longer require the submittal of an *HSA-Alt Accommodation Verification Form.* TAs are able to set the accommodations that their students need directly in TIDE with one exception. The one exception is the Paper/Pencil Form accommodation. The Paper/Pencil Form accommodation will continue to be controlled and set by the Assessment Section in TIDE after receiving the Paper/Pencil Test Kit Request and verifying student need in the IEP.

All accommodations should continue to be recorded in the IEP record. For the students who take the HSA-Alt, these accommodations should be listed on the Services page under "Clarification of Supports and Services," or "Supplementary Aids and Services." State policy still continues to be that all accommodations listed in the student IEP must be provided during summative testing. If the accommodation that the student requires is not found in the list of HSA-Alt Accommodations found below, the school's Test Coordinator should submit the *Additional Accommodations Request Form* found in Appendix H.

Please be advised that the following accommodations – Paper/Pencil Test Kit, Read Aloud, Scribe, and Visual Descriptions – require schools to take additional steps prior to testing.

- The Paper/Pencil Test Kit accommodation requires advance form submittal to ensure materials arrive in time for testing. The *Paper/Pencil Test Kit Accommodation Request Form*, found in Appendix L, will need to be submitted a minimum of four weeks before the close of the testing window to allow time for verification and processing. Upon Paper/Pencil Test Kit accommodation verification, test kits will be mailed directly to the

school. Additional information about the Paper/Pencil Test Kit accommodation may be found in the *Spring 2021 Test Coordinator's Manual*.

- The Read Aloud, Scribe, and Visual Descriptions accommodations require the TA to follow specific accommodation guidelines (listed below) and acknowledge understanding of those guidelines prior to testing by signing and submitting the *HSA-Alt Test Security and Confidentiality Form* to the school Test Coordinator who will then submit the form to the Assessment Section. More information on the Read Aloud, Scribe, and Visual Descriptions accommodation guidelines is found below:

    - The Read Aloud Accommodation requires that the TA reads and follows the *HSA-Alt Guidelines for Read Aloud, Test Reader* prior to and during HSA-Alt testing. These guidelines can be found in Appendix B.
    - The Scribe Accommodation requires that the TA reads and follows the *HSA-Alt Scribing Protocol*. These guidelines can be found in Appendix C.
    - The Visual Descriptions Accommodation requires that the TA reads and follows the *HSA-Alt Visual Descriptions Protocol*. These guidelines can be found in Appendix D.
    - The *HSA-Alt Test Security and Confidentiality* form will need to be signed by TAs after reading the *HSA-Alt Guidelines for Read Aloud, Test Reader*, the *HSA-Alt Scribing Protocol for Hawaii Statewide Assessment Program*, and/or the *HSA-Alt Visual Descriptions Protocol*. TAs should sign the *HSA-Alt Test Security and Confidentiality Form* and give it to the school TC who will then submit the form to the Assessment Section. The *HSA-Alt Test Security and Confidentiality Form* can be found in Appendix J. (This same form is also used for the Translated Test designated support as previously mentioned in the section containing information on the HSA-Alt designated supports.)

The accommodations for the HSA-Alt are listed below.

Accommodation	Description
Alternate Response Options	Students taking the HSA-Alt with TA assistance may respond using the mode of communication that they use during instruction. These response modes include, but are not limited to, an oral response, pointing, eye gaze, a response card, sign language, switches, or an augmentative communication device. Once the student has communicated a response, the TA may enter the student's response into the system. Consistent criteria must be used as basis for student response; i.e., TA cannot take orally provided answer on first item and then switch response on the next.
American Sign Language (non-embedded)	Students who cannot hear the audio for the assessment, may have their TA repeat the audio script using American Sign Language. TAs must take care to precisely follow the audio script that is provided for test item component: passage, stimulus, question, and answer option card descriptions.

Accommodation	Description
Calculator	Students who have calculator use documented in their IEP and who regularly use a calculator during instruction must have the calculator available to them during the administration of the assessment. The difference between the Calculator Accommodation and the Calculator Universal Tool is the Calculator Accommodation is specifically listed as an accommodation in the student IEP.
Concrete materials	Students are provided with the customary concrete materials that are used for daily math instruction and assessment. These materials may include but are not limited to: base-10 blocks, counters, open number lines, pattern blocks, unifix cubes, etc. For the paper-and-pencil form concrete materials may also be substituted for response cards, if the presented objects are uniform in size and color and do cue the student to the correct answer.
Multiplication Table	Students who need a multiplication table to solve math problems and who consistently use the table during instruction and assessment of math, may use a multiplication table on the assessment.
Paper/Pencil Test	Some students with disabilities, such as visual impairment or blindness, and alternate-identified EL students who need language support may be better able to access the assessment with the paper/pencil version of the HSA-Alt. For students with sight limitations, the paper/pencil test version allows the teacher or test administrator to prepare tactilely-enhanced versions of the test visuals and answer options. For EL students who require the Translated Test Designated Support, the Paper/Pencil Test Accommodation allows the test translator to preview and prepare word-for-word translations of the math and science assessments prior to test administration. If a student's IEP care coordinator determines a student would be best served by the paper/pencil version of the HSA-Alt, due to his or her specific needs, the student's Test Administrator will need to contact the school's Test Coordinator to order the Paper/Pencil test kit.

Accommodation	Description
Read Aloud	The Read Aloud accommodation may be needed during the assessment for students who require a slower audio delivery speed than is currently available via the online platform. If this accommodation is provided to a student, the in-test audio must first be played for the student via the Test Delivery System with the TA listening carefully to the script as it is read aloud. The TA may then carefully reread or restate the passage, question, and/or answer option(s) exactly as read aloud by the in-test audio. TAs must must not make any changes, additions or deletions, intonation, or emphases that might inadvertently lead a student to the correct response. All TAs who deliver the Read Aloud Accommodation during testing must follow the *HSA-Alt Guidelines for Read Aloud, Test Reader*. These guidelines can be found in Appendix B in this manual. After reading these guidelines TAs will need to complete and sign the *HSA-Alt Test Security and Confidentiality Form* found in Appendix J. This form upon completion should be given to the school's TC who will then submit the form to the Assessment Section.
Reinforcement System	Students who receive a positive reinforcement system on a daily basis should receive this same support during summative testing. Reinforcement system support use must be documented in the IEP. Document this support in the Supplementary Aides and Services section on the Services page. (Follow student's Behavior Intervention Plan or Behavior Support Plan.) Positive reinforcement can be provided for continuing to focus and progress through the test not for correctly answering items.
Scribe	Students either indicate their response or do not respond to a test item and the Test Administrator then enters a **[No Response]** or the student's indicated response into the data entry interface. Responses must be entered as directly observed or represented verbatim. If a TA anticipates that their student will be non-responsive during testing the Scribe accommodation should be requested so that the [No Response] option may be entered by the TA for items to which the student is non-responsive. The TA must follow the *HSA-Alt Scribing Protocol.* These guidelines can be found in Appendix C in this manual. After reading these guidelines TAs will need to complete and sign the *HSA-Alt Test Security and Confidentiality Form* found in Appendix J. This form upon completion should be given to the school's TC who will then submit the form to the Assessment Section.

Accommodation	Description
Tactile sensitivity (Paper/Pencil Form only)	Students are provided with tactilely enhanced visuals or answer options or analogous response options with enhanced/reduced features so as to increase access to test visuals and answer options, and/or to address specific tactile sensitivity: slippery, fuzzy, rough, etc.
Visual Descriptions	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 correct answer. Those TAs providing their students with a visual description of charts and graphs must follow the *HSA-Alt Visual Descriptions Protocol* found in Appendix D in this manual. After reading these guidelines TAs will need to complete and sign the *HSA-Alt Test Security and Confidentiality Form* found in Appendix J. This form upon completion should be given to the school's TC who will then submit the form to the Assessment Section.

APPENDIX A: Learner Characteristics Inventory (LCI) and Hawaii Observational Rating Assessment (HIORA)

The purpose of the Learner Characteristics Inventory (LCI) is to assist states in describing and tracking the characteristics of 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."

The Hawaii Observational Rating Assessment (HIORA) is a grade-level aligned teacher assessment of student skills and knowledge in the ELA and Math content areas. It will be used by the HIDOE Assessment Section as an external measure of validity for its assessments.

The LCI and HIORA must completed each year for each HSA-Alt student prior to the start of HSA-Alt content area testing. **The Test Administrator will enter the LCI and HIORA information for the student directly into the online Test Delivery System prior to the start of testing.** If the Test Administrator is not the student's teacher, the teacher must complete the LCI and HIORA alongside the TA in the online Test Delivery System, or by using the fill-in the paper versions found below which the TA will then use to enter the data into the online Test Delivery System on behalf of the teacher.

Learner Characteristics Inventory

1. **Student's current grade:**
   - o Grade 3
   - o Grade 4
   - o Grade 5
   - o Grade 6
   - o Grade 7
   - o Grade 8
   - o Grade 11

2. **Student's current age in years:**
   - o 6
   - o 7
   - o 8
   - o 9
   - o 10
   - o 11
   - o 12
   - o 13
   - o 14
   - o 15
   - o 16
   - o 17
   - o 18
   - o Other

3. **The student demonstrates significant cognitive disabilities that may be combined with limited adaptive skills, physical, or behavioral limitations.**
   - o Yes
   - o No

4. **The student requires a highly specialized educational program with intensive modifications and supports in order to access grade level academic standards.**
   - o Yes
   - o No

5. **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.**
   - o Yes
   - o No

6. **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.**
   o Yes
   o No

7. **Student's primary IDEA disability label (select one):**
   o Intellectual Disability/Mental Retardation (includes Mild, Moderate, and Profound)
   o Multiple Disabilities
   o Autism
   o Speech/Language Impairment
   o Hearing Impairment
   o Visual Impairment
   o Traumatic Brain Injury
   o Emotional Disability
   o Deaf/Blind
   o Other Health Impairment
   o Orthopedic
   o Other

8. **Student's secondary IDEA disability label(s), if available (select all that apply):**
   o Intellectual Disability/Mental Retardation (includes Mild, Moderate, and Profound)
   o Multiple Disabilities
   o Autism
   o Speech/Language Impairment
   o Hearing Impairment
   o Visual Impairment
   o Traumatic Brain Injury
   o Emotional Disability
   o Deaf/Blind
   o Other Health Impairment
   o Orthopedic
   o Other

9. **Is your student's primary language a language other than English?**
   o Yes
   o No

10. **If yes, provide your student's primary language** (the dominant language spoken in the student's home). **If no, type in "*English*" here**.

11. What is the student's primary classroom setting?

o Special school

o Regular school, *self-contained special education classroom*, some special inclusion (students go to art, music, PE) but return to their special education class for most of school day.

o Regular school, *primarily self-contained special education classroom*, some academic inclusion (students go to some general education academic classes (such as reading, math, science, in addition to specials) but are in general education classes less than 40% of the school day).

o Regular school, *resource room/general education class*, students receive resource room services, but are in general education classes 40% or more of the school day.

o Regular school, *general education class inclusive/collaborative* (students based in general education classes, special education services are primarily delivered in the general education classes) – at least 80% of the school day is spent in general education classes.

12. Expressive Communication (check the best description)

o 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.

o 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.

o 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.

13. Does your student use an augmentative communication system in addition to or in place of oral speech?

o Yes

o No

14. If you answered "Yes" to question 13 please specify the augmentative communication system that your student uses in the text box below. If you answered "No" to question 13 please put "NA" in the text box below.

15. Receptive Language (check the best description)

o 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.

o Requires additional cues (e.g., gestures, pictures, objects, or demonstrations/models) to follow 1-2 step directions.

o Alerts to sensory input from another person (auditory, visual, touch, movement) BUT requires actual physical assistance to follow simple directions.

o Uncertain response to sensory stimuli (e.g., sound/voice; sight/gesture; touch; movement; smell).

16. Vision (check the best description)

o Vision within normal limits.

o Corrected vision within normal limits.

o Low vision; uses vision for some activities of daily living.

o No functional use of vision for activities of daily living, or unable to determine functional use of vision.

17. Hearing (check the best description)

o Hearing within normal limits.

o Corrected hearing loss within normal limits.

o Hearing loss aided, but still with a significant loss.

o Profound loss, even with aids.

o Unable to determine functional use of hearing.

18. Motor (check the best description)

o No significant motor dysfunction that requires adaptations.

o Requires adaptations to support motor functioning (e.g., walker, adapted utensils, and/or keyboard).

o Uses wheelchair, positioning equipment, and/or assistive devices for most activities.

o Needs personal assistance for most/all motor activities.

19. Engagement (check the best description)

o Initiates and sustains social interactions.

o Responds with social interaction, but does not initiate or sustain social interactions.

o Alerts to others.

o Does not alert to others.

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

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

21. Reading (check the best description)

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

22. Mathematics (check the best description)

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

Hawaii Observational Rating Assessment – National Technical Assistance Center on Transition (NTACT) Success Predictors – Part One (Grades 3-8 and 11)

1. **Was the student included in general education instruction during this school year? Select as many as apply.**
   - o The student was not included in any general education instruction.
   - o The student was included in ELA instruction.
   - o The student was included in mathematics instruction.
   - o The student was included in science instruction.
   - o The student was included in social studies instruction.

2. **How would you rate the student's ability to interact with others? Select one.**
   - o The student has difficulty interacting with people, both familiar and unfamiliar persons.
   - o The student has difficulty interacting with unfamiliar people but is able to interact with people he/she knows.
   - o The student generally interacts well with both familiar and unfamiliar people.

3. **How would you rate the student's ability to interact with others in unfamiliar situations? Select one.**
   - o The student does not interact well with others in both familiar and unfamiliar social situations.
   - o The student has difficulty interacting well with others in new social situations but interacts well with others in known social situations.
   - o The student generally interacts well with others in both familiar and unfamiliar social situations.

4. **How would you rate the student's parents' educational expectations for the student? Select one.**
   - o Insufficient information to report.
   - o None to minimal expectations.
   - o Low expectations; the student can achieve more than is expected.
   - o Reasonable expectations for the student's educational achievement.
   - o Higher expectations than the student will be able to achieve.

Hawaii Observational Rating Assessment – National Technical Assistance Center on Transition (NTACT) Success Predictors – Part Two (Grades 7-8 and 11)

5. **What type of career skills instruction has the student received? Select all that apply.**
   - o The student did not receive instruction in career choices.
   - o The student received instruction in career choices.
   - o The student received social skill instruction required for his/her career choices.
   - o The student received instruction in the specific reading skills required for his/her possible career choices.
   - o The student received instruction in the specific writing skills required for his/her possible career choices.
   - o The student received instruction in the specific mathematics skills required for his/her possible career choices.

6. **Did the student have some work experience this year? Select one.**
   - o I do not know.
   - o The student has had no work experience, paid or unpaid.
   - o The student had unpaid work experience.
   - o The student had paid work experience.

7. **If the student had either paid or unpaid work experience, please answer the three questions below.**

   A. **Was the student successful in his/her work experience?**
      - o I do not know.
      - o The student was unsuccessful in his/her work experience.
      - o The student was successful in his/her work experience.

   B. **What educational skills did the student's work experience require? Select as many as apply.**
      - o I do not know.
      - o The student's work experience required the use of reading skills.
      - o The student's work experience required the use of writing skills.
      - o The student's work experience required the use of mathematics skills.
      - o The students work experience required the use of science skills.

   C. **How long did the student's work experience last? Select one.**
      - o Less than 3 months
      - o 6 months to 3 months
      - o One year to 7 months
      - o More than one year

Hawaii Observational Rating Assessment – Grade 3 English Language Arts

1. In the Reading Literature domain, can the student answer literal questions related to something concrete (i.e., tangible, sensory) found in a literary text? For this skill, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

2. In the Reading Literature domain, can the student determine a central message/lesson/moral of a literary text if the student is provided with key details from the text? For this skill, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

3. In the Reading Informational domain, can the student answer literal questions related to something concrete (i.e., tangible, sensory) in an informational text? For this skill, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

4. In the Reading Informational domain, can the student determine a main idea of an informational text if the student is provided with key details from the text? For this skill, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

5. In the Writing domain, can the student determine a detail that supports an opinion? For this skill, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

6. In the Language domain, can the student identify a meaning of a simple multiple-meaning word (e.g., left or ring)? For this skill, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

7. On average, how many minutes per day is the student provided ELA instruction equivalent to the grade-level performance expectations seen in the HSA-Alt Range Performance Level Descriptors (refer to the essence statement)?

    - Less than 25 minutes
    - 25-49 minutes
    - 50-74 minutes
    - 75 or more minutes

Hawaii Observational Rating Assessment – Grade 3 Mathematics

1. In the Operations and Algebraic Thinking domain, can the student represent and solve multiplication and division problems involving equal groups, area, and arrays? For this skill, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

2. In the Numbers and Operations in Base Ten domain, can the student add and subtract numbers within 100? For this skill, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

3. In the Number and Operations - Fractions domain, can the student compare fractions represented visually? For this skill, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

4. In the Measurement and Data domain, can the student match the time on a schedule to the time on an analog clock to the nearest hour, half hour, and quarter hour? For this skill, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

5. In the Measurement and Data domain, can the student find the area of a tiled rectangle by counting the total number of squares inside of it? For this skill, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

6. In the Geometry domain, can the student identify shared attributes for rhombuses, rectangles, and squares? For this skill, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

7. On average, how many minutes per day is the student provided Math instruction equivalent to the grade-level performance expectations seen in the HSA-Alt Range Performance Level Descriptors (refer to the essence statement)?

    - Less than 25 minutes
    - 25-49 minutes
    - 50-74 minutes
    - 75 or more minutes

Hawaii Observational Rating Assessment – Grade 4 English Language Arts

1. In the Reading Literature domain, can the student answer a question about details in a literary text? For this skill, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

2. In the Reading Literature domain, can the student connect a detail to a given theme of a literary text? For this skill, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

3. In the Reading Informational domain, can the student answer a question about details in an informational text? For this skill, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

4. In the Reading Informational domain, can the student connect a detail to a given main idea of an informational text? For this skill, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

5. In the Writing domain, can the student identify one or more statements that support an opinion? For this skill, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

6. In the Language domain, can the student determine the meaning of multiple-meaning words (e.g., brush or rose) as used in context? For this skill, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

7. On average, how many minutes per day is the student provided ELA instruction equivalent to the grade-level performance expectations seen in the HSA-Alt Range Performance Level Descriptors (refer to the essence statement)?

    - Less than 25 minutes
    - 25-49 minutes
    - 50-74 minutes
    - 75 or more minutes

Hawaii Observational Rating Assessment – Grade 4 Mathematics

1. In the Operations and Algebraic Thinking domain, can the student solve two-step addition, subtraction, and multiplication problems and one-step division problems without remainders? For this skill, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

2. In the Numbers and Operations in Base Ten domain, can the student add and subtract multi-digit whole numbers within 100? For this skill, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

3. In the Number and Operations - Fractions domain, can the student solve problems involving one-step addition and subtraction of fractions with like denominators of 2, 3, and 4? For this skill, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

4. In the Measurement and Data domain, can the student solve addition and subtraction problems that involve time and money? For this skill, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

5. In the Geometry domain, can the student identify points, lines, line segments, rays, angles, parallel lines, and perpendicular lines? For this skill, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

6. On average, how many minutes per day is the student provided Math instruction equivalent to the grade-level performance expectations seen in the HSA-Alt Range Performance Level Descriptors (refer to the essence statement)?

    - Less than 25 minutes
    - 25-49 minutes
    - 50-74 minutes
    - 75 or more minutes

Hawaii Observational Rating Assessment – Grade 5 English Language Arts

1. In the Reading Literature domain, can the student use specific details in a literary text to answer a question about the text? For this skill, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

2. In the Reading Literature domain, can the student connect a given theme to a character's response to a challenge in a story or the stance of the speaker in a poem? For this skill, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

3. In the Reading Informational domain, can the student use specific details in an informational text to answer a question about the text? For this skill, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

4. In the Reading Informational domain, can the student use key details to explain a given main idea of an informational text? For this skill, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

5. In the Writing domain, can the student construct an opinion on a specific topic? For this skill, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

6. In the Language domain, can the student identify the meaning of words when common affixes (e.g., -ing, -ed, -s, -es) are added to common nouns and verbs? For this skill, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

7. On average, how many minutes per day is the student provided ELA instruction equivalent to the grade-level performance expectations seen in the HSA-Alt Range Performance Level Descriptors (refer to the essence statement)?

    - Less than 25 minutes
    - 25-49 minutes
    - 50-74 minutes
    - 75 or more minutes

Hawaii Observational Rating Assessment – Grade 5 Mathematics

1. In the Operations and Algebraic Thinking domain, can the student identify the next term for each of two related given sequences? For this skill, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

2. In the Numbers and Operations in Base Ten domain, can the student add and subtract decimal numbers using visuals or manipulatives (e.g., coins) as needed? For this skill, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

3. In the Numbers and Operations in Base Ten domain, can the student multiply a three-digit whole number by a one-digit whole number using the standard algorithm and divide a two-digit whole number by a one-digit whole number (without remainders) using visual models or manipulatives as needed? For this skill, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

4. In the Number and Operations - Fractions domain, can the student add and subtract fractions with denominators 2, 3, 4, 6, and 8 using visuals or manipulatives as needed? For this skill, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

5. In the Measurement and Data domain, can the student find the volume of a rectangular prism by counting the total number of unit cubes inside of it? For this skill, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

6. In the Geometry domain, can the student classify triangles and quadrilaterals based on the properties of their sides or angles? For this skill, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

7. On average, how many minutes per day is the student provided Math instruction equivalent to the grade-level performance expectations seen in the HSA-Alt Range Performance Level Descriptors (refer to the essence statement)?

    - Less than 25 minutes
    - 25-49 minutes
    - 50-74 minutes
    - 75 or more minutes

Hawaii Observational Rating Assessment – Grade 5 Science

1. In the life science domain, can the student describe: how organisms vary in their traits; ways in which plants, animals, and environments of the past are similar or different from plants, animals, and environments of today; how internal and external structures support the survival, growth, behavior, and reproduction of plants and animals; where the energy in food comes from and what it is used for; how matter cycles through ecosystems; and, what happens to organisms when their environment changes. In these areas, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

2. In the physical science domain, can the student describe: how equal and unequal forces acting on an object affect the object; what magnets are and how they can be used; what waves are and that the can they can cause objects to move; how energy is transferred and that it can be converted from one form to another; that when matter changes the total weight is unchanged; and how new substances can be created by combining other substances. In these areas, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

3. In the Earth and space science domain, can the student describe: what typical weather is like in different parts of the world and during different times of the year? How the impact of weather-related hazards can be reduced? How water, ice, wind and vegetation can change the land? What patterns of Earth's features can be determined with the use of maps? How much water can be found in different places on Earth? How the lengths and directions of shadows or relative lengths of day and night change from day to day; and ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. In these areas, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

4. Students can use the science and engineering practices and crosscutting concepts to support developing useable knowledge. In this area, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

5. On average, how many minutes per day is the student provided science instruction equivalent to the grade-level performance expectations seen in the HSA-Alt Range Performance Level Descriptors (refer to the essence statement)?

    - Less than 25 minutes
    - 25-49 minutes
    - 50-74 minutes
    - 75 or more minutes

Hawaii Observational Rating Assessment – Grade 6 English Language Arts

1. In the Reading Literature domain, can the student select textual evidence to answer a literal question about a literary text? For this skill, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

2. In the Reading Literature domain, can the student determine a theme or central idea of a literary text? For this skill, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

3. In the Reading Informational domain, can the student select textual evidence to answer a literal question about an informational text? For this skill, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

4. In the Reading Informational domain, can the student determine a central idea of an informational text? For this skill, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

5. In the Writing domain, can the student identify an appropriate claim about a topic if the student is provided with two clear supporting reasons? For this skill, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

6. In the Language domain, can the student identify context clues to help her/him determine the given meaning of a word? For this skill, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

7. On average, how many minutes per day is the student provided ELA instruction equivalent to the grade-level performance expectations seen in the HSA-Alt Range Performance Level Descriptors (refer to the essence statement)?

    - Less than 25 minutes
    - 25-49 minutes
    - 50-74 minutes
    - 75 or more minutes

Hawaii Observational Rating Assessment – Grade 6 Mathematics

1. In the Ratios and Proportional Relationships domain, can the student identify the ratio that matches the given picture or description? For this skill, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

2. In the Number System domain, can the student identify the coordinates of a point plotted in any of the four quadrants? For this skill, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

3. In the Expressions and Equations domain, can the student translate verbal phrases into one-step algebraic expressions and evaluate numerical expressions involving a base up to 5 with exponents up to 3? For this skill, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

4. In the Geometry domain, can the student find the volume of a right rectangular prism given the length of its edges? For this skill, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

5. In the Statistics and Probability domain, can the student find the mode, range, and median of a given data set? For this skill, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

6. On average, how many minutes per day is the student provided Math instruction equivalent to the grade-level performance expectations seen in the HSA-Alt Range Performance Level Descriptors (refer to the essence statement)?

    - Less than 25 minutes
    - 25-49 minutes
    - 50-74 minutes
    - 75 or more minutes

Hawaii Observational Rating Assessment – Grade 7 English Language Arts

1. In the Reading Literature domain, can the student select textual evidence that relates to an inferential statement about a literary text? For this skill, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

2. In the Reading Literature domain, can the student determine the theme of a literary text and identify a supporting detail? For this skill, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

3. In the Reading Informational domain, can the student select textual evidence that relates to an inferential statement about an informational text? For this skill, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

4. In the Reading Informational domain, can the student determine a central idea of an informational text and identify a supporting detail? For this skill, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

5. In the Writing domain, can the student construct a claim about a topic and identify a supporting reason? For this skill, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

6. In the Language domain, can the student use a range of strategies to determine the meaning of unfamiliar words or phrases? For this skill, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

7. On average, how many minutes per day is the student provided ELA instruction equivalent to the grade-level performance expectations seen in the HSA-Alt Range Performance Level Descriptors (refer to the essence statement)?

    - Less than 25 minutes
    - 25-49 minutes
    - 50-74 minutes
    - 75 or more minutes

Hawaii Observational Rating Assessment – Grade 7 Mathematics

1. In the Ratios and Proportional Relationships domain, can the student solve problems involving ratios and percentages (limited to 10% and 50%)? For this skill, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

2. In the Number System domain, can the student divide a unit fraction by a whole number given a real-world context, visual model, or manipulatives? For this skill, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

3. In the Expressions and Equations domain, can the student solve two-step problems involving integers given a number line, visuals, or manipulatives as needed? For this skill, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

4. In the Geometry domain, can the student solve problems involving finding the area of squares, rectangles, triangles, and the volume of cubes and rectangular prisms? For this skill, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

5. In the Statistics and Probability domain, can the student identify the likelihood of a simple event (e.g., landing on 0 with a spinner numbered 1-6 is impossible)? For this skill, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

6. On average, how many minutes per day is the student provided Math instruction equivalent to the grade-level performance expectations seen in the HSA-Alt Range Performance Level Descriptors (refer to the essence statement)?

    - Less than 25 minutes
    - 25-49 minutes
    - 50-74 minutes
    - 75 or more minutes

Hawaii Observational Rating Assessment – Grade 8 English Language Arts

1. In the Reading Literature domain, can the student answer inferential questions about the characters, events, or settings in a literary text? For this skill, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

2. In the Reading Literature domain, can the student summarize a literary text and identify a theme or central idea? For this skill, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

3. In the Reading Informational domain, can the student answer inferential questions about an informational text? For this skill, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

4. In the Reading Informational domain, can the student summarize two supporting points and identify a central idea of an informational text? For this skill, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

5. In the Writing domain, can the student construct a claim about a topic and provide two supporting reasons? For this skill, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

6. In the Language domain, can the student use a range of strategies to determine the meaning of unfamiliar words or phrases? For this skill, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

7. On average, how many minutes per day is the student provided ELA instruction equivalent to the grade-level performance expectations seen in the HSA-Alt Range Performance Level Descriptors (refer to the essence statement)?

    - Less than 25 minutes
    - 25-49 minutes
    - 50-74 minutes
    - 75 or more minutes

Hawaii Observational Rating Assessment – Grade 8 Mathematics

1. In the Functions domain, can the student identify if a function is linear or nonlinear? For this skill, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

2. In the Number System domain, can the student convert a benchmark fraction to a decimal or a decimal rounded to the hundredths position (e.g, 1/3 is approximately 0.33)? For this skill, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

3. In the Expressions and Equations domain, can the student solve one-step algebraic equations involving addition, subtraction, or multiplication? For this skill, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

4. In the Expressions and Equations domain, can the student identify equivalent exponential expressions and evaluate square roots?

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

5. In the Geometry domain, can the student determine whether a rotation, reflection, or translation maps one shape onto another? For this skill, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

6. In the Statistics and Probability domain, can the student interpret the slope given a context, its linear equation, and its graph? For this skill, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

7. On average, how many minutes per day is the student provided Math instruction equivalent to the grade-level performance expectations seen in the HSA-Alt Range Performance Level Descriptors (refer to the essence statement)?

    - Less than 25 minutes
    - 25-49 minutes
    - 50-74 minutes
    - 75 or more minutes

Hawaii Observational Rating Assessment – Grade 8 Science

1. In the life science domain, can the student describe how organisms: have structures that contribute to life functions; grow, develop, and reproduce; obtain and use food and energy; interact with other organisms in the physical environment; and, have changed over time? In these areas, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

2. In the physical science domain, can the student describe: how particles combine to produce a substance with different properties; how matter exists as solid, liquids, and gasses; how forces interact with objects; how energy is transferred from one object (or system) to another; and, the properties of waves. In these areas, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

3. In the Earth and space science domain, can the student describe: what makes up our solar system and how the motion of Earth explains seasons and eclipses; how the movement of tectonic plates impact the surface of Earth; how water influences weather, ocean circulation, and the shape of the Earth's surface; what factors interact and influence weather and climate; how natural hazards can be predicted; and, how human activities affect Earth systems. In these areas, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

4. Students can use the science and engineering practices and crosscutting concepts to support developing useable knowledge. In this area, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

5. On average, how many minutes per day is the student provided science instruction equivalent to the grade-level performance expectations seen in the HSA-Alt Range Performance Level Descriptors (refer to the essence statement)?

    - Less than 25 minutes
    - 25-49 minutes
    - 50-74 minutes
    - 75 or more minutes

Hawaii Observational Rating Assessment – Grade 11 English Language Arts

1. In the Reading Literature domain, can the student cite relevant evidence from a literary text to support an analysis of the text? For this skill, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

2. In the Reading Literature domain, can the student show how a theme is developed within a literary text, using key details? For this skill, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

3. In the Reading Informational domain, can the student cite relevant evidence from an informational text to support an analysis of the text? For this skill, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

4. In the Reading Informational domain, can the student show how a central idea is developed within an informational text, using key details? For this skill, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

5. In the Writing domain, can the student construct a claim about a topic, providing two supporting reasons and corresponding evidence? For this skill, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

6. In the Language domain, can the student use a range of strategies to determine the meaning of unfamiliar words or phrases? For this skill, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

7. On average, how many minutes per day is the student provided ELA instruction equivalent to the grade-level performance expectations seen in the HSA-Alt Range Performance Level Descriptors (refer to the essence statement)?

    - Less than 25 minutes
    - 25-49 minutes
    - 50-74 minutes
    - 75 or more minutes

Hawaii Observational Rating Assessment – Grade 11 Mathematics

1. In the Functions domain, can the student identify if a linear function is increasing or decreasing and its rate of change? For this skill, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

2. In the Algebra domain, can the student solve a problem within context that can be represented by a one-step linear addition, subtraction, or multiplication equation or inequality? For this skill, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

3. In the Geometry domain, can the student solve problems involving the sum of the angles of a triangle and find the measure of vertical angles or adjacent angles formed by intersecting lines when given one angle measure? For this skill, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

4. In the Number and Quantity domain, can the student find the square root of perfect squares up to 100? For this skill, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

5. In the Statistics and Probability domain, can the students find the probability of an event with replacement (e.g, picking a marble out of a bag, replacing it, then picking another marble)? For this skill, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

6. On average, how many minutes per day is the student provided Math instruction equivalent to the grade-level performance expectations seen in the HSA-Alt Range Performance Level Descriptors (refer to the essence statement)?

    - Less than 25 minutes
    - 25-49 minutes
    - 50-74 minutes
    - 75 or more minutes

Hawaii Observational Rating Assessment – Grade 11 Science

1. In the structures and processes domain, can the student describe: how the structures of organisms enable life's functions; the structure and function of cells as the basic units of life; and the role of specialized cells for maintenance and growth. In this area, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

2. In the ecosystems domain, can the student describe: how organisms obtain and use the energy they need to live and grow; how matter and energy move through ecosystems; how organisms interact with the living and non-living environment to obtain matter and energy; cycles such as the carbon cycle; and, interdependencies between humans and the rest of Earth's systems through the impacts of natural hazards, our dependencies on natural resources, and the environmental impacts of human activities. In these areas, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

3. In the heredity and evolution domain, can the student describe: how the characteristics from one generation relate to the previous generation; the relationship of DNA and chromosomes in passing traits from one generation to the next; how there can be so many similarities among organisms yet so many different plants and animals; and how the major Earth systems interact and impact living things. In these areas, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

4. Students can use the science and engineering practices and crosscutting concepts to support developing useable knowledge. In this area, the student demonstrates:

    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

5. On average, how many minutes per day is the student provided science instruction equivalent to the grade-level performance expectations seen in the HSA-Alt Range Performance Level Descriptors (refer to the essence statement)?

    - Less than 25 minutes
    - 25-49 minutes
    - 50-74 minutes
    - 75 or more minutes

APPENDIX B: HSA-Alt Guidelines for Read Aloud, Test Reader

When a student cannot access the human-recorded audio presentation of stimuli and items provided on the HSA-Alt, the student may be eligible to work with a test reader. A test reader is an adult who provides an oral presentation of the assessment to an eligible student. The student depends on the test reader to administer the assessment as it was intended to be delivered. This requires different procedures for different parts of an item.

For the passage, stimuli, and prompt, the test reader must read or present the information that appears on-screen exactly as it is presented. For the answer option cards the test reader must first listen to the audio-presentation of the answer options prior to oral re-delivery. This is a requirement since answer option visuals do not always match the digital script that is presented with the answer option. For example, an answer option card may show a PicSym of a girl, but when digitally presented the option will be audio-delivered as: "the main character is a girl." In this case, without listening to the answer option first through the digital interface, the test reader will not know how to present the answer option card correctly in the way that was intended for this particular item. To ensure standardized test administration across all forms of the assessment, it is required that test readers listen to answer options prior to re-delivery.

Close attention and strong reading and listening skills are test reader requirements. It is essential that the test reader accurately reproduces the visual and audio digital presentations, pronounces words correctly, and speaks in a clear voice throughout the test. The test reader must be trained and qualified and must follow the Hawaii Statewide Assessment Program (HSAP) *Guidelines for Read Aloud*, *Test Reader* that are presented here and were adapted from the *Smarter Balanced Guidelines for Read Aloud, Test Reader*. The guiding principle in reading aloud is to ensure that the student has access to test content and that the assessment is administered with fidelity.

On the HSA-Alt assessment, test readers are allowable across all grades and all content areas as a **documented accommodation** in grades 3 - 8 and 11. The Read Aloud accommodation is intended only for students who are unable to listen and comprehend the standard human-recorded audio presentation for the HSA-Alt. For information on documentation requirements for the Read Aloud accommodation, please see the *HSA-Alt Test Administration Manual* pages 45-48.

Qualifications for Test Readers

- The test reader must be DOE certificated employees who have HSA-Alt test administrator certification.
- Test readers must be trained on the administration of the assessment in accordance with state policy, and be familiar with the terminology and symbols specific to the test content and related conventions for standard oral communication.
- Test readers must read the HSA-Alt Read Aloud Guidelines, familiarize themselves with the Read Aloud policies that are specific to the HSA-Alt, and prepare to administer the assessment using these guidelines.
- Test readers must be trained in accordance with HSAP test administration and security policies and procedures as articulated in the administration manuals, guidelines, and related documentation for each assessment and exam.

Preparation

Test Readers are allowable on HSA-Alt Assessments as a **documented accommodation** for all items.

- Test readers must read and sign the *HSA-Alt Test Security and Confidentiality Form* located in Appendix J of the *HSA-Alt Test Administration Manual*, prior to test administration.
- Test readers are expected to familiarize themselves with the test environment and format in advance of each test session. Having a working familiarity with the test environment and format will help facilitate the reading of the test.
- Test readers should have a strong working knowledge of the embedded and non-embedded accessibility and accommodations options and features available on HSAP assessments.
- Test readers should be familiar with the Individualized Education Program (IEP) and 504 Plan (if applicable) of the student for whom they are reading to ensure that the student has access to any additional universal tools and/or accommodations that might be needed for testing.
- In addition to a test reader, students may make use of any other approved specialized tools or equipment during the test as appropriate and in accordance with the *HSA-Alt Test Administration Manual*. Test readers should be familiar with any assistive technology or approved supports the student requires.
- Test readers should have extensive practice in providing read aloud support and must be familiar and comfortable with the process before working directly with a student.
- The reader should be knowledgeable of procedures for reading aloud text by content area (see Table 1 below).
- The test reader should meet with the student in advance and inform the student of the parameters of the support. A suggested test reader script is included at the end of the Guidelines for Read Aloud, Test Reader.

General Guidelines

- The test reader's support should be provided in a separate setting.
- Read each passage, stimuli, or question exactly as written.
- Listen to the answer option card audio-delivery before re-presenting; follow the script that is heard during audio delivery of an answer option.
- Communicate in a neutral tone; maintain a neutral facial expression and posture.
- Avoid gesturing, head movements, or any verbal or non-verbal emphasis on words not otherwise emphasized in the text.
- Avoid conversing with the student about test questions as this would be a violation of test security; respond to the student's questions by repeating the item, words, or audio delivery verbatim, as needed.
- Do not paraphrase, interpret, define, or translate any items, words, or answer option scripts as this would be a violation of test security.
- Adjust your reading speed and volume as needed.

Post-Administration

- Collect test reader audio-delivery answer option script notes, student scratch paper, rough drafts, and login information immediately at the end of each test session and deliver it to the Test Coordinator in accordance with HSAP state policies and procedures.
- Do not discuss any portion of the test with others.

English Usage/Conventions

- **Punctuation:** Read all text as punctuated.
- **Ellipses:** When an ellipsis is used to signify missing text in a sentence, pause briefly, and read as 'dot, dot, dot.'
- **Quotations:** Quotation marks should be verbalized as "quote" and "end quote" at the beginning and end of quoted material, respectively.
- **Emphasis**: When words are printed in boldface, italics, or capitals, tell the student that the words are printed that way. In order not to provide an unfair advantage to students receiving this support, test readers should be cautious not to emphasize words not already emphasized in print.
- Emphasis is appropriate when italics, underlining, or bold is used in the prompt, question, or answers. **Misspellings:** In some cases a test item may present a word or phrase that is intentionally misspelled as part of the assessment. In these instances the student is required to respond in a specific way. When presented with intentionally misspelled words test readers should not attempt to read the word(s) aloud as pronunciation is somewhat subjective.

Images / Graphics / Diagrams / Tables

- Before describing a picture or graphic, the test reader should determine whether the details of the picture are necessary to understanding and responding to the item(s). In many cases, an image will be used to accompany a passage or reading excerpt as a piece of visual interest that is not essential in responding to the item. Typically, diagrams are imperative to student understanding and should be read in a logical order.
- Describe the image/graphic/diagram as concisely as possible following a logical progression. Focus on providing necessary information and ignoring the superfluous. Use grade-appropriate language when describing the image/graphic/diagram.
- Read the title or caption, if available.
- Any text that appears in the body of an image/graphic/diagram may be read to a student. Read text in images/graphics/diagrams in the order most suited for the student's needs. Often the reader moves top to bottom, left to right, in a clockwise direction, or general to specific in accordance with teaching practices.

Passages

- Read the passage in its entirety as punctuated (e.g., pauses at periods; raised intonation for questions). Do not verbalize punctuation marks other than ellipsis and quotation marks as noted above.
- If the student requires or asks for a specific section of the passage to be re-read with the punctuation indicated, the test reader should re-read those specific lines within the passage and indicate all punctuation found within those lines as many times as requested by the student.
- When test questions refer to particular lines of a passage, read the lines referenced as though they are part of the stem.

Mathematical Expressions

- The test reader must read mathematical expressions precisely and with care to avoid

misrepresentation for a student who has no visual reference. For mathematics items involving algebraic expressions or other mathematical notation, it may be preferable for the reader to silently read the mathematical notations or the entire question before reading it aloud to the student.

- Test readers must read mathematical expressions with technical accuracy. Similar expressions should be treated consistently.
- In general, numbers and symbols can be read according to their common English usage for the student's grade level.
- Additional examples may be found in the table below.
- Abbreviations and acronyms should be read as full words. For example, 10 cm needs to be read as "ten centimeters." Some abbreviations may be read differently by different readers. For example, cm^3 may be read as "cubic centimeters or "centimeters cubed."

Table 1. Test Reader Guidance for Mathematics

Description	Example(s)	Read as:
Large whole numbers	632,407,981	"six hundred thirty-two million, four hundred seven thousand, nine hundred eighty-one"
	45,000,689,112	"forty-five billion, six hundred eighty-nine thousand, one hundred twelve"
Decimal numbers	0.056	"zero point zero five six"
	4.37	"four point three seven"
Fractions - common	½ , ¼ , ⅔ , ⅘	"one half, one fourth, two thirds, four fifths" Other common fractions include "sixths, eighths, tenths"
Fractions - not common - read as "numerator over denominator"	$\frac{14}{25}$	"fourteen over twenty-five"
	$\frac{487}{6972}$	"four eight seven over six nine seven two"
Mixed numbers - read with "and" between whole number and fraction	3 ½	"three and one-half"
	57 ¾	"fifty-seven and three fourths"

Percents	62%	"sixty-two percent"
	7.5%	"seven point five percent"
	0.23%	"zero point two three percent"
Money - if contains a decimal point, read as "dollars AND cents"	$4.98	"four dollars and ninety-eight cents"
	$0.33	"thirty-three cents"
	$5368.00	"five thousand three hundred & sixty-eight dollars"
Negative numbers - do NOT read negative sign as "minus"	–3	"negative three"
	$-\frac{4}{5}$	"negative four fifths"
	7.56	"negative seven point five six"
Dates (years)	1987	"nineteen eighty-seven"
	2005	"two thousand five"
Roman Numerals	I II III IV	"Roman Numeral one" "Roman Numeral two" "Roman Numeral three" "Roman Numeral four"
Ratios	$x: y$	"x to y"
Square roots and cube roots	$\sqrt{6}$ $\sqrt[3]{6}$	"the square root of six" "the cube root of sixteen"

Operations

Description	Example(s)	Read as:
Addition	13 + 27 13 + 27 =	"thirteen plus twenty-seven equals"
	13 + 27 =?	"thirteen plus twenty-seven equals question mark"
Subtraction	487 – 159 487 – 159 =	"four hundred eighty-seven minus one hundred fifty-nine equals"
	487 – 159 = ?	"four hundred eighty-seven minus one hundred fifty-nine equals question mark"

Multiplication	63 X 49 63 X 49 =	"sixty-three times forty-nine equals"
	63 X 49 =?	"sixty-three times forty-nine equals question mark"
Division – Vertical or Horizontal	$\frac{120}{15} = 8$ 120 ÷ 15 = 8	"one hundred twenty divided by fifteen equals eight"
Operations with boxes	3 + □ = 8	"three plus box equals fifteen"

Expressions

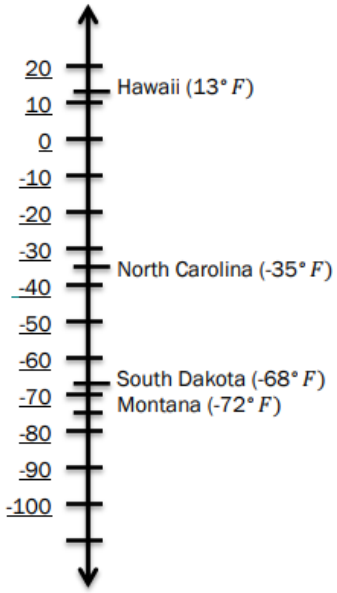
Description	Example(s)	Read as:
Expressions containing variables (any letter may be used as a variable)	$N + 4$	"'N' plus four"
	$8x - 3$	"eight 'x' minus three"
	4 (y – 2) + 5 = 7	"four open parenthesis 'y' minus two close parenthesis plus five equals seven"
	V = $\frac{4}{3}\pi r^3$	"'V' equals four-thirds pi 'r' cubed"
	$\frac{t-2}{6} \leq 15$	"the absolute value of 't' (pause) minus two (pause) over six is less than or equal to fifteen"
	$x^2y^2 = -36$	"'x' squared 'y' cubed equals negative thirty- six" or "'x' to the second power times 'y' to the third power equals negative thirty-six"
	$156x \geq 4$	"one hundred fifty six 'x' is greater than or equal to four"

Miscellaneous

Description	Example(s)	Read as:
Miscellaneous	π	"pi"
	=	"equals"
	≈	"is approximately equal to"
	<	"is less than"
	≤	"is less than or equal to"
	>	"is greater than"
	≥	"is greater than or equal to"
	AOB	"angle A O B"
	°F	"degrees F"
	°C	"degrees C"
	≅	"is congruent to"

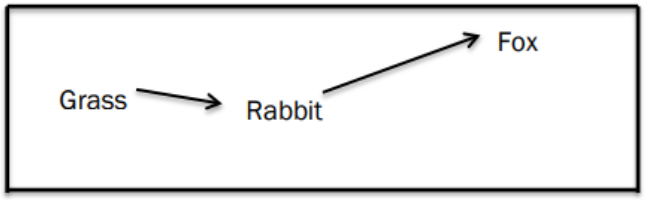
Images/Graphics/Diagrams

FROM TOP TO BOTTOM



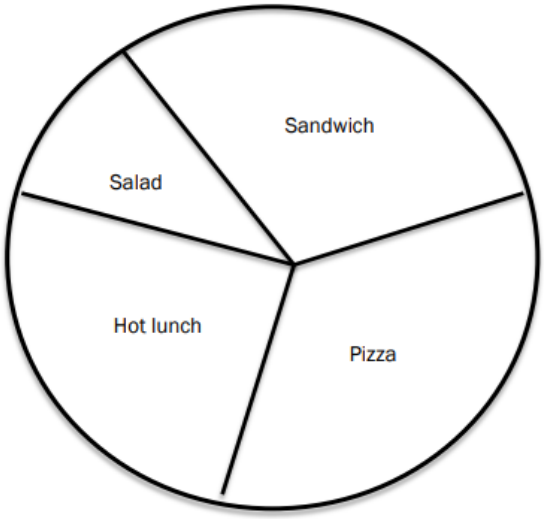
"From top to bottom the figure is labeled: Hawaii thirteen degrees Fahrenheit, North Carolina negative thirty-five degrees Fahrenheit, South Dakota negative sixty eight degrees Fahrenheit, Montana negative seventy two degrees Fahrenheit"

FROM LEFT TO RIGHT



"From left to right, the figure reads: Grass, Rabbit, Fox"

CLOCKWISE (START WHEREVER MAKES SENSE.)



"Clockwise from the top, the figure reads: Sandwich, Pizza, Hot lunch, Salad"

Tables

Results from School Walk-a-Thon

Number of Students	Number of Miles Walked
30	112
46	214
37	98
41	189

1. Read the title of the chart/table.
2. State how many rows and columns the table/chart has.
3. Read column/row headings.
4. Read cell values (only as directional language for the first one).

Note: If there is a blank space within a row of data, say "Blank."

Description:

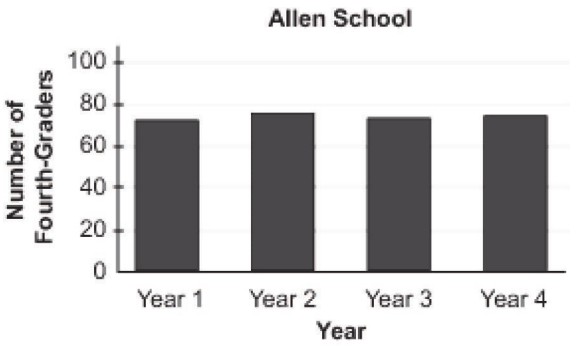
"The title of the table is Results from School Walk-a-Thon. The table has 2 columns and 4 rows. From left to right, the column headings read Number of Students, Number of Miles Walked. From left to right the first row reads thirty, one hundred twelve. The second row reads forty-six, two hundred fourteen. The third row reads thirty-seven, ninety eight. The forth row reads forty-one, one hundred eighty nine."

Graphs

If the *x*-axis and *y*-axis are labeled "*x*" and "*y*" refer to them as *x*-axis and *y*-axis. If the labels are not included, refer to the axes as horizontal axis and vertical axis. The terminology used should be consistent with what is shown in the graph.

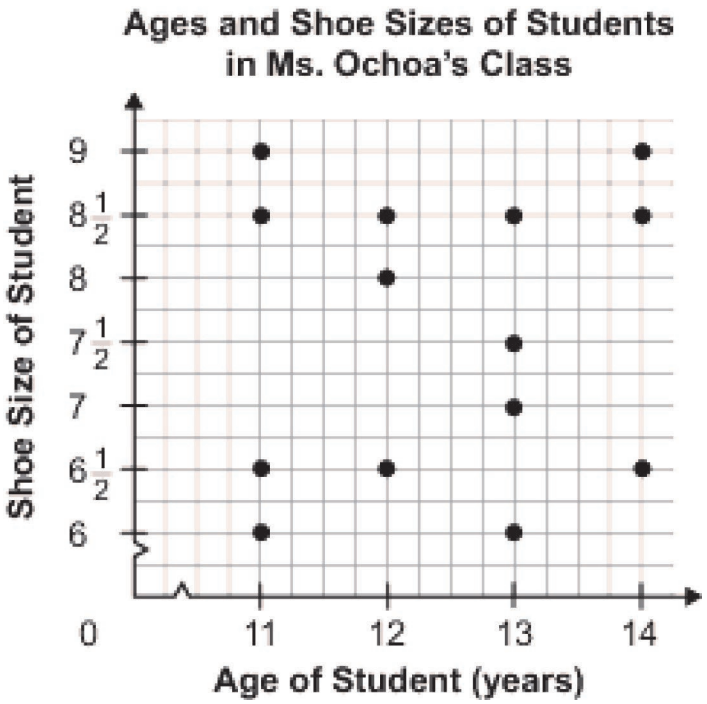
1. Read the title of graph.
2. State the title for the horizontal and vertical axes.
3. Read the horizontal axis from left to right.
4. Read the vertical axis from bottom to top.
5. Do not read breaks in axes (see Sample 2 – Graphs).

Sample 1 – Bar Graph



Description:
The title of the bar graph [use the term that is used in the stem] is “Allen School.” The horizontal axis is titled “Year” and the vertical axis is titled “Number of Fourth-Graders.” From left to right, the *x*-axis reads “Year 1” [Pause] “Year 2” [Pause] “Year 3” [Pause] ”Year 4.” From bottom to top, the vertical axis reads “zero” [Pause] “twenty” [Pause] “forty” [Pause] “sixty” [Pause] “eighty” [Pause] “one hundred.”

Sample 2 – Graph



Description:
The title of the graph [use the term that is used in the stem] is “Ages and Shoe Sizes of Students in Ms. Ochoa’s Class.” The horizontal axis is titled “Age of Student open parenthesis years close parenthesis.” The vertical axis is titled “Shoe Size of Student.” From left to right, the *x*-axis reads “zero” [Pause] “eleven” [Pause] “twelve” [Pause] “thirteen” [Pause] “fourteen.” From bottom to top, the vertical axis reads “zero” [Pause] “six” [Pause] “six and one half” [Pause] “seven” [Pause] “seven and one half” [Pause] “eight” [Pause] “eight and one half” [Pause] “nine.”

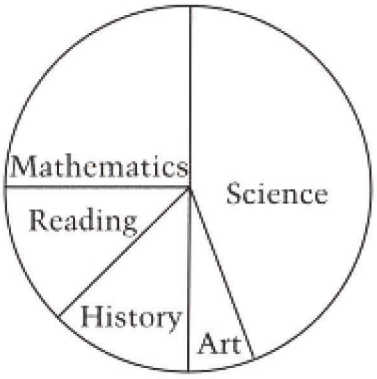
Pie Charts/Circle Graphs

1. Read the title of the pie chart/circle graph.
2. Read the information within the pie chart starting at the top (12 o'clock position) and moving in a clockwise direction.

Sample – Pie Chart

The circle graph shows the portion of time Pat spent on homework in each subject last week.

Pat's Homework



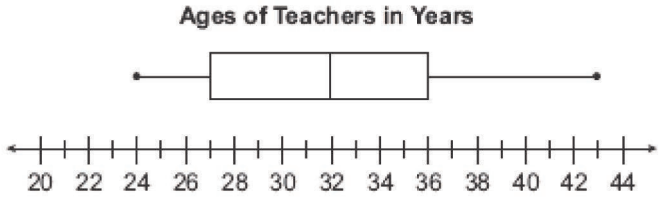
Description:

The title of the circle graph [use the term that is used in stem] is "Pat's Homework." Clockwise from the top middle, the graph reads "Science" [Pause] "Art" [Pause] "History" [Pause] "Reading" [Pause] "Mathematics."

Box-and-Whisker Plot

1. Read the title of the graph.
2. Read the information along the bottom of the graph from left to right.

Sample – Box-and-Whisker Plot



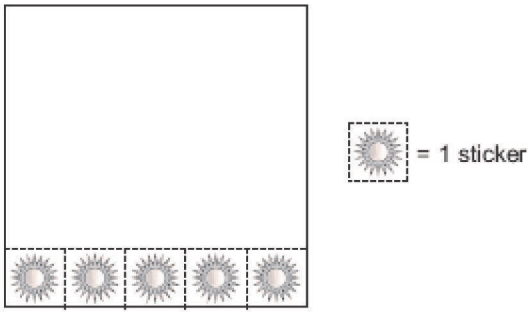
Description:

The title of the box-and-whisker plot [use the term that is used in the stem] is "Ages of Teachers in Years." From left to right, along the bottom of the graph, it reads, "twenty" [Pause] "twenty-two" [Pause] "twenty-four" [Pause] "twenty-six" [Pause] "twenty-eight" [Pause] "thirty" [Pause] "thirty-two" [Pause] "thirty-four" [Pause] "thirty-six" [Pause] "thirty-eight" [Pause] "forty" [Pause] "forty-two" [Pause] "forty-four."

Pictograph (with key)

1. Read the title of the pictograph, if included.
2. Read written text, if included from left to right.
3. Read key from left to right.

Sample – Pictograph with key



Description:
To the right of the pictograph, it reads “equals one sticker.”

Tally Charts

1. Read the title.
2. Read each row from left to right.

Sample – Tally Chart

Mascot Choice

Animal	Number of Votes
Shark	|||
Dolphin	𝍸 |||
Penguin	𝍸 |
Turtle	||||

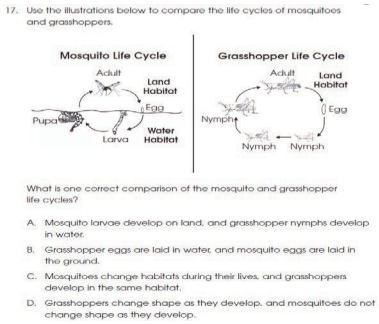
Description:
The title of the tally chart [use the term that is used in the stem] is “Mascot Choice.” The tally chart has four rows and two columns. From left to right, the column headings read “Animal” [Pause] “Number of Votes.” From left to right, row one reads “Shark” [Pause] “three.” From left to right, row two reads “Dolphin” [Pause] “eight.” From left to right, row three reads “Penguin” [Pause] “six.” From left to right, row four reads “Turtle” [Pause] “four.”

Information without a Clear Pattern

Information without a clear pattern includes elements such as maps and sequence or flow diagrams. Descriptions for information that is arranged without a clear pattern or flow should be read in one of three ways: clockwise, from top to bottom, or from left to right.

Example 1: Clockwise from the top of the [image, graphic, diagram, etc.] it reads _____.
Example 2: From top to bottom the [image, graphic, diagram, etc.] it reads _____.
Example 3: From left to right the [image, graphic, diagram, etc.] it reads _____.

<u>Sample – Diagram without a Clear Pattern</u>



<u>Description:</u>
The title of the diagram [use the term that is used in the stem] is “Mosquito Life Cycle.” The diagram is divided into two sections. The top section is titled “Land Habitat.” The bottom section is titled “Water Habitat.” Clockwise from the top, the diagram reads “adult” [Pause] “egg” [Pause] “larva” [Pause] “pupa.”

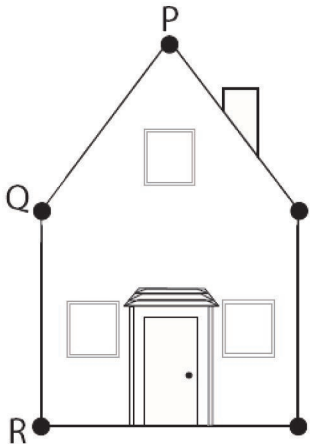
Figures and Illustrations

1. When describing figures, less is better. Some figures may require no more than a single sentence of description.
2. Indicate what kind of figure is shown (illustration, line graph, photograph, etc., instead of "picture") and the figure number; then read the caption or label. "The photo titled…" or "the box labeled…"

Hummingbird and Flowers

"The illustration is titled Hummingbird and Flowers."

3. Describe the pattern to be followed in the description. Explain in what direction items are read: left to right, clockwise, etc.



"From top to bottom, the points on the left side of the house diagram read P, Q, R."

4. Be concise and describe only the elements that are necessary to illustrate the text.

Vocabulary

Additional read-aloud examples are given for vocabulary.

Vocabulary	*Read as:*
Congruent	con’ gru ent
Kilograms	kil’ ŏ grams
Kilometers	kil’ om’ ĕ ters
Isosceles	ī sŏs’ ĕ lēs
Pentagonal	pen tag’ ŏ nal
Perimeter	per im’ ĕ ter
Pythagorean	pi thag’ ŏr ĕ an
Quadrilateral	qua’ drĭ lat er al
Quartile	quar’ tile
Theorem	thēr’ um
x-intercept	“x” in ter cept
y-intercept	“y” in ter cept

Figures and Graphs

The text and numbers in figures should be read as in the previous tables. No additional description or information should be provided. Abbreviations (e.g., units such as “cm” or “ft”) should be read letter by letter (e.g., “cm” should be read as “c” “m,” NOT as “centimeters,” and “ft” should be read as “f” “t,” NOT as “feet”).

Boxes

When a text box is included within text, the text within the text box is read as “the text in the box reads,” followed by the text writing within the box and concludes with the words “end boxed text.”

Dashes

Between non-consecutive numbers, enter dashes as “through.” Example: Read 3–7 as “3 through 7.”
Between consecutive numbers, enter dashes as “and.” Example: Read 3–4 as “3 and 4.”
In numbers, enter dashes as “dash.” Example: Read 3301-13-05 as “three three zero one dash one three dash zero five.”

Ellipses

A series of three periods (…) signifying missing text at the beginning, at the end, or in the middle of a sentence should be read as “dot dot dot.”

Line and Paragraph Numbering

For poetry, or any other text that includes line numbers, enter the line number *before* the line text, even if doing so causes the line number to come in the middle of a sentence. For prose, enter the paragraph number before the text of the paragraph.

Quotes/Quoted Dialogue

Block quotes/other quoted material: Enter the words “quote” and “end quote” if the block of text is indented. The rule of thumb for quotes embedded in the text is to say “quote” and “end quote” only with quotes of five lines or longer. When reading dialog in fiction, *do not* announce quotes.

Roman Numerals

When used as page numbers, Roman numerals should be read as “*page Roman six*,” not “*Roman page six*” or “*page vee-eye*.” When Roman numerals are used as chapter or section numbers, the word “Roman” is not used. Identify Roman numerals only if it is necessary to distinguish them from Arabic numbers, such as in an outline. In outlines, distinguish capitalized Roman numerals from lower case Roman numerals by entering “capital Roman ___” or “lower case Roman ____”

Versus

Read as “v,” not “versus,” if an instance is written as such, for instance, Brown v. Board of Ed. Read as “versus” if an instance is written using the word “versus,” for instance, Brown versus Board of Ed.

Suggested Test Reader Script (to be used with student in advance of the day of testing)

Hi _____,

I am the person who will be reading your test to you when you take your HSA-Alt test next week in [ELA/Math/Science]. I want to let you know how we will work together. When I am reading a test to you, it is very different from when a teacher is reading to you during class time. I have to follow certain rules.

- I cannot help you with any answers.
- I will not be using different character voices or changes in my tone when I read. I will be using a very direct voice that does not change very much, no matter how exciting the story or test item gets.
- If there is a picture that has words in it, I will read those words. If you ask, I will re-read the words as well.
- Sometimes there may be something about a word or phrase that might give you a hint if I read it out loud. In those cases, I will skip the word, point to it on the screen, and continue to read.
- I can still help you with your [**list any assistive technology that the student may require that would need adult support -- if that support is provided by you].
- You can ask me to re-read parts of the test if you did not hear me or need more time to think.
- You can ask me to pause my reading if you need to take a break.
- You can ask me to slow down or speed up my reading, or read louder or softer if you are having trouble understanding what I read.
- I will only read certain types of punctuation, but if you need me to re-read a sentence and tell you how it was punctuated, I can do that.
- If you ask me a question about the test all I will say is: "do your best work. I cannot help you with that."
- Do you have any questions for me about how we will work together during the test?

APPENDIX C: HSA-Alt Scribing Protocol

For HSA-Alt assessments, a scribe is an adult, typically the student's Test Administrator (TA) who selects on-screen the student's chosen item response, when the student is unable to physically make their selection directly on-screen. The guiding principles in scribing are to ensure that the student has access to and is able to respond to test content and that the response that is input into the system is systematically selected and is an accurate representation of the student's intended response.

Scribes are allowable on HSA-Alt Assessments as a **documented accommodation** for all items.

Qualifications for Scribes

- Scribes must be DOE certificated employees who have HSA-Alt test administrator certification.
- Scribes must read the HSA-Alt Scribing Protocol, familiarize themselves with the policies and procedures found within, and prepare to administer the assessment following these guidelines.
- Scribes should have extensive practice and training in accordance with the Hawaii Statewide Assessment Program (HSAP) test administration and security policies and procedures as articulated in the administration manuals, guidelines, and related documentation for each assessment and exam.

Preparation

- Scribes must read and sign the *HSA-Alt Test Security and Confidentiality Form* located in Appendix J of the *HSA-Alt Test Administration Manual*, prior to test administration.
- Scribes are expected to familiarize themselves with the test format in advance of the scribing session. Having a working familiarity with the test format will help facilitate the scribe's ability to record the student's answers.
- Scribes should have a strong working knowledge of the embedded and non-embedded accessibility and accommodations options and features available on HSAP assessments.
- Scribes should be familiar with the Individualized Education Program (IEP) and 504 Plan (if applicable) of the student for whom they are recording answers to ensure that the student has access to any additional universal tools and/or accommodations that might be needed for testing.
- In addition to a scribe, students may make use of any other approved specialized tools or equipment during the test as appropriate and in accordance with the *HSA-Alt Test Administration Manual*. Scribes should be familiar with any assistive technology or approved supports the student requires.
- Scribes should have extensive practice in providing scribe support and must be familiar and comfortable with the process before working directly with a student.
- Scribes should review this HSA-Alt Scribing Protocol with the student at least one to two days prior to the administration of the first test session.
- Scribes should practice the scribing process with the student at least once prior to the first test session using the HSA-Alt training tests.
- Scribes must determine prior to the first live test session what form of student response will be systematically selected for input into the testing interface; e.g., oral response, pointed response, eye gaze response. It is essential that this is determined in advance so that in the event of contradictory student response signals, one response is systematically selected.

General Guidelines

- Scribing must be administered so that the interaction between a scribe and a student does not interrupt other test-takers, or inadvertently reveal the student's answers.
- If not in a separate setting, the scribe should be situated right next to the student to prevent their conversations from reaching other students in the room.
- Scribes must enter student responses directly into the test interface, making use of the available embedded and non-embedded tools available for a given item and student.
- Scribes are expected to comply with student requests regarding use of all available features within the test environment.
- Scribes may respond to procedural questions asked by the student (e.g., test directions, navigation within the test environment, etc.).
- Scribes may not respond to student questions about test items if their responses compromise validity of the test. The student must not be prompted, reminded, or otherwise assisted in formulating his or her response during or after the dictation to the scribe.
- Scribes may not question or correct student choices, alert students to errors or mistakes, prompt or influence students in any way that might compromise the integrity of student responses. A scribe may not edit or alter student work in any way.
- Students must be allowed to review and change the response option scribe has selected.

Content-Area Specific Guidelines

HSA-Alt Assessments (all subject areas)	<u>Selected Response Items (Single and Multiple Answer)</u> • The student must point to or otherwise indicate his/her selection(s) from the options provided • Scribes are expected to comply with student directions regarding screen and test navigation and use of test platform features available for a given item • The student will confirm the selected answer and indicate to the scribe when he/she is ready to move to the next item

Post-Administration

The scribe will submit online student responses and collect scratch paper and login information immediately at the end of each test session and deliver it to the Test Coordinator in accordance with HSAP state policies and procedures.

APPENDIX D: HSA-Alt Visual Descriptions Protocol

When a student cannot access charts or graphs shown within the HSA-Alt, the student may be eligible to work with a Visual Descriptions provider. A Visual Descriptions provider is an adult who provides an oral description of the assessment visual to an eligible student. The student depends on the Visual Descriptions provider to describe the test visuals accurately, pronounce descriptive words correctly, and speak in a clear voice throughout the visual description. The Visual Descriptions provider must be trained and qualified and must follow the HSA-Alt Visual Descriptions Protocol presented here. The guiding principle in providing visual description is to ensure that the student has access to test content. On the HSA-Alt, Visual Descriptions providers are allowable across all grades as an accommodation on all content area tests. For information on documentation requirements and decision-making criteria for use of Visual Descriptions providers please see pages 45-48 in the *HSA-Alt Test Administration Manual*.

Visual Descriptions providers are allowable on HSA-Alt Assessments as a **documented accommodation** for all items.

Qualifications for Visual Descriptions Readers

- Visual Descriptions providers must be DOE certificated employees who have HSA-Alt test administrator certification.
- Visual Descriptions providers must read the HSA-Alt Visual Descriptions Protocol, familiarize themselves with the policies and procedures found within, and prepare to administer the assessment following these guidelines.
- Visual Descriptions providers must be trained on the administration of the assessment in accordance with *HSA-Alt Test Administration Manual* policies, and familiar with the terminology and symbols specific to the test content and related conventions for standard oral communication of information found in graphs, charts, and visuals.

Preparation

- Visual Descriptions providers must read and sign the *HSA-Alt Test Security and Confidentiality Form* located in Appendix J of the *HSA-Alt Test Administration Manual*, prior to test administration.
- Visual Descriptions providers are expected to familiarize themselves with the test environment and format in advance of the testing session. Having a working familiarity with the test environment and format will help facilitate describing test visuals.
- Visual Descriptions providers should be familiar with the Individualized Education Program (IEP) and 504 Plan (if applicable) of the student for whom they are providing this support to ensure that the student has access to any additional universal tools and/or accommodations that might be needed for testing.

Visual Descriptions Guidelines

- In addition to a Visual Descriptions provider, students may make use of any other approved specialized tools or equipment during the test as appropriate and in accordance with the *HSA-Alt Test Administration Manual*. Visual Descriptions providers should be familiar with any assistive technology or approved supports the student requires.

- Visual Descriptions providers should have extensive practice in providing visual description support and must be familiar and comfortable with the process before working directly with a student.
- The Visual Descriptions providers should be knowledgeable of procedures for describing visuals.

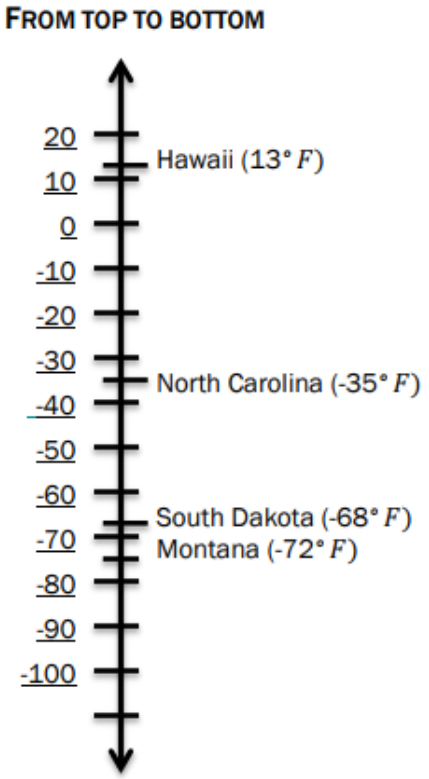
General Guidelines

- The Visual Descriptions provider's support should ideally be provided in a separate setting so as not to interfere with the instruction or assessment of other students.
- Describe each visual exactly as it appears and as clearly as possible.
- Throughout the assessment, strive to communicate in a neutral tone and maintain a neutral facial expression and posture.
- Avoid gesturing, head movements, or any verbal or non-verbal emphasis on parts of the visual so as to prompt the student to the answer.
- Respond to the student's questions by repeating the visual description as needed.
- Do not interpret or define any parts of the visual.
- Adjust your visual description speed and volume if requested by the student.

Post-Administration

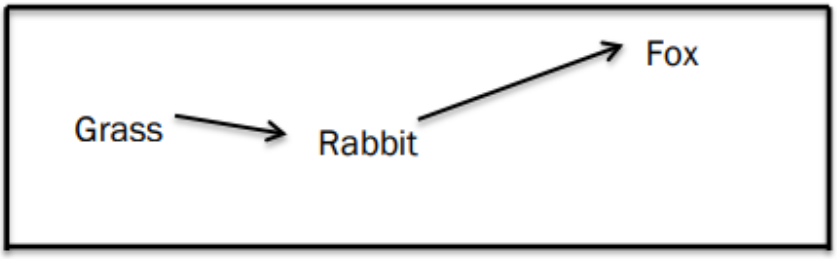
- The Visual Descriptions provider must not discuss any portion of the test with others.

Examples of Images/Graphics/Diagrams/Tables



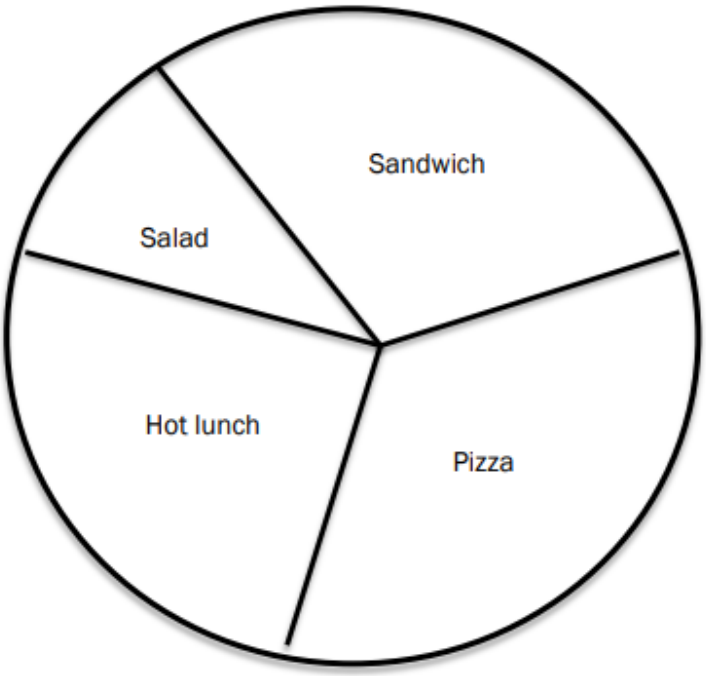
"From top to bottom the figure is labeled: Hawaii thirteen degrees Fahrenheit, North Carolina negative thirty-five degrees Fahrenheit, South Dakota negative sixty eight degrees Fahrenheit, Montana negative seventy two degrees Fahrenheit"

FROM LEFT TO RIGHT



"From left to right, the figure reads: Grass, Rabbit, Fox"

CLOCKWISE (START WHEREVER MAKES SENSE.)



"Clockwise from the top, the figure reads: Sandwich, Pizza, Hot lunch, Salad"

Results from School Walk-a-Thon

Number of Students	Number of Miles Walked
30	112
46	214
37	98
41	189

1. Read the title of the chart/table.
2. State how many rows and columns the table/chart has.
3. Read column/row headings.
4. Read cell values (only as directional language for the first one).

Note: If there is a blank space within a row of data, say "Blank."

Description:

"The title of the table is Results from School Walk-a-Thon. The table has 2 columns and 4 rows. From left to right, the column headings read Number of Students, Number of Miles Walked. From left to right the first row reads thirty, one hundred twelve. The second row reads forty-six, two hundred fourteen. The third row reads thirty-seven, ninety eight. The forth row reads forty-one, one hundred eighty nine."

APPENDIX E: HSA-Alt Dos and Don'ts

What Teachers or Test Administrators Should Do	What Teachers or Test Administrators Should Not Do
Test Preparation	
Do check your iPads and make sure that it uses iOS 12.4 or higher. iPads using older versions of iOS are no longer supported for testing via the Secure Browser.	Do not waiting until testing begins to confirm compatibility of your iPad's operating system.
Do confirm your school has a sufficient supply of compatible iPads to efficiently complete testing the HSA-Alt population of students that you have at your school.	Do not wait until the testing window opens to order new iPads, if needed. Order additional iPads as soon as possible so that you are ready to begin testing when the window opens.
Do confirm the students' iPad(s) or computers (PCs, Macs, and Chrome books can also be used for HSA-Alt administration) are ready for testing by performing any software updates and downloading the current secure browser.	Do not wait until the start of testing to perform necessary software updates and/or installation of the current secure browser.
Do access the online training test with your student so that he/she can practice using their testing device and the tools available on the online interface and become familiar with the test format, content, and expectations. Use the *Training Test Quick Start Guide* posted in the Resources >> Test Administration >> Students & Families section of the HSA-Alt portal at the alohahsap.org website.	Do not expect students to intuitively know how to interact with the online features and do not assume that your students know how to take a test.
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.
Do determine where you will administer the assessment (e.g., library, testing room, classroom). Remember students will need to be administered a minimum of two test sessions per content area.	Do not administer the assessment within the hearing of other students.
Do contact and confirm a Test Session Observer for testing a student for whom you do not expect a response. An Observer is required for an Early Stopping Rule determination to be valid.	Do not expect to initiate the Early Stopping Rule if you do not have an Observer for four of the first eight items. (Read the Early Stopping Rule information found on pages 36-38.)
Do contact and confirm support in advance for any additional staff that may be needed to assist with testing or classroom coverage during testing.	Do not wait until the day of testing to confirm support for additional staff.

What Teachers or Test Administrators Should Do	What Teachers or Test Administrators Should Not Do
Do complete the LCI and grade-level HIORA with ELA, Math, and Science content area questions and Transition Success Predictors in advance of testing your student. If you are not the student's teacher, make plans to collect the LCI and grade-level HIORA information for the student from their teacher using the forms in Appendix A.	Do not complete the LCI and HIORA without input from the student's teacher.
Universal Tools, Designated Supports, and Accommodations	
Do provide the universal tools, designated supports, or accommodations that align with a student's daily instructional supports; instructional accommodations should be listed in the IEP.	Do not change the accessibility supports and accommodations that students regularly receive during instruction during test administration.
Do make sure that the accommodations that a student needs for testing are documented in the IEP. Accommodations for the HSA-Alt are documented on the Services page under Clarification of Supports and Services or under Supplementary Aids and Services. All accommodations listed in the student IEP should be provided during testing. Remember to set these accommodations in TIDE. TAs are allowed to do this beginning this year.	Do not administer the HSA-Alt to a student without the supports that are listed in the student IEP. Administration of the assessment without IEP-identified accommodations constitutes a testing irregularity with the consequences of result invalidation and retest requirement in order for the student to count as a participant.
Do refer to the appropriate guidelines for the Translated Test designated support and/or Read Aloud, Scribe, and/or Visual Descriptions accommodations prior to testing if your student will be using any of these supports or accommodations. After reading the appropriate guidelines, complete and sign the *HSA-Alt Test Security and Confidentiality* form found in Appendix J. This completed form should be given to the school's TC prior to testing a student who is using these accommodations.	Do not administer the HSA-Alt to a student who needs the Translated Test designated support or the Read Aloud, Scribe, and/or Visual Descriptions accommodations without reading the appropriate guidelines and signing and submitting the *Test Security and Confidentiality* form. These steps must be completed prior to testing a student who is using these designated supports or accommodations.
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.

What Teachers or Test Administrators Should Do	What Teachers or Test Administrators Should Not Do
Test Administration	
Do attend a required virtual webinar Test Administration training session to become certified to administer the assessment.	Do not administer this assessment if you have not become certified to do so.
Do **Pause** the test if a student does not respond to the first four items in a content area test. Arrange to have an Observer present on a different day at a different time of student testing.	Do not continue a test if a student is non-responsive for the first four items.
Do take breaks as needed.	Do not teach the skill while administering the test item.
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. Enter the student's response; do not re-prompt.
Do press the audio play button (the on-screen ear or speaker icons) to have the item, passage, stimuli, and answer options repeated as often as the student requests/requires. Remember that PicSyms frequently have associated scripts that contain additional information that the student needs to hear in order to ensure that the test is administered in a standardized way.	Do not read aloud items, passages, or stimuli if you have not received IEP team approval for the Read Aloud accommodation. Test administration guidelines require the standardized delivery of the audio portion of the assessment and Test Administrators may not read paraphrase or reduce any part of the audio script. Only when the Read Aloud accommodation has been verified by the IEP team and set in the TIDE system should the TA then follow the Read Aloud Guidelines to orally re-present the audio additional time(s), as needed.
Do monitor your student during testing to see that your student is listening to the passage, question, and answer option for each item and using the expand and collapse features to see the full visual that illustrates concepts on the science and mathematics assessments.	Do not leave your students unattended or assume that your students will know how to navigate through all test items independently. Consider one-on-one testing of all students so as to ensure the proper monitoring and support of students during the assessment. This will help to ensure that students are provided with the greatest opportunity to demonstrate understanding and help to generate valid assessment results.
Do move singularly forward through the assessment. When you are given the option of reviewing students answers at the end of the test, simply move forward to end the assessment. Remember that once the "Next" button is pressed, the response that was entered should be considered to be the student's final response.	Do not use the test platform functionality that allows you to review earlier test items. Do not use the Navigation Bar or the option provided at the end of the assessment to re-present, review, or change student responses to items that have already been registered into the system when the "Next" button was pressed.

What Teachers or Test Administrators Should Do	What Teachers or Test Administrators Should Not Do
Returning Test Materials	
Do return all printed test materials (for paper/pencil testing) and any student-generated items to your school's TC.	
Resources	
Do call HIDOE for questions regarding the Range Performance Level Descriptors and instructional-related questions.	Do not call the HSAP Help Desk for instructional support.
Do call HIDOE with questions regarding the 1% Cap Waiver initiative, HSA-Alt participation criteria, regulations or policy issues.	Do not call HIDOE with questions regarding online test interface issues.
Do call the HSAP Help Desk for questions regarding the online Test Delivery System and secure browsers.	Do not call HIDOE with questions regarding the online Test Delivery System and secure browsers.

APPENDIX F: Test Security Chart

The Test Security Chart shows the test security incident levels and examples of types of issues.

Level of Severity & Potential Effect on Test Security	Types of Issues
LOW Impropriety	Student(s) leave the test room without authorization.
	Test Observer is not present for four of the first eight items delivered in an Early Stopping Rule case. A Test Observer must be present for a minimum of four of the first eight content area test items in order for an Early Stopping Rule determination based on student "No Response" to be valid.
MEDIUM Irregularity	Student(s) cheating or providing answers to each other, including passing notes, giving help to other students during testing, or using hand-held electronic devices to exchange information.
	Student(s) accessing the Internet or any unauthorized software or applications during a testing event.
	Student(s) accessing or using unauthorized electronic equipment (e.g., cell phones, PDAs, iPods, or electronic translators) during testing.
	Disruptions to a test session such as a fire drill, school-wide power outage, earthquake, or other acts.
	Administrator or Coordinator leaving related instructional materials on the walls in the testing room.
	Test Administrator or Coordinator failing to ensure administration and supervision of the HSA-Alt assessments by qualified, trained personnel.
	Test Administrator or Coordinator giving out his or her username/password (via email or otherwise), including to other authorized users.
	Test Administrator coaching or providing any other type of assistance to students that may affect their responses. This includes both verbal cues (e.g., interpreting, explaining, or paraphrasing the test items or prompts) and nonverbal cues (e.g., voice inflection, pointing, or nodding head) to the correct answer.
	Test Administrator providing students with materials or devices that are not allowed during test administration or allowing inappropriate accommodations during test administration.
	Test Administrator not providing students with accommodations during testing that are listed in the student IEP.
	Test Administrator uses student monitoring software during testing.
	Test Administrator providing a student access to another student's work/responses.
HIGH BREACH	Test Administrator or Coordinator modifying student responses or records at any time.
	The live Student Interface or TA Interface being used for practice instead of the Training or Practice Tests.
	Adult or student posting items or test materials on social media (Twitter, Facebook, etc.).
	Test Administrator allowing students to take home printed test items, reading passages, printed manipulatives, or scratch paper that was used during the test or failing to otherwise securely store test materials.
	Adult or student copying, discussing, or otherwise retaining test items, reading passages, or answers for any reason. This includes the use of photocopiers or digital, electronic, or manual devices to record or communicate a test item. This also includes using secure test items, modified secure test items, reading passages, printed manipulatives, or answer keys for instructional purposes.
	Secure test materials being shared with the media (such as printed manipulatives, test items, or reading passages), or allowing media to observe a secure test administration.
	Adult or student improperly removing secure testing materials such as test items, stimuli, reading passages, writing prompts, or scratch paper from the testing environment.

APPENDIX G: Testing Incident Report Form

2020-2021 Hawaii Statewide Assessment Program Testing Incident Report Form		
School:	School Code:	Today's Date:
School Telephone Number:	Test Coordinator Name:	
Person Completing this Report:	Test Coordinator E-mail:	
	Test Administrator Name:	
Severity Level: □ Impropriety □ Irregularity □ Breach		Initiated by: □ Adult □ Student
Assessment: □ Smarter Balanced ELA/Literacy CAT □ Smarter Balanced ELA/Literacy PT □ Smarter Balanced Mathematics CAT □ HSA Science (NGSS) □ Algebra 1 EOC □ Algebra 2 EOC □ Biology 1 EOC (NGSS) □ HSA-Alt □ ACCESS for Els □ KĀʻEO		
Date and Time of Incident:	Grade Level:	Test Session ID:

Description of Incident:

Description of Action Taken:

Adults Involved:

Name	Assessment Role	Description of Involvement	Action Taken

Students Involved:

SSID	Description of Involvement	Action Taken

Assessment Section Use Only

Verified: Y or N

Name and Date:

Email a scanned copy of the completed form (and additional sheets as necessary) to the Assessment Section at hsa-alt@k12.hi.us.
Or fax the completed form (and additional sheets as necessary) to the Assessment Section at (808) 733-4483.
The school Test Coordinator should retain the original form for documentation purposes.

APPENDIX H: Additional Accommodations Request Form

A separate form for each additional accommodation that is not included in the list of eleven HSA-Alt accommodations listed in the table on pages 46-48 of this HSA-Alt Test Administration Manual must be submitted and approved or disapproved prior to testing a student.

Date: _____

Student Name: _____ 10-digit Student ID: _____ Grade Level: _____

School Name: _____ School Code: _____

School Contact Person Name: _____

School Contact Tel No: _____School Contact Person E-mail: _____

Check each criterion that applies to this additional accommodation request.

- □ Based on student's identified learning needs
- □ Currently provided during classroom instruction
- □ Agreed upon by the staff members who provide services of the student
- □ Stated in the student's IEP or 504 Plan with agreement by team to request from the Assessment Section

More detailed information about the student's need for additional accommodations may be requested by the Assessment Section if deemed necessary.

In the space below, list the name of this additional accommodation (as documented in the IEP/504 Plan) and state the reason the student needs it:

The principal and all teachers who provide classroom instruction for the student must sign this form to verify that the student meets the criteria listed above for this additional designated support or accommodation.

Print Name	Signature	Title
		Principal
		Teacher
		Teacher

Assessment Section Use Only

Verified: Y or N

Name and Date:

Email a scanned copy of the completed form (and any additional sheets as necessary) to the Assessment Section at hsa-alt@k12.hi.us.
Or fax the completed form (and additional sheets as necessary) to the Assessment Section at (808) 733-4483.
The school Test Coordinator should retain the original form for documentation purposes.

APPENDIX I: Early Stopping Rule Verification Form

Date: _____

Student Name: _____ 10-Digit Student ID #: _____

Test Administrator Section

I verify that the above listed student has met the Early Stopping Rule criteria listed below for the HSA-Alt in the following content area(s) (check all that apply):

□ English Language Arts (ELA) □ Mathematics □ Science (NGSS)

I verify that the following conditions were met:

1. The student did not respond to the first eight items in the assessment(s).
2. The eight items were administered across two different sessions on two different days at two different times in the day (4 + 4 = 8).
3. The "No Response" option was entered for the student by me, as the Test Administrator, for each of the eight items.
4. I provided the student with appropriate communication and accessibility supports during testing and sufficient response time.
5. A Test Session Observer was present and observing the student for response for at least four of the eight items that were delivered.

Print Name: _____ Signature: _____

Test Session Observer Section

I verify that the above listed student did not exhibit a response for at least four of the eight items that were delivered for the following content area(s) (check all that apply):

□ English Language Arts (ELA) □ Mathematics □ Science (NGSS)

I verify that the following conditions were met:

1. I was present and observing the student for a response for at least four items in this content area.
2. I did not observe the student respond to any of the items that were presented by the Test Administrator in this content area test.
3. I believe that the Test Administrator provided the student with appropriate communication and accessibility supports during testing and sufficient response time.

Print Name: _____ Signature: _____

Assessment Section Use Only

Verified: Y or N
Name and Date:

Email a scanned copy of the completed form to the Assessment Section at hsa-alt@k12.hi.us.
Or fax the completed form to the Assessment Section at (808) 733-4483.
The school Test Coordinator should retain the original form for documentation purposes.

APPENDIX J: HSA-Alt Test Security and Confidentiality Form

This signed *HSA-Alt Test Security and Confidentiality* form is required of all HSA-Alt Test Administers who will be administering the HSA-Alt to a student who receives the Translated Test designated support or any of the following accommodations: Read Aloud, Scribe, and/or Visual Descriptions.

Date: _____

Student Name: _____ 10-Digit Student ID #: _____

School Name: _____

Test Administrator Name: _____

By signing below I confirm and acknowledge the following:

☑ The above listed student has received IEP team approval for the following HSA-Alt designated supports and/or accommodations (check all that apply):

□ Translated Test

□ Read Aloud □ Scribe □ Visual Descriptions

☑ I have read and understand the following guidelines (check all that apply):

□ Translated Test

□ HSA-Alt Guidelines for Read Aloud, Test Reader □ Scribing Protocol for HSA-Alt Assessments □ HSA-Alt Visual Descriptions Protocol

☑ I have read and understand the test administration policies and procedures that pertain to the Translated Test designated support or the Read Aloud, Scribe, and/or Visual Descriptions accommodations in the *HSA-Alt Test Administration Manual.*

☑ I agree to adhere to the applicable guidelines, protocols, policies and procedures referenced above at all times during HSA-Alt testing for the above listed student.

Print Name	Signature

Assessment Section Use Only

Verified: Y or N
Name and Date:

Email a scanned copy of the completed form to the Assessment Section at hsa-alt@k12.hi.us.
Or fax the completed form to the Assessment Section at (808) 733-4483.
The school Test Coordinator should retain the original form for documentation purposes.

APPENDIX K: Courtesy Testing for Home-Schooled Students

Verification of Student Status Form

Date: _____

Student Name: _____

10-digit Student ID: _____ Grade Level: _____

School Name: _____ School Code: _____

School Contact Person Name: _____

School Contact Telephone Number: _____

School Contact Person E-mail: _____

Assessment(s):
(check all that apply) ☐ HSA-Alt ELA ☐ HSA-Alt Mathematics ☐ HSA-Alt Science (NGSS)

An Assessment Section staff member will inform the School Contact Person (listed above) whether this request has been approved or disapproved after it has been processed.

A home-schooled student cannot access the secure online HSA-Alt Assessments until the grade level provided by the elementary school office staff or secondary school registrar as entered on this form, and the student's HSA-Alt eligibility, have been activated in TIDE by the Assessment Section.

Do not ask parents to bring their home-schooled child to your school to be tested until an Assessment Section staff member informs the School Contact Person (listed above) that the student can access the secure online testing site.

Assessment Section Use Only

Verified: Y or N
Name and Date:

Email a scanned copy of the completed form to the Assessment Section at hsa-alt@k12.hi.us.
Or fax the completed form to the Assessment Section at (808) 733-4483.
The school Test Coordinator should retain the original form for documentation purposes.

APPENDIX L: Paper/Pencil Test Kit Accommodation Request Form

Date: _____

School Name: _____ School Code: _____

School Test Coordinator (TC) Name: _____

TC Email: _____ TC Phone: _____

Student's SSID #: _____ Student's Grade Level: _____

Student's Test Administrator Name: _____

State the rationale for requesting the Paper/Pencil Test Kit Accommodation for the above student for HSA-Alt testing. Please refer to the Paper/Pencil Test Kit Guidelines in the *HSA-Alt Test Administration Manual*:

School Test Coordinators must **email** completed forms to:
Emily MacGillivray at emily.macgillivray@cambiumassessment.com

Forms must be submitted by April 23, 2021.

The School Test Coordinator will be contacted via email if additional information is needed and when a final determination of approval is made by the Hawaii Department of Education's Assessment Section.

APPENDIX M: Test Security and Administration Procedures Acknowledgement Form for Proctors, Translators, Skills Trainers, and Behavioral Assistants

School Name: _____

Test Coordinator Name: _____

Note: This form is only for proctors, translators, skills trainers, or behavioral assistants. Test Administrators (TAs) do not need to sign this form. TAs will acknowledge their understanding of test security and administration procedures through the online TA Certification Course; this course is not provided for proctors, translators, skills trainers, or behavioral assistants who are present in the testing room. The school TC should keep this form for their records. It does not need to be submitted to the Hawaii Department of Education.

Role of a Proctor, Translator, Skills Trainer, or Behavioral Assistant

A proctor or behavioral assistant may sit with a student or walk around the testing room to assist the Test Administrator in monitoring students' behavior and inform the Test Administrator if any student is confused or does not understand some of the online testing procedures, is ill, disruptive, or appears to be cheating. A translator may use the testing script to translate the directions, item stems, and response options, as directed by the Test Administrator, during the administration of an assessment. A skills trainer or behavioral assistant is assigned to sit next to a student who needs one-on-one support throughout each school day to manage his/her behavior and assist in focusing the student on the current task that needs to be completed. A skills trainer or behavioral assistant may not complete any of the tasks that are appropriate for a proctor but must adhere to all test security and administration procedures while present in the testing room with the assigned student. Only Hawaii Department of Education employees, e.g., educational assistants, part-time teachers, para professional teachers, project teachers, may serve as proctors. Before serving as a proctor, translator, skills trainer, or behavioral assistant for an assessment, the Test Coordinator should review the test security and student confidentiality requirements included in the *HSA-Alt Test Administration Manual* with each qualified person who will be present in a testing room and have him/her sign this form.

By signing this form, I acknowledge that I understand all the required test security procedures documented in the Test Security guidelines in the *HSA-Alt Test Administration Manual*.

Proctor/Translator/Skills Trainer/Behavioral Assistant Name	Title or Position	Signature	Date

Test Coordinators should keep a copy of the completed form for their records.

APPENDIX N: Verification of a Student Need for a Significant Medical Emergency Exemption

Submit this form only if one of the following apply.

☐ Exemption due to chronic absenteeism for medical reasons - requires a health provider's note excusing school attendance for 11 or more consecutive instructional days

☐ *Exemption due to doctor's orders - requires doctor's orders not to test through at least the majority of a test window (Smarter Balanced, HSA Science(NGSS), HSA-Alt, Biology 1 EOC Exam (NGSS), The ACT, KAEO, ACCESS for ELs).
* Exemptions from Smarter Balanced, HSA-Alt, or KAEO, effectively removes a student from Strive HI entirely.

Date: _____

Student Name: _____ 10-digit Student ID: _____ Grade Level: _____

School Name: _____ School Code: _____

School Street Address (Street, City, Zip Code – No P.O. Box): _____

School Contact Person Name: _____

School Contact Person Telephone Number: _____

School Contact Person E-mail: _____

Indicate assessment(s) for which the significant medical emergency exemption is being requested:

☐ Smarter Balanced ELA/Literacy ☐ Smarter Balanced Mathematics

☐ HSA Science (NGSS) ☐ Biology 1 EOC (NGSS) ☐ ACCESS for ELs

☐ HSA-Alt ELA ☐ HSA-Alt Mathematics ☐ HSA-Alt Science (NGSS) (grade 5, 8 or 11)

Significant Medical Emergency Required Evidence
A healthcare provider (MD, OD, licensed psychologist, other provider) must write a note that includes the following information:

1. Student's Name.
2. General nature of the medical/psychiatric emergency.
3. Duration of the medical/psychiatric emergency for which absence from school and/or exemption from testing is ordered (must encompass the majority of the testing window for applicable assessment(s)).
4. Explanation stating that the student is excused from school and/or should not to be tested.
5. Provider's signature and date signed.

In the event that the healthcare provider is reluctant to provide a note indicating that the student should not be tested prior to the end of a testing window, submit this form with the provider's note after the testing window closes.

Assessment Section Use Only

Verified: Y or N
Name and Date:

Email a scanned copy of the completed form to the Assessment Section at hsa-alt@k12.hi.us.
Or fax the completed form to the Assessment Section at (808) 733-4483.
The school Test Coordinator should retain the original form for documentation purposes.

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
Added Appendix N: Verification of a Student Need for a Significant Medical Emergency Exemption	Appendix N	1/27/21
Added information about the new "Opportunity to Learn" survey questions that are presented to students at the end of each summative HSA-Alt assessment.	Online Administration Procedures > Opportunity to Learn Survey	4/19/21