



# Hawai'i State Alternate Assessments

## Test Coordinator Manual 2022 – 2023

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

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## Hawai'i State Alternate Assessments for English Language Arts (ELA), Mathematics, and Science (NGSS)

### Spring 2023 Changes to the HSA-Alt Assessments

Change	Spring 2023
<b><u>Early Stopping Rule Policy Updates</u></b>	The policies for implementation of the Early Stopping Rule (ESR) for HSA-Alt summative assessments have been updated. The ESR will continue to require two separate test sessions administered on two separate days, however the two sessions are no longer required, but recommended, to be held at different times of the day. More than one content area may also be assessed in a single day.
<b><u>Recommended HSA-Alt Test Administrator Requirement for Test Direction Delivery</u></b>	The provision of HSA-Alt test directions to HSA-Alt students during summative test administration, first implemented last school year 2021-2022, is now recommended instead of mandatory. Test Administrators should follow the script for administering the test to the extent possible, taking into consideration the abilities of and method(s) of communication with the student they are testing.
<b><u>HSA-Alt Classroom Embedded Assessment (CEA) Pilot Expanding to Grades 8 and 11</u></b>	The pilot administration of the HSA-Alt Classroom Embedded Assessment (CEA) in Science, Mathematics, and ELA (previously called the HSA-Alt Interim) will be expanded to grades 8 and 11 in SY 2022-2023. The HSA-Alt CEAs are not mandatory assessments. Please see the <a href="#">2022-2023 HSA-Alt Classroom Embedded Assessment Test Administration Manual</a> for more information.
<b><u>Separate Test Administration Manuals for HSA-Alt CEAs and summative assessments</u></b>	A separate <i>Test Administration Manual</i> will be made available for the HSA-Alt summative assessments (this document), and the HSA-Alt Classroom Embedded Assessment (CEA). The separate <i>Test Administration Manual</i> for the HSA-Alt CEAs is available on the <a href="http://alohahsap.org">alohahsap.org</a> portal under the HSA-Alt resources section.
<b><u>Classroom Embedded Assessments Teaching Activities are available to download in TIDE</u></b>	The teaching activities and associated performance tasks of the Classroom Embedded Assessments (CEAs) for grades 5/6, 8 and 11 are available to download in General information section in TIDE.

### Review of Significant Spring 2022 Changes to the HSA-Alt Assessments

Change	Spring 2022
<b><u>Grade 5 HSA-Alt Classroom Embedded Assessment (CEA) Pilot Available November 2021 for Grades 5 and 6</u></b>	A pilot administration of an HSA-Alt Classroom Embedded Assessment (CEA) in Science, Mathematics, and ELA (previously called the HSA-Alt Interim) will be available in SY 2021-2022. The CEA pilot will focus on a single grade 5 standard in each of the three content areas and will be available to students in grades 5 and 6 beginning in early November. The HSA-Alt CEAs are not mandatory assessments.
<b><u>HSA-Alt CEA Teacher Resource Guide</u></b>	The <i>HSA-Alt Classroom Embedded Assessment Teacher Resource Guide</i> is available for Grades 5 and 6 HSA-Alt Test Administrators who plan to deliver the CEAs to their grade 5 and 6 students. The <i>HSA-Alt Classroom Embedded Assessment Teacher Resource Guide</i> should be reviewed prior to CEA administration since it contains a list of classroom materials required to administer the CEA test. These common classroom materials

	<p>must be gathered by the teacher prior to starting the CEA test. In addition, the <i>HSA-Alt Classroom Embedded Assessment Teacher Resource Guide</i> contains information on the grade-level standard being tested, conceptual development for this standard within earlier grades, key vocabulary, and an overview of the assessment design.</p>
<p><b><u>Update to the HSA-Alt Code of Ethics</u></b></p>	<p>The HSA-Alt Code of Ethics has been updated to emphasize the importance of providing supervision to students during HSA-Alt testing. The HSA-Alt Code of Ethics requires that the following conditions be provided during testing: HSA-Alt Test Administrators must supervise students to ensure students receive the full audio delivery of stimulus, question, and answer options, the expanded view of math and science visuals, and sufficient wait time and presentation repetition to maximize the elicitation of student response.</p>
<p><b><u>Additional HSA-Alt Test Impropriety Scenario</u></b></p>	<p>HSA-Alt Test Administrators are informed that violation of the <u>HSA-Alt Code of Ethics</u>, specifically, not supervising students during the assessment to ensure students receive the audio delivery of all test components, expanded visuals, and sufficient response opportunity, constitutes a reportable test impropriety.</p>
<p><b><u>Mandatory HSA-Alt Test Administrator Requirement for Test Direction Delivery</u></b></p>	<p>Beginning this year, HSA-Alt test administration will include the provision of test directions to all students who participate in HSA-Alt testing. HSA-Alt Test Administrators must use the HSA-Alt Test Directions script provided in this <i>HSA-Alt Summative Test Administration Manual</i> to start each HSA-Alt summative assessment. This script must be provided to each HSA-Alt student prior to the start of each summative assessment. The HSA-Alt Summative Test Administration Script can be found as Appendix B in the <i>HSA-Alt Summative Test Administration Manual</i>.</p>
<p><b><u>Test Administrators are advised to request Paper/Pencil Summative Test Kits for all blind or visually impaired students</u></b></p>	<p>HSA-Alt Test Administrators are advised to submit the <i>Paper/Pencil Test Kit Request Form</i> for all blind or visually impaired HSA-Alt-identified students. The paper/pencil form for the HSA-Alt summative assessment contains items specifically written to provide blind or visually impaired student access to the assessment.</p>
<p><b><u>Digital Math Manipulatives added to HSA-Alt Accommodations List</u></b></p>	<p>Digital Math Manipulatives have been added to the list of accommodations available for HSA-Alt testing. HSA-Alt Test Administrators will need to document this accommodation in the student’s eCSSS file before setting the accommodation in TIDE. HSA-Alt Test Administrator access to TIDE for accommodation selection continues unchanged for SY 2021-2022.</p>

## Review of Significant Spring 2021 Changes to the HSA-Alt Assessments

Change	Spring 2021
<p><b><u>HSA-Alt Translated Test Support Classification Changed from Universal Tool to Designated Support</u></b></p>	<p>Translated Test is <u>no longer</u> classified as a Universal Tool and is now classified as a Non-Embedded Designated Support, available for the mathematics and science alternate assessments. As a non-embedded designated support, Translated Test may be set in TIDE by the Test Administrator. For more information on the HSA-Alt Translated Test Non-Embedded Designated Support, see the table of designated support descriptions found on page 50 of the <i>HSA-Alt Summative Test Administration Manual</i>. Note: the Translated Test Non-Embedded Designated Support requires the paper/pencil test form.</p>

# Review of Significant Spring 2020 Changes to the HSA-Alt Assessments

Change	Spring 2020
<p><b><u>HSA-Alt Accommodations can be set in TIDE by HSA-Alt Test Administrators</u></b></p>	<p>Accommodations for the HSA-Alt <u>no longer</u> require the submittal of an <i>HSA-Alt Accommodation Verification Form</i>. TAs are able to set the accommodations that their students need for the HSA-Alt directly in TIDE with the exception of the paper/pencil test kit. The paper/pencil setting in TIDE will require the submittal of the <i>Paper/Pencil Test Kit Request Form</i> with the Assessment Section verifying student need in the IEP. Full directions for setting non-embedded accommodations in TIDE for the HSA-Alt can be found in the <i>TIDE User Guide</i> available at <a href="http://alohahsap.org">alohahsap.org</a>.</p>
<p><b><u>Shift to Next Generation Science Standards for Science Assessments, and to Grade 5 Science Assessment for Elementary School</u></b></p>	<p>The Next Generation Science Standards (NGSS) were adopted by the Board of Education in February 2016 and were fully implemented in schools during the 2019-20 school year. As a result, the HSA Science Assessments, Biology 1 End-of-Course Exam, and HSA Alternate Assessments for Science are now based upon the NGSS and are no longer aligned with the Hawai'i Content and Performance Standards III for Science. These tests are now referred to as HSA Science (NGSS), Biology 1 EOC Exam (NGSS), and HSA-Alt Science (NGSS) respectively. The tested grade for Elementary School Science was shifted to <u>Grade 5</u> beginning in the 2019-20 school year.</p>
<p><b><u>1% Waiver Cap Initiative</u></b></p>	<p>The Assessment Section is implementing the HIDOE 1% Cap Action Plan to address overages in participation in the HSA-Alt. These actions are intended to bring HIDOE into federal compliance for HSA-Alt participation rates and ensure the appropriate identification of students for alternate testing. The Assessment Section has implemented a tiered model of support that is based upon the degree of overage in HSA-Alt participation at the school level. Support to schools varies depending on the degree of over-identification with tiered levels of oversight and monitoring reflecting the school's over-identification rate. More information is available in the "Alternate Assessment One Percent Cap" memo posted on the Resources page at <a href="https://hsa-alt.alohahsap.org">https://hsa-alt.alohahsap.org</a>.</p>
<p><b><u>Science Hawai'i Observational Rating Assessment (HIORA) and National Technical Assistance Center on Transition (NTACT) Success Predictors Added to the Learner Characteristics Inventory (LCI)</u></b></p>	<p>A grade-level teacher rating of student performance in the content area of science based on the HSA-Alt NGSS Range Performance Level Descriptors was added to the Learner Characteristics Inventory for the assessment. The intent of the HIORA is to gain a teacher rating of student skill across science domains and compare the teacher ratings of student performance to student's overall test scores in science. Correlations, if any, will be used as external validity evidence for the assessment.</p> <p>In addition, transition success predictors from NTACT were added to the LCI teacher questionnaire. These transition success predictors were added as a potential additional source of external validity evidence for the assessment.</p>

# Review of Significant Spring 2019 Changes to the HSA-Alt Assessments

Change	Spring 2019
<p><b><u>Additional Guidelines for the Read Aloud, Scribe, and Visual Descriptions Accommodations</u></b></p>	<p>The Read Aloud, Scribe, and Visual Descriptions accommodations require TAs to follow specific guidelines regarding these accommodations and sign the <i>HSA-Alt Test Security and Confidentiality Form</i>. This form verifies that the TA has read and understands the administrative rules that apply for each specified accommodation(s).</p>
<p><b><u>Early Stopping Rule</u></b></p>	<p>An early stopping rule is available for students who are non-responsive to the first eight items on each content area test. Students and TAs must follow the administration guidelines as outlined on pages 41-43 of the <i>HSA-Alt Summative Test Administration Manual</i>.</p>
<p><b><u>ELA &amp; Math Hawai'i Observational Rating Assessment (HIORA) Added to the Learner Characteristics Inventory (LCI)</u></b></p>	<p>A grade-level teacher rating of student performance in the content areas of ELA and mathematics based on the HSA-Alt Range Performance Level Descriptors was added to the Learner Characteristics Inventory for the assessment. The intent of the HIORA is to gain a teacher rating of student skill across ELA strands and math domains and compare the teacher ratings of student performance to student's overall test scores in the content area. Correlations, if any, will be used as external validity evidence for the assessment.</p>

## School Year 2022-2023 Important Dates

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
Online Learner Characteristics Inventory (LCI) and Hawai'i Observational Rating Assessment (HIORA) for the <b>HSA-Alt Summative Assessments</b> available in the online Test Delivery System	<b>December 5, 2022</b>
HSA-Alt Test Administration Training for Summative Assessments (Grade 3-8 and 11 HSA-Alt Test Administrators)	January 19-30, 2023
<b>Online HSA-Alt Summative Assessments for ELA, Mathematics, and Science (NGSS) test administration window</b>	<b>February 21 – May 26, 2023</b>
Paper/Pencil HSA-Alt Summative Assessments for ELA, Mathematics, and Science (NGSS) test administration window (for students with an approved paper/pencil test kit request)	February 21 – May 19, 2023
TA returns HSA-Alt paper/pencil test kit materials to TC	By May 24, 2023
TC returns HSA-Alt paper/pencil test kit materials to CAI	By May 25, 2023

*\*Required for TAs to access the TA Live Site to complete the LCI-HIORA and administer HSA-Alt assessments.*

### 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.

All new HSA-Alt Test Administrators, including those who will administer the paper/pencil form of the summative assessment to students approved for the paper/pencil test kit, **are required** to attend a test administrator training session in January 2023, and complete the online TA Certification course. The online TA Certification Course is required for new and returning Alt Test Administrators in order to access the TA Live Site for summative test administration.

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

The paper/pencil HSA-Alt Assessments will be digitally delivered via the online testing interface in Spring 2023 with only the answer option cards and test visuals provided as printed materials for this fixed form of the assessment. Student responses for the paper/pencil test will be directly entered into the online test delivery system using the TA's computer or iPad after the student selects their answer to each item using the paper answer option cards that are provided. In addition to attending a TA training session and completing the required online TA Certification Course, paper/pencil TAs will also need to review the *HSA-Alt Spring 2023 Instructions for Use of Printed Response Option Cards and Test Visuals for Students with a Verified Paper/Pencil Test Kit Request*, which will be available in the Resources section of the HSA-Alt portal website at [alohahsap.org](http://alohahsap.org) in February 2023. The *HSA-Alt Spring 2023 Instructions for Use of Printed Response Option Cards and Test Visuals for Students with a Verified Paper/Pencil Test Kit Request* will provide specific guidelines for administering the HSA-Alt Assessments using the paper response option cards and visuals and entering the student responses directly into the online interface using the TA's computer or iPad. The delivery of the paper/pencil form of the assessment will require the setting of the Paper/Pencil Test and Scribe accommodations, as well as Alternate Response Option and Visual Descriptions accommodations or the Translated Test designated support, as applicable. See the sections titled **Designated Supports and Accommodations for the HSA-Alt** in the *HSA-Alt Summative Test Administration Manual*.

This manual provides Test Coordinators (TCs) with specific information needed to complete necessary tasks before, during, and after the administration of the Hawai'i State Alternate Assessments (HSA-Alt).

## Additional Relevant Documents

Test Coordinators should review the following documents related to online test administration (the default test administration format), which are posted in the Resources section of the HSA-Alt portal at the [alohahsap.org](http://alohahsap.org) website.

- **[HSA-Alt Summative Test Administration Manual](#)**: This manual includes information about policies and procedures for Test Administrators, Test Coordinators, and others involved in summative test administration.
- **[2022-2023 Guide to Navigating the Online HSA-Alt Administration](#)**: This user guide provides instructions on how to administer 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 Classroom Embedded Assessments Test Administration Manual](#)**: This manual includes information about policies and procedures for Test Administrators, Test Coordinators, and others involved in administration of the HSA-Alt Classroom Embedded Assessments (previously called the HSA-Alt Interims).

In addition, Test Coordinators should review the following documents related to paper/pencil administration, which are posted in the Resources section of the HSA-Alt portal at the [alohahsap.org](http://alohahsap.org) website.

- **[HSA-Alt Spring 2023 Instructions for Use of Printed Response Option Cards and Test Visuals for Students with a Verified Paper/Pencil Test Kit Request](#)**: This document provides instruction on the use of a paper/pencil test kit for the summative administration of the HSA-Alt for ELA, Mathematics, and Science (NGSS) in Spring 2023. This document will be available in February 2023.

## 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
- Test proctoring support or classroom coverage during one-on-one or small group HSA-Alt summative testing
- Access to the Test Information Distribution Engine (TIDE)
- Setting non-embedded HSA-Alt designated supports and accommodations in TIDE
- Completing the *Unique Accommodations, Early Stopping Rule, HSA-Alt Test Security and Confidentiality, and/or Paper/Pencil Test Request* forms
- Test security and testing incidents
- Ordering, receiving, or returning printed test kit materials for HSA-Alt eligible students approved for the paper/pencil accommodation

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.

<b>HSAP Help Desk Contact Information</b>
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
- Requesting the paper/pencil test kit
- Submitting *Unique Accommodations, Early Stopping Rule, HSA-Alt Test Security and Confidentiality, and/or Paper/Pencil Test Kit Request* forms
- 1% Cap Waiver Plan Initiatives
- HSA-Alt Student Identification Process including:
  - HSA-Alt Participation Guidelines
- HSA-Alt Training Test
- HSA-Alt Range Performance Level Descriptors (ELA, Mathematics, and Science [NGSS])
- HSA-Alt Score Report

<b>Assessment Section Contact Information</b>
HSA-Alt Test Development Specialists: Hwahee Sohn, Elaine Lee, Paul Dumas
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>

# Introduction

## Background

The reauthorization of the 1997 Individuals with Disabilities Education Act (IDEA, 2004) established a legal requirement to include students with disabilities in general statewide and district wide assessment programs with appropriate accommodations and modifications in administration, if necessary. Further, IDEA 1997 included a requirement for states to develop alternate assessments and guidelines for participation in alternate assessments for the small percentage of students whose disabilities preclude them from participation in the general assessments, even with accommodations. The purpose of these amendments to IDEA was to emphasize the need to improve educational outcomes for students with disabilities.

The Elementary and Secondary Education Act, reauthorized in December, 2015 as the Every Student Succeeds Act (ESEA-2002, ESSA-2015) expands the requirements of IDEA. ESSA contains specific language with regard to accountability and inclusion of students with disabilities in state assessment and accountability programs. ESSA also requires that parents be informed of the potential consequences, such as potential limitations on postsecondary opportunities, for their child if he or she is being assessed against alternate achievement standards. For additional information on the federal regulations (ESSA, IDEA) see the section titled, **Including All Students with Disabilities in State Accountability Assessments** in the *HSA-Alt Summative Test Administration Manual (TAM)*. A letter template (Parent IDEA Letter) for schools to provide to parents about a student's participation in the HSA-Alt assessments can be found on the HSA-Alt portal in the Resources section (<https://hsa-alt.alohahsap.org/resources/>)

## Purpose

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.

## Summary of HSA-Alt Development

The HSA-Alt items were written by collaborative teams at CAI, the HSA-Alt testing contractor. The collaborative teams 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. Members of these collaborative teams were trained on aspects of item and test design that are unique to students with significant cognitive disabilities. All writers were monitored and supported by a

team of senior test development specialists. This work was then reviewed at various stages by Hawai'i special and general education teachers, HIDOE staff, editorial staff, psychometric experts, and other specialists in alternate assessment and instruction for students with significant cognitive 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. The Range PLDs are organized by content, standard, standard essence, and descriptions of expected student performance at 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. All Alternate Assessment items in Hawai'i are written to align with the Essence Statements that are found within the Range PLDs. The Essence Statements work with the Range PLDs to give both item writers and teachers the general targets, and the specificity, necessary to translate content standards for all students into meaningful assessment items for students with significant cognitive disabilities.

## HSA-Alt Participation Guidelines

There are three ways in which a student can participate in the Hawai'i Statewide Assessment Program:

1. Take the Smarter Balanced Assessments, HSA Science (NGSS) Assessments, and/or End-of-Course Exams without accommodations
2. Take the Smarter Balanced Assessments, HSA Science (NGSS) Assessments, and/or End-of-Course Exams with allowable accommodations
3. Take the HSA Alternate Assessments (HSA-Alt) in English Language Arts (ELA), Mathematics, and Science (NGSS), as appropriate to the grade level of the student

A student's Individualized Education Program (IEP) team decides which form of the assessment is appropriate for the student. No one person on the team can make the decision. Instead, the responsibility lies with the entire team. If an IEP team is considering the use of the HSA-Alt for a student as a means of participating in the state assessment system, the *HSA-Alt Student Identification Process Memo* available on the HSA-Alt portal in the Resources section (<https://hsa-alt.alohahsap.org/resources/>) recommends that the following information be shared with parents.

- a. HSA-Alt Participation Criteria found in one of the following documents:
  - i. HSA-Alt Participation Guidelines
  - ii. Factors and Red Flags on the Road to Appropriate HSA-Alt Student Identification
  - iii. HSA-Alt Decision Making Flow Chart
  - iv. HSA-Alt Decision Making Questions and Examples
- b. HSA-Alt Training Test
- c. HSA-Alt Range Performance Level Descriptors (ELA, Mathematics and Science [NGSS])
- d. HSA-Alt Score Report

The four-step process outlined above shall be revisited each year as part of the annual IEP.

Once an IEP team determines that a student meets the criteria for participation in the alternate assessment and that this is the most appropriate assessment option for the student, the IEP Care Coordinator (who is often the student's classroom teacher) will need to document this decision in the HDOE Electronic Comprehensive Student Support System database (eCSSS). For further information on updating the student's eCSSS file, please contact your school's Student Services Coordinator (SSC).

## Participation Criteria for the HSA-Alt

Four criteria form the basis for alternate test participation in Hawai'i. A student with an IEP must meet all four criteria in order to be considered for the HSA-Alt or the WIDA Alternate ACCESS for ELLs. This evidence-based checklist should be used by IEP teams when making an alternate test student identification decision for either the HSA-Alt or the WIDA Alternate ACCESS for ELLs.

Criteria	Yes	No	Evidence
(A) The student demonstrates significant cognitive disabilities that may be combined with limited adaptive skills, physical, or behavioral limitations.			
(B) The student requires a highly specialized educational program with intensive modifications and supports in order to access grade level academic standards.			
(C) 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.			
(D) 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.			

Reference: "An Introduction to Alternate Assessments" H. Kleinert, R. Quenemoen, M. Thurlow from *Alternate Assessment for Students with Significant Cognitive Disabilities*. 2010.

Decisions for determining participation in a Hawai'i alternate assessment must not be based solely on any of the following:

1. A disability category or label
2. Low reading level/achievement level
3. English Language Learner (ELL) status/Native language difference
4. Expected poor performance on the general education assessment
5. Impact of student scores on school test results
6. Anticipated student's disruptive behavior
7. Anticipated emotional distress
8. Educational environment or instructional setting
9. Percent of time receiving special education
10. Services that the student receives
11. Need for accommodations
12. Administrator decision



## Factors and Red Flags on the Road to Appropriate HSA-Alt Student Identification

The following chart is another helpful guide for IEP teams to use when determining whether a student meets the criteria for the HSA-Alt Assessment.

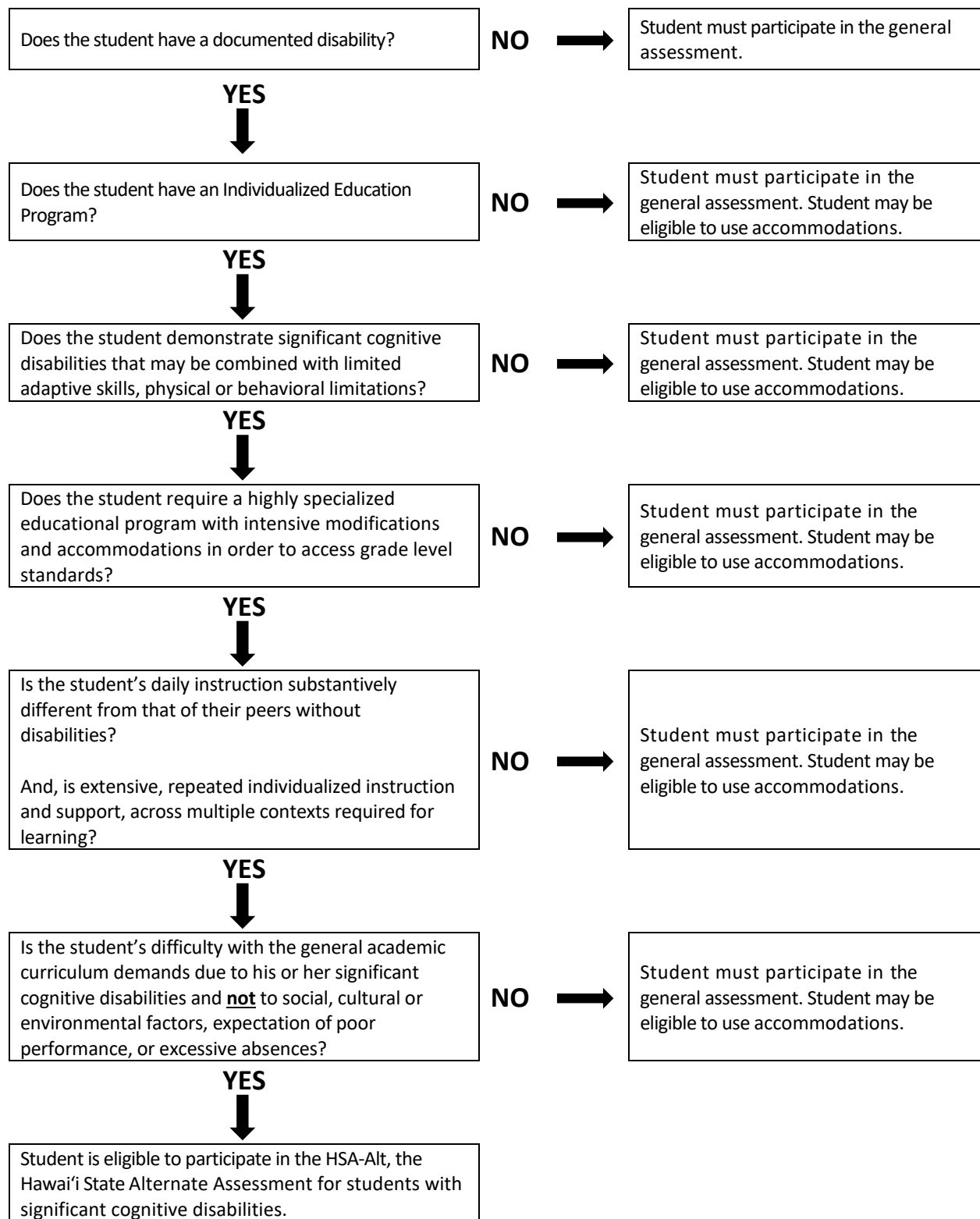
<b>Contributing Factors:</b> *Part of Hawai'i State Participation Guidelines	<b>Red Flags:</b> Do NOT use as contributing factors
<ul style="list-style-type: none"> <li>• <b>IEP Team decision*</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Individual/Administrator decision</b></li> <li>• <b>Concern about meeting 1% Cap</b></li> </ul>
<ul style="list-style-type: none"> <li>• <b>Student with most significant cognitive disability*</b></li> </ul> <p><i>Def. "A student with a most significant cognitive disability is one who has records that indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior. This is NOT determined by an IQ test score, but rather by a holistic understanding of a student."</i><sup>1</sup></p>	<ul style="list-style-type: none"> <li>• <b>Social, cultural, environmental factors*</b></li> <li>• <b>Low expectations for performance*</b></li> <li>• <b>Excessive absences*</b></li> <li>• <b>Socio-economic status</b></li> <li>• <b>Poor academic preparation</b></li> <li>• <b>Language/English Learner (EL) status</b></li> </ul>
<ul style="list-style-type: none"> <li>• <b>Limited adaptive behavior*</b></li> </ul> <p><i>Def. "Adaptive behavior is the essential actions required by an individual to live independently and to function safely in daily life."</i></p>	<ul style="list-style-type: none"> <li>• <b>Anticipated disruptive behavior</b></li> </ul>
<ul style="list-style-type: none"> <li>• <b>Need for modified curriculum*</b></li> </ul> <p><i>Range Performance Level Descriptors</i></p>	<ul style="list-style-type: none"> <li>• <b>Anticipated emotional duress</b></li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Need for accommodations or specialized services</b></li> </ul>
<ul style="list-style-type: none"> <li>• <b>Need for extensive, repeated, individualized instruction*</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Augmentative assistive communication</b></li> </ul>
<ul style="list-style-type: none"> <li>• <b>Need for extensive, repeated, individualized instruction*</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Instructional setting; e.g., FSC setting</b></li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Range Performance Level Descriptors are at an appropriate instructional level for student</b></li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Poor academic preparation; three or more grade levels below peers</b></li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Low reading level</b></li> </ul>
<ul style="list-style-type: none"> <li>• <b>HSA-Alt is an appropriate test for student</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>General assessment is "too hard"</b></li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Impact of test scores on accountability system</b></li> </ul>

### Characteristics of students with the most significant cognitive disability:

Students who are eligible for HSA-Alt testing may be from any of the disability categories listed in the IDEA. The three most prevalent disability categories for HSA-Alt identified students are the IDEA categories: intellectual disability, autism spectrum disorder, or multiple disabilities. HSA-Alt identified students are typically identified early (pre-K or K) and exhibit limited expressive and receptive communication capacities.

<sup>1</sup> Adapted from [Guidance for IEP Teams on Participation Decisions for the Multi-State Alternate Assessment](#), August 2016

## HSA-Alt Decision Making Flow Chart



## **Decision-making Questions and Case Study Examples**

An IEP team may use the following questions and case study examples that highlight the HSA-Alt participation criteria to assist in determining alternate assessment eligibility.

The examples provided illustrate some *typical* educational situations that might be encountered when making decisions about alternate assessment participation for a student with an Individualized Education Program (IEP). Appropriate decision-making requires the consideration of all four criteria, with all four criteria needed for eligibility. Decisions should be based upon a preponderance of evidence with longitudinal data on intervention, student response, and growth over time, rather than upon an isolated incident or limited educational records. It is estimated that only about 1% of the total student population meet the eligibility criteria.

### ***(A) The student demonstrates significant cognitive disabilities that may be combined with limited adaptive skills, physical or behavioral limitations.***

The IEP team must consider the following:

- **Does this student demonstrate significant cognitive disability? What are the student's physical, behavioral, and adaptive skill limitations?** Students who are properly identified for the HSA-Alt are expected to have severe limitations in cognitive capacity and functioning. While an IQ score is not an acceptable criterion to determine if a student should participate in the HSA-Alt, students who take the Alt would be expected to score significantly lower than their peers without disabilities on standardized tests of knowledge and cognition (or would possibly not even achieve a valid score at all). Student limitations are generally evidenced in how the student communicates and responds to the environment. These limitations are evidenced by the need for significantly accommodated receptive and expressive communication systems (e.g., supplementation with pictures/symbols, assistive technology devices, etc.)
- **Does this student perform significantly lower than peers without disabilities on adaptive behavior scales?** Are there longitudinal data indicating this situation? A student who performs significantly lower might still be included in the general assessment with or without accommodations.

### ***(B) The student requires a highly specialized educational program with intensive modifications and supports in order to access to grade level academic standards.***

The IEP team must consider the following:

- **Does the student require intensive supports in order to access the grade-level general curriculum?** A student who is appropriately assessed by the alternate assessment will need significant supports in order to access instructional content, respond to instructional tasks, and maintain interest.
- **Does the student require a substantial change to the content and or complexity level of most standards?** Modifications of grade-level content standards are typically needed for students with severe cognitive disability (SWSCD); learning program modifications for SWSCD typically include reductions in depth, breadth, and complexity of grade-level targets.

***(C) The student's daily instruction is substantively different from that of peers without disabilities and requires extensive, repeated individualized instruction and support across multiple settings.***

The IEP team must consider the following:

- **How does the student's daily instruction differ from peers? Are communication and attention supports, accommodations, and modifications in grade level content a must for this student? Does the student require a reduction in the difficulty of most instructional tasks?** Communication and attention supports, accommodations, and modifications that typically mark instruction, make how the HSA-Alt student communicates, responds to the environment, and learns look significantly different from the instruction of peers without disabilities. The student consistently receives instruction and assessments that are reduced in expectation; e.g., shorter, more concrete, more explicitly structured, with fewer options to choose from, etc.
- **When the student is required to generalize skills, concepts, or knowledge across other school, home, and/or community contexts, is he or she able to do that automatically?** SWSCD typically cannot perform a skill or concept in a new or different context. Each setting requires a complete re-teaching of the target skill.

***(D) 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.***

The IEP team must consider the following:

- **Are cultural, social, and economic issues the cause of the low achievement?**
- **Is the decision about assessment participation based upon past behavioral issues or low performance expectations?**
- **Is the student's specific learning disability, emotional disability, deaf/hard of hearing disability, or visual disability including blindness the primary factor impacting the ability to learn?**
- **Is the past history of special education participation (disability category, type of service delivery, placement, etc.) affecting the decision?**
- **Is the student frequently absent from school and is that the cause of the low achievement?**

**A student must meet All Four Participation Criteria in order to participate in the HSA-Alt. See the Case Study Examples below for an illustration of how to apply these criteria.**

#### **Case Study Examples**

**Example 1:** At 13 years of age, Sandra is currently able to identify familiar pictures and picture symbols and has an emerging sight word vocabulary of around 35 words. She can answer basic recall questions regarding short passages of text that have been read to her and she speaks using two and three word phrases. Sandra can independently write her personal information and can copy text. She can click and drag using a mouse on the computer and

can type, but only when provided a model. Because of severely limited cognitive functioning, reductions in depth, breadth, and complexity for performance, and the requirement for significant modifications to instructional materials and instructional delivery, the **IEP team determines that Sandra meets HSA-Alt Participation Criteria A-C**. In addition **Criterion D** is met because social, cultural or environmental factors, expectation of poor performance, or excessive absences are not primary contributing factors for her current difficulty.

**Example 2:** Roger, who is 13 years old, uses an augmentative communication device with voice and print output to take part in classroom discussions and instructional activities as well as to participate in the statewide assessment. He reads (using large print version) and answers questions at grade level. Even though Roger’s communication is supplemented by the use of assistive technology and he requires adaptations to materials, he does not exhibit the characteristics of a student with a significant cognitive disability. **Therefore, his IEP team determines Roger does not meet Criterion A of the HSA-Alt Participation Criteria and he is not eligible to take the alternate assessment.** Instead, the team determines he would be most appropriately assessed using the general assessment with accommodations.

**Example 3:** During typical 7th grade instruction, Raymond needs pictures to supplement grade level text to overcome the print-only barrier to comprehend reading material. He needs an eye gaze board to respond to questions about grade level content, and content-related concrete objects to manipulate during specific instructional times and activities (lecture, large group discussion) along with a positive behavior support plan. Because of severely limited cognitive functioning, reductions in depth, breadth, and complexity for performance, and the intensity of the instructional supports necessary to access the general curriculum, the **IEP team determines that Raymond meets HSA-Alt Participation Criteria A-C**. In addition, **Criterion D** is met because social, cultural or environmental factors, expectation of poor performance, or excessive absences are not primary contributing factors for his current difficulty.

**Example 4:** Sylvia needs consistently delivered verbal cues to remain on task during most instructional activities. While reading text, she does need to have some grade level vocabulary words highlighted to aid her comprehension, in addition to having some text read to her. Even though Sylvia does need some instructional support that would not typically be provided for her peers without identified disabilities, her **IEP team determines that she does not meet HSA-Alt Participation Criteria A and B** and instead determines she would be most appropriately assessed using the general assessment with accommodations.

**Example 5:** While the grade level standard of 4.MD.1 specifies that students should “Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec,” nine-year-old Jackson is expected to use only metric units when measuring length as the base ten system causes less confusion for him. He is also only expected to measure length and perimeter. For the concept of area, because Jackson is not currently working on multiplication, he uses strategies such as repeated addition to find the area of tiled rectangular interiors. His **IEP team determines that Jackson does not meet HSA-Alt Participation Criteria A and B** and instead determines he would be most appropriately assessed using the general assessment with no accommodations.

**Example 6:** When other 8th grade students are interpreting information from a pie chart showing the results of a school-wide survey of favorite music genres, Caroline’s teacher makes adaptations to the chart, such as only comparing the results of three genres that are

the most obviously discrepant in terms of quantity. A pie chart representing those three response categories has been cut apart so that Caroline can overlay the sections to make her comparisons, and it is expected that Caroline can make distinctions such as “most” and “least” as opposed to specific numerical or percentage differentiations. Because of the severely limited cognitive demand of tasks posed and the consistent use of accommodations and modifications to adapt curriculum and instruction for Caroline, her **IEP team determines that she meets HSA-Alt Participation Criteria A-C**. In addition, **Criterion D** is met because social, cultural or environmental factors, expectation of poor performance, or excessive absences are not primary contributing factors for her current difficulty.

**Example 7:** For tasks that involve calculation, eighth grader, Wilson uses a calculator but otherwise requires no additional adaptations in terms of the difficulty of the task expected of all other students. His **IEP team determines Wilson does not meet HSA-Alt Participation Criteria A and B**, and he should take the general assessment with appropriate allowable accommodations.

**Example 8:** In his 11th grade ELA class, Paul has learned several grade level vocabulary words from his adapted biography of Gregor Mendel. However, in his biological science class, he is unable to recognize those same words in the science text or on informational posters. In fact, he needs direct instruction on those same words in both the text and on several posters. His **IEP team determines that Paul meets HSA-Alt Participation Criterion C; however, they must gather additional documentation of Paul’s current cognitive functioning, adaptive behavior, use of instructional/assessment program supports, accommodations, and modifications, as well his attendance record prior to reaching a decision on HSA-Alt eligibility.**

**Example 9:** Rochelle has vision and hearing impairments, which are believed to be corrected to within normal ranges, although the exact extent of the impairment/correction is not known. This is because standard tests have resulted in inconclusive results. Regardless of her sensory impairments, she still exhibits the learning characteristics of a student with a significant cognitive disability as defined in Criteria A-C. Her IEP team determines, however, that **Rochelle does meet Criterion D of the HSA-Alt Participation Criteria because environmental factors may be the cause of her current low performance.** The team decides for the time being that she should take part in the general assessment with accommodations and priority should be given to a fuller assessment of her possible vision disability.

**Example 10:** Josie has a seizure disorder that is only partially corrected with medication. In addition, she also has a disorder of her immune system that causes her to miss many days of school each year. Her frequent absences have negatively affected her performance on classroom-based and large-scale assessments. Because of the effect her absences have had on her performance, her IEP team determines **Josie does not meet HSA-Alt Participation Criterion D because of the potential deleterious impact of her repeated absence from school.** Instead, the IEP team members decide that Josie should participate in the general assessment with no accommodations and will determine ways to provide her with the appropriate instruction, through methods such as web-based technologies.

### **Home-Schooled Students**

Schools need to send the home-school parent letter to the family of each student who is currently registered for home schooling. The parent letter indicates that the Department of Education provides free testing for home-schooled students in Grades 3-8 and 11, who may take the Smarter Balanced ELA/Literacy and Mathematics Assessments, home-schooled students in Grades 5 and 8, who may take the HSA Science (NGSS) Assessments, and home-schooled students in Grades 3-8 and 11, who may take the HSA Alternate Assessments in ELA and Mathematics (Grades 3-8 and 11) and in Science (NGSS) (Grades 5, 8, and 11). Schools must offer these students one opportunity to take the Smarter Balanced Assessments, the Hawai'i State Science (NGSS) Assessment, and/or the HSA Alternate Assessments. For the purposes of assessment, these students are considered Courtesy Tested students, and their scores will not be included in the school's results.

A student's chronological age, adjusted grade placement by a public school or public charter school prior to a student's home-school status, or course credits must indicate that his or her current grade placement is 3-8 or 11 for a student to participate in the online HSA-Alt Assessments. Courtesy tested students must take the online version of the HSA-Alt Assessments.

Test Coordinators must fill out the *Courtesy Testing Request Form* in Appendix F and fax it to the Assessment Section at 808-733-4483 to request that a student's grade level and HSA-Alt eligibility be entered in TIDE. Do not ask parents to bring their home-schooled child to your school to be tested until an Assessment Section staff member informs the Test Coordinator that this student is able to access the secure online HSA-Alt Assessments.

### **Students Who Will Not Participate**

For 2022-2023, the following student populations will not participate in the Hawai'i State Alternate Assessments. **Note:** Schools must refer to the 2022-2023 Guide to Strive HI school accountability to obtain information about the participation requirements for each student population.

- **A student who has a significant medical emergency.**
  - A student who has a significant medical emergency must have a physician's signed report that describes the medical emergency that causes the student to be deemed medically unable to participate in the Hawai'i State Alternate Assessments during the appropriate testing windows. The definition of a physician includes a doctor of medicine licensed under Chapter 453, Hawai'i Revised Statutes or the applicable laws of the state where the student has been placed in order to implement the student's IEP; an osteopath licensed under Chapter 460, Hawai'i Revised Statutes or the applicable laws of the state where the student has been placed in order to implement the student's IEP; or a psychologist licensed under (i) chapter 465, Hawai'i Revised Statutes, or (ii) the applicable laws of the state where the student has been placed in order to implement the student's IEP.

- **An English Learner (EL) Program student whose first enrollment in a U.S. school was within this school year, based on the information provided by their parents when the students were enrolled.**
  - EL students who enrolled in a U.S. school for the first time within the last twelve months prior to the beginning of testing have a one-time exemption from their state's English language proficiency assessment if they complete the WIDA Access tests. Test Coordinators are asked to work with their EL coordinator, office staff, or registrar to confirm the accuracy of the first year EL information entered in Infinite Campus before confirming a student's status in TIDE.
  - This exemption applies to the HSA-Alt English Language Arts (ELA) assessment **only**. EL students who meet this requirement must still participate in the HSA-Alt Mathematics assessment (for students in Grades 3-8 and 11) and the HSA-Alt Science (NGSS) assessment (for students in Grades 5, 8 and 11).
- **A student who is receiving services at an out-of-state residential program.**
  - Students in out-of-state residential programs who are approved by the student's IEP or 504 Plan team, a hearings officer, or a judge cannot be tested because the Department of Education will not allow a student to be tested outside the state.
- **A student who meets the requirements of Regulation 4140, Exceptions to Compulsory School Attendance.**
  - These students will not be tested if they withdraw from the Hawai'i public school and public charter school system.

Each school is responsible for keeping an electronic or paper log throughout the 2022-2023 testing windows for each student who is enrolled and not tested on all required statewide assessments. This information is reported using the Non-Participation feature found in the After Testing section of TIDE at [www.hitide.org](http://www.hitide.org) at or near the end of the respective test windows.



## Online Test Delivery System

The summative HSA-Alt assessments for ELA, Mathematics, and Science (NGSS) will be delivered to students via the online Test Delivery System, which will be accessed by using the HSAP Secure Browser on an iPad (or other digital device, such as a computer or tablet device). **The online Test Delivery System will be used to deliver all forms of the HSA-Alt, including the paper/pencil form to eligible students in Spring 2023.** (Printed materials for the paper/pencil test kits will be limited to answer option cards and test visuals; items will be delivered via the online system). To receive printed answer option cards and test visuals, the paper/pencil test kit must be requested and verified. Test Coordinators must submit the paper/pencil test kit request for a specific student well in advance of summative testing so that the printed materials can be received in time for testing.

## Content Areas to Be Assessed

English Language Arts (ELA) and Mathematics (grade-level assessments for Grades 3–8, and 11) and Science (NGSS) (grade-level assessments for Grades 5, 8, and 11) will be assessed during the Spring 2023 summative testing window.

## Test Security Guidelines

The HSA-Alt test materials, including the online items, paper/pencil test materials, and artifacts produced as a result of test administration, are secure. To maintain the validity of the tests administered in the statewide assessment system, security of the test questions and test materials is absolutely necessary. When security is breached, the tests (individually or as a group) are no longer valid- one student, school, or complex area may have accrued advantages not awarded to another, the test is no longer standardized, and is no longer appropriate for program accountability. The following measures are required to preserve the security of the statewide assessment program. Test Coordinators (TCs), school administrators, Test Administrators (TAs), and all personnel handling test materials are charged with following these guidelines to preserve the integrity of the testing program.

All online and printed test items are secure and must be handled appropriately before, during, and after testing sessions. Test materials should not be photographed, printed, or reproduced in any way. Students should not be provided with any access to test materials before test administration. Such exposure to the test will invalidate test results. Test materials should not be taken off school grounds unless approved by the TC (e.g., to deliver the assessment to a student who receives homebound instruction). When testing is complete, all printed test materials must be returned to the TC. For paper/pencil form testing, *all* printed materials are secure and must be returned to CAI at the close of the testing window.

### HSA-Alt Code of Ethics

The HSA-Alt is Hawai'i's alternate assessment based on alternate academic achievement standards and is part of the Hawai'i State Assessment Program. It is to be considered a secure test. Each person who administers the HSA-Alt is responsible for understanding and following security procedures while also following the highest professional ethics.

<b>HSA-Alt Code of Ethics</b>
<b>Exhibit the highest degree of professional ethics.</b>
<b>Plan for and include appropriate IEP-aligned accessibility supports during testing, including consideration of a student's familiar communication system.</b> <ul style="list-style-type: none"><li>• <b>Students must receive all accommodations listed for state summative testing in their IEP during HSA-Alt testing.</b></li></ul>

## HSA-Alt Code of Ethics

**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.**

**Follow all test security and test administration procedures, including the close supervision of all students during HSA-Alt testing to ensure that students receive:**

- **The full audio delivery of stimulus, question, and answer options,**
- **The expanded view of math and science visuals, and**
- **Sufficient wait time and presentation repetition to maximize the elicitation of student response.**

The specific test security and administration requirements include those listed below.

- The HSA-Alt must be administered by a certified Test Administrator, who will most likely be the student's classroom teacher. Classroom aides or paraprofessionals may not administer the HSA-Alt.
- Activities that are created or implemented for the sole purpose of increasing test scores and do not contribute to the student's overall education are considered to be in violation of ethical assessment administration. Examples of such activities include:
  - Practicing specific assessment items
  - Displaying posters or charts containing information for the purpose of aiding students during the test administration
- All assessment work shall be completed entirely by the student with necessary supports and accommodations. All responses must be the student's own, using familiar communication systems. The work must reflect independent student performance and understanding while using supports and accommodations that allow the student to show understanding of the content.
  - The use of any accommodation/assistive device that is not a regular part of daily instruction is not allowed; e.g., the student uses an accommodation during testing, but does not use the same accommodation as a regular part of the instructional day.
- Students and Test Administrators are required to only move forward through the HSA-Alt summative assessment. Once a student or Test Administrator has indicated the student's final answer or response by pressing the “Next” button, that response should

not be altered or changed. No HSA-Alt test item should be re-presented and no student response should be changed after the “Next” button is pressed. Although this functionality is available, students and Test Administrators are required not to use it during HSA-Alt summative test administrations.

- There should be no fabrication or manipulation of student work or performance data.
- All procedures outlined in the administration guidelines are designed to ensure a fair and valid assessment for students and must be followed.

### Security of the Test Environment

This table describes security requirements for the test environment during various stages of testing. The test environment refers to all aspects of the testing situation while students are testing and includes what a student can see, hear, or access (including access via technology).

Requirement	Description
<b>BEFORE TESTING</b>	
Instructional materials removed or covered	Instructional materials <b>must be removed or covered. Materials include, but are not limited to</b> , information that might assist students in answering questions that is displayed on bulletin boards, chalkboards or dry-erase boards, or on charts (e.g., wall charts that contain literary definitions, maps, mathematics formulas, etc.).
Designated area for backpacks, cell phones, etc.	The TA should prepare a designated location in the classroom for students to place their backpacks and purses, along with cell phones and other electronic devices. This location should be inaccessible to students during testing.
Student seating	Students must be seated so there is enough space between them to minimize opportunities to look at each other’s work, or they should be provided with table-top partitions.
Signage	If helpful, place a “TESTING—DO NOT DISTURB” sign on the door or post signs in halls and entrances rerouting hallway traffic in order to promote optimum testing conditions.
<b>DURING TESTING</b>	
Quiet environment	Provide a quiet environment void of talking or other distractions that might interfere with a student’s ability to concentrate or might compromise the testing situation.
Student supervision	Students are actively supervised by a certified test administrator and are prohibited from access to unauthorized electronic devices that allow availability to outside information, communication among students or with other individuals outside the test environment, or photographing or copying test content. This includes any device with cellular, messaging, or wireless capabilities, but is not limited to cell phones, smart watches, personal digital assistants (PDAs), iPods, cameras, smart watches, and electronic translation devices.

Requirement	Description
Access to allowable resources only	Students must only have access to and use of those allowable resources identified in the <i>HSA-Alt Summative Test Administration Manual</i> for the HSA-Alt Assessments.
Access to assessments	Unauthorized staff or other adults must not be in the room during testing. Students who are not participating in testing may not be in the room where a test is being administered and must not have access to secure testing materials including test items. Students should only be able to see test items on their own screens. Adults and non-testing students should not be able to view the assessment. Trained Test Administrators (TAs) may have limited exposure to items in the course of properly administering the assessments; however, even TAs and other trained staff must not actively review or analyze any test items.
Testing through secure browser	Administration of the HSA-Alt assessments is permitted only through the Student Interface via the secure browser.
<b>DURING AND AFTER TESTING</b>	
No copies of test materials	Unless needed as a paper/pencil test kit, no copies of the test items – stimuli, passages, visuals, or answer options may be made or otherwise retained. Paper/Pencil test kit materials must be returned one week prior to close of the testing window.
No access to digital, electronic, or manual devices	No digital, electronic, or manual device may be used to record or retain test items, reading passages, or writing prompts. Similarly, these materials must not be discussed with or released to anyone via any media, including fax, email, social media websites, etc. Students who require access to medical monitoring devices during testing should be tested in a separate setting.
No use of student monitoring software	Use of student monitoring software (such as Hapara and similar software/applications) is prohibited during testing. The software may be installed on tablets used for testing (such as Chromebooks) but the Test Coordinator, technology coordinator, and/or others who may have access to the parent computer may not use the program to monitor students during testing.
No re-presenting test items after the “Next” button is pressed	Students and Test Administrators shall not use the functionality that is available to go backwards in the HSA-Alt assessment. Once the “Next” button is pressed, the student’s response shall be entered into the system as their final answer. Items shall not be re-presented and student responses shall not be changed after the “Next” button is pressed.
No retaining, discussing, or releasing test materials	Descriptions of test items, stimuli, printed reading passages, response options, or printed manipulatives must not be retained, discussed, or released to anyone.

Requirement	Description
No discussing or analyzing test materials	Principals, TCs, TAs, and other staff must not discuss or analyze test items, stimuli, reading passages, response options, or printed manipulatives at any time, including before, during, or after testing. Certified Test Administrators may review test materials used for the Paper/Pencil administration, only as needed to prepare for test administration.
All test materials must remain secure at all times	Printed materials, scratch paper, and documents with student information must be kept in a securely locked room or locked cabinet that can be opened only with a key or keycard by a Test Administrator or Test Coordinator responsible for test administration.
<b>AFTER TESTING</b>	
No test materials used for instruction	Test items, stimuli, reading passages, response options, or printed manipulatives must not be used for instruction.
Destroy/return test materials securely	Printed test materials and scratch paper must be collected and inventoried at the end testing and returned to the Test Coordinator. See the <b>Return of Assessment Materials</b> section of this manual for details.

TAs and TCs or other individuals who have witnessed, been informed of, or suspect the possibility of a test security incident that could potentially affect the integrity of the assessments or the data should follow the steps outlined in the **Responding to Testing Improprieties, Irregularities, and Breaches** section of this manual (below).

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

Test security incidents, such as improprieties, irregularities, and breaches, are behaviors prohibited either because they give a student an unfair advantage or because they compromise the secure administration of the assessments. Whether intentional or by accident, failure to comply with security rules, either by staff or students, constitutes a test security incident. Improprieties, irregularities, and breaches need to be reported in accordance with the instructions in this section for each severity level. Definitions for test security incidents are provided in the table below.

This section refers to documentation and reporting of incidents involving test security. Refer to Appendix A for a list of test security incident levels and examples of types of issues.

## Impact and Definitions

Type	Definition
<b>Impropriety</b>	An unusual circumstance that has a low impact on the individual or group of students who are testing and has a low risk of potentially affecting student performance on the test, test security, or test validity. An impropriety should be reported to the School Principal and Test Coordinator (TC) immediately, and forwarded to the Assessment Section within 24 hours and entered into TIDE should a testing incident request be required (see procedure outlined in <i>Reporting Timelines and Activities</i> below).
<b>Irregularity</b>	An unusual circumstance that impacts an individual or group of students who are testing and may potentially affect student performance on the test, test security, or test validity. These circumstances can be corrected and contained at the state level. An irregularity must be reported to the School Principal and TC immediately, and forwarded to the Assessment Section within 24 hours, and entered into TIDE should a testing incident request be required (see procedure outlined in <i>Reporting Timelines and Activities</i> below).
<b>Breach</b>	An event that poses a threat to the validity of the test. Examples may include such situations as a release of secure materials or a security/system risk. These circumstances may result in a decision to remove the test item(s) from the available secure bank. A breach incident must be reported to the School Principal and TC immediately and both the Complex Area Superintendent and Assessment Section (808-307-3636) should be immediately contacted by telephone. The information should be entered into TIDE within 24 hours should a testing incident request be required (see procedure outlined in <i>Reporting Timelines and Activities</i> below).

It is important for Test Administrators (TAs) to ensure the physical conditions in the testing room meet the criteria for a secure test environment. See the **Security of the Test Environment** section above for more detail.

### Reporting Timelines and Activities

*Improprieties* and *Irregularities* should be reported to the Assessment Section by the end of the school day. These are to be reported using the *Testing Incident Report Form* found in Appendix B.

A *breach* poses a serious threat to the integrity of the assessment and requires that the incident is addressed to the extent possible at the school site, that it be reported to the appropriate school personnel right away, and that both the Complex Area Superintendent and Assessment Section be contacted by telephone. A more complete report of the incident should be submitted to the Assessment Section using the *Testing Incident Report Form*, found in Appendix B, by the end of the school day during which the incident occurs.

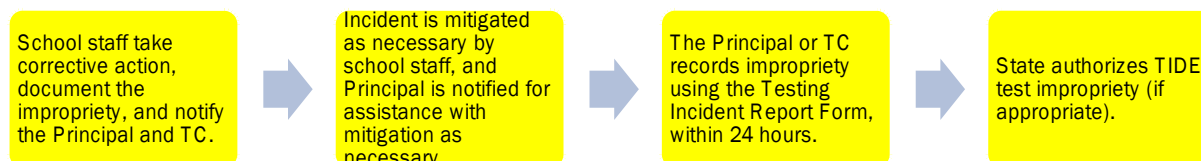
### Test Security Required Action Steps

The Test Security Required Action Steps depict the required actions for each test security incident in a process flow diagram format.

### Impropriety

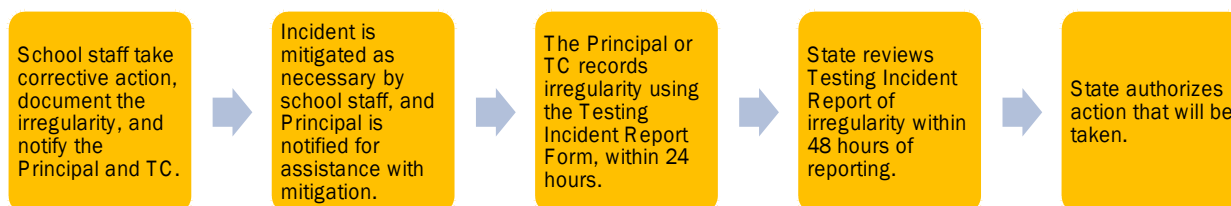
Unusual circumstance that has a low impact on the individual or group of students who are testing and has a low risk of potentially affecting student performance on the test, test security, or test validity. (Example: Student(s) leaving the testing room without authorization.)

Two specific examples of test improprieties for the HSA-Alt are provided here. The first example is not supervising students during testing to ensure students receive audio delivery of all test components, expanded versions of the on-screen visuals, and sufficient response opportunity. The second example of an HSA-Alt test impropriety is entering eight “No Responses” for the first eight items on the test without having a Test Session Observer present. (If a student does not respond to the first four items, the TA must pause the test and find a Test Session Observer who will verify the student response for the next four items. See the Early Stopping Rule conditions on pages 41-43 of the *HSA-Alt Summative Test Administration Manual* for more information on this policy.)



### Irregularity

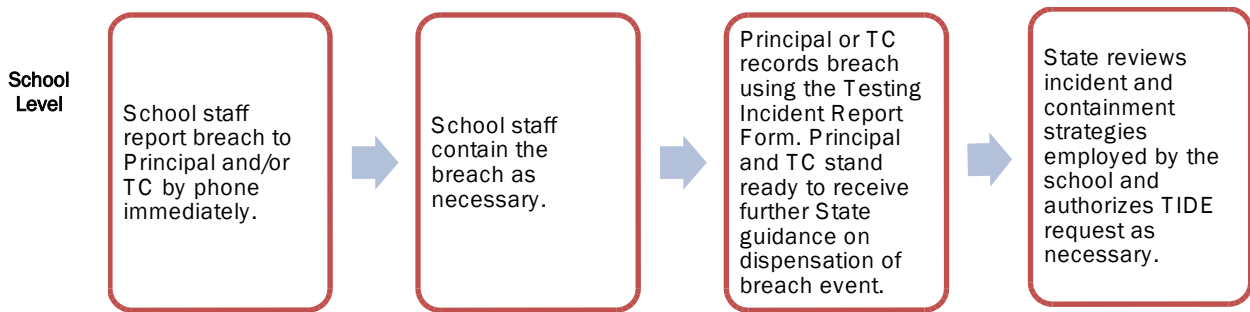
An unusual circumstance that impacts an individual or group of students who are testing and may potentially affect student performance on the test, test security, or test validity. These circumstances can be contained at the local level. (Example: Not providing students with the accommodations listed in the student IEP during testing. Not providing accommodations listed in the student IEP will result in a test reset with the student needing to retest with the listed accommodations.)



### Breach

A test administration event that poses a threat to the validity of the test. Breaches require immediate attention and escalation to the HDOE Assessment Section at 808-307-3636. Examples may include such situations as exposure of secure materials or a repeatable security/system risk. These circumstances have external implications. (Example: Administrators modifying student answers, or test items shared in social media.)





### Reporting Test Security Incidents

All staff members at a school are required to report test security incidents to the Principal. Test security incidents that do not involve the Test Coordinator should also be reported immediately to the Test Coordinator. Principals who have witnessed, been informed of, or suspect the possibility of a test security incident that could potentially impact the integrity of the assessments and test results should immediately contact the Assessment Section at 808-307-3636 or [hsa@k12.hi.us](mailto:hsa@k12.hi.us).

Principals and Test Coordinators should ensure that all test security incidents are reported to the Assessment Section with 24 hours using the *Testing Incident Report Form*, found in Appendix B. This form can also be downloaded from the Test Administration Forms Resources page on the HSA-Alt portal website at [alohahsap.org](http://alohahsap.org).

Test security incidents requiring specific actions to be taken regarding the test itself may need to be reported by the TC using the "Testing Incidents" tab in TIDE, in addition to reporting each incident using the *Testing Incident Report Form*. These include incidents that result in a need to invalidate or restore individual student assessments. The Assessment Section will direct the TC to submit a "Testing Incidents" request in TIDE if necessary following submission and review of a *Testing Incident Report Form*. **All requests submitted via the "Testing Incidents" tab in TIDE must be approved by the state.** In most instances, these requests will be submitted to address a test security impropriety, irregularity or breach.

A toll-free, anonymous tip line for reporting test security concerns has been established at 1-866-648-3712. Principals, teachers, and Test Coordinators should share this information with their school community.

### Testing Incident Actions

The online process and conditions for the two types of Testing Incident requests available for HSA-Alt assessments in TIDE are described below. The *TIDE User Guide* located at [alohahsap.org](http://alohahsap.org) contains specific instructions on submitting requests.

Action Type	Description	Conditions for Use
<b>INVALIDATION</b>	Invalidating a student's test eliminates the test. The test will not be scored and the student will be counted as a non-participant.	<p>The State may invalidate a test if:</p> <ol style="list-style-type: none"> <li>1. There is a test security breach.</li> <li>2. The test is administered in a manner inconsistent with this <i>HSA-Alt Summative Test Administration Manual (TAM)</i>.</li> </ol> <p><i>Note 1: Invalidated tests will not be scored.</i></p> <p><i>Note 2: After reviewing the circumstances of an incident, a state may elect only to document the above conditions as testing irregularities, rather than to invalidate the test.</i></p>
<b>RESET</b>	Resetting a test removes that test from the system and enables the student to start a new test.	The State may reset a test if a student is not provided with the accommodations listed in the student's IEP. The student will then need to retest with the listed accommodations.
<b>RESTORE</b>	Restoring a test returns a test from the Reset status to its prior status. This action can only be performed on tests that have been reset.	The State may only restore a test if a test was inadvertently or inappropriately reset.

## Test Administrator Requirements

**Only Hawai'i Department of Education (HIDOE) trained personnel** may administer the HSA-Alt summative assessments for each content area online using the Test Delivery System, or may administer the summative HSA-Alt in each content area via the paper/pencil test kit upon receiving HIDOE approval. The following table lists the personnel who may serve as Test Administrators for summative 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 the [HSA-Alt Summative 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 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.

## Test Coordinator Responsibilities

The TC is responsible for the following tasks:

### Before Administration

- Reading the *HSA-Alt Summative Test Administration Manual* and familiarizing themselves with policies regarding HSA-Alt accommodation identification and provision, the online presentation pairing of paper-based answer option cards and test visuals that will be used for this year's HSA-Alt paper/pencil test form, and the Early Stopping Rule conditions that allow non-responsive students to exit the test after the first eight items are delivered with no response observed.
- Ensuring that all TAs have been entered into TIDE with the "TA" user role (see the *HSAP TIDE User Guide* available on the HSA-Alt portal in the Resources section at <https://hsa-alt.alohahsap.org/resources>).
- Ensuring that all TAs are trained and meet the HIDOE requirements.
- Ensuring that all TAs enter student accommodations in TIDE. For a list of available HSA-Alt universal tools, designated supports, and accommodations, and information on the policies and procedures for support provision, see the section titled, **Including All Students with Disabilities in State Accountability Assessments** on pages 44-54 of the *HSA-Alt Summative Test Administration Manual*.
- Collaborating with all teachers and/or TAs who work with students who take the HSA-Alt to ensure that all necessary testing forms are submitted: the *Paper/Pencil Test Kit Request Form* to receive the paper/pencil test kit, the *Early Stopping Rule Form* to enact the Early Stopping Rule, and/or the *Test Security and Confidentiality Form* to provide the Translated Test designated support, and/or the Read Aloud, Scribe, or Visual Descriptions accommodations.
- Requesting a paper/pencil test kit for identified students. Refer to instructions on pages 36-37 of this manual.
- Ensuring that all teachers and/or TAs who institute the Early Stopping Rule for a non-responsive student have followed the procedures found on pages 41-43 of the *HSA-Alt Summative Test Administration Manual*. This includes making sure that at least two different test sessions on two different days are used to administer the first eight items on the test (all eight items must elicit no response from the student with the TA entering "No Response" into the test interface) and that an Observer is present for a minimum of four of the eight items.
- Ensuring that all teachers and/or TAs who plan to provide the Translated Test designated support or the Read Aloud, Scribe, and/or Visual Translations accommodations read the specific guidelines for these accommodations before signing off on the *HSA-Alt Test Security and Confidentiality Form* (see Appendix E). For additional details about these accessibility features, see the sections titled **Designated Supports for the HSA-Alt** and **Accommodations for the HSA-Alt** on pages 49-54 of the *HSA-Alt Summative Test Administration Manual*.

- Receiving the HSA-Alt test kit materials for students approved for the paper/pencil test kit and inventorying the materials against the School Packing List and Teacher Security Checklist.
  - Distributing the HSA-Alt test kit materials received from CAI to each TA responsible for a student who is approved for the paper/pencil test kit.
  - Reminding TAs that they must inventory the materials against the Teacher Security Checklist and Test Kit Checklist (inside the kit), and that discrepancies must be reported to the TC immediately.
  - Reminding TAs that the HSA-Alt paper/pencil test window closes on May 19, 2023.

### **During Administration**

- Working with the school's Technology Coordinator(s) and staff and all HSA-Alt TAs to ensure that necessary device operating system and secure browsers are installed on each student's iPad, tablet, or computer (PCs, Macs, and Chrome books can also be used for HSA-Alt administration) and any other technical issues are resolved. The SecureTest app for iPads can be downloaded and/or updated in the Apple App Store. Secure Browsers for other operating systems are available on the HSA-Alt portal at: <https://hsa-alt.alohahsap.org/secure-browsers.html>.
- Helping to assist the TAs and/or teachers to arrange testing room locations that are ideal for student performance, including consideration for the best time of day to support student performance and the need to arrange more than one time in the day for testing when the Early Stopping Rule is enacted over two days.
- Supporting the TAs and/or teachers in arranging support of and coverage during testing, including the recruitment of an Observer for Early Stopping Rule enactment.
- Making sure that student accommodations that are set in TIDE are provided during testing.
- Implementing security procedures and reminding staff that the HSA-Alt is subject to Hawai'i test security regulations.
- Handling testing problems as needed and reporting Testing Incidents to the HIDOE Assessment Section via the "Test Improperities" section in the Test Information Distribution Engine (TIDE) system.
- Reviewing with TAs the information in the **Return of Assessment Materials** section of this manual as necessary to ensure the proper packaging and return of secure paper/pencil testing materials to the TC.

### **After Administration**

- Collecting HSA-Alt paper/pencil test kit materials from TAs at the end of the test administration window and following up on materials not submitted by the deadline.
- Returning all paper/pencil test kit materials to CAI.
  - Ensuring that all paper/pencil test kit materials meet the packaging requirements, placing the paper/pencil test kit materials in the envelopes, sealing and labeling each envelope for return shipment, and contacting the HSAP Help Desk at 1-866-

648-3712 or [hsaphelpdesk@cambiumassessment.com](mailto:hsaphelpdesk@cambiumassessment.com) to arrange return shipment of the materials to CAI.

## Requesting a Paper/Pencil Test Kit

The summative HSA-Alt for ELA, Mathematics, and Science (NGSS) will be available in paper/pencil test kit format in Spring 2023 after Assessment Section verification of student need and paper/pencil test kit approval. The Assessment Section recommends that all blind and visually impaired students are considered for the paper/pencil test form of the summative assessment. School Test Coordinators should work with the IEP Teams at the school to identify students who would benefit from this form of the assessment, in particular students with low vision or blindness. The paper/pencil version of the summative test contains items specifically designed to increase test access for students with vision limitations or impairments.

TAs who would like to request approval of the paper/pencil test kit for one or more of their students will need to contact their school Test Coordinator (TC). TCs will be responsible for requesting a paper/pencil test kit for any HSA-Alt eligible student in their school who is identified for the summative HSA-Alt assessment paper/pencil test form.

### Paper/Pencil Test Kit Guidelines

The purpose of the HSA-Alt iPad project is to help promote, to the greatest degree possible, support for equal access to the HSA-Alt by assisting students with severe cognitive disabilities in acquiring skills using an assistive technology device. Students who are eligible shall take the HSA-Alt and will be able to access the assessment using the digital interface, when provided the allowable supports (see pages 46-54 in the *HSA-Alt Summative Test Administration Manual*). However, it is recognized that students with certain disabilities or specific needs, e.g., visual impairment or English language support whereby a translator may be needed for the math and science assessments, may require a paper and pencil version of the summative assessment. The paper and pencil test version of the assessment is available as an alternative to the standard digital form of the assessment.

The paper and pencil summative test form supports students with visual access limitations and provides test administrators the opportunity to prepare for specialized test administrations. Two examples of how the paper and pencil form might be used to administer a test to a student with specialized needs follow. For students with visual impairment or blindness, a paper and pencil version of the assessment allows the teacher or test administrator to tactilely enhance the test visuals or answer options prior to test administration. This tactile enhancement allows students to better utilize the accompanying test visuals and to discriminate between the answer options. For students with limited English language proficiency, the paper and pencil version of the assessment is used in conjunction with the Translated Test Designated Support. The paper and pencil version of the assessment supports the Test Translator in previewing and preparing word-for-word translations of the mathematics or science assessments.

If a student's IEP care coordinator determines a student requires the paper and pencil version of the HSA-Alt, due to the nature of his or her disability(ies) or the presence of a language barrier, the student's Test Administrator will need to contact the school's Test Coordinator to order the test kit. **Only TCs may submit a request for a paper/pencil test kit. Paper/pencil test**

**kit materials will only be shipped to schools for students approved for the paper/pencil test kit request.**

### **Requesting Paper/Pencil Test Kits**

To request a paper/pencil test kit for an HSA-Alt eligible student, TCs must download the *Paper/Pencil Test Kit Request Form* found in Appendix G. Forms should be completed and emailed to the CAI staff member(s) listed at the bottom of the form.

The TC and the student's TA will be contacted via email if/when the test kit request has been approved, or if additional information is needed to evaluate the request. If the request is not approved, the TC and the student's TA will be notified via email with a response from the Assessment Section providing the reason for denial of the request.

Questions related to the approval of paper/pencil test kit requests should be directed to the HIDOE Assessment Section using the contact information on pages 8-9 of this manual.

**Initial paper/pencil accommodation requests should be submitted by January 27, 2023** in order to ensure on-time delivery of the test kit materials to schools prior to the opening of the summative HSA-Alt test window on February 21, 2023.

If additional HSA-Alt eligible students are identified as requiring the paper/pencil test kit prior to or during the summative HSA-Alt testing window, the TC will need to request additional paper/pencil test kits. Requests placed during the testing window will result in test kits that arrive at the school address on file approximately 4-5 business days after the accommodation request is approved by the HIDOE Assessment Section. The final deadline for all paper/pencil test kit requests to be submitted for Spring 2023 testing is **April 21, 2023** (four weeks prior to the close of the paper/pencil test window).



## Test Materials Handling

**IMPORTANT: Please read these directions before distributing any test materials to TAs.**

### Receiving Materials

Schools with student(s) who have been approved for the paper/pencil test kit will receive a shipment containing the complete test kit materials for those student(s).

The paper/pencil test kit shipment includes a:

- School Packing List,
- Teacher Security Checklist,
- List of Test Kit Materials and TC Responsibilities; and
- TA Test Kit for each TA who has a student approved for the paper/pencil test administration (the TA Test Kit includes paper answer option cards and test visuals for each content area test).

Materials are packed/shipped to schools by CAI. Likewise, paper/pencil test kit materials being returned will be packed by the school and shipped back to CAI.

You must verify the materials received in the school envelope(s) against the School Packing List, Teacher Security Checklist, and the List of Test Kit Materials. If there is any discrepancy, please contact the HSAP Help Desk.

When preparing for the distribution of test materials, remember the following:

- The TC will receive test materials from CAI and will distribute them to TAs with students approved for the paper/pencil test kit.
- The TC will verify that materials for each TA match the Teacher Security Checklist and the List of Test Kit Materials. **NOTE:** one test kit, per grade, is issued to each TA (not one kit per student).
- TAs will be responsible for the security of all test materials before, during, and after the test administration.
- The TC will distribute the test materials to the TAs prior to the opening of the paper/pencil testing window to allow time to review the materials prior to the first day of testing in order to develop appropriate translations of the item response cards and test visuals and/or accommodations for item access during test delivery, as needed.
- All HSA-Alt materials must be kept in a securely locked storage space when the test is not being administered. This securely locked storage space can be in the teacher's classroom.

**If the TA is missing any of the test materials, please call the HSAP Help Desk at 1-866-648-3712 to request replacement materials.**

## Return of Assessment Materials (Paper/Pencil Test Kits Only)

### Preparing Materials after the Administration

When paper/pencil test administration is complete, the TA prepares the HSA-Alt test materials for return to the TC. The TC is responsible for ensuring that paper/pencil test kit materials are returned to CAI on time. Once the TC receives the paper/pencil test kit materials from the TA, the TC must ensure the following:

- All paper answer option cards and test visuals for each content area have been put back into the TA kit envelope(s).
  - **Note: All printed material must be returned to CAI.**
- The envelope must contain all of the materials listed on the white copy of the School Packing List. If all materials are present, sign the white copy of the School Packing List. Retain the yellow copy for your records.
- Place the materials returned by the TA and the signed, white copy of the School Packing List in the following order (from the top down):
  - Signed White Copy of Teacher Security Checklist (received from TA) **(TOP)**
  - Signed White Copy of School Packing List
  - TA Kit Materials (received from TA)
  - Teacher or Student-generated testing materials **(BOTTOM)**

All HSA-Alt test kit materials for paper/pencil testing should be placed in the original envelopes in which they were received.

### Shipping Materials (Paper/Pencil Test Kits Only)

Plan to receive the HSA-Alt paper/pencil test materials from TAs by **May 24, 2023**. TCs must ship the materials to CAI by **May 25, 2023** for processing. Take these steps prior to shipping paper/pencil test kit materials to CAI:

- Review the Teacher Security Checklists and List of Test Kit Materials and follow up on any missing materials.
- Verify that all secure materials are included and packed in their proper order in the correct return envelope(s).
- Be sure to enclose the signed (white) copies of the Teacher Security Checklist, and School Packing List.
- Seal each envelope.
- Contact the HSAP Help Desk (1-866-648-3712 or [hsaphelpdesk@cambiumassessment.com](mailto:hsaphelpdesk@cambiumassessment.com)) by **May 25, 2023** to arrange return shipment.

## APPENDIX A: Test Security Chart

The Test Security Chart shows the test security incident levels and examples of types of issues.

Level of Severity & Potential Effect on Test Security	Types of Issues
<b>LOW Impropriety</b>	Student(s) leave the test room without authorization.
	Test Administrator not supervising students during testing to ensure all parts of the assessment are audio-delivered, all math and science visuals are expanded for full viewing, and sufficient wait time and presentation repetition are provided.
	Test Observer is not present for four of the first eight items delivered in an Early Stopping Rule case. A Test Observer must be present for a minimum of four of the first eight content area test items in order for an Early Stopping Rule determination based on student "No Response" to be valid.
<b>MEDIUM Irregularity</b>	Student(s) cheating or providing answers to each other, including passing notes, giving help to other students during testing, or using hand-held electronic devices to exchange information.
	Student(s) accessing the Internet or any unauthorized software or applications during a testing event.
	Student(s) accessing or using unauthorized electronic equipment (e.g., cell phones, PDAs, iPods, or electronic translators) during testing.
	Disruptions to a test session such as a fire drill, school-wide power outage, earthquake, or other acts.
	Administrator or Coordinator leaving related instructional materials on the walls in the testing room.
	Test Administrator or Coordinator failing to ensure administration and supervision of the HSA-Alt assessments by qualified, trained personnel.
	Test Administrator or Coordinator giving out his or her username/password (via email or otherwise), including to other authorized users.
	Test Administrator coaching or providing any other type of assistance to students that may affect their responses. This includes both verbal cues (e.g., interpreting, explaining, or paraphrasing the test items or prompts) and nonverbal cues (e.g., voice inflection, pointing, or nodding head) to the correct answer.
	Test Administrator providing students with materials or devices that are not allowed during test administration or allowing inappropriate accommodations during test administration.
	Test Administrator not providing students with accommodations during testing that are listed in the student IEP.
<b>HIGH BREACH</b>	Test Administrator uses student monitoring software during testing.
	Test Administrator providing a student access to another student's work/responses.
	Test Administrator or Coordinator modifying student responses or records at any time.
	The live Student Interface or TA Interface being used for practice instead of the Training or Practice Tests.
	Adult or student posting items or test materials on social media (Twitter, Facebook, etc.).
	Test Administrator allowing students to take home printed test items, reading passages, printed manipulatives, or scratch paper that was used during the test or failing to otherwise securely store test materials.
	Adult or student copying, discussing, or otherwise retaining test items, reading passages, or answers for any reason. This includes the use of photocopiers or digital, electronic, or manual devices to record or communicate a test item. This also includes using secure test items, modified secure test items, reading passages, printed manipulatives, or answer keys for instructional purposes.
	Secure test materials being shared with the media (such as printed manipulatives, test items, or reading passages), or allowing media to observe a secure test administration.
	Adult or student improperly removing secure testing materials such as test items, stimuli, reading passages, writing prompts, or scratch paper from the testing environment.

## APPENDIX B: Testing Incident Report Form

2022-2023 Hawai'i Statewide Assessment Program Testing Incident Report Form		
School:	School Code:	Today's Date:
School Telephone Number:	Test Coordinator Name:	
Person Completing this Report:	Test Coordinator E-mail:	
	Test Administrator Name:	
Severity Level: <input type="checkbox"/> Impropriety <input type="checkbox"/> Irregularity <input type="checkbox"/> Breach		Initiated by: <input type="checkbox"/> Adult <input type="checkbox"/> Student
Assessment: <input type="checkbox"/> Smarter Balanced ELA/Literacy CAT <input type="checkbox"/> Smarter Balanced ELA/Literacy PT <input type="checkbox"/> Smarter Balanced Mathematics CAT <input type="checkbox"/> HSA Science (NGSS) <input type="checkbox"/> Algebra 1 EOC <input type="checkbox"/> Algebra 2 EOC <input type="checkbox"/> Biology 1 EOC (NGSS) <input type="checkbox"/> HSA-Alt <input type="checkbox"/> ACCESS for ELs <input type="checkbox"/> KĀ'EO		
Date and Time of Incident:	Grade Level:	Test Session ID:

Description of Incident:

Description of Action Taken:

Adults Involved:

Name	Assessment Role	Description of Involvement	Action Taken

Students Involved:

SSID	Description of Involvement	Action Taken

<i>Assessment Section Use Only</i>
Verified: Y or N
Name and Date:

Email a scanned copy of the completed form (and additional sheets as necessary) to the Assessment Section at [hsa-alt@k12.hi.us](mailto:hsa-alt@k12.hi.us).  
 Or fax the completed form (and additional sheets as necessary) to the Assessment Section at (808) 733-4483.  
 The school Test Coordinator should retain the original form for documentation purposes.

## APPENDIX C: Unique Accommodations Request Form

*A separate form for each additional accommodation that is not included in the list of twelve HSA-Alt accommodations listed in the table on pages 51-54 of the HSA-Alt Summative Test Administration Manual must be submitted and approved or disapproved prior to testing a student.*

Date: \_\_\_\_\_

Student Name: \_\_\_\_\_ 10-digit Student ID: \_\_\_\_\_ Grade Level: \_\_\_\_\_

School Name: \_\_\_\_\_ School Code: \_\_\_\_\_

School Contact Person Name: \_\_\_\_\_

School Contact Tel No: \_\_\_\_\_ School Contact Person E-mail: \_\_\_\_\_

Check each criterion that applies to this additional accommodation request.

- Based on student's identified learning needs
- Currently provided during classroom instruction
- Agreed upon by the staff members who provide services of the student
- Stated in the student's IEP or 504 Plan with agreement by team to request from the Assessment Section

More detailed information about the student's need for additional accommodations may be requested by the Assessment Section if deemed necessary.

In the space below, list the name of this additional accommodation (as documented in the IEP/504 Plan) and state the reason the student needs it:

The principal and all teachers who provide classroom instruction for the student must sign this form to verify that the student meets the criteria listed above for this additional designated support or accommodation.

Print Name	Signature	Title
		Principal
		Teacher
		Teacher

*Assessment Section Use Only*

Verified: Y or N

Name and Date:

Email a scanned copy of the completed form (and any additional sheets as necessary) to the Assessment Section at [hsa-alt@k12.hi.us](mailto:hsa-alt@k12.hi.us).  
 Or fax the completed form (and additional sheets as necessary) to the Assessment Section at (808) 733-4483.  
 The school Test Coordinator should retain the original form for documentation purposes.

## APPENDIX D: Early Stopping Rule Verification Form

Date: \_\_\_\_\_

Student Name: \_\_\_\_\_

10-Digit Student ID #: \_\_\_\_\_

### **Test Administrator Section**

I verify that the above listed student has met the Early Stopping Rule criteria listed below for the HSA-Alt in the following content area(s) (check all that apply):

- English Language Arts (ELA)     Mathematics     Science (NGSS)

I verify that the following conditions were met:

1. The student did not respond to the first eight items in the assessment(s).
2. The eight items were administered across two different sessions on two different days (4 + 4 = 8).
3. The "No Response" option was entered for the student by me, as the Test Administrator, for each of the eight items.
4. I provided the student with appropriate communication and accessibility supports during testing and sufficient response time.
5. A Test Session Observer was present and observing the student for response for at least four of the eight items that were delivered.

Print Name: \_\_\_\_\_

Signature: \_\_\_\_\_

### **Test Session Observer Section**

I verify that the above listed student did not exhibit a response for at least four of the eight items that were delivered for the following content area(s) (check all that apply):

- English Language Arts (ELA)     Mathematics     Science (NGSS)

I verify that the following conditions were met:

1. I was present and observing the student for a response for at least four items in this content area.
2. I did not observe the student respond to any of the items that were presented by the Test Administrator in this content area test.
3. I believe that the Test Administrator provided the student with appropriate communication and accessibility supports during testing and sufficient response time.

Print Name: \_\_\_\_\_

Signature: \_\_\_\_\_

<i>Assessment Section Use Only</i>
Verified: Y or N Name and Date:

Email a scanned copy of the completed form to the Assessment Section at [hsa-alt@k12.hi.us](mailto:hsa-alt@k12.hi.us).

Or fax the completed form to the Assessment Section at (808) 733-4483.

The school Test Coordinator should retain the original form for documentation purposes.

## APPENDIX E: HSA-Alt Test Security and Confidentiality Form

This signed *HSA-Alt Test Security and Confidentiality* form is required of all HSA-Alt Test Administrators who will be administering the HSA-Alt to a student who receives the Translated Test designated support or any of the following accommodations: Read Aloud, Scribe, and/or Visual Descriptions.

Date: \_\_\_\_\_

Student Name: \_\_\_\_\_ 10-Digit Student ID #: \_\_\_\_\_

School Name: \_\_\_\_\_

Test Administrator Name: \_\_\_\_\_

By signing below I confirm and acknowledge the following:

- The above listed student has received IEP team approval for the following HSA-Alt designated supports and/or accommodations (check all that apply):
  - Translated Test
  - Read Aloud                       Scribe                       Visual Descriptions
  
- I have read and understand the following guidelines (check all that apply):
  - Translated Test
  - HSA-Alt Guidelines for Read Aloud, Test Reader     Scribing Protocol for HSA-Alt Assessments     HSA-Alt Visual Descriptions Protocol
  
- I have read and understand the test administration policies and procedures that pertain to the Translated Test designated support or the Read Aloud, Scribe, and/or Visual Descriptions accommodations in the *HSA-Alt Summative Test Administration Manual*.
  
- I agree to adhere to the applicable guidelines, protocols, policies and procedures referenced above at all times during HSA-Alt testing for the above listed student.

Print Name	Signature

<i>Assessment Section Use Only</i>
Verified: Y or N
Name and Date:

Email a scanned copy of the completed form to the Assessment Section at [hsa-alt@k12.hi.us](mailto:hsa-alt@k12.hi.us).  
 Or fax the completed form to the Assessment Section at (808) 733-4483.  
 The school Test Coordinator should retain the original form for documentation purposes.

# APPENDIX F: Courtesy Testing for Home-Schooled Students (Summative Assessments Only)

## Verification of Student Status Form

Date: \_\_\_\_\_

Student Name: \_\_\_\_\_

10-digit Student ID: \_\_\_\_\_ Grade Level: \_\_\_\_\_

School Name: \_\_\_\_\_ School Code: \_\_\_\_\_

School Contact Person Name: \_\_\_\_\_

School Contact Telephone Number: \_\_\_\_\_

School Contact E-mail: \_\_\_\_\_

Assessment(s):  
(check all that apply)    HSA-Alt ELA    HSA-Alt Mathematics    HSA-Alt Science (NGSS)

An Assessment Section staff member will inform the School Contact Person (listed above) whether this request has been approved or disapproved after it has been processed.

A home-schooled student cannot access the secure online HSA-Alt Assessments until the grade level provided by the elementary school office staff or secondary school registrar as entered on this form, and the student's HSA-Alt eligibility, have been activated in TIDE by the Assessment Section.

Do not ask parents to bring their home-schooled child to your school to be tested until an Assessment Section staff member informs the School Contact Person (listed above) that the student can access the secure online testing site.

<i>Assessment Section Use Only</i>
Verified: Y or N Name and Date:

Email a scanned copy of the completed form to the Assessment Section at [hsa-alt@k12.hi.us](mailto:hsa-alt@k12.hi.us).  
Or fax the completed form to the Assessment Section at (808) 733-4483.  
The school Test Coordinator should retain the original form for documentation purposes.



## APPENDIX G: Paper/Pencil Test Kit Request Form (Summative Assessments Only)

Date: \_\_\_\_\_

School Name: \_\_\_\_\_

School Code: \_\_\_\_\_

School Test Coordinator (TC) Name: \_\_\_\_\_

TC Email: \_\_\_\_\_

TC Phone: \_\_\_\_\_

Student's SSID #: \_\_\_\_\_

Student's Grade Level: \_\_\_\_\_

Student's Test Administrator Name: \_\_\_\_\_

State the rationale for requesting the Paper/Pencil Test Kit for the above student for HSA-Alt testing. Please refer to the Paper/Pencil Test Kit Guidelines in the *HSA-Alt Summative Test Administration Manual*:

School Test Coordinators must **email** completed forms to:  
Emily MacGillivray at [emily.macgillivray@cambiumassessment.com](mailto:emily.macgillivray@cambiumassessment.com)

**Forms must be submitted by April 21, 2023.**

The School Test Coordinator will be contacted via email if additional information is needed and when a final determination of approval is made by the Hawai'i Department of Education's Assessment Section.

## APPENDIX H: Test Security and Administration Procedures Acknowledgement Form for Proctors, Translators, Skills Trainers, and Behavioral Assistants

School Name: \_\_\_\_\_

Test Coordinator Name: \_\_\_\_\_

*Note: This form is only for proctors, translators, skills trainers, or behavioral assistants. Test Administrators (TAs) do not need to sign this form. TAs will acknowledge their understanding of test security and administration procedures through the online TA Certification Course; this course is not provided for proctors, translators, skills trainers, or behavioral assistants who are present in the testing room. The school TC should keep this form for their records. It does not need to be submitted to the Hawai'i Department of Education.*

### Role of a Proctor, Translator, Skills Trainer, or Behavioral Assistant

A proctor or behavioral assistant may sit with a student or walk around the testing room to assist the Test Administrator in monitoring students' behavior and inform the Test Administrator if any student is confused or does not understand some of the online testing procedures, is ill, disruptive, or appears to be cheating. A translator may use the testing script to translate the directions, item stems, and response options, as directed by the Test Administrator, during the administration of an assessment. A skills trainer or behavioral assistant is assigned to sit next to a student who needs one-on-one support throughout each school day to manage his/her behavior and assist in focusing the student on the current task that needs to be completed. A skills trainer or behavioral assistant may not complete any of the tasks that are appropriate for a proctor but must adhere to all test security and administration procedures while present in the testing room with the assigned student. Only Hawai'i Department of Education employees, e.g., educational assistants, part-time teachers, para professional teachers, project teachers, may serve as proctors. Before serving as a proctor, translator, skills trainer, or behavioral assistant for an assessment, the Test Coordinator should review the test security and student confidentiality requirements included in the *HSA-Alt Summative Test Administration Manual* with each qualified person who will be present in a testing room and have him/her sign this form.

**By signing this form, I acknowledge that I understand all the required test security procedures documented in the Test Security guidelines in the *HSA-Alt Summative Test Administration Manual*.**

Proctor/Translator/Skills Trainer/Behavioral Assistant Name	Title or Position	Signature	Date

Test Coordinators should keep a copy of the completed form for their records.

# APPENDIX I: Verification of a Student Need for a Significant Medical Emergency Exemption

Submit this form only if one of the following apply.

- Exemption due to chronic absenteeism for medical reasons - requires a health provider's note excusing school attendance for 11 or more consecutive instructional days
- \*Exemption due to doctor's orders - requires doctor's orders not to test through at least the majority of a test window (Smarter Balanced, HSA Science(NGSS), HSA-Alt, Biology 1 EOC Exam (NGSS), The ACT, KAE0, ACCESS for ELs).  
\* Exemptions from Smarter Balanced, HSA-Alt, or KAE0, effectively removes a student from Strive HI entirely.

Date: \_\_\_\_\_

Student Name: \_\_\_\_\_ 10-digit Student ID: \_\_\_\_\_ Grade Level: \_\_\_\_\_

School Name: \_\_\_\_\_ School Code: \_\_\_\_\_

School Street Address (Street, City, Zip Code – No P.O. Box): \_\_\_\_\_

School Contact Person Name: \_\_\_\_\_

School Contact Person Telephone Number: \_\_\_\_\_

School Contact Person E-mail: \_\_\_\_\_

Indicate assessment(s) for which the significant medical emergency exemption is being requested:

- Smarter Balanced ELA/Literacy
- Smarter Balanced Mathematics
- HSA Science (NGSS)
- Biology 1 EOC (NGSS)
- ACCESS for ELs
- HSA-Alt ELA
- HSA-Alt Mathematics
- HSA-Alt Science (NGSS) (grade 5, 8 or 11)

### Significant Medical Emergency Required Evidence

A healthcare provider (MD, OD, licensed psychologist, other provider) must write a note that includes the following information:

1. Student's Name.
2. General nature of the medical/psychiatric emergency.
3. Duration of the medical/psychiatric emergency for which absence from school and/or exemption from testing is ordered (must encompass the majority of the testing window for applicable assessment(s)).
4. Explanation stating that the student is excused from school and/or should not to be tested.
5. Provider's signature and date signed.

### Assessment Section Use Only

Verified: Y or N  
Name and Date:

In the event that the healthcare provider is reluctant to provide a note indicating that the student should not be tested prior to the end of a testing window, submit this form with the provider's note after the testing window closes.

Email a scanned copy of the completed form to the Assessment Section at [hsa-alt@k12.hi.us](mailto:hsa-alt@k12.hi.us).  
Or fax the completed form to the Assessment Section at (808) 733-4483.  
The school Test Coordinator should retain the original form for documentation purposes.

## 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