



# HSA-Alt Teacher Resource Guide—Grade 5 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](http://www.hitide.org).

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## Selected Hawaii Common Core State Standard and CEA Targets

Common Core State Standard (CCSS)				
<b>CCSS.ELA-Literacy.RL.5.1:</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.				
<b>Essence Statement</b>				
Use or cite evidence from the text to demonstrate comprehension.				
Skill Levels				
Prerequisite Skill	Well Below PLD <sup>1</sup>	Approaching PLD	Meets PLD	Exceeds PLD
Given an illustration, match a picture to a detail found in that illustration.	Match a picture to a detail in the text.	Answer questions about details in the text.	Use specific details in the text to answer a question about the text.	Select textual evidence to answer a literal question about the text.

1. PLD: Performance Level Descriptor

### Performance Level Materials and Supports

A PDF of *Keoki and Malia*, 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:

- Part 1 of ***Keoki and Malia***

#### *Well Below Level: Materials List*

Materials List:

- Part 2 of ***Keoki and Malia***

#### *Approaches Level: Materials List*

Materials List:

- Part 3 of ***Keoki and Malia***

#### *Meets Level: Materials List*

Materials List:

- Part 4 of ***Keoki and Malia***

#### *Exceeds Level: Materials List*

Materials List:

- Part 5 of ***Keoki and Malia***

## Academic Vocabulary Used in This Testlet

**evidence.** Information used to indicate whether a statement or claim is true or false

**collect (collecting, collection).** To gather objects together; usually objects that have something in common

## Standard Core Concept

Using evidence from the text can help students understand, make conclusions, and expand on what they have read.

## Associated Below Grade-Level Standards

**CCSS.ELA-Literacy.RL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**CCSS.ELA-Literacy.RL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

## 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 and concrete objects may aid student understanding, engagement, and ability to focus on the concepts in this testlet. Objects representing characters and activities in the passage *Keoki and Malia* may be used to demonstrate this standard.

- Prerequisite Level: use concrete objects to represent boy, girl, chair, rock
- Well Below Level: use concrete objects to represent boy, girl, chair, rock, door
- Approaches: use concrete objects to represent boy, girl, chair, rocks, bucket
- Meets Level: boy, girl, rocks
- Exceeds Level: boy, girl, rocks (same color, different sizes, different shapes)

### 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. 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](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](https://wiki.ncscpartners.org/index.php/UDL_Instructional_Units)