

# HSA-Alt Test Administrator Training

## 2020-21 S.Y.

Hawai'i Department of Education  
Cambium Assessment, Inc.

Presenters: Susan Forbes and Elaine Lee, Ph. D.

# Today's Agenda – M, 1/18 and Sat, 1/30

**12:00 – 12:45** TA Survey of Instructional Practices during COVID

❖ Breakout #1 - Promising Practices for Remote Instruction

**12:45 – 2:00** Students with Significant Cognitive Disabilities

- Identification and Student Characteristics
- Our Code of Ethics
- Accessibility Supports for Testing

❖ Breakout #2 - Student Training Test Work Session

**2:00 – 2:15** Break

**2:15 – 3:00** Test Design

- Range PLDs and Essence Statements
- Early Stopping Rule
- Navigation, Pausing, and Ending a Test

❖ Breakout #3 - Online TA Certification Course Work Session

**3:00 – 4:00** Setting Up a Live Test Session

- Steps on the Teacher Device
- Steps on the Student Device

❖ Breakout #4 – LCI Live Test Work Session

# Today's Agenda – F, 1/22 and Tu, 1/26

- 8:00 – 8:45** TA Survey of Instructional Practices during COVID
- ❖ Breakout #1 - Promising Practices for Remote Instruction
- 8:45 – 10:00** Students with Significant Cognitive Disabilities
- Identification and Student Characteristics
  - Our Code of Ethics
  - Accessibility Supports for Testing
  - ❖ Breakout #2 - Student Training Test Work Session
- 10:00 – 10:15** Break
- 10:15 – 11:00** Test Design
- Range PLDs and Essence Statements
  - Early Stopping Rule
  - Navigation, Pausing, and Ending a Test
  - ❖ Breakout #3 - Online TA Certification Course Work Session
- 11:00 – 12:00** Setting Up a Live Test Session
- Steps on the Teacher Device
  - Steps on the Student Device
  - ❖ Breakout #4 – LCI Live Test Work Session

# Today's Agenda – Th, 1/28

- 3:00 – 3:45 TA Survey of Instructional Practices during COVID
- ❖ Breakout #1 - Promising Practices for Remote Instruction
- 3:45 – 5:00 Students with Significant Cognitive Disabilities
- Identification and Student Characteristics
  - Our Code of Ethics
  - Accessibility Supports for Testing
- ❖ Breakout #2 - Student Training Test Work Session
- 5:00 – 5:15 Break
- 5:15 – 6:00 Test Design
- Range PLDs and Essence Statements
  - Early Stopping Rule
  - Navigation, Pausing, and Ending a Test
- ❖ Breakout #3 - Online TA Certification Course Work Session
- 6:00 – 7:00 Setting Up a Live Test Session
- Steps on the Teacher Device
  - Steps on the Student Device
- ❖ Breakout #4 – LCI Live Test Work Session

# When is the HSA-Alt Administered?

The test window for the online HSA-Alt is:

**February 16 – May 28, 2021**

Paper/Pencil form Test Administrators will need to finish testing by:

**May 21, 2021**

# Who May Administer the HSA-Alt?

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

# TA Advance Preparations

1. Acquire Apple ID Password (for iPad)
2. Update iPad (if student is using an iPad)
  - Operating System - iOS 12.4, 13.4, or 14.
  - Latest CAI Secure Browser (download from Apple App Store)
  - Confirm that student's assistive technology is working
3. Ready teacher's device
  - Mozilla Firefox 60, Chrome 83, or Apple Safari 11
  - Disable Pop-up Blocker on Web Browser
4. Update your TIDE password
5. Find Legal first name and SSIDs for students
6. Make sure student tools and supports (concrete materials, graphic organizers, calculator) are ready

# Other Advance Preparations

- An adequate internet connection is needed for delivery of the HSA-Alt test; make sure that the testing room has a good internet connection.
- Students may perform better in a quiet, familiar location and at certain times of the day.
- If possible, conduct Student Training Test sessions in the same location/time as scheduled for the actual test.
- Arrange for educational assistant support, as needed; Proctor Acknowledgement Forms will be need to be completed by all EAs who are in the testing room.
- HSA-Alt accommodations and designated supports should be set in TIDE under “Non-Embedded Accommodations” and “Non-Embedded Designated Supports” by the student’s teacher or Test Administrator prior to the start of testing.

# Purpose of Today's Training

The purpose of this training is to provide HSA-Alt Test Administrators with the opportunity to:

- Network, share resources, and strategies to support student achievement
- Review the HSA-Alt Participation Guidelines and Code of Ethics
- Learn about accommodations and designated supports for testing
- Gain an understanding of the Early Stopping Rule
- Locate important resources such as:
  - HSA-Alt Range Performance Level Descriptors
- Access and navigate through the student training test
- Become certified as an HSA-Alt Test Administrator
- Learn how to start a Live Test Session and sign-in a student
- Complete the LCIs for all of your students

# Section 1

HSA-Alt Test Administrator Survey of Instructional Practices During the COVID-19 Pandemic

Breakout – Network and share strategies, practices, and resources for remote instruction of SWSCD

This presentation is found as a separate PowerPoint in the HSA-Alt Webinars and Trainings Resource folder

# HSA-Alt Test Administrator Survey of Instructional Practices During the COVID-19 Pandemic

- ASES Presentation, Hawaii Department of Education, December 17, 2020
- Susan Forbes, Test Development Specialist

# Breakout #1

In your breakout group, take one to two minutes to:

➤ Introduce yourself:

- Name, School, Grade(s)
- Number of years experience working with HSA-Alt students

➤ Answer one of the prompts below:

- What strategies, practices, or resources did you discover this past year?
- What are some, perhaps unexpected, positive outcomes that resulted from your attempt to deliver remote instruction?
- Share a success story or a personal break through that you have experienced in the past year.

# Section 2

HSA-Alt Participation Guidelines

HSA-Alt Code of Ethics

HSA-Alt Designated Supports and Accommodations

❖ Breakout – Student Training Test

# Essential Part of Preparing

## Is the student appropriately identified for the HSA-Alt?

These are the criteria that an IEP team must use for HSA-Alt student identification (all four criteria must be met):

1. The student demonstrates significant cognitive disabilities that may be combined with limited adaptive skills, physical or behavioral limitations.
2. The student requires a highly specialized educational program with intensive modifications and supports in order to access grade level academic standards.
3. 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.
4. 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.

# Red Flags for HSA-Alt Identification

The following should not be factors when identifying a student for the HSA-Alt:

- ELL Status
- Student cannot read
- Student is three or more grade levels behind peers
- The “other assessment” is too hard
- Anticipated disruption or emotional duress

# HSA-Alt Identification Process

During identification process make sure that parents are aware that:

- Students identified for the alternate test take a different state accountability test based on different achievement standards
- The HSA-Alt Range Performance Level Descriptors (Essence Statements) describe the grade-level expectations for the alternate test
  - Refer to these to interpret the student's score report
  - Recommend taking parents to the Student Training Test
- The Hawaii State high school diploma is based on earning credits in core and elective classes

# Characteristics of Students with Significant Cognitive Disabilities (SCD)

- ESSA ramped up severity of classification by changing to: “Students with the most significant cognitive disabilities” and mandated that no more than 1% could participate in AA testing
- Students can be from any disability category
- Students tend to be identified at very young age or when first entering formal schooling (pre-schooling)
  - Exceptions: Traumatic Brain Injury or progressive diseases.

# Characteristics of Students with Significant Cognitive Disabilities (SCD)

- Students frequently have sensory and/or physical challenges.
- For example, among more than 90,000 students taking DLM alternate assessments in 2018-19,
  - approximately 5% of students were blind or had low vision,
  - approximately 4% of students were deaf or hard of hearing, and
  - approximately 35% of students had limited hand mobility or required assistance to perform tasks with their hands (Burnes & Clark, 2020).

# Characteristics of Students with Significant Cognitive Disabilities (SCD)

- Students are characterized as having limitations in expressive and receptive communication
- Based on the 2018-19 DLM data set, approximately 25% of students do not use speech to communicate (Burnes & Clark, 2020).
- About 25% of students use an augmentative or alternative communication (AAC) device in combination with or instead of speech or sign language.
- Nearly half of students (47%) use some form of symbols to communicate, and about 5% of students use gestures, vocalizations, and behaviors to communicate (Burnes & Clark, 2020).
- Students who use speech to communicate tend to be placed in more inclusive settings and have more sophisticated academic and communication skills (Erickson & Geist, 2016).

# Instruction for Students with Significant Cognitive Disabilities (SCD)

- While more information is available about this population in 2020 than in 2000, there is room for improvement in understanding their characteristics that impact their learning.
- Teachers must ensure students with SCD have ways to show what they know and can do during instruction.
- Students who do not use speech to communicate may need to answer questions using a communication board, sign, gesture, or other means.
- For the approximately 10% of students with SCD who do not yet have symbolic communication (Kearns et al., 2009), their academic instruction should include methods for building their communicative competence (Kleinert et al., 2019).

# Instruction for Students with Significant Cognitive Disabilities (SCD)

- While 1:1 or small group instruction are very common instructional approaches, more than one-third of students reportedly demonstrate sustained attention to computer-directed instruction (Burnes & Clark, 2020).
- Nearly all students who take alternate assessments can access a computer independently or with support from assistive devices or humans (Burnes & Clark, 2020).

# Inclusive Instruction (SCD)

- One approach to helping students attain higher academic expectations is to provide inclusive instruction. Unfortunately, fewer than 5% of students with SCD are fully included with their peers in general education classrooms (Burnes & Clark, 2020).
- One study that analyzed student IEPs indicated similar inclusion rates for academic and nonacademic subjects (fewer than 30% of students) but that 30% of students were explicitly excluded from academic instruction in the general classroom (Kurth et al., 2019).
- Students with SCD are left out of schoolwide tiered support models (e.g., multi-tiered systems of support) designed for early identification of students at risk for academic failure and tiers of increasingly intensive interventions (Thurlow et al., 2020).
- Receiving academic instruction on individualized targets, alongside their age-appropriate peers, has academic, social, and behavioral benefits for students (Morningstar et al., 2016).

# Learner Characteristics Inventory

## Part I and Part II

- The LCI\* has two parts.
  - Part I is used by the teacher to describe the student's characteristics
  - Part II collects teacher ratings of student transition readiness and understanding of content area expectations
- The LCI data must come from the person who is most familiar with the student.
- The data helps to inform state policy and is used as external validity evidence for federal Peer Review.

\*Kearns, J., Kleinert, H., Kleinert, J., and Towles-Reeves, E. (2006). *Learner Characteristics Inventory*. Lexington, Kentucky: University of Kentucky, National Alternate Assessment Center.

## HSA-Alt Code of Ethics

1. Exhibit the highest degree of professional ethics.
2. Plan for and include IEP-aligned accommodations during testing, including consideration of a student's familiar communication system.
  - ❖ Students must receive all accommodations listed in their IEP during HSA-Alt testing.
3. 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.
4. Follow all test security and test administration procedures.

# HSA-Alt Accessibility Supports

There are three levels of supports for the HSA-Alt:

- Universal Tools
  - Available to all HSA-Alt students
  - Not monitored by the State
  - Low probability of impacting test validity
- Designated Supports and Accommodations
  - Available to some HSA-Alt students
  - Monitored by the State via teacher input in TIDE
  - High probability of impacting test validity
  - Must be provided during testing

# HSA-Alt Universal Tools

- Audio Playback
- Calculator
- Graphic organizer
- Highlighting
- Extended Time
- Re-focusing
- Breaks
- No Response

This list is not exhaustive! Refer to the *HSA-Alt Test Administration Manual* for additional information about universal tools.

# HSA-Alt Designated Supports and Accommodations

## Designated Supports:

- **Translated Test** (must also request Paper/Pencil Test Accommodation)

Please refer to the HSA-Alt Test Administration Manual for additional information about identifying, setting, and requesting supports for HSA-Alt testing.

**If time allows, take participants to the portal resource.**

## Accommodations:

- Alternate Response Options
- American Sign Language (non-embedded)
- Calculator
- Concrete Materials
- Multiplication Table
- **Paper/Pencil Test (requires form submission)**
- Read Aloud
- Reinforcement System
- Scribe
- Tactile Sensitivity
- Visual Descriptions

# Documenting Supports

## Where in the IEP?

- Services page
  - Clarification of Supports and Services section
  - Supplementary Aids and Services section (Reinforcement System)

## Where in TIDE?

- Non-Embedded Designated Supports and Non-Embedded Accommodations at the center and bottom of the Student Details page

# IEP Documentation

Considerations	PLEP	Transition Services	Standards and Goals	<b>Services</b>	ESY	Statewide Assessment	LRE	Actions
----------------	------	---------------------	---------------------	-----------------	-----	----------------------	-----	---------

**Special Education and Related Services \***

Service	Projected Start	Projected End	Frequency	Location	ESY	Inactive	New Service
<p>Open</p>							

**Supplementary Aids and Services - Program Modifications and Supports for School Personnel**

Service	Projected Start	Projected End	Frequency	Location	ESY	Inactive	New Service
<p>Open</p>							

**Clarification of Supports and Services**

## Translated Test Designated Support and the Read Aloud, Scribe, and Visual Descriptions Accommodations

- Extra steps are required!
- TAs must:
  - Read the specific support guidelines for Translated Test, Read Aloud, Scribe and/or Visual Descriptions before testing a student who uses these support(s).
  - Complete and sign the Test Security/Confidentiality form.
  - Give the signed form to the School Test Coordinator.

All forms can be found as appendices in the TAM.

# Demonstration of how to access the student training test

I will demonstrate each of these avenues to the training test:  
alohahsap.org > HSA-Alt > Students and Families > Online Training Test

alohahsap.org > HSA-Alt > Teachers > Training Sites > Online Training Test

alohahsap.org > HSA-Alt > TAs and TCs > Training Sites > Online Training Test

- a. Sign in as a Guest
- b. Select Grade
- c. Select Content Area Test or LCI

## Reflect:

- What types of items do you notice?
- What thinking processes must students employ?
- What skills are needed for navigation?

## Breakout #2 – Work Session

- Task- Access the student training test and take the grade-level content area tests for your grade(s).
- You will be put in breakout rooms for this activity so that you can support each other as needed.
- Listen for others who may be asking for help.
- You may turn on your camera during breakout sessions. It is nice to see each other for a change😊
- You have until quarter past for this activity, however, remember that this includes 15 minutes of break time.
- We will meet back up in the main room at quarter past for the second half of our training.

# Section 3

HSA-Alt Test Design

HSA-Alt Range Performance Level Descriptors

Early Stopping Rule

Test Administration – Responsibilities and Navigation

Breakout – Online TA Certification Course

# Design of the HSA-Alt

- Reduced number of answer options
- Pic Syms are found on some answer option cards
  - Provide students with receptive communication support
- Visuals are frequently included
  - Illustrations accompanying reading passages
  - Number lines, area models, or concrete representations for math concepts and contexts
  - Videos of science and math phenomena
- Visuals are described
  - Provide sight-limited students with auditory cues
- Human recorded audio is provided for all parts of the assessment
  - More accessible than text-to-speech
  - Stimulus, question, and answer options have scripts that can be played
  - The audio script may include additional information that is not displayed on screen
    - For example, the Pic Syms on answer option cards may contain a single word, however, a sentence may be read out loud to the student when the ear is pressed

# Design of the HSA-Alt

- Delivered on an iPad, computer, or Chromebook.
- Paper answer option cards and test visuals available
  - For students who need tactile enhancement or communication system pairing
- Students may select an answer and then de-select
  - To key in their final answer students will press “Next”
- "No Response" option is available for all items
  - Test Administrator selects this option for non-responsive students
  - Sufficient wait time and opportunity to engage must be provided
  - Customary accommodations and communication supports must be in place
- Early Stopping Rule
  - Non-responsive students will be exited from the test after no response is registered for the first eight items

# Entering a Response

- A Test Administrator may enter answer options for a student, if needed.
  - This is the Scribe accommodation.
- Hand-over-hand answer selection should not be used.
- Must be consistent in what form of student response, you will be input as the student's answer
  - For example, vocal response or pointed response

# Basis for the HSA-Alt

- ELA, mathematics, and science items for the assessment are based on the HSA-Alt Range Performance Level Descriptors Essence Statements.
- The Range PLD Essence Statements capture the essential skills and knowledge found in the grade-level standards (Common Core for ELA and mathematics and Next Generation for science).
- Items for the HSA-Alt are written to align with the Range PLD Essence Statements.
- Items are written to a range of complexity so that all learners are provided access to the assessment.

# Location of resources

## HSA-Alt Participation Guidelines, Range PLDs, etc.

Go to <http://alohahsap.org> > HSA-Alt > Resources > Students and Families

The screenshot shows the website for Hawaii State Alternate Assessments. The navigation menu includes Home, Users, Resources, Announcements, FAQs, System Status, and Register for email updates. The main content area is titled 'Students and Families' and contains a table of resources. The table has two columns: 'Resource' and 'Description'. The resource 'HSA-Alt Participation Guidelines - Decision Making Questions and Examples [PDF]' is highlighted with a red box. The description for this resource states: 'These documents provide information for use by an IEP team when making decisions regarding alternate assessment participation. These documents outline the four participation criteria that must be met, provide examples of typical educational situations that should be considered, provide a series of questions and answers that should be considered, and provide a list of factors and "red flags" to consider during the HSA-Alt identification process.'

Resource	Description
HSA-Alt Family Reports Interpretive Guide Spring 2018 [PDF]	This Interpretive Guide is intended to help parents and educators understand how to read and find information contained in the family report. The cover letter is a document schools can print and send to parents along with the family report.
HSA-Alt Family Reports Cover Letter Spring 2018 (ELA and Mathematics) [DOCX]	
HSA-Alt Family Reports Cover Letter Spring 2018 (Science) [DOCX]	
HSA-Alt Informational Brochure for Parents 2017-2018 [PDF]	This document provides information for Parents about the HSA-Alt Assessments.
HSA-Alt Participation Guidelines - Decision Making Questions and Examples [PDF]	These documents provide information for use by an IEP team when making decisions regarding alternate assessment participation. These documents outline the four participation criteria that must be met, provide examples of typical educational situations that should be considered, provide a series of questions and answers that should be considered, and provide a list of factors and "red flags" to consider during the HSA-Alt identification process.
HSA-Alt Participation Guidelines [PDF]	
HSA-Alt Decision Making Flow Chart [PDF]	
Factors and Red Flags on the Road to HSA-Alt Student Identification [PDF]	
HSA-Alt ELA Test Specifications (v6) [PDF]	These documents provide information on the English Language Arts, Mathematics, and Science test specifications which link the HSA-Alt test items to the Hawaii Common Core standards in English Language Arts and Mathematics or the HCPS III Science Standards.
HSA-Alt Mathematics Test Specifications (v5) [PDF]	
HSA-Alt Science Bridge Test Specifications (v7) [PDF]	
Updated October 09, 2018	
Parent IDEA Letter 2018 (PDF) [PDF]	This document provides information on IDEA Requirements.
Parent IDEA Letter 2018 (DOCX) [DOCX]	

# Early Stopping Rule

An 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 first eight items are administered across two different sessions on two different days at two different times in the day. (4 + 4 = 8)
3. The "No Response" option is selected for the student by the Test Administrator using the context menu for each of the first eight items.
4. The Test Administrator affirms that the student was provided with appropriate accessibility supports during testing and sufficient response time.
5. An Observer is present for a minimum of four of the eight items.

Once the first three conditions are met, the online system will automatically stop the student's test. For the student's test to count for participation the Test Administrator and the Observer will need to complete and sign the Early Stopping Rule form.

This process will need to be completed for each content area test the student is eligible to take. Test Administrators will still be required to complete the Learner Characteristics Inventory (LCI) prior to starting the content area tests.

# Early Stopping Rule Considerations

- If the Test Administrator anticipates that a student will be non-responsive during testing, they should arrange for a second person to serve as an Observer prior to testing.
- If a student unexpectedly does not respond to the first four items, the Test Administrator must pause the student's test at item #4.
- The TA should then arrange to have an Observer present on another day to observe the next four items that are delivered.

# Early Stopping Rule Testing Impropriety

- If the Test Administrator forgets to pause a test and a student does not respond to the first eight items and no Observer was present, the Test Administrator will need to submit a Testing Incident Report and request a Test Reset.
- The student will have to take the test over.
- Make sure to have an Observer and use two sessions for the Early Stopping Rule!

# Early Stopping Rule Follow-up

- As a final step in Early Stopping Rule guidelines, the Test Administrator and Observer sign the Early Stopping Rule form verifying that the test was administered with fidelity.
- This form is then given to the School Test Coordinator who is responsible for sending the form in to the Assessment Section.

# Test Administrator Responsibilities

- Prepare the assessment environment, ensuring that the student is comfortable, focused, and has all necessary accommodation and communication supports.
- Remain with or near the student while the test is in session
- Make sure that the student:
  - Hears the full test item; use the ear icons to play audio for the stimulus, question, and all answer options
  - Sees the full visual; use the expand/collapse tool to assist your student
- Provide headsets if others are in the room
- Maintain test security and report testing irregularities

# Test Navigation

Use the navigation tools found in the Navigation Bar to:

- Move between items
- Pause the test
- Log the student out of the test
- Adjust the "zoom" level of the test
- Access the digital calculator

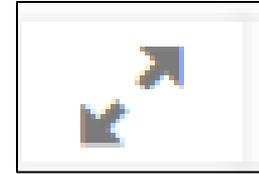
# How to Move Through the HSA-Alt

Each item will appear with audio buttons that look like little ears.



- The student or the Test Administrator must click on the separate audio buttons to listen to the passage or stimulus, question, and answer options.
- Make sure that students have been exposed to all three test components before responding.
- It is important that ALL students listen to the audio for the answer options as the audio may contain more information than is shown on the Answer Option card.
- Listen a 2nd time as needed! If the TA is repeating the test audio, remember to repeat verbatim.

# How to Move Through the HSA-Alt



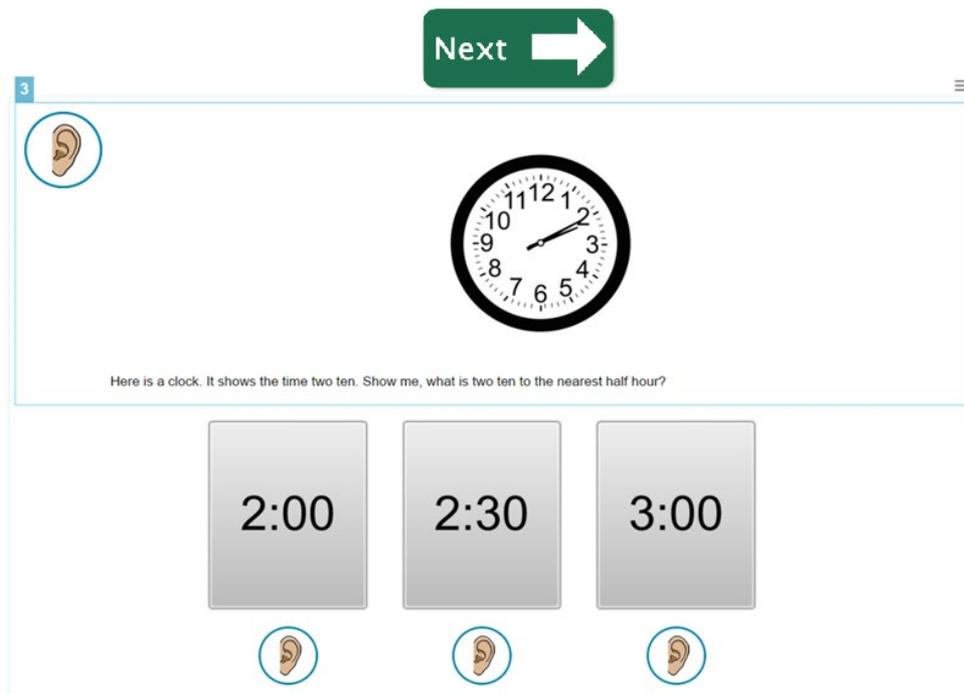
- The Expand Passage tool must be used in order to see the full visual for some math and science items.
- Assist students as needed with this tool to ensure they can see the visual both when the stimulus is presented and when the question and answer options are being considered.

# Entering a Response Option

- The student or the Test Administrator must enter a response, or the Test Administrator must select the “Mark as No Response” option in the item’s context menu, to move to the next item in the test.
- The student or the Test Administrator may select and de-select the answer options multiple times, if desired.
- There is, however, only one opportunity to submit a final response for an item.
- To do this the student or the Test Administrator enters the final response selection and clicks the "Next" button.

# Selecting a final answer

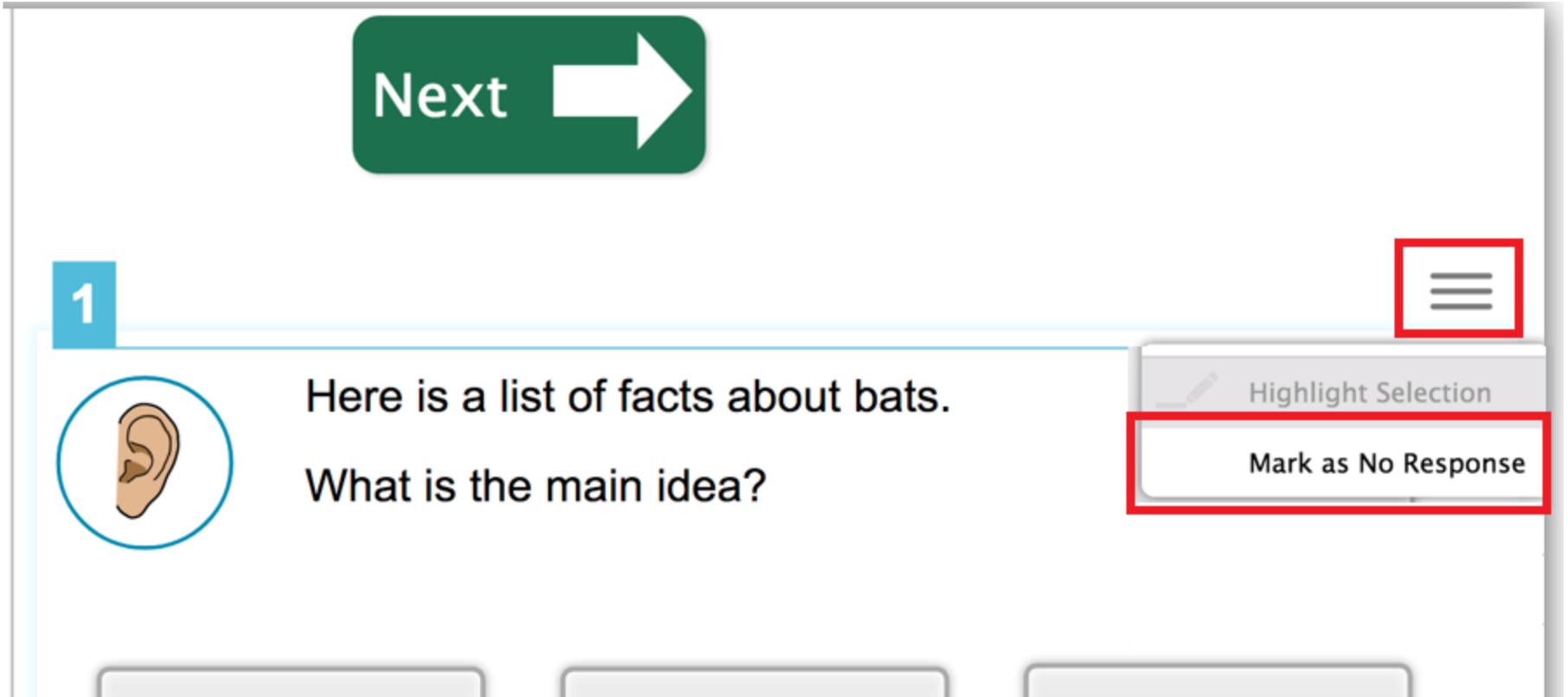
- The green "Next" button will appear above each item when it is first presented.
- To enter a final answer to the item, click the "Next" button.
- The answer will be recorded and the next item will appear.



The screenshot shows a user interface for a learning activity. At the top center is a green button with the text "Next" and a white right-pointing arrow. Below this is a large rectangular area containing a clock icon on the left and a clock face in the center. The clock face shows the time 2:10. Below the clock face is the text: "Here is a clock. It shows the time two ten. Show me, what is two ten to the nearest half hour?". At the bottom of this area are three grey rectangular buttons with rounded corners, labeled "2:00", "2:30", and "3:00". Below each of these buttons is a small circular icon of an ear, indicating that the options can be read aloud. In the top left corner of the interface, there is a small blue square with the number "3". In the top right corner, there is a small grey square with three horizontal lines, representing a menu icon.

# To record “No Response”

1. Go to the Context Menu,
2. Select “Mark as No Response”



The screenshot displays a user interface for a learning activity. At the top, there is a green button with the text "Next" and a white right-pointing arrow. Below this, a blue square with the number "1" is positioned to the left of a question. The question text reads: "Here is a list of facts about bats. What is the main idea?". To the left of the question is a circular icon of a human ear. On the right side of the question, a context menu is open, showing two options: "Highlight Selection" and "Mark as No Response". The "Mark as No Response" option is highlighted with a red rectangular border. A red square also highlights the three horizontal lines (hamburger menu icon) that triggered the context menu.

Press “Next” to enter No Response



1



Here is a list of facts about bats.

What is the main idea?



Highlight Selection

Mark as No Response

# Navigation Bar Tools

These tools are included in the Navigation bar, which is hidden from the student's screen during testing.

- **Help ( ? ) button:** to open the on-screen help guide.
- **Zoom buttons:** to change the font size of an item.
- **Digital calculator:** for the student to perform calculations with, as needed and if preferred to a handheld device.
- **Pause button:** to pause the test.
- **Next and Back buttons:** to navigate through the test.
- **End Test button:** when students are done with the test.
- **Full Screen button:** to close the Navigation bar

# How to Access the Navigation Bar

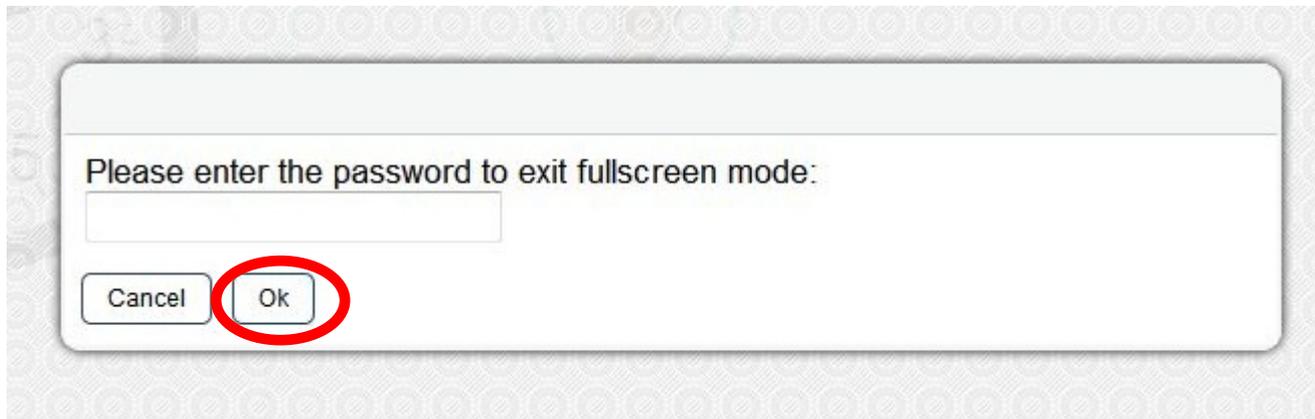
- The Navigation Bar can be located by looking for it in the **top left** corner of the page.
- Hover over the small gray box, it turns blue, click!



Here is another clock. It shows one thirty-five. Show me, what is one thirty-five to the nearest half hour?

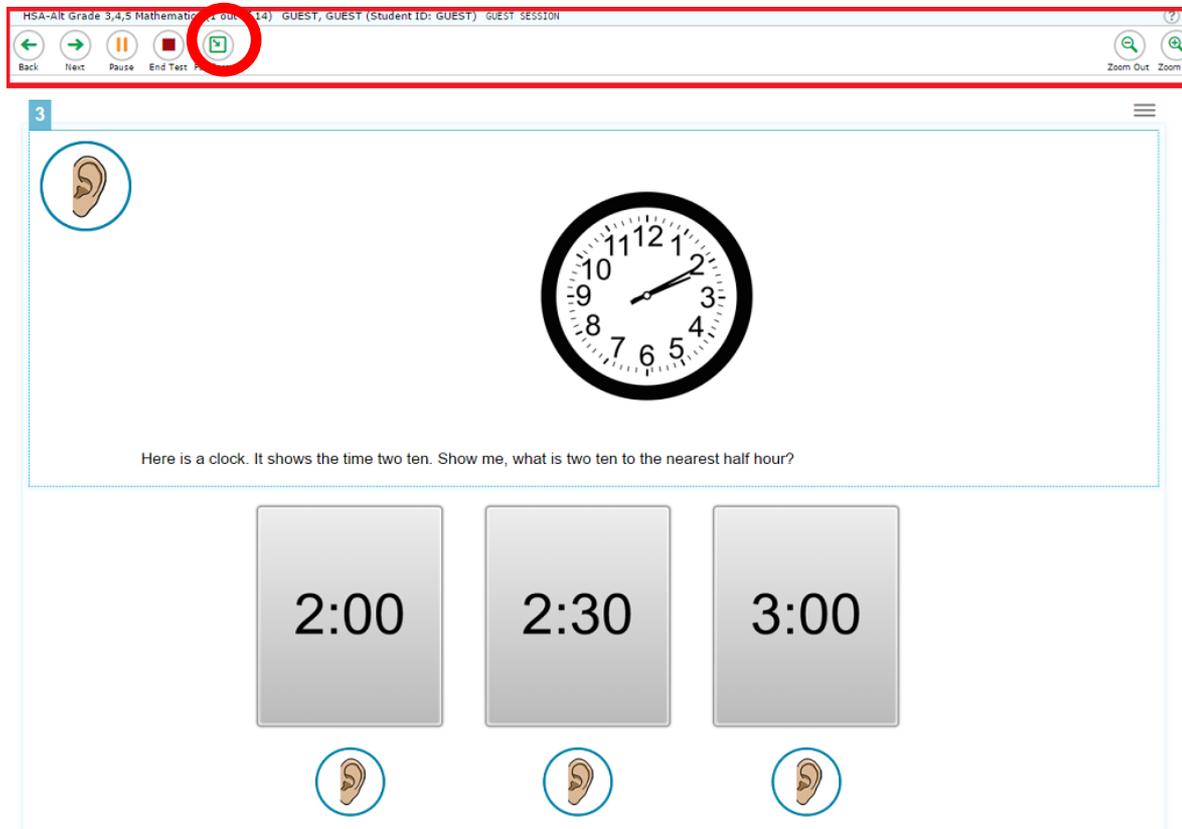
# How to Access the Navigation Bar

- A pop-up window will appear.
- For the password, enter the legal first name of the student.
- Click "Ok."



# How to Exit the Navigation Bar

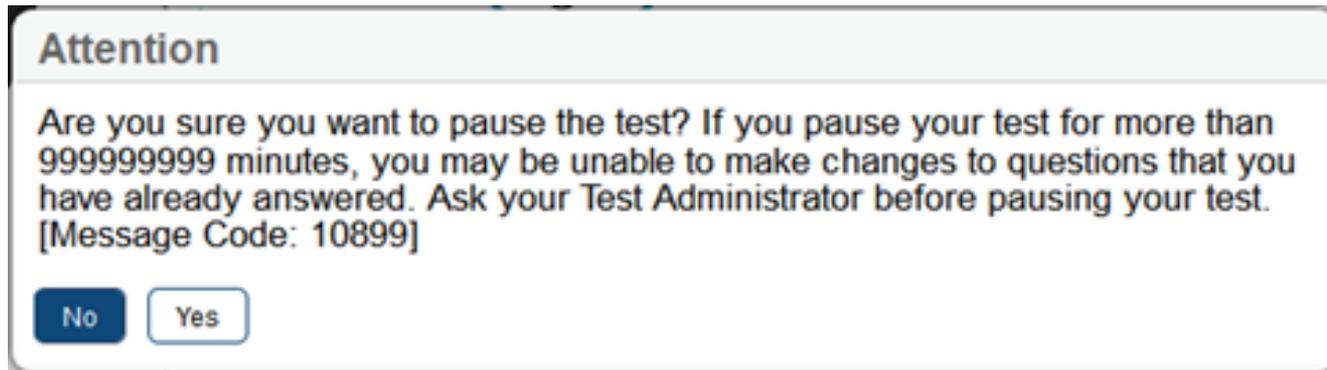
- The Navigation Bar will appear at the top of the page.
- To exit the Navigation Bar click on "Full Screen".



# Pausing the Test

To pause the test from the student device:

1. Open the Navigation Bar
2. Click the **Pause** button.
3. A confirmation message will pop up.
4. Click **Yes** to pause the test.



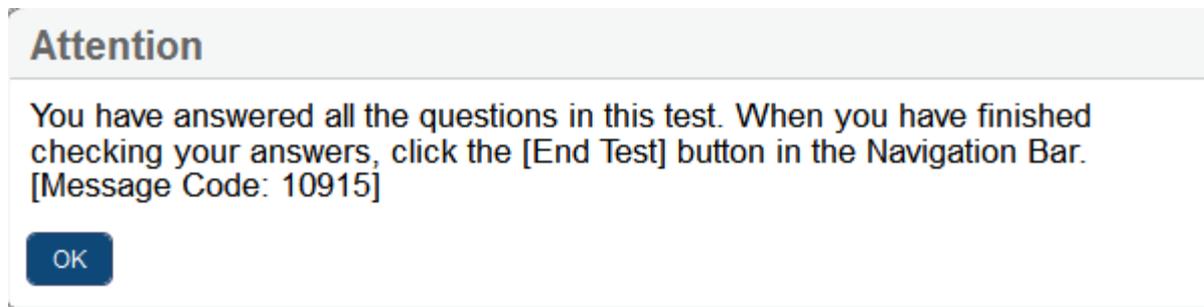
# Pausing the Test

When the student is ready to resume the test:

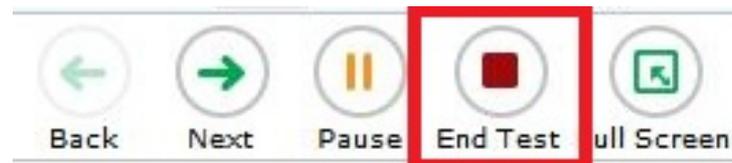
1. The Test Administrator will need to log the student in again.
2. When the test is resumed, the student will be shown the first test item that has not yet been completed.

## Ending the Test

- After students respond to the last item on the test, a message box will appear indicating that all of the test questions have been answered.

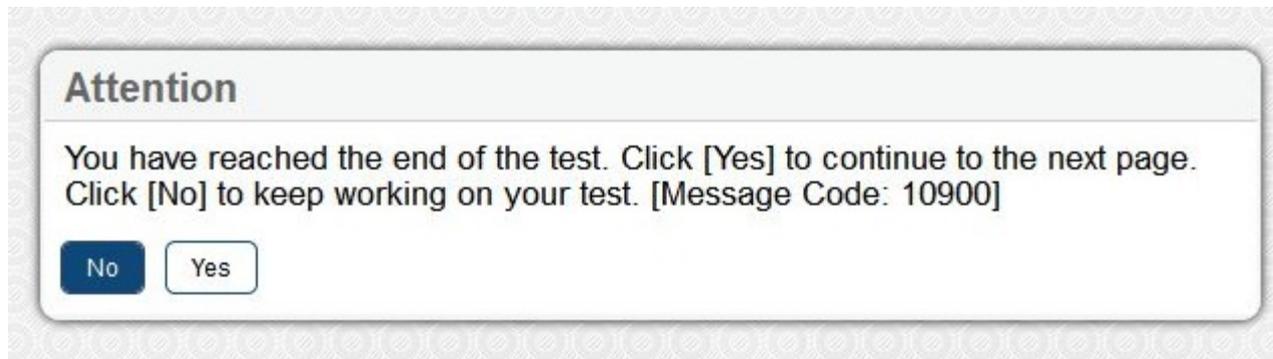


- The Test Administrator should collect the iPad, access the Navigation Bar, and click the "End Test" button.



# Ending the Test

- A message box will appear asking the Test Administrator to confirm.
- Click "Yes" to continue.



# Ending the Test

## Congratulations, you reached the end of the test!

If you need to review your answers, select the question number you wish to review. A flag icon appears for any questions that you marked for review.

### Questions:

<input type="text" value="1"/>	<input type="text" value="4"/>	<input type="text" value="7"/>	<input type="text" value="10"/>	<input type="text" value="13"/>	<input type="text" value="16"/>
<input type="text" value="2"/>	<input type="text" value="5"/>	<input type="text" value="8"/>	<input type="text" value="11"/>	<input type="text" value="14"/>	<input type="text" value="17"/>
<input type="text" value="3"/>	<input type="text" value="6"/>	<input type="text" value="9"/>	<input type="text" value="12"/>	<input type="text" value="15"/>	<input type="text" value="18"/>

### Next Step:

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

[Submit Test](#)

- When this screen appears, do **NOT** review a student's previously recorded answers.
- Simply tap or click the **Submit Test** button.
- All tests must be submitted by May 28, 2021.

# Results Screen

## Your Results

Your test was submitted. You may review the test details below.

Student Name: GUEST, GUEST (Student ID: GUEST)

Test Name: HSA-Alt Grade 3,4,5 Mathematics

Test Completed On: 3/5/2014

---

### Next Step:

To log out of the test, select **Log Out**.

[Log Out](#)

In accordance with the Family Educational Rights and Privacy Act (FERPA), the disclosure of personally identifiable information is prohibited by law.

# Demonstration of how to access the Online TA Certification Course

I will demonstrate each of these avenues to the training test:

alohahsap.org > HSA-Alt > Teachers > Training Sites > Online TA Certification Course > Sign in using your TIDE password

alohahsap.org > HSA-Alt > TAs and TCs > Training Sites > Online TA Certification Course > Sign in using your TIDE password

## Reflect:

- What did you learn that wasn't covered so far in the training?

## Breakout #3

- Take the Online TA Certification Course

Alohahsap.org > HSA-Alt > Teacher or TA > Training Site > Online TA Certification Course

- You will need your TIDE password to access the TA Course
- Meet up here at the top of the hour
- You will need to have completed the TA certification in order to do the next activity

# Section 4

Setting up a test session on teacher's device

Signing in a student on student's device

Taking the LCI

❖ Breakout – Complete the LCI test for all of your students

# Teacher's Device

# Setting up a Test Session

## Step 1: Readyng your device

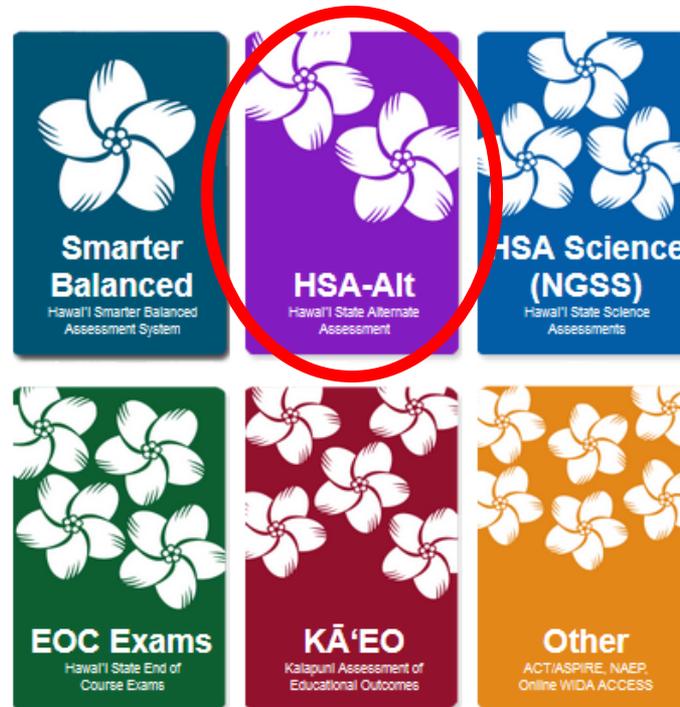
- The TA Site must be accessed on a separate computer or tablet than the one the students will be using for testing.
- Test Administrators need to have the School's Technology Coordinator make sure that their computer is configured properly to support online testing.
- Web browser requirements are:
  - Mozilla Firefox 60, Chrome 83, or Apple Safari 11.
- Disable all pop-up blockers on your browser.

# Step 2: Accessing the TA Site

## a) Purple portal

<https://alohahsap.org/>

Welcome to the Hawai'i Statewide  
Assessment Program Portal



This is the official site for the Hawai'i Smarter Balanced Assessments, the Hawai'i State Alternate Assessments, the Hawai'i State Science Assessments, the Hawai'i End-of-Course Exams, and the Kaipuni Assessment of Educational Outcomes.

# Step 2: Accessing the TA Site

## b) TC/TA

The screenshot shows the website's navigation menu with links for Home, Users, Resources, Announcements, FAQs, and System Status. A 'Register for email updates' link is in the top right. The main header features the Hawai'i State Alternate Assessments logo and a banner of yellow flowers. On the left, a vertical menu contains four categories: 'Students & Families', 'Teachers', 'Test Coordinators / Administrators' (circled in red), and 'Technology Coordinators'. The central content area is titled 'Recent Announcements' and features a microphone icon. A 'new!' announcement from December 5, 2018, discusses HSA-Alt applications for the January 2019 review committees. A bullet point below mentions a supplemental guide for student identification. The right sidebar, titled 'Welcome!', provides information about the portal and includes four buttons: 'Secure Browsers', 'Important Dates', and 'Resources'.

Home ▾ Users ▾ Resources ▾ Announcements FAQs System Status Register for email updates

Hawai'i State Alternate Assessments

Students & Families

Teachers

Test Coordinators / Administrators

Technology Coordinators

Recent Announcements

**new!** HIDOE and AIR are now accepting applications for the January 2019 HSA-Alt Next Generation Science Standards Performance Level Descriptor (PLD) Review Committees. To apply, click the "Jan 2019 Alt NGSS PLDs Review Committee Registration" link on the HSA-Alt portal home page or [click here](#) to access the registration site. Full information about the review committees can be found in the official HIDOE announcement memo [here](#).

*Added December 5, 2018*

- The Factors and Red Flags on the Road to HSA-Alt Student Identification document is now available in the [Students & Families](#) and [General Information](#) sections of the HSA-Alt portal resources page. This supplemental guide supports the decision-making process regarding students who will take the HSA-Alt. This document

**Welcome!**

This portal is your source for information about the Hawai'i State Alternate Assessments (HSA-Alt).

Secure Browsers

Important Dates

Resources

## Step 3: Accessing the TA Live Site



# Step 4: Logging in to the TA Live Site

## Please Log In

Enter your username and password to log into CAI online systems. Once you log in, you will automatically be directed to your selected system.

## Need More Help?

If you **forgot your password or need a new password**, please use the **Forgot Your Password** link to reset it.

For assistance, contact the Help Desk at  
1-866-648-3712 | [hsaphelpdesk@cambiumassessment.com](mailto:hsaphelpdesk@cambiumassessment.com)

EmployeeID@k12.hi.us

## Login

 Email Address

 Password

[Forgot Your Password?](#)

**Secure Login**

## First Time Login This School Year?

Login emails for all HIDEOE users, except Charter Schools, have been updated to the new email format: EmployeeID#@k12.hi.us. The passwords you used during the previous school year has expired.

[Request a new one for this school year.](#)

# Step 5: Selecting your Tests

The screenshot displays the 'Live Test Selection' interface. At the top, there is a navigation bar with options: Student Lookup, Approved Requests, Print Session, Help Guide, Alerts, and Logout as MacGillivray, Emily. The main window is titled 'Live Test Selection' and includes a search icon and a close icon. Below the title, there is a 'Filter By:' section with an 'Add Filter' button. The main content area is divided into two columns. The left column, titled 'HSA-Alt', contains a list of test categories and their sub-items. The 'Mathematics' category is expanded, showing a list of grade-specific tests. The 'Grade 3 HSA-Alt Mathematics' test is selected, indicated by a checked checkbox. The right column, titled '1 Tests Selected', shows the selected test: 'Grade 3 HSA-Alt Mathematics'. At the bottom of the interface, there is a 'Back' button and a 'Start Live Session' button, which is highlighted with a red circle.

**Live Test Selection**

Filter By:

**HSA-Alt**

Choose which tests to add to your session from the tree, and then start your session.

- Mathematics
  - Grade 3 HSA-Alt Mathematics
  - Grade 4 HSA-Alt Mathematics
  - Grade 5 HSA-Alt Mathematics
  - Grade 6 HSA-Alt Mathematics
  - Grade 7 HSA-Alt Mathematics
  - Grade 8 HSA-Alt Mathematics
  - Grade 11 HSA-Alt Mathematics
- English Language Arts (ELA)
- Science

**1 Tests Selected**

**HSA-Alt**

- Grade 3 HSA-Alt Mathematics

# Live Test Session in Progress

The screenshot shows the Hawaii Statewide Assessment Program interface. At the top, there is a navigation bar with links for Student Lookup, Approved Requests, Print Session, Help Guide, Alerts, and Logout. Below this is a banner for the Hawaii Statewide Assessment Program. A red circle highlights a 'Live Session ID' box containing a red 'STOP' sign icon and the text 'ORANGE-9FE4-1'. To the right of this box is a 'Select Tests' button. Below the banner, the text 'Students in your **Live** Test Session' is displayed, followed by a summary bar showing '0 students awaiting approval', '0 print requests', and '0 active tests'. The main content area is titled 'Instructions' and contains a numbered list starting with '1 Start Session'. The instructions state: 'Press the **Select Tests** button, mark the checkboxes for the tests you wish to include, and then press the **Start Session** button. Here is a list of acronyms for the tests:'. A bulleted list follows, listing various test acronyms and their descriptions.

Student Lookup Approved Requests Print Session Help Guide Alerts Logout

Hawaii Statewide Assessment Program

Live Session ID

STOP ORANGE-9FE4-1

Select Tests

Students in your **Live** Test Session

0 students awaiting approval 0 print requests 0 active tests

## Instructions

- Start Session**  
Press the **Select Tests** button, mark the checkboxes for the tests you wish to include, and then press the **Start Session** button.  
Here is a list of acronyms for the tests:
  - CAT – Computer Adaptive Test
  - E – English Language Arts
  - ELA – English Language Arts
  - ELA IAB – English Language Arts Interim Assessment Blocks
  - G – Grade Level (e.g. G8M = Grade 8 Mathematics)
  - HSA – Hawaii Statewide Assessment
  - HSA-Alt – Hawaii State Alternate Assessment
  - IAB – Interim Assessment Blocks
  - ICA – Interim Comprehensive Assessment
  - M – Mathematics
  - MTH IAB – Mathematics Interim Assessment Blocks

# Student's Device

## Launching the Secure Browser on the iPad\*

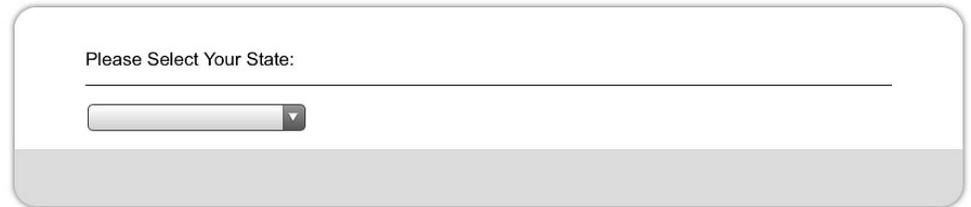
- Once the Test Administrator sets up the test session in the TA Site, they will need to launch the Secure Browser on the student's device.
- Click the SecureTestBrowser application to launch the Secure Browser.



\* A computer or Chromebook will also work; however, the test images are optimized on an iPad screen

# Step 1: Logging the Student into the Test Delivery System

- The Secure Browser may prompt the Test Administrator to choose a state and test.
- If prompted, select the testing state, Hawaii, and the test, the Hawaii Statewide Assessment Program.

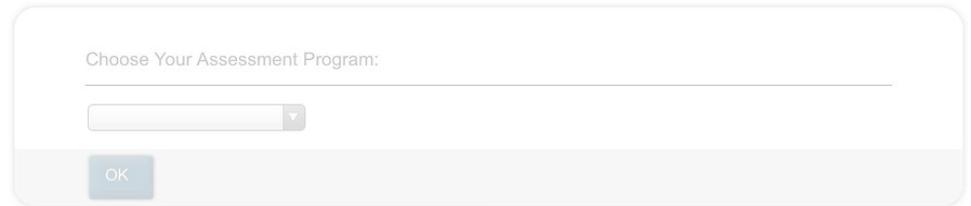


Please Select Your State:

\_\_\_\_\_

\_\_\_\_\_ ▾

A dialog box with a light gray background and rounded corners. It contains the text "Please Select Your State:" followed by a horizontal line. Below the line is a dropdown menu with a small downward arrow on the right side.



Choose Your Assessment Program:

\_\_\_\_\_

\_\_\_\_\_ ▾

OK

A dialog box with a light gray background and rounded corners. It contains the text "Choose Your Assessment Program:" followed by a horizontal line. Below the line is a dropdown menu with a small downward arrow on the right side. At the bottom left of the dialog box is a blue button with the text "OK" in white.

# Step 1: Logging the Student into the Test Delivery System

- Once the student login screen appears, as shown below, the Test Administrator or the student will need to enter the required login information.

The screenshot shows the login interface for the Hawaii Statewide Assessment Program. At the top, the header includes the 'Hawaii Statewide Assessment Program' logo and a gear icon. The main heading is 'Please Sign In'. The form consists of three input sections: 'First Name' with an example 'EX: JORDAN', 'Student ID' with an example 'EX: 123456789', and 'Session ID' with an example 'UAT'. A blue callout box on the left contains the text: 'This is the Live Test Site. If you want to go to the Practice Test Site click the button below.' Below this text is a button labeled 'Go to the Practice Test Site'. At the bottom left, there is a 'Live Test Site' indicator with a checkmark icon. A green 'Sign In' button is positioned at the bottom center. The browser status bar at the bottom right indicates 'Browser: Secure v5'. The iPad status bar at the top shows 'iPad', '1:23 PM', and '19%' battery.

## Step 2: Verifying Student Information

- Next, students will see the **Is This You?** screen. At this point, each student must verify his or her personal information.
- The Test Administrator may assist the student with this step.

### Is This You?

Please review the following information.

---

First Name: Jane  
Last Name: Smith  
SSID: 1234567890  
Grade: 08  
Date of Birth: December 1, 1998  
School: Demo School

---

**Next Step:**  
If the information is correct, choose **Yes**. If not, choose **No**.

## Step 3: Selecting the Test

- The **Your Tests** screen displays the test(s) the student can take.
- These are the same tests the Test Administrator selected when setting up the test session using the TA Site.

### Your Tests

Select the test you need to take.

#### HSA-Alt

 <b>Start HSA-Alt Grade 3,4,5 Mathematics</b> This is opportunity 1 of 1	 <b>Start HSA-Alt Grade 3,4,5 English Language Arts (ELA)</b> This is opportunity 1 of 1
 <b>Inactive HSA-Alt Grade 4 Science</b> This test was not included in this session. [10165]	 <b>Start HSA-Alt LCI Form</b> This is opportunity 1 of 1

**Next Step:**  
If you do not see the test you need to take, notify your Test Administrator and select **Back to Login**.

[Back to Login](#)

## Step 3a: Completing the Online LCI

- The purpose of the Learner Characteristics Inventory (LCI) is to assist the HIDOE in describing the population of students who take the HSA-Alt.
- Information on the very small percentage of students who participate will be used by HIDOE to help measure the validity of assessment result.
- Remember that the LCI must be completed first as completion of this test activates the content area tests.
- Remember if the Test Administrator is not the student's teacher than they will need to get the information from the teacher to complete this survey accurately.

# Step 4: Approving the Student to Test

(done on the TA's device; don't forget to check accommodations)

Approvals and Student Test Settings

Approve All Students Refresh Done

1 students awaiting approval ● = HSA-Alt

**HSA-Alt Grade 3 English Language Arts (ELA)**

Student Name	Student ID	Opp #	See Details	Action
Demo, Student	0123456789	1	Standard	

## Step 5: Confirm the Student's Test

- After the Test Administrator has approved the student for testing, the student will need to verify the test information and settings on the **Is This Your Test?** screen.

### Is This Your Test?

Review the following test settings.

---

Session ID: TRAIN-3BDB-1

#### HSA-Alt Grade 3 English Language Arts (ELA)

---

Color Contrast: Black on White (default)

Language: English

Voice Guidance: On

Expandable Passages: On

Zoom: No default zoom applied

---

**Next Step:**  
If the test name and settings are correct, choose **Yes**. If not, choose **No**.

## Step 6: Complete Audio Check (for content area tests)

- Complete the audio check on this page to verify the online testing audio is working on the student's iPad and the volume levels are set correctly.

### Audio/Video Checks

Your test uses multi-media features. Please perform the following checks before continuing.

#### Audio Playback Check

Make sure audio playback is working.



To play the sample sound, press the speaker button.

#### Next Step:

If you heard the sound, choose **I heard the sound**. If not, choose **I did not hear the sound**.

**I heard the sound**

I did not hear the sound

Continue

Back

# Step 7: Instructions and Help

- After the test information and settings have been verified, the student will see the **Instructions and Help** screen.
- Students do not need to review this screen since the Navigation buttons will be hidden from them.

## Instructions and Help

You may select the question mark button to access this Help Guide at any time during your test.

### Help Guide

The Help Guide and test rules can be accessed at any time by using the button on the top part of the test page.

[View Help Guide](#)

### Test Settings

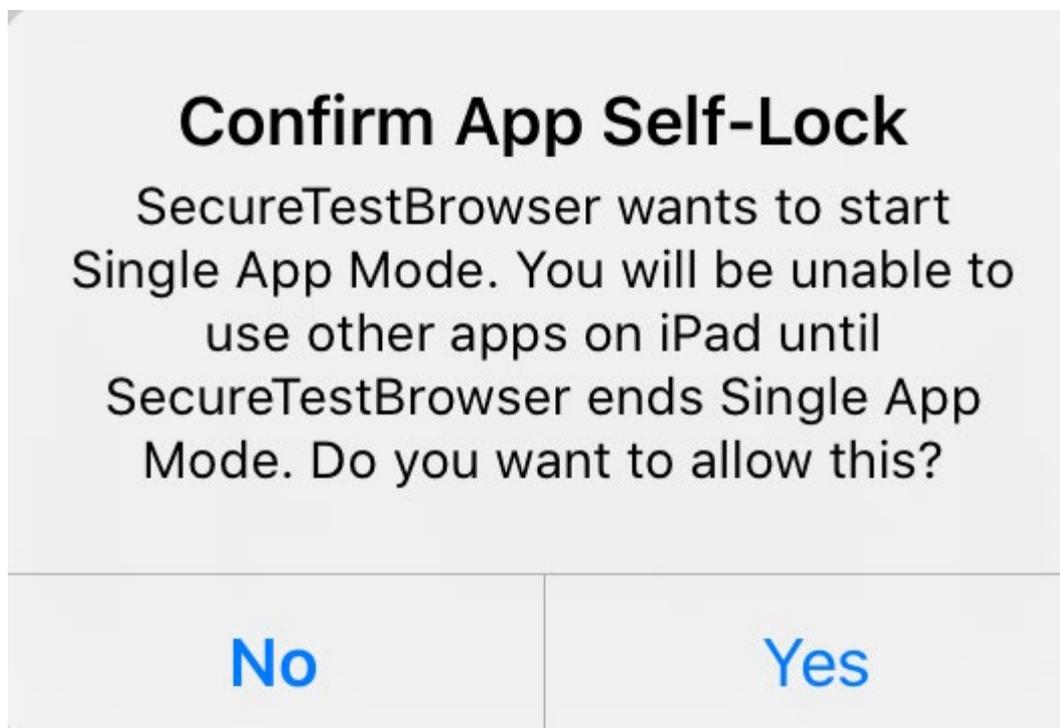
Use this button to review your test settings

[View Test Settings](#)

[Begin Test Now](#)

[Return to Login](#)

## Step 8: Confirm App Self-Lock Configuration



# Demonstration of how to start a live test session, sign in a student, and complete the LCI

## TEACHER DEVICE:

alohahsap.org > HSA-Alt > Teachers or TA/TC > Live Testing Sites > TA Live Site > Sign in using your TIDE password > Select the LCI > Start LCI Test > Write down Session ID

## STUDENT DEVICE

Open the Secure Browser > Select Hawaii > Enter student first name, SSID, and Session ID > Verify student information > Select LCI test

## TEACHER DEVICE:

Verify accommodations, Approve student for testing

## STUDENT DEVICE

Confirm LCI test, check audio, confirm app self-lock, complete the multiple pages of the LCI (access Navigation Bar to move between pages)

## Breakout #4

- Complete the LCI for all of your students

Alohahsap.org > HSA-Alt > Teacher or TA > Live Testing Sites > TA Live Site

- You will need your TIDE password to access the Live Site
- You will also need to have completed your TA Certification Course
- Meet up here at ten minutes to the top of the hour

# Final Reflections

- Comments
- Questions
- Appreciations

# For Help or More Information

Visit <https://hsa-alt.alohahsap.org/>

Call, fax, or email the HSAP Help Desk

- Hours: 7:30 am to 4:00 p.m. HST, Monday-Friday (except holidays)
- Phone: 1-866-648-3712, Fax: 1-877-231-7813
- E-mail: [HSAPHelpDesk@cambiumassessment.com](mailto:HSAPHelpDesk@cambiumassessment.com)

Visit the HIDOE Assessment Section Intranet site:

<https://intranet.hawaiipublicschools.org/offices/osip/aa/hsaalt/Pages/default.aspx>

## For Help or More Information

- If you are not sure if your network is properly configured or you have technology questions, contact your school technology coordinator.

# For Help or More Information

- For questions about participation criteria, federal and state regulations, or the HSA-Alt Range PLDs, please contact:

## HIDOE Assessment Section

Phone: 808-307-3636

E-mail: [hsa-alt@k12.hi.us](mailto:hsa-alt@k12.hi.us)