



HSA-Alt Teacher Resource Guide—Grade 11 ELA Classroom Embedded Assessment

The HSA-Alt Classroom Embedded Assessment (CEA) is a non-mandatory assessment option available to HSA-Alt-identified students. The CEA is designed for students who have an established communication system. Although non-responsive students are allowed to take the assessment, the assessment is ideally suited for students who are able to attend to stimuli, engage in activities, and demonstrate understanding through actions, gestures, symbols, signs/signing, a communication device, or speech.

The CEA offers a model of standards-based instruction and supports, leading to progress toward year-end targets for learning found in the [HSA-Alt Range PLDs](#). Each CEA testlet is aligned to a single standard and features scripted instructional activities and assessment items at five performance levels in prerequisite, well-below, approaching, meets, and exceeds level of performance for students.

CEA testlets include teaching activities and performance tasks, which are available to download in the General Resources section in TIDE. It is recommended that teachers download the testlets and read them with the accompanying Teacher Resource Guides.

As a classroom assessment, the CEA offers greater flexibility than a summative assessment. The CEA may be individualized in the following ways to meet student needs:

- Teachers may select the most appropriate performance level for administration of each CEA for each student. Teachers can administer one or more levels for each session based on the student’s instructional level.
- Teachers have up to five opportunities to administer each subject area CEA during the testing window (October 3, 2022–July 21, 2023). The complexity level of each administration may be the same or higher than the previous administration.
- It is recommended that teachers provide the same accommodations on the CEA as are utilized during classroom instruction. The scripted language and materials in the CEA may be modified to support student comprehension.
- For some students, an individually administered assessment may not be necessary. Teachers may administer the CEA to these students in small groups using PDF testlets, which include teaching activities and performance task items. PDF testlets are available at www.hitide.org.

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Selected Hawaii Common Core State Standard and CEA Targets

Common Core State Standard (CCSS)				
<p>CCSS W.11-12.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting, graphics, and multimedia when useful to aiding comprehension.</p> <p>B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>E. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>F. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>				
Essence Statement				
Develop an informative topic using ideas, concepts, and information.				
Skill Levels				
Prerequisite Skill	Well Below PLD ¹	Approaching PLD	Meets PLD	Exceeds PLD
Answer a question about informational texts or describe what a fact is.	Provide a relevant fact about an informative topic.	Introduce (Select) an informative topic and provide two relevant facts.	Introduce (Select) an informative topic and develop the topic in a logical progression.	Develop (Write) an informative topic using effective organization and relevant information.

1. PLD: Performance Level Descriptor

Performance Level Materials and Supports

A PDF of *Kaipo's Report about Airplanes*, the reading passage associated with this testlet, is available on the Hawaii TIDE site (<https://www.hitide.org>) in the General Resources > Download Forms section.

Prerequisite Level: Materials List

Materials List:

- Fact/Opinion table – available on the Hawaii TIDE site (<https://www.hitide.org>) in the General Resources > Download Forms section
- Part 1 of *Kaipo's Report about Airplanes*

Well Below Level: Materials List

Materials List:

- Part 2 of *Kaipo's Report about Airplanes*

Approaches Level: Materials List

Materials List:

- Part 3 of ***Kaipo's Report about Airplanes***

Meets Level: Materials List

Materials List:

- Part 4 of ***Kaipo's Report about Airplanes***

Exceeds Level: Materials List

Materials List:

- Part 5 of ***Kaipo's Report about Airplanes***
- Image of a traffic warning sign (e.g., steep hill ahead) – available on the Hawaii TIDE site (<https://www.hitide.org>) in the General Resources > Download Forms section

Academic Vocabulary Used in This Testlet

fact. Information that is proven to be true or accurate

introduction. The part of a piece of writing that leads up to and explains what will be found in the main part of the writing

opinion. A belief - what someone believes

organize. To put into an order

relevant. Having to do with what is being described

sequence. The order in which things are or should be connected, related, or dated

Standard Core Concept

Students will be able to write informational or explanatory texts that develop and describe a topic using supporting information, facts, research, and core concepts. Students will be able to write informational or explanatory texts with organization and format, domain specific vocabulary, clear structure and syntax.

Associated Below Grade-Level Standards

CCSS.ELA.W.8.2 Ideas, concepts, and information are developed in writing.

Accommodating Individual Student Needs on the CEA

It is highly recommended that students receive the same accommodations on the CEA as they receive during classroom instruction.

Manipulatives

Manipulatives may aid student understanding, engagement, and ability to focus on the concepts in this testlet. Manipulatives that may aid comprehension of concepts in this testlet include an airplane; a pilot; a seat belt; a car with 4 doors; and a model showing the entrance, check-in area, security, and a gate at an airport. Manipulatives may also be used to represent answer options.

Physical Action

Encourage the student to interact with instruction and make choices using a preferred mode of communication. If the student is not able to interact with the instruction verbally or physically (e.g., manipulating or pointing to objects or graphics), consider other ways that the student could indicate a choice. Always make sure to provide enough wait time for the student to respond.

Picture Symbols, Sign Language, Augmentative and Alternative Communication (AAC) Devices

Ensure that the student is able to use a preferred mode of communication (verbalizing, pointing, gesturing, selecting picture symbols, using sign language or an AAC device) when interacting with the testlet. Pre-teach key vocabulary using the following strategies:

1. Introduce key vocabulary with associated graphics (illustrations or picture symbols).
2. Post the graphics in a place that is convenient for student viewing.
3. Repeat the vocabulary on a regular basis, using verbal cues.
4. Provide the student with opportunities to practice using the vocabulary.

Tactile Materials, Including Tactile Graphics and Tactilely Enhanced Objects

Tactile materials may be used with students with visual impairments or other students who use them during instruction. Tactile materials that may aid comprehension of concepts in this testlet include a model airplane with different textures added to the airplane's wings, body, and tail; a tactile representation of the entrance, check-in area, security, and a gate at an airport; and a tactile representation of a warning sign. Texture may be added to graphics in the stimulus, items, and answer options.

Resources

Hawaii TIDE site: <https://www.hitide.org>

HSA-Alt CEA resources are available in General Resources > Download Forms at the bottom of the page.

HSA-Alt Participation Guidelines: <https://hsa-alt.alohahsap.org/resources/resources-2022-2023/hsa-alt-participation-guidelines-2022-2023>

Burnes, J. J., & Clark, A. K. (2021). Characteristics of students who take Dynamic Learning Maps® alternate assessments: 2018–2019 (Technical Report No. 20-01). University of Kansas, Accessible Teaching, Learning, and Assessment Systems (ATLAS).

https://dynamiclearningmaps.org/sites/default/files/documents/publication/Characteristics_of_Students_Who_Take_DLM_AAs.pdf

Universal design for Learning Instructional Units, NCSC's ELA and mathematics instructional units for students with significant cognitive disabilities.

https://wiki.ncscpartners.org/index.php/UDL_Instructional_Units