



# **Hawai'i State Alternate Assessments**

## **Classroom Embedded Assessment (CEA)**

### **Test Administration Manual 2022 – 2023**

Published August 30, 2022

Updated October 6, 2022

#### **Hawai'i Department of Education**

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## Purpose of this Manual

The purpose of this *HSA-Alt Classroom Embedded Assessments (CEAs) Test Administration Manual* is to provide information for teachers, Test Administrators, Test Coordinators, and other HIDOE staff specific to the administration of the HSA-Alt Classroom Embedded Assessments (CEAs), formerly referred to as the HSA-Alt “interim” assessments.

These optional HSA-Alt CEAs are returning and expanding for SY 2022-2023. In this second-year pilot students in Grades 5 and 6 are eligible to take the Grade 5 CEA, and students in Grades 8 and 11 are eligible to take the Grade 8 and 11 CEA, respectively.

A separate *HSA-Alt Summative Test Administration Manual* is available on the [alohsahsap.org](http://alohsahsap.org) portal in the HSA-Alt Resources section. The *HSA-Alt Summative Test Administration Manual* should be reviewed by teachers, Test Administrators, Test Coordinators, and other HIDOE staff involved in the administration of the HSA-Alt summative assessments in Spring 2023, including completion of the required Learner Characteristics Inventory (LCI) and Hawai'i Observational Rating Assessment (HIORA).

## School Year 2022-2023 Important Dates for HSA-Alt Classroom Embedded Assessments

TA Certification Course available online*	September 30, 2022
Online HSA-Alt CEAs for ELA, Mathematics, and Science test administration window	<b>October 3, 2022 – July 21, 2023</b>
CEAs Test Administrator Training (recommended for Grade 5, 6, 8 and 11 Test Administrators who plan to administer the CEAs this school year)	October 13, 2022

\*Required for TAs to access the TA Live Site to administer HSA-Alt CEAs.

### Common Acronyms

<p><b>CAI</b> – Cambium Assessment, Inc.  <b>CEA</b> – Classroom Embedded Assessment  <b>HSA-Alt</b> – Hawai'i State Alternate Assessments  <b>PLDs</b> – Performance Level Descriptors</p>	<p><b>TC</b> –Test Coordinator  <b>TA</b> – Test Administrator  <b>TDS</b> – Test Delivery System  <b>TIDE</b> – Test Information Distribution Engine</p>
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## Test Administrator Training

Test Administrators in Grades 5, 6, 8 and 11 who plan to administer the HSA-Alt CEAs will need to attend a CEA test administration training session in September 2022, and complete the required online HSA-Alt summative TA Certification Course. The online TA Certification Course is required to access the TA Live Site for all HSA-Alt test administrations, including the CEAs. The

CEAs are not mandatory assessments, but rather, optional assessments for students in grades 5, 6, 8 and 11.

The online HSA-Alt TA Certification Course, which TAs must complete in order to access the TA Live Site to administer all HSA-Alt assessments, including the CEAs, will be available via the HSA-Alt portal website homepage at [alohahsap.org](http://alohahsap.org) on September 30, 2022.

This manual provides Test Administrators (TAs) with specific information needed to complete necessary tasks before, during, and after the administration of the Hawai'i State Alternate Assessments (HSA-Alt) Classroom Embedded Assessments (CEAs). It is imperative that those involved in the administration of these assessments 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 section of the HSA-Alt portal at the [alohahsap.org](http://alohahsap.org) website.

- [2022-2023 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 Fall 2022.
- [2022-2023 HSAP TIDE User Guide](#): This document provides instructions on navigating and entering information into TIDE. This manual will be available in August 2022.
- [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 Hawai'i 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.

## Who to Contact for Help

Test Coordinators and Test Administrators should contact the Hawai'i 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 School Technology Coordinator if they have questions about the following:

- Updating the iPad operating system to iOS 14.8 or higher on iPads that will be used for HSA-Alt testing.

*Note: School Technology Coordinators are advised to check to see if the school's current iPads used for testing are running iOS 14.7 or below. If iPads are obsolete (unable to upgrade to iOS 14.8 or higher), they will not be able to access this year's Secure Browser for testing. If iPads are obsolete, they will either need to be replaced or substituted by another device; e.g., a computer or Chromebook.*

- Updating the web browser on the TA's computer used to access the TA Live Site. These are the supported operating system browsers: Mozilla Firefox 101, Chrome 101, or Apple Safari 15.
- Downloading the Secure Browser.

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

- Devices for testing, possibly including the need to purchase new iPads
- Access to the Test Information Distribution Engine (TIDE)
- Setting non-embedded HSA-Alt designated supports and accommodations in TIDE
- Test security and testing incidents

The HSAP 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: <a href="mailto:hsaphelpdesk@cambiumassessment.com">hsaphelpdesk@cambiumassessment.com</a>

Contact the Hawai'i 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
- 1% Cap Waiver Plan Initiatives
- HSA-Alt Student Identification Process including:
  - HSA-Alt Participation Guidelines
- HSA-Alt Range Performance Level Descriptors (ELA, Mathematics, and Science [NGSS])
- HSA-Alt CEAs Score Report

<p style="text-align: center;"><b>Assessment Section Contact Information</b> HSA-Alt Test Development Specialists: Hwahee Sohn, Paul Dumas, and Elaine Lee</p>
<p style="text-align: center;">Phone: 1-808-307-3636 Fax: 1-808-733-4483 Email: <a href="mailto:hsa-alt@k12.hi.us">hsa-alt@k12.hi.us</a></p>

## Introduction

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 Hawai'i'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. Full information on the Participation Criteria for the HSA-Alt, Factors and Red Flags on the Road to Appropriate HSA-Alt Student Identification, the HSA-Alt Decision-making Flow Chart, and Decision-making Questions and Case Study Examples can be found in the *HSA-Alt Summative Test Administration Manual* available on the [alohahsap.org](http://alohahsap.org) portal website in the HSA-Alt resources section.

### **Purpose of the HSA-Alt Classroom Embedded Assessment**

The purposes of the HSA-Alt CEAs are to 1) increase educator understanding of the HSA-Alt assessment targets; 2) provide a model of standards-based instruction and supports; 3) demonstrate how activities, tasks, and test items can be designed aligning with HSA-Alt Range Performance Level Descriptors; and 4) provide the teacher with data on student engagement, independence, and academic skills of the students with the significant cognitive disabilities.

### **Summary of HSA-Alt Classroom Embedded Assessment (CEA) Development**

The HSA-Alt Classroom Embedded Assessment items were written by collaborative teams of Hawai'i teachers during item authoring workshops led by the HIDOE Assessment Section and CAI, the HSA-Alt testing contractor. Items were further reviewed by HIDOE staff and by CAI staff that 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.

### **Range Performance Level Descriptors**

The Range Performance Level Descriptors (PLDs) are the foundation for the development of the assessment items for the HSA-Alt summative assessment and the CEAs. The Range PLDs are organized by content, standard, essence statement and descriptions of expected student performance at each of four levels: Well Below, Approaches, Meets, and Exceeds. With all students in Hawai'i held to the Common Core or Next Generation Science Standards, the specific test expectations for Hawai'i'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.

Each CEA test is aligned to a specific content standard and includes teaching tasks and corresponding multiple choice test items covering the Range PLDs for that content standard, starting with a Prerequisite PLD developed specifically for each CEA test and continuing through the Exceeds PLD.

# Assessment Design

## Content Areas to Be Assessed

HSA-Alt Classroom Embedded Assessments (CEAs) will be available for students in grades 5, 6 and 8 (for English Language Arts [ELA], Mathematics, and Science [NGSS]) and grade 11 (for English Language Arts [ELA] and Science [NGSS]) for the second-year CEAs pilot administration test window in school year 2022-2023.

## Key Features of the CEA Administration

The online Test Delivery System, along with physical items commonly found in school classrooms, are used to administer the HSA-Alt CEAs. Students in Grade 5, 6, 8 and 11 are eligible for the assessment the second year of the pilot administration. The Grade 5 and 8 CEAs include the three content areas: ELA, Mathematics, and Science. (Noted: the Grade 5 CEAs are available to students in Grades 5 and 6.) The Grade 11 CEAs include two content areas: ELA and Science. An *HSA-Alt Classroom Embedded Assessment Teacher Resource Guide* for each CEA will be available on the Resources section on the HSA-Alt portal at [alohahsap.org](http://alohahsap.org). Each teacher resource guide provides the list of materials needed for each CEA, standard concept overview, associated non-grade-level standards, and academic vocabulary, and accommodations.

Each CEA test will link to one content area standard with students having the option to be assessed at five performance levels from prerequisite skill to Well Below, Approaches, Meets, and Exceeds performance levels for this standard (refer to the HSA-Alt Range PLDs documents available on the Resources section on the HSA-Alt portal at [alohahsap.org](http://alohahsap.org)). At each performance level, the CEA test will present students with an engagement activity, standard refresher, performance-based activity, performance-based task, and multiple-choice item. For each test component, teachers will be provided a script for delivery that includes directions for the activities and suggestions for addressing specific disabilities and supporting student access. TAs will read the classroom activity and item scripts directly from the iPad or computer screen; there are no audio files for the CEA items.

Figures 1 and 2 below show sample CEA test items, including a sample performance-based activity/task, and a sample multiple-choice item.

The student will receive three raw scores for each CEA test level (prerequisite skill through Exceeds PLD) completed by the student. Each CEA test level contains two items: one performance-based task and one multiple-choice item. The performance-based task will receive two scores; both of these scores will be provided by the teacher. For the performance-based task the teacher will rate 1) the student's engagement and accuracy on the performance-based task and 2) the student's level of independence displayed during their response to the task. For the multiple-choice item, students will receive one score; this score will be provided by the test interface based upon the accuracy of the student's selected response or be entered by the teacher if the student is non-responsive or unable to physically enter their own response. No Response (NR) is an option available on the CEA performance-based task teacher rubrics and the CEA multiple-choice items. More information on the Scribe Accommodation and the NR test response option can be found in the sections that follow.

Figure 1. Classroom Embedded Assessment Performance Task Item

Figure 2. Classroom Embedded Assessment Multiple Choice Item

### Instructional Activities and Performance-Based Tasks for CEA Administration

The instructional activity and performance-based task for each PLD level will include the following information for the Test Administrator (TA):

1. Materials List
2. Engagement Activity
3. Standard Refresher
4. Performance-Based Activity
5. Performance-Based Tasks

A script will be provided for the TA to administer parts 2-4 with the student(s).

### Teacher Rubrics for CEA Administration

For the CEA Performance-based Task (PT), teachers will use two rubrics to rate the student's performance. The first PT teacher rating will focus on the level of student engagement and accuracy. The second PT teacher rating will focus on the level of independence in student

response. See Figures 3 and 4 below for the rubrics that will be used to rate the student’s performance on the CEA PT.

Figure 3. Teacher Rubric for Rating Student Engagement/Correctness on CEA PT

<p><b>Teacher Rating of Student Response to Performance-Based Task</b> <i>Please select the option that best describes student engagement with the task.</i></p> <p>(A) Student did not show evidence of engagement with the task.</p> <p>(B) Student displayed behaviors/vocalizations that demonstrated some engagement with the task but did not indicate a response.</p> <p>(C) Student engaged with the task using their preferred modality (e.g., verbalization, pointing/gesturing, AAC/AT) but indicated an incorrect response.</p> <p>(D) Student engaged with the task using their preferred modality (e.g., verbalization, pointing/gesturing, AAC/AT) and indicated the correct response.</p>
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Figure 4. Teacher Rubric for Rating Level of Independence in Student Response on CEA PT

<p><b>Teacher Evaluation of Level of Student Independence</b> <i>Select the description that best matches the level of independence shown in the student’s response to the performance-based task.</i></p> <p>(A) <b>Fully Dependent Response:</b> Student responded with hand-under-hand assistance.</p> <p>(B) <b>Moderately Dependent Response:</b> Student repeated the desired action after teacher demonstration.</p> <p>(C) <b>Moderately Dependent Response:</b> Student responded after verbal <u>and</u> visual prompting.</p> <p>(D) <b>Minimally Dependent Response:</b> Student responded after verbal prompting.</p> <p>(E) <b>Minimally Dependent Response:</b> Student responded after visual prompting.</p> <p>(F) <b>Independent Response:</b> Student responded with no assistance or prompting.</p>
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### No Response

The HSA-Alt 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.

For all CEA 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.”

If a student is non-responsive to a particular question, the TA will need to collect the testing device 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 click the **[Next]** button on screen to load the next item. For additional information on accessing the item context menu please see the *2022-2023 Guide to Navigating*

*the Online HSA-Alt Administration*, available on the Resources section of the HSA-Alt portal website at [alohahsap.org](http://alohahsap.org) in Fall 2022.

## Test Administrator Requirements

**Only Hawai'i Department of Education (HIDOE) trained personnel** may administer the HSA-Alt Classroom Embedded Assessments (CEAs) for each content area. The following table lists the personnel who may serve as Test Administrators for CEA test administration.

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

Each HSA-Alt TA must

- be familiar with this *HSA-Alt Classroom Embedded Assessments Test Administration Manual (TAM)*;
- be trained in and knowledgeable about proper test administration and test security; and
- have attended the HIDOE-sponsored training and completed the required online TA Certification Course.

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.

## CEA Test Administration Procedures

### Test Delivery System

The HSA-Alt Classroom Embedded Assessments (CEAs) for ELA, Mathematics, and Science (NGSS) are designed to be delivered to students via the online Test Delivery System, accessed by using the HSAP Secure Browser on an iPad or other digital device, such as a computer or tablet device.

TAs will be ready to administer the HSA-Alt CEAs 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.
- Complete the online TA Certification Course. This is required for new and returning TAs. The online TA Certification Course must be completed to access the TA Live Site to administer HSA-Alt CEAs.
- Attending an HSA-ALT CEA training webinar is also recommended.
- Become familiar with the Test Delivery System and administering assessments using the TA Live Site.
- Verify that the iPad or other device used to administer the CEAs are running a supported operating system. The list of supported operating system versions for SY 2022-2023 can be found at <https://hsa-alt.alohahsap.org/secure-browsers.html> in the “Secure Browser System Requirements” section.
- Verify that the most current HSAP Secure Browser is installed on each TA’s or student's iPad or computer.

**NOTE:** The HSA-Alt CEAs may be administered via the HSAP Secure Browser or a conventional web browser such as Chrome or Firefox. When testing via a conventional web browser, TAs will need to verify that the student’s testing device is running a supported operating system (more information [here](#)) and has a supported web browser installed (more information [here](#)). To administer the HSA-Alt CEAs via conventional web browser, TAs should launch the web browser on the student’s testing device and navigate to <https://hi.cambiumtds.com/student> to log the student into the test. See the *2022-2023 Guide to Navigating the Online HSA-Alt Administration* for full details.

Test Administrators need to refer to the *2022-2023 Guide to Navigating the Online HSA-Alt Administration* manual and the *2022-2023 HSA-Alt Online Testing Quick Start Guide* for complete information about online administration procedures. Both of these documents will be available on the Resources section of the HSA-Alt portal website at [alohahsap.org](http://alohahsap.org) in Fall 2022.

### Teacher Resource Guides

Each HSA-Alt CEA test has a corresponding *HSA-Alt Classroom Embedded Assessment Teacher Resource Guide*. These resource guides provide HSA-Alt TAs with the following important information related to CEA administration:

1. The list of materials needed for the specific CEA test. These may include physical items commonly found in school classrooms and/or printed materials. All materials for printing are available in the Hawai'i TIDE site at [www.hitide.org](http://www.hitide.org) under the "General Resources" section.
2. An overview of the associated standard concept, the associated non-grade-level standards (if applicable), and academic vocabulary.

### **Online Administration**

The online HSA-Alt CEAs in ELA, Mathematics, and Science are fixed form tests. Each CEA content area test consists of ten total items, two items (the Performance-based Task [PT] and the associated multiple-choice item) at each of the five performance levels.

All items in the CEA are optional and TAs may choose to administer the PT and associated multiple-choice item for one or more of the performance levels (prerequisite skill through Exceeds PLD), depending on what is most appropriate for the particular student participating in the CEA. TAs will be able to move forward or backward through the performance levels, and the CEA test performance levels may be administered in any order, again depending on what is most appropriate for the particular student participating in the CEA. TAs may submit a student's CEA test for scoring with one or more test performance level(s) completed.

Students may take each CEA test up to five times during the school year. The CEAs will be delivered using the iPad (or other testing device) alongside classroom materials found in the *HSA-Alt Classroom Embedded Assessment Teacher Resource Guide* for each content area. Before beginning a CEA, teachers should review the *HSA-Alt Classroom Embedded Assessment Resource Guide* for that particular CEA, for the list of required materials. All *HSA-Alt Classroom Embedded Assessment Resource Guides* may be found on the Resources section of the HSA-Alt portal website at [alohahsap.org](http://alohahsap.org).

Additionally, the teaching activities and the Performance-based Tasks (PTs) for each CEA test may be accessed as individual PDF documents in the Hawai'i TIDE site at [www.hitide.org](http://www.hitide.org) under the "General Resources" section. These PDF versions of the teaching activities and Performance-based Tasks (PTs) for each CEA test are allowed to be used in the classroom with students, without accessing the online Test Delivery System. It is recommended to record the student's response and at a later time, open a live test session in the online Test Delivery System and log the student into the appropriate CEA test to enter teacher observation ratings and present the independent item to the student(s), which will generate student response data in the Centralized Reporting System (CRS).

### **Test Security Guidelines**

Non-summative assessments such as the HSA-Alt CEAs can serve a variety of educator needs. These classroom-based assessments are designated as student and teacher facing. This designation means that educators have the flexibility to access the test questions outside of the secure online testing system. Educators may use the CEAs for the formative assessment process

to improve teaching and learning. Because of this flexibility, the CEAs are not intended to be used for accountability purposes.

The CEAs are not for public use, display, or distribution and any use, display, or distribution of the assessment items that results in access to individuals beyond authorized local education agency staff and students is prohibited. CEA items must not be copied into third party systems without permission.

### **Responding to Testing Improprieties, Irregularities, and Breaches**

Since the CEAs are not intended to be used for accountability purposes, most testing improprieties, and irregularities described in the *HSA-Alt Summative Test Administration Manual* are not applicable and do not need to be reported during CEA administration. Teachers may discuss CEA test items with students or other educators in the school and are encouraged to use CEA test items for instructional purposes. There is one exception to this general policy:

- Breach: An adult or student shares CEA items publicly. Incidents that are considered breaches for CEA items include the following:
  - Adult or student posting CEA items or stimuli on social media (Twitter, Facebook, etc.).
  - Adult allowing students to take home copied or printed CEA items or printed materials used during the test. This includes the use of photocopiers or digital, electronic, or manual devices to record or communicate a test item.
  - Adult or student posting CEA items in a third-party system (e.g., a student information system or local database).
  - Adult displaying or distributing CEA items that results in access to individuals beyond authorized local education agency staff and students (e.g., posting on a classroom webpage or putting them into a homework packet).

A breach incident must be reported to the School Test Coordinator immediately. The School Test Coordinator is responsible for notifying the HDOE Assessment Section at 808-307-3636.

# Universal Tools and Accommodations for the HSA-Alt Classroom Embedded Assessments

## 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 CEA. 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 below for a listing of the universal tools and accommodations that are available for the HSA-Alt CEAs.

## 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. 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.

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 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. For the HSA-Alt, there are only two universal tools that can be managed in TIDE and are available via the online Test Delivery System: *Expandable Passages* 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
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.
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 CEA tests.
Calculators (Hand-held)	Students who use a calculator during instruction may use the calculator during the administration of the assessment.
Color overlays	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 <i>ON</i> .
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.
Magnification	Magnification allows increasing the size to a level not provided for by the embedded 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.

Universal Tools	Description
Masking (printed test materials)	Masking involves blocking off content in the printed test materials 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.
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.
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.
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. Allow students time to become familiar with the new testing location.
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 <i>Level 1</i> .

### Accommodations for the HSA-Alt

TAs are able to set the accommodations that their students need directly in TIDE. All accommodations should also 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

continues to be that all accommodations listed in the student IEP must be provided during CEAs administration.

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 may have their TA administer the CEA using American Sign Language.
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.
Digital Math Manipulatives	Students are provided access to the virtual platform with digital math manipulatives such as unifix cubes, ten frames, fraction tiles, and number lines to use during the math assessment. Teachers may support in selecting the math manipulative the student selects for a presented problem. Teachers may not manipulate the digital math manipulatives for a student.
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.

Accommodation	Description
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 <u>not</u> 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 <b>[No Response]</b> or the student’s indicated response into the data entry interface. Responses must be entered as directly observed or represented verbatim. The TA must follow the <i>HSA-Alt Scribing Protocol</i> . These guidelines can be found in Appendix A in this manual.
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 <i>HSA-Alt Visual Descriptions Protocol</i> found in Appendix B in this manual.

## APPENDIX A: HSA-Alt CEA Scribing Guideline

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 Hawai'i 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 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 CEAs 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 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

<b>HSA-Alt Assessments (all subject areas)</b>	<u>Selected Response Items (Single and Multiple Answer)</u> <ul style="list-style-type: none"><li>• The student must point to or otherwise indicate his/her selection(s) from the options provided</li><li>• Scribes are expected to comply with student directions regarding screen and test navigation and use of test platform features available for a given item</li><li>• The student will confirm the selected answer and indicate to the scribe when he/she is ready to move to the next item</li></ul>
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## 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 B: HSA-Alt CEA Visual Descriptions Guideline

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 CEAs, Visual Descriptions providers are allowable across all grades as an accommodation on all content area CEA tests.

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 CEAs 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 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 CEAs 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.

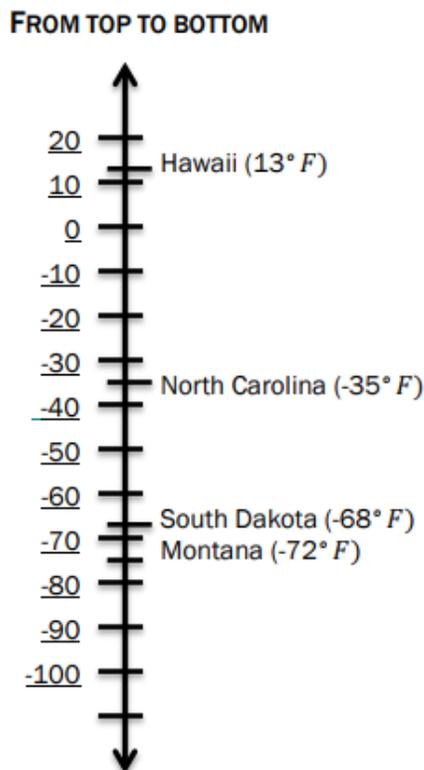
## General Guidelines

- 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

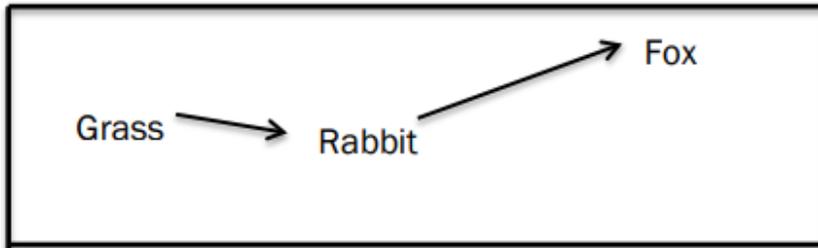
- The Visual Descriptions provider should not discuss any portion of the test with others.

## Examples of Images/Graphics/Diagrams/Tables



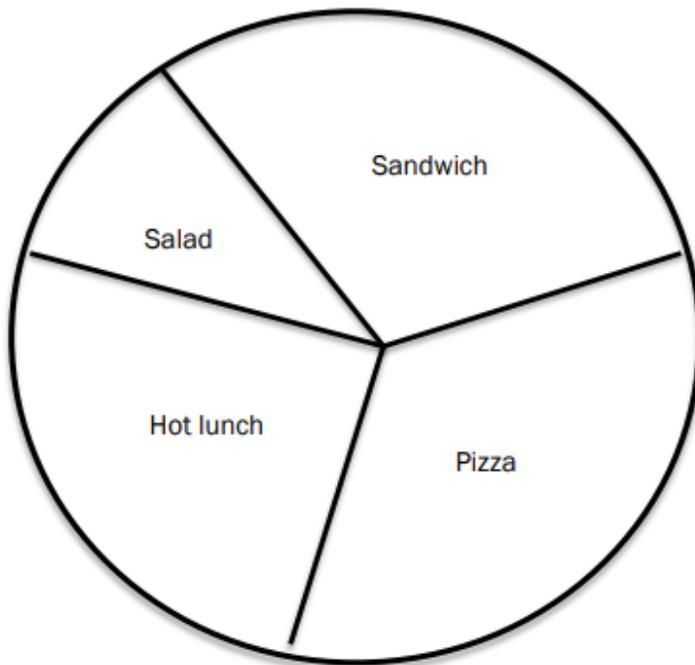
"From top to bottom the figure is labeled: Hawaii thirteen degrees Fahrenheit, North Carolina negative thirty-five degrees Fahrenheit, South Dakota negative sixty eight degrees Fahrenheit, Montana negative seventy two degrees Fahrenheit"

**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

<b>Number of Students</b>	<b>Number of Miles Walked</b>
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 fourth row reads forty-one, one hundred eighty-nine."

## APPENDIX C: HSA-Alt Classroom Embedded Assessment and Summative Assessment Comparison Chart

HSA-Alt Classroom Embedded Assessment (CEA)	HSA-Alt Summative
<b>Use and Purpose</b>	
The 2022-2023 CEAs are available to students in grades 5, 6 and 8 (ELA, Mathematics, and Science) and grade 11 (ELA and Science).	The Spring 2023 summative assessments will be administered to students in grades 3-8 and 11 (ELA and Mathematics) and grades 5, 8 and 11 (Science).
The CEAs are optional.	The summative assessments are required.
The CEAs may be taken up to five times during the school year.	The summative assessments have one test opportunity during the spring test window.
The CEAs include a teacher resource guide with materials list.	The summative assessment has no teacher resource guide and no materials are needed for delivery except the customary hands-on materials a student is provided during instruction, as documented in the student's IEP as necessary accommodations for testing.
<b>Test Design</b>	
The CEA is a fixed form assessment.	The summative assessment as the online form is a computer-adaptive form of assessment. The paper version of the summative, is however, a fixed form assessment.
The CEA includes hands-on activities and requests for student performance.	There are no performance-based activities in the summative assessment. (Students may use concrete materials as an accommodation on the summative assessment, as necessary and indicated in the student's IEP.)
The CEA includes activities at each of five performance levels: Prerequisite Skill, Well-Below, Approaches, Meets, and Exceeds. Tested students may progress through one or more of the five levels for each content area CEA test.	Students will not be exposed to items at a prerequisite skill level during the summative assessment; rather, all items on the summative test are aligned to the HSA-Alt Range PLD essence statements for the content area.
Each CEA contains items which are all aligned to the same, <b>single</b> standard.	The summative assessments contain items, each aligned to different standards and selected to meet the overall test blueprint.
The CEA includes teacher ratings of student engagement/accuracy and independence on the performance-based task.	Teacher ratings for the summative assessment are limited to the Learner Characteristics Inventory and Hawai'i Teacher Observation Ratings (LCI-HIORA). This inventory is completed prior to the start of the student's content area tests.
There is no paper/pencil test option available for the CEAs.	Paper Response Option cards are available for students who require a paper/pencil test kit for summative administration.

HSA-Alt Classroom Embedded Assessment (CEA)	HSA-Alt Summative
<b>Test Administration</b>	
The LCI-HIORA is not required prior to CEA administration.	The LCI-HIORA <b>must</b> be completed prior to the start of content area summative administration.
Test Administrators read aloud the CEA items to students using the on-screen script.	All summative test items, stimuli, and reading passages have recorded audio files that must be played for students during test administration.
There is no Early Stopping Rule for the CEAs. All items on the CEA are optional and TAs may choose to administer as few or as many CEA items as best suits their individual student.	The summative assessment has an Early Stopping Rule.
The 2022-2023 CEAs test window is open from October 3, 2022 through July 21, 2023.	The Spring 2023 summative test window is open from February 21, 2023 through May 26, 2023.

## 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 a text box with information on accessing the HSA-Alt Classroom Embedded Assessments via conventional web browser.	CEA Test Administration Procedures	10/6/22