



# HSA-Alt Teacher Resource Guide—Grade 8 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-Informational.RI.8.2:</b> Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.				
Essence Statement				
Connect a central idea to supporting details in the text.				
Skill Levels				
Prerequisite Skill	Well Below PLD <sup>1</sup>	Approaching PLD	Meets PLD	Exceeds PLD
Answer a question about a detail in the text or describe what a central idea is.	Identify a detail that is related to the text's central idea.	Identify a central idea of the text.	Summarize two supporting points and identify a central idea.	Explain a central idea of the text and two supporting points.

1. PLD: Performance Level Descriptor

### Performance Level Materials and Supports

A PDF of *A Trip to the Grocery Store*, 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 ***A Trip to the Grocery Store***

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

Materials List:

- Part 2 of ***A Trip to the Grocery Store***

#### *Approaches Level: Materials List*

Materials List:

- Part 3 of ***A Trip to the Grocery Store***

#### *Meets Level: Materials List*

Materials List:

- Part 4 of ***A Trip to the Grocery Store***

#### *Exceeds Level: Materials List*

Materials List:

- Part 5 of ***A Trip to the Grocery Store***

## Academic Vocabulary Used in This Testlet

**informational text.** Text that is written and supported by an investigation, study, or instruction

**detail.** Information that supports a central idea, opinion, or claim

**central/main idea.** What the text is mainly about

**technology.** Complex devices such as electronics or computers

## Standard Core Concept

Students will be able to identify the central idea of an informational text and determine which details within that text support and enhance the central idea.

## Associated Below Grade-Level Standards

**CCSS.ELA.RI.7.2** A central idea of a text is connected to key details in 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 may aid student understanding, engagement, and ability to focus on the concepts in this testlet. Objects that may support concepts in this testlet include a grocery bag, pretend food, a shopping list, a tablet and a store map. Objects may also be used to represent answer options.

### Physical Action

Physical action may help the student gain a better understanding of concepts presented in the testlet. For example, a student could place food items in a canvas bag to support an understanding of grocery shopping. The student could also use a map to find an area in the school. If the student is not able to interact with the concepts in a typical way (e.g., pointing or speaking), consider other ways that the student could engage with content and indicate choices. 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 tactilely enhanced map of a grocery store and tactile graphics representing a calculator and a tablet. 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)