



**Hawai'i**

State Alternate Assessments



# Hawai'i State Alternate Assessments

## Summative

# Test Administration Manual 2023 – 2024

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## Hawai'i Department of Education

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# TABLE OF CONTENTS

<b>SPRING 2024 CHANGES TO THE HSA-ALT ASSESSMENTS</b> .....	<b>1</b>
<b>PURPOSE OF THIS MANUAL</b> .....	<b>1</b>
<b>SCHOOL YEAR 2023-2024 IMPORTANT DATES FOR HSA-ALT SUMMATIVE ASSESSMENTS</b> .....	<b>2</b>
<b>TEST ADMINISTRATOR TRAINING</b> .....	<b>3</b>
<b>ADDITIONAL RELEVANT DOCUMENTS</b> .....	<b>3</b>
<b>WHO TO CONTACT FOR HELP</b> .....	<b>5</b>
<b>INTRODUCTION</b> .....	<b>7</b>
BACKGROUND .....	7
PURPOSE.....	7
SUMMARY OF HSA-ALT DEVELOPMENT .....	7
RANGE PERFORMANCE LEVEL DESCRIPTORS .....	8
<b>HSA-ALT PARTICIPATION GUIDELINES</b> .....	<b>9</b>
PARTICIPATION CRITERIA FOR THE HSA-ALT .....	10
<b>FACTORS AND RED FLAGS ON THE ROAD TO APPROPRIATE HSA-ALT STUDENT IDENTIFICATION</b> .....	<b>11</b>
HSA-ALT DECISION MAKING FLOW CHART .....	12
<b>DECISION-MAKING QUESTIONS AND CASE STUDY EXAMPLES</b> .....	<b>13</b>
HOME-SCHOOLED STUDENTS .....	17
STUDENTS WHO WILL NOT PARTICIPATE.....	18
<b>ONLINE TEST DELIVERY SYSTEM</b> .....	<b>19</b>
<b>CONTENT AREAS TO BE ASSESSED</b> .....	<b>19</b>
<b>TEST SECURITY GUIDELINES</b> .....	<b>19</b>
HSA-ALT CODE OF ETHICS .....	19
SECURITY OF THE TEST ENVIRONMENT .....	21
RESPONDING TO TESTING IMPROPRIETIES, IRREGULARITIES, AND BREACHES .....	23
IMPACT AND DEFINITIONS .....	24
REPORTING TIMELINES AND ACTIVITIES .....	24
TEST SECURITY REQUIRED ACTION STEPS.....	25
REPORTING TEST SECURITY CONCERNS .....	26
DOCUMENTATION OF SECURITY CONCERNS: USE OF THE TEST SECURITY RESPONSE FORM.....	26
TESTING INCIDENTS THAT OCCUR WITHIN THE TEST .....	27
<b>TEST COORDINATOR RESPONSIBILITIES</b> .....	<b>30</b>
BEFORE ADMINISTRATION .....	30
DURING ADMINISTRATION.....	31
AFTER ADMINISTRATION .....	31
<b>TEST ADMINISTRATOR REQUIREMENTS</b> .....	<b>33</b>
<b>ASSESSMENT DESIGN</b> .....	<b>34</b>
KEY FEATURES OF THE SUMMATIVE ADMINISTRATION.....	34
TEST DESIGN INFORMATION FOR SUMMATIVE PAPER RESPONSE CARD OR PAPER AND PENCIL TEST ACCOMMODATION .....	35
ACCESS LIMITATIONS.....	35
<b>ONLINE ADMINISTRATION PROCEDURES</b> .....	<b>36</b>
COMPLETE ONLINE LCI AND HIORA BEFORE SUMMATIVE TESTING .....	38
PROVIDE OPTIMAL TESTING CONDITIONS FOR HSA-ALT SUMMATIVE TESTING .....	39
ACTIVELY MONITOR SUMMATIVE STUDENT TESTING .....	40
EARLY STOPPING RULE FOR SUMMATIVE ADMINISTRATION.....	40

<b>INCLUDING ALL STUDENTS WITH DISABILITIES IN STATE ACCOUNTABILITY ASSESSMENTS.....</b>	<b>43</b>
<b>LAWS AND REGULATIONS ON INCLUSION IN STUDENT ASSESSMENTS: GENERAL OVERVIEW .....</b>	<b>43</b>
<b>ELEMENTARY AND SECONDARY EDUCATION ACT, REAUTHORIZED AS EVERY STUDENT SUCCEEDS ACT (ESSA) IN DECEMBER 2015</b>	<b>43</b>
<b>INDIVIDUALS WITH DISABILITIES EDUCATION IMPROVEMENT ACT OF 2004 (IDEA) .....</b>	<b>44</b>
<b>UNIVERSAL DESIGN FOR TEST ACCESS .....</b>	<b>44</b>
<b>WHAT ARE ACCESSIBILITY SUPPORTS? .....</b>	<b>44</b>
<b>UNIVERSAL TOOLS FOR THE HSA-ALT .....</b>	<b>45</b>
<b>DESIGNATED SUPPORTS FOR THE HSA-ALT.....</b>	<b>48</b>
<b>ACCOMMODATIONS FOR THE HSA-ALT .....</b>	<b>48</b>
<b>ACCESSIBILITY SUPPORT FOR ENGLISH LEARNERS .....</b>	<b>54</b>
<b>ACCESSIBILITY SUPPORT FOR VISUAL IMPAIRMENT/BLIND STUDENTS .....</b>	<b>54</b>
<b>ACCESSIBILITY FOR PARENTS TO ACCESS THEIR STUDENT’S REPORT.....</b>	<b>55</b>
<b>APPENDIX A: LEARNER CHARACTERISTICS INVENTORY (LCI) AND HAWAI’I OBSERVATIONAL RATING ASSESSMENT (HIORA).....</b>	<b>56</b>
<b>APPENDIX B: RECOMMENDED HSA-ALT SUMMATIVE TEST ADMINISTRATION SCRIPT .....</b>	<b>94</b>
A. STARTING A TEST SESSION.....	94
B. ADMINISTERING THE TEST.....	96
C. SCRIPTS FOR ADDITIONAL SITUATIONS.....	98
D. SUBMITTING A TEST.....	100
E. ENDING A TEST SESSION .....	100
<b>APPENDIX C: HSA-ALT TEST ADMINISTRATOR CHECKLIST .....</b>	<b>101</b>
<b>APPENDIX D: HSA-ALT GUIDELINES FOR READ ALOUD, TEST READER .....</b>	<b>105</b>
<b>APPENDIX E: HSA-ALT SCRIBING PROTOCOL .....</b>	<b>108</b>
<b>APPENDIX F: LDP STATE STANDARDIZED TESTING CONSIDERATIONS .....</b>	<b>110</b>
<b>APPENDIX G: HSA-ALT DOS AND DON'TS .....</b>	<b>112</b>
<b>APPENDIX H: HSA-ALT CLASSROOM EMBEDDED ASSESSMENT (CEA) AND SUMMATIVE ASSESSMENT COMPARISON CHART.....</b>	<b>116</b>
<b>APPENDIX I: TEST SECURITY CHART .....</b>	<b>118</b>
<b>APPENDIX J: TEST SECURITY RESPONSE FORM.....</b>	<b>119</b>
<b>APPENDIX K: UNIQUE ACCOMMODATION REQUEST FORM .....</b>	<b>120</b>
<b>APPENDIX L: EARLY STOPPING RULE VERIFICATION FORM .....</b>	<b>121</b>
<b>APPENDIX M: HSA-ALT TEST SECURITY AND CONFIDENTIALITY FORM.....</b>	<b>122</b>
<b>APPENDIX N: COURTESY TESTING FOR HOME-SCHOOLED STUDENTS .....</b>	<b>123</b>
<b>APPENDIX O: TEST SECURITY AND ADMINISTRATION PROCEDURES ACKNOWLEDGEMENT FORM FOR PROCTORS, TRANSLATORS, SKILLS TRAINERS, AND BEHAVIORAL ASSISTANTS .....</b>	<b>124</b>
<b>APPENDIX P: SIGNIFICANT MEDICAL EMERGENCY .....</b>	<b>125</b>
<b>APPENDIX Q: PAPER RESPONSE CARD/PAPER AND PENCIL TEST ACCOMMODATION REQUEST FORM (SUMMATIVE ASSESSMENTS ONLY).....</b>	<b>126</b>
<b>APPENDIX R: PAPER RESPONSE CARD/PAPER AND PENCIL TEST ACCOMMODATION GUIDELINES AND TEST MATERIALS HANDLING .....</b>	<b>127</b>
<b>TEST MATERIALS HANDLING AND .....</b>	<b>128</b>
RECEIVING MATERIALS.....	128
PREPARING MATERIALS AFTER THE ADMINISTRATION.....	129
SHIPPING MATERIALS .....	130

<b>APPENDIX S: INSTRUCTIONS FOR TEST COORDINATORS/PRINCIPALS – TIDE SUBMISSION OF THE TEST SECURITY RESPONSE FORM .....</b>	<b>131</b>
<b>APPENDIX T: INSTRUCTIONS FOR TEST COORDINATORS/PRINCIPALS – TIDE SUBMISSION OF THE COURTESY TESTING FOR HOME-SCHOOLED STUDENTS FORM .....</b>	<b>133</b>
<b>CHANGE LOG .....</b>	<b>134</b>

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

## Spring 2024 Changes to the HSA-Alt Assessments

Change	Spring 2023
<b><u>Paper Response Card Accommodation and Paper and Pencil Test Accommodation</u></b>	Beginning in spring 2024, the Paper Response Card accommodation and Paper and Pencil Test accommodation will be available. The Paper Response Card accommodation provides the printed paper option cards and test materials for textile enhancement. The Paper and Pencil Test accommodation includes the printed student test booklet for students who can not access online test delivery system because of their sensitivity to electronic devices. Please see Appendix R: Paper Response Card/Paper and Pencil Test Accommodation Guides and Test Materials Handling in this manual, and either the <a href="#">HSA-Alt Spring 2024 Instructions for Use of Printed Response Option Cards and Test Visuals for Students with Verified Accommodation</a> or the <a href="#">HSA-Alt Spring 2024 Instructions for Use of Paper and Pencil Test Booklets for Students with Verified Accommodation</a> .
<b><u>HSA-Alt Classroom Embedded Assessment (CEA) Pilot Expanding to Grades 3-8 and High School</u></b>	The pilot administration of the HSA-Alt Classroom Embedded Assessment (CEA) in Science, Mathematics, and ELA will be expanded to all grades 3-8 and HS (grades 9-12) in SY 2023-2024. The HSA-Alt CEAs are not mandatory assessments. Please see the <a href="#">2023-2024 HSA-Alt Classroom Embedded Assessment Test Administration Manual</a> for more information.

### Purpose of this Manual

The purpose of this *HSA-Alt Summative Test Administration Manual* is to provide information for teachers, Test Administrators, Test Coordinators, and other HIDOE staff specific to the administration of the HSA-Alt **summative** assessments in English Language Arts (ELA), Mathematics, and Science (NGSS) in Spring 2024, including completion of the required Learner Characteristics Inventory (LCI) and Hawai'i Observational Rating Assessment (HIORA).

A separate [HSA-Alt Classroom Embedded Assessments \(CEAs\) Test Administration Manual](#) is available on the [alohsahsap.org](http://alohsahsap.org) portal in the HSA-Alt Resources section. The optional HSA-Alt CEAs are returning and expanding for SY 2023-2024. The *HSA-Alt Classroom Embedded Assessments (CEAs) Test Administration Manual* should be reviewed by teachers, Test Administrators, Test Coordinators who may be involved in administration of the CEAs in SY 2023-2024. HSA-Alt Classroom Embedded Assessments (CEAs) include testlets in ELA and Mathematics (for grades 3-8 and 11), and Science (grades 5, 8, and 11). Students will be eligible for the CEAs available in each subject area within the following grade bands: elementary (grades 3-6); intermediate (grades 6-8) and high school (grades 9-12).

## School Year 2023-2024 Important Dates for HSA-Alt Summative Assessments

TA Certification Course available online*	September 29, 2023
CEAs Test Administrator Office Hour (recommended for Test Administrators who plan to administer the CEAs this school year)	October 5, 2023
Online HSA-Alt CEAs for ELA, Mathematics, and Science test administration window	<b>October 9, 2023 – July 19, 2024</b>
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 4, 2023</b>
HSA-Alt Test Administration Training for Summative Assessments (Grade 3-8 and 11 HSA-Alt Test Administrators)	January 22 – February 1, 2024
<b>Online HSA-Alt Summative Assessments for ELA, Mathematics, and Science (NGSS) test administration window</b>	<b>February 20 – May 30, 2024</b>
HSA-Alt Paper Response Card/Paper and Pencil Test Accommodation <b>Summative Assessments</b> for ELA, Mathematics, and Science (NGSS) test administration window (for approved students)	February 20 – May 23, 2024
TA returns HSA-Alt Paper Response Card/Paper and Pencil Test Accommodation test kit materials to TC	By May 28, 2024
TC returns HSA-Alt Paper Response Card/Paper and Pencil Test Accommodation test kit materials to CAI	By May 29, 2024

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

### Common Acronyms

**CAI** – Cambium Assessment, Inc.

**CEA** – Classroom Embedded Assessment

**HSA-Alt** – Hawai'i State Alternate Assessments

**PLDs** – Performance Level Descriptors

**TC** – Test Coordinator

**TA** – Test Administrator

**TDS** – Test Delivery System

**TIDE** – Test Information Distribution Engine

## Test Administrator Training

All new HSA-Alt Test Administrators, including those who will administer Paper Response Card or Paper and Pencil Test Accommodation of the summative assessment, **are required** to attend a test administrator training session in January-February 2024. The online TA Certification Course is required for all new and returning Alt Test Administrators in order to access the TA Live Site to complete the LCI-HIORA and administer HSA-Alt assessments.

The online HSA-Alt TA Certification Course will be available via the HSA-Alt portal website homepage at [alohahsap.org](http://alohahsap.org) beginning September 29, 2023.

## Additional Relevant Documents

Test Administrators who will be administering the HSA-Alt online (the default test administration format) need to review the following documents, which are posted in the Resources section of the HSA-Alt portal at the [alohahsap.org](http://alohahsap.org) website.

- [2023-2024 Guide to Navigating the Online HSA-Alt Administration](#): This user guide provides instructions on administering the online HSA-Alt, using the Test Administration Site (TA Live Site) and Student Testing Site.
- [2023-2024 HSAP TIDE User Guide](#): This document provides instructions on navigating and entering information into TIDE.
- [HSA-Alt Range Performance Level Descriptors \(ELA, Math, and Science \[NGSS\]\)](#): These documents provide information on the performance expectations for the ELA, Mathematics, and Science Alternate Assessments. The Range Performance Level Descriptors (PLDs) are based on the Hawai'i Common Core and the Next Generation Science Standards. The Range PLDs with the Essence Statements that distill the knowledge, skills, and abilities that are considered appropriate for students with significant cognitive disabilities work together to describe the expectations for students who take the alternate form of the summative test. The Range PLDs also contain an appendix of work-related standards for each content area. This appendix includes helpful examples of how students would demonstrate knowledge of the identified standards on the job, and lists the work-related skills that have been identified as essential for post-secondary transition.

Test Administrators who will be administering the Paper Response Card or Paper and Pencil Test Accommodation to a verified student will need to review the following documents, which are posted in the Resources section of the HSA-Alt portal at the [alohahsap.org](http://alohahsap.org) website. The Paper Response Card and Paper and Pencil Test Accommodations require school Test Coordinators to submit the request form for verification. See pages 48-55, **Designated Supports and Accommodations for the HSA-Alt**, for additional information on the Paper Response Cards and Paper and Pencil Test Accommodation.

- [HSA-Alt Spring 2024 Instructions for Use of Printed Response Option Cards and Test Visuals for Students with Verified Accommodation](#) and [HSA-Alt Spring 2024 Instructions for Use of Paper and Pencil Test Booklets for Students with Verified Accommodation](#)

These documents provides instruction on the use of a Paper Response Card or Paper and Pencil Test Accommodation for the summative administration of the HSA-Alt for ELA, Mathematics, and Science (NGSS) in Spring 2024. These documents will be available in February 2024.



## 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 15.7 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 15.6 or below. If iPads are obsolete (unable to upgrade to iOS 15.7 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 113, Chrome 113, or Apple Safari 16.
- 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 Response Card/Paper and Pencil Test Accommodation Request forms*
- Test security and testing incidents
- Ordering, receiving, or returning printed test kit materials for HSA-Alt eligible students approved for the Paper Response Card/Paper and Pencil Test 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 Response Card or Paper and Pencil Test Accommodation
- Submitting *Unique Accommodations, Early Stopping Rule, and HSA-Alt Test Security and Confidentiality*
- 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, Paul Dumas, and Elaine Lee
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**, on pages 43-55 in this document. 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, essence statement, and descriptions of expected student performance at each of four levels: Well Below, Approaches, Meets, and Exceeds. With all students in Hawai'i held to the Common Core or Next Generation Science Standards, the specific test expectations for Hawai'i's alternate assessment are established by the Essence Statements found in the Range PLDs. These Essence Statements are distillations of the core content ideas (the knowledge, skills, and abilities) that are expected of students who take the alternate form of the summative state test. 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.

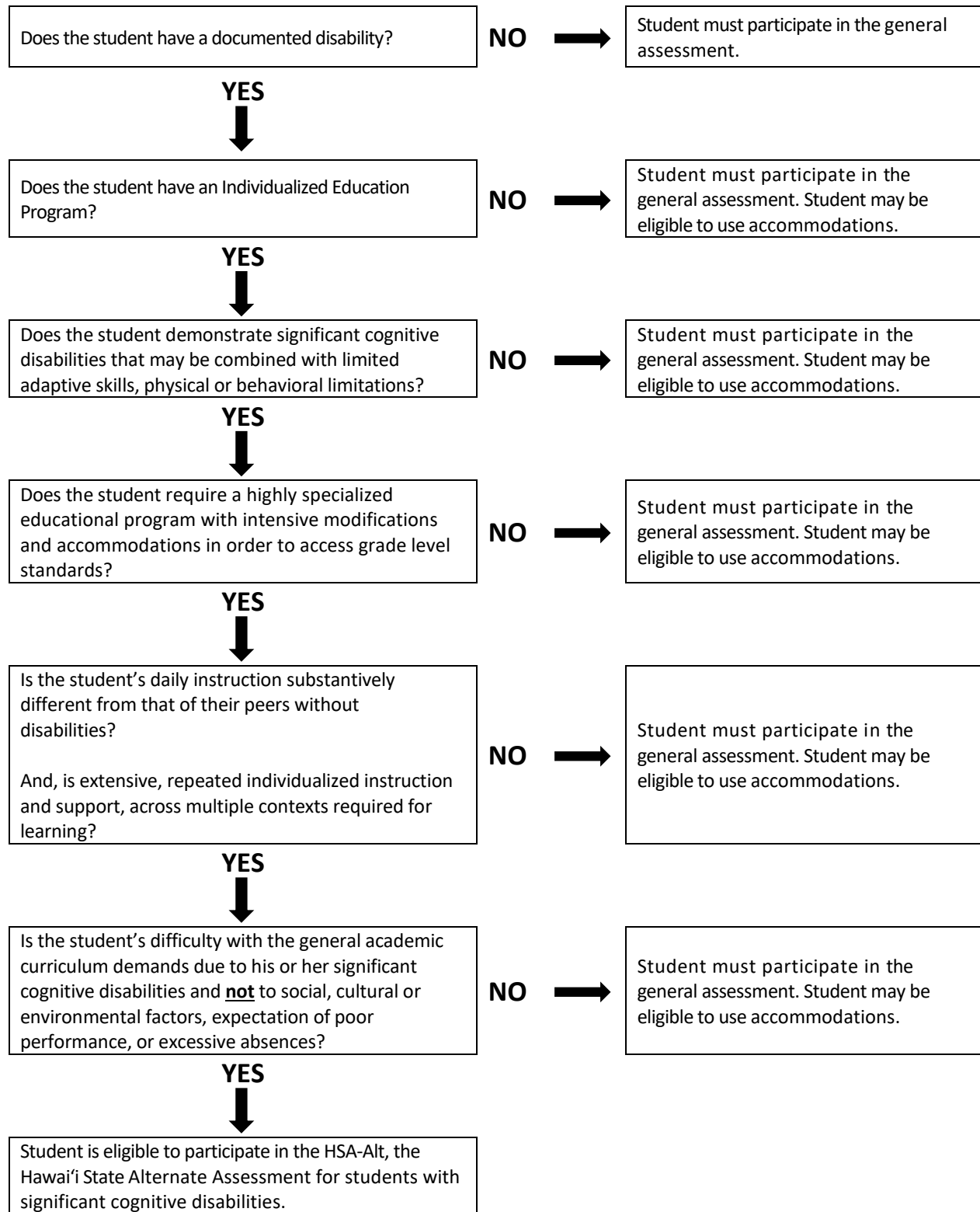
<b>Contributing Factors:</b> *Part of Hawai'i State Participation Guidelines	<b>Red Flags:</b> <b>Do NOT use as contributing factors</b>
<ul style="list-style-type: none"> <li>• <b>IEP Team decision*</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Individual/Administrator decision</b></li> <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> <li>• <b>Anticipated emotional duress</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>Need for accommodations or specialized services</b></li> <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> <li>• <b>HSA-Alt is an appropriate test 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> <li>• <b>Low reading level</b></li> <li>• <b>General assessment is "too hard"</b></li> <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 HSA 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 or school personnel must fill out the courtesy testing request form in TIDE (refer to Appendix T: Instructions for Test Coordinators/Principals – TIDE Submission of the Courtesy Testing for Home-Schooled Students Form), to receive the Assessment Section approval and to request that a student's grade level 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 can access the secure online Smarter Balanced Summative Assessments.

### **English Learner (EL) Program Students**

**All EL program students with the most significant cognitive disabilities identified by their IEP teams are required to participate in HSA-Alt ELA, HSA-Alt Math and HSA-Science. One exception is the HSA- Alt ELA assessment for 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 Alternate 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). These students instead participate in their state's Alternate ACCESS English language proficiency assessment consistent with

state and federal policy. If they arrive after the Alternate ACCESS window is closed, they will have to take the HSA-Alt ELA, HSA-Alt Math, and HSA-Alt Science, if they are in a Science testing grade.

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

For 2023-2024, the following student populations will not participate in the Hawai'i State Alternate Assessments. **Note:** Schools must refer to the 2023-2024 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.
- **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 2023-2024 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 the test to a student using the Paper Response Card Accommodation.** For the Paper and Pencil Test Accommodation, Test Administrators will use the printed paper test booklet with the TA reading aloud provided item scripts. For both Paper Response Card and Paper and Pencil Test Accommodation, the student's responses **must be recorded via the online system.**

## 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 Response Card/Paper and Pencil Test Accommodation 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 Response Card/Paper and Pencil Accommodation 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>
<p><b>Plan for and include appropriate IEP-aligned accessibility supports during testing, including consideration of a student’s familiar communication system.</b></p> <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>
<p><b>Provide HSA-Alt students with online training test opportunities prior to testing.</b></p> <ul style="list-style-type: none"> <li>• <b>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.</b></li> <li>• <b>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.</b></li> </ul>
<p><b>Follow all test security and test administration procedures, including the close supervision of all students during HSA-Alt testing to ensure that students receive:</b></p> <ul style="list-style-type: none"> <li>• <b>The full audio delivery of stimulus, question, and answer options,</b></li> <li>• <b>The expanded view of math and science visuals, and</b></li> <li>• <b>Sufficient wait time and presentation repetition to maximize the elicitation of student response.</b></li> </ul>

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.

Requirement	Description
<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.
Access to allowable resources only	Students must only have access to and use of those allowable resources identified in this <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 Response Card/Paper and Pencil Test Accommodation, no copies of the test items – stimuli, passages, visuals, or answer options may be made or otherwise retained. Paper Response Card/Paper and Pencil Test Accommodation 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.

Requirement	Description
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.
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 Response Card/Paper and Pencil Test Accommodation 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 I 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 by school personnel using Appendix T (Test Security Response Form) to the school Test Coordinator (TC) or Principal (PR). The TC or PR must then report the concerns to the Assessment Section using the *Submit Test Administration Forms > Test Security Response Form* in TIDE (refer to Appendix S: Instructions for Test Coordinators/Principals – TIDE Submission of the Test Security Response Form).

A breach poses a serious threat to the integrity of the assessment and requires that the concern is addressed to the extent possible at the school site, that it be reported to the appropriate school personnel right away, and that the Assessment Section be contacted by telephone. A more complete report of the concern should be submitted to the Assessment Section by the end of the school day during which the incident occurs, using the *Submit Test Administration Forms > Test Security Response Form* in TIDE (refer to Appendix S: Instructions for Test Coordinators/Principals – TIDE Submission of the Test Security Response Form).

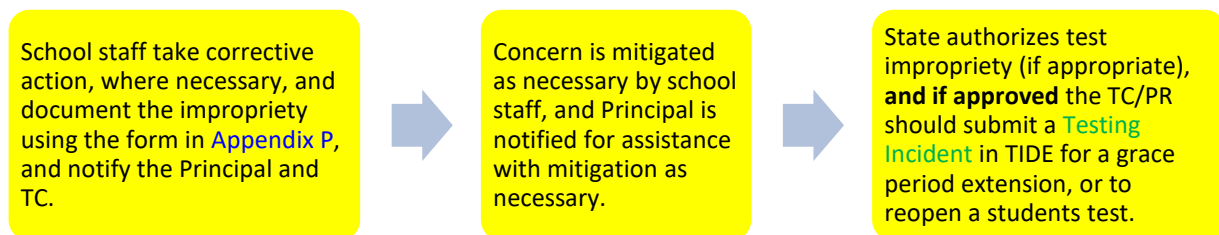
### Test Security Required Action Steps

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

#### Impropriety

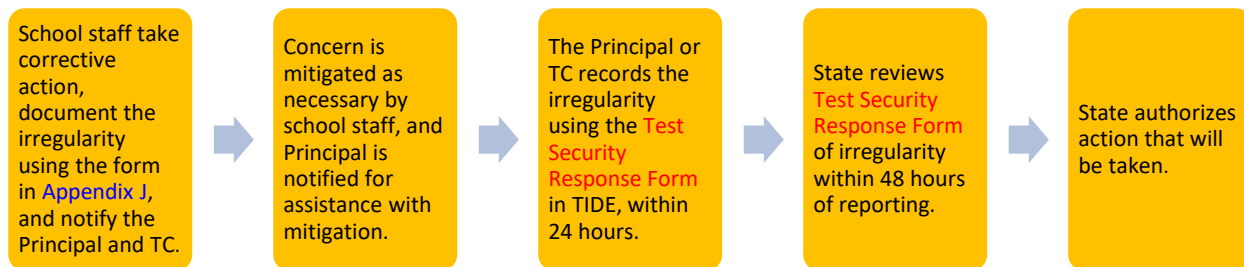
Unusual circumstance that has a low impact on the individual or group of students who are testing and has a low risk of potentially affecting student performance on the test, test security, or test validity. (Example: Student(s) leaving the testing room without authorization.)

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. If this occurs, the Test Observer must complete these observations in a separate test session on a subsequent day of testing. See the Early Stopping Rule conditions on pages 41-42 for more information on this policy.)



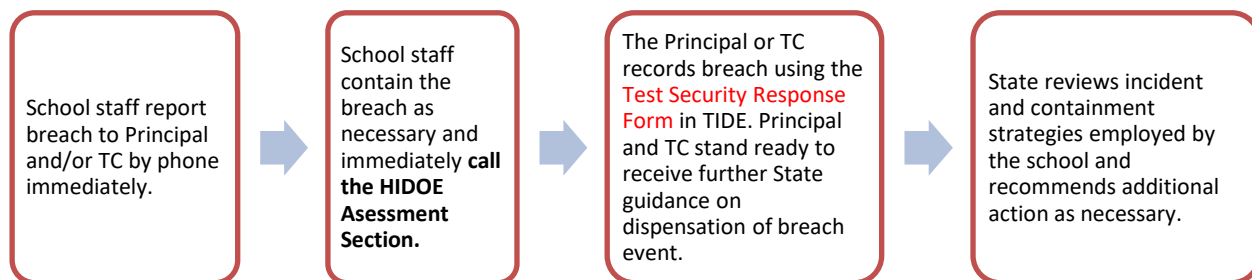
#### Irregularity

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 HIDOE 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 Concerns**

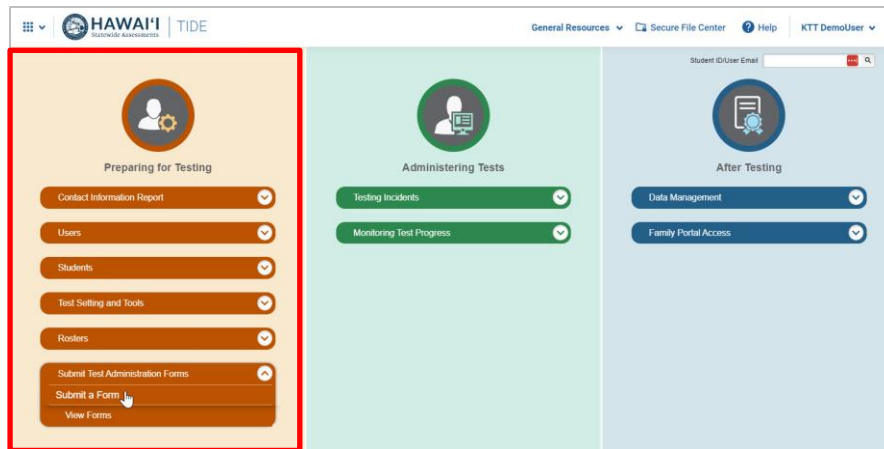
All staff members at a school are required to report test security incidents to the Principal. Test security incidents that do not involve the Test Coordinator should also be reported immediately to the Test Coordinator. Principals who have witnessed, been informed of, or suspect the possibility of a 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 concerns are reported to the Assessment Section within 24 hours using the *Submit Test Administration Forms > Test Security Response Form* in TIDE (refer to Appendix S: Instructions for Test Coordinators/Principals – TIDE Submission of the Test Security Response Form).

### **Documentation of Security Concerns: Use of the Test Security Response Form**

- Appendix J: Test Security Response Form is an internal school level form that can be utilized to collect information at the time of a test security concern.
- Appendix S: Instructions for Test Coordinators/Principals – TIDE Submission of the Test Security Response Form directs the School’s Test Coordinator or Principal to formally submit

the Test Security Response Form in TIDE (refer to *Preparing for Testing > Submit Test Administration Forms > Submit a Form > Test Security Response Form* in the figure below).



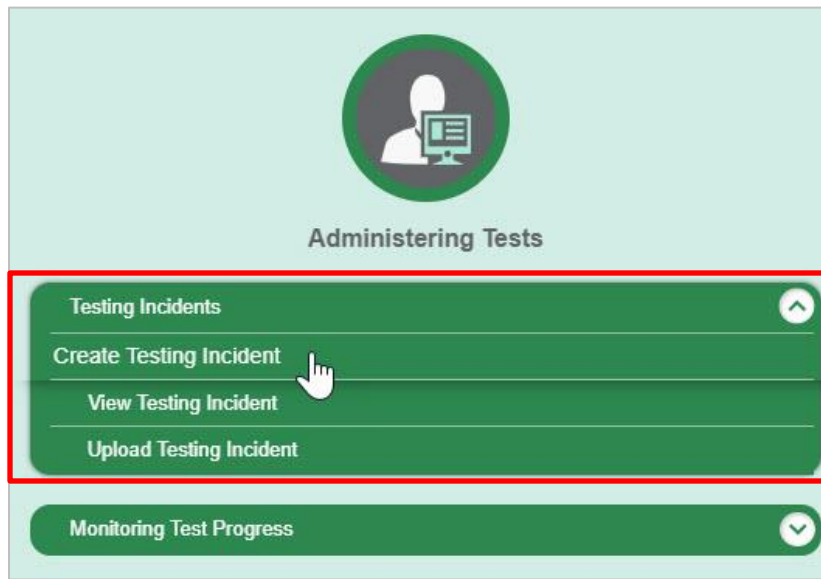
### Testing Incidents that Occur within the Test

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

When an incident occurs within the test, and results in the need to reset, reopen, invalidate, or restore individual student assessments, the request must first be approved by the state. The School's Test Coordinator or Principal should go into TIDE, and if approved by the Assessment Section, using the "Testing Incidents" tab create a Testing Incident (refer to Administering Tests> Testing Incidents> Create Testing Incident in TIDE in the figure below). If a Test Security Response Form has already been submitted for this instance, the Assessment Section will notify the school via the TIDE system whether or not the Test Security Response Form request has been approved to create a Testing Incident. In most instances, a Testing Incident may be submitted to address incidents that are not security related, such as resetting the assessment for a student whose Early Stopping Rule was not properly administered.



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>There is a test security breach. <ul style="list-style-type: none"> <li>Log as Test Breach</li> </ul> </li> <li>The test is administered in a manner inconsistent with the <i>Test Administration Manual (TAM)</i>. <ul style="list-style-type: none"> <li>Log as Testing Irregularity</li> </ul> </li> <li>There is a test session in which a student deliberately does not attempt to respond appropriately to items. <ul style="list-style-type: none"> <li>Log as Testing Irregularity</li> </ul> </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 student’s test removes that test from the system and enables the student to start a new test.	<p>The State may reset a test if:</p> <ul style="list-style-type: none"> <li>The early stopping rule is not properly administered. The student will then need to retest.</li> <li>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.</li> </ul>



Action Type	Description	Conditions for Use
<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 Coordinator Responsibilities

The TC is responsible for the following tasks:

### Before Administration

- Reading this *HSA-Alt Summative Test Administration Manual* and familiarizing themselves with policies regarding HSA-Alt accommodation identification and provision, the options for printed test materials that will be available for this year's HSA-Alt Paper Response Card/Paper and Pencil Test Accommodations, and the Early Stopping Rule conditions.
- 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 43-55 of this 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 Response Card/Paper and Pencil Test Accommodation Request Form* (see Appendix Q) for identified students. Refer to instructions in Appendix R: Paper Response Card/Paper and Pencil Test Accommodation Guides and Test Materials Handling of this manual.
  - The *Early Stopping Rule Form* (see Appendix L): 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 41-42 of this 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.
  - The *Test Security and Confidentiality Form* (see Appendix E): Ensuring that all teachers and/or TAs who plan to provide the Translated Test designated support or the Read Aloud and/or Scribe accommodations read the specific guidelines for these accommodations before signing off on the *HSA-Alt Test Security and Confidentiality Form*. 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 48-53 of this manual.
- Receiving the HSA-Alt test kit materials for students approved for the Paper Response Card/Paper and Pencil Test Accommodation and inventorying the materials against the School Packing List and Teacher Security Checklist. Refer to Appendix R: Paper Response

Card/Paper and Pencil Test Accommodation Guides and Test Materials Handling in this manual for additional information.

- Distributing the HSA-Alt test kit materials received from CAI to each TA responsible for a student who is approved for the Paper Response Card/Paper and Pencil Test Accommodation.
- 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 Response Card/Paper and Pencil Test Accommodation testing window closes on May 28, 2024.
- 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>.

### **During Administration**

- 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 Respond Card/ Paper and Pencil Accommodation testing materials to the TC.

### **After Administration**

- Collecting HSA-Alt Paper Response Card/Paper and Pencil Test Accommodation printed test materials from TAs at the end of the test administration window and following up on materials not submitted by the deadline.
- Returning all Paper Response Card/Paper and Pencil Test Accommodation printed test materials to CAI.

- Ensuring that all Paper Response Card/Paper and Pencil Accommodation printed test materials meet the packaging requirements, placing the 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.

## 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 Response Cards/Paper and 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 this [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.

# Assessment Design

## Key Features of the Summative Administration

The online Test Delivery System for the summative assessment provides digitally delivered human voice recording (HVR) audio for all stimuli, questions, and answer options. This HVR audio is scripted using specifically worded test stimuli, descriptions of visuals, such as illustrations and graphics, questions, and answer option descriptions which may contain additional presentations of information than is actually shown on the answer option card.

Students taking the online test respond either independently on their preferred testing device (iPad, desktop/laptop, or Chromebook) or through the support of their Test Administrator who operates the test interface for them to deliver the passage/stimuli, question, and answer options to the student. For students who cannot independently respond, Test Administrators will record the student's response on the iPad screen for them once the question has been delivered and the student has indicated their answer selection. TA assistance in entering the student's response is allowed as the Scribe accommodation.

The student or the Test Administrator must tap or click on the audio buttons to play the passage or stimulus, question, and the answer options. It is essential for students to be presented with all test components, including all answer options before selecting their answer. (See the HSA-Alt Code of Ethics for information on Test Administration supervision requirements during student testing.) Once students have made their final answer selection, the student or the test administrator, on behalf of the student, will need to select the Next key in order for the next item to appear.

## Scribe Accommodation

For students approved for the Scribe accommodation, TAs may enter a student response provided in the student's customary mode of communication; i.e., the communication that the student uses during instruction. The use of alternate modes of communication is allowed as the Alternate Response Option accommodation. Alternate response options include, but are not limited to:

- an oral response
- pointing
- eye gaze
- a response card
- sign language, or
- an augmentative communication device.

Once the student has communicated a response, the TA may touch the response indicated by the student who is unable to do so on his/her own. Students will have the opportunity to select an initial response, and change their response as many times as they choose, before advancing to the next test item.

## **No Response**

For all summative test items, if no response is indicated or recorded by the student, the TA will need to access the context menu for the item and select the “No Response” option for that item. This will mark the item as a “No Response” and the TA will be able to advance to the next test item for administration.

Additional guidelines on “No Response” for summative test items can be found in the Early Stopping Rule section on pages 41-42. For additional information on how to access the item context menu consult the *2023-2024 Guide to Navigating the Online HSA-Alt Administration* available in the HSA-Alt section of the [alohahsap.org](http://alohahsap.org) website.

## **Test Design Information for Summative Online Testing**

The online summative HSA-Alt assessments in ELA, Mathematics, and Science (NGSS) are computer adaptive tests (CAT). Summative items will be selected by the testing system based on the student’s ability as demonstrated on the previously answered items, according to the test blueprint for each content area. Each test form contains approximately 40 operational items. In addition, there are 10-20 items which are being field tested in a given year. For school year 2023-2024, the summative test length will be approximately 50-60 items.

## **Test Design Information for Summative Paper Response Card or Paper and Pencil Test Accommodation**

The Paper Response Card or Paper and Pencil Test Accommodation for HSA-Alt summative assessments will be grade-level fixed forms consisting of 40 items matching the grade-level blueprint for the content area, across a range of item difficulty levels. The fixed form HSA-Alt summative assessments used with the Paper Response Card or Paper and Pencil Test Accommodations are designed to meet the needs of students who can not access the online test delivery system even with available accessibility support, such as the students with sight limitations or blindness, sensitivity to electronic devices, or students requiring the translated test designated support. **All student responses are recorded in the online test delivery interface using an iPad or computer.**

## **Access Limitations**

Some online test items list an access limitation for a student's disability (e.g., "blind" or "deaf"). Students with access limitations will probably be better able to access the summative HSA-Alt Assessment using the Paper Response Card or Paper and Pencil Test Accommodation. The TA should request the Paper Response Card or Paper and Pencil Test Accommodation for these students.

## Online Administration Procedures

The online Test Delivery System will continue to be the default method of test administration for all HSA-Alt eligible students in school year 2023-2024.

TAs will be ready to administer the HSA-Alt using the online Test Delivery System after following a few basic steps (see Table 1 below for a list of tasks to complete prior to test administration):

- Verify that they are entered into the TIDE system as a TA user.
- For new TAs, attend a HIDOE-sponsored training.
- Complete the online TA Certification Course. This is required for new and returning TAs. The online TA Certification Course must be completed to access the TA Live Site to complete the LCI-HIORA and administer HSA-Alt interim or summative assessments.
- Become familiar with the Test Delivery System and administering assessments using the TA Live Site.
- Verify that the iPad that will be used for testing is running iOS 15.7 or higher.
  - Schools may need to arrange to purchase a new iPad for testing if only older iPads unable to upgrade to iOS 15.7 or higher are available at the school site, or if not enough iPads running iOS 15.7 or higher, are available for efficient testing of students. This will depend on the number of HSA-Alt identified students at the school and the number of iPads suitable for testing.
  - Other options for testing include the use of a PC, Mac, or Chrome book for student testing; this will depend on the student's skill level and familiarity with these digital devices.
- Verify that the most current HSAP Secure Browser is installed on each TA's or student's iPad or computer. (For iPads, the SecureTest app can be downloaded and/or updated in the Apple App Store.)
- Use the available online training test with HSA-Alt students on the device that they will use for testing so that students become familiar with the interface and testing expectations. (Highly recommended and encouraged, but not required.)
- Review accessibility supports that the student will need for testing and document them in the student's IEP. Set these in TIDE, and make preparations to ensure these supports are available during testing.
- Prior to summative test administration, complete the combined online Learner Characteristics Inventory (LCI) and the Hawai'i Observational Rating Assessment (HIORA) for each student to be tested (see "Complete Online LCI and HIORA" below, and Appendix A, for additional information).

Test Administrators need to refer to the *2023-2024 Guide to Navigating the Online HSA-Alt Administration* manual and the *2023-2024 HSA-Alt Online Testing Quick Start Guide* for complete information about online administration procedures. Both of these documents will be available on the Resources section of the HSA-Alt portal website at [alohahsap.org](http://alohahsap.org) in Fall 2023.



Table 1. HSA-Alt Tasks to Complete Prior to Summative Testing

Tasks	Description
<p><b>Confirm</b> Test Administrator access to testing sites</p>	<p>Verify the Test Administrator is entered into TIDE with the TA user role, and has completed the required TA training session and online TA certification course.</p>
<p><b>Confirm</b> TA’s computer compatibility</p>	<p>Make sure that the TA’s computer meets the minimum requirements to access the online testing system sites. See the “Supported Browsers” section on the <a href="http://alohahsap.org">alohahsap.org</a> portal.</p>
<p><b>Confirm</b> Student’s device compatibility</p>	<p>Make sure that the student’s device or computer and any assistive technology device(s) a student may use to interact with the test items meet the minimum requirements, are in working order, are available for testing, and are compatible with the TDS.</p> <p>iPads used for testing must be upgraded to iOS version 15.7 or higher. The latest version of the SecureTest app must also be installed from the Apple App Store.</p>
<p><b>Practice</b> Take the student through the online training test</p>	<p>Use the available online training test with HSA-Alt students on the device that they will use for testing so that students (and the TA) become familiar with the interface and testing expectations.</p>
<p><b>Confirm</b> Student designated supports and accommodations</p>	<p>Review accessibility supports that the student will need for testing and document them in the student’s IEP. Set these in TIDE, and make preparations to ensure these supports are available during testing.</p>
<p><b>Complete</b> LCI-HIORA</p>	<p>Prior to summative administration, the student’s Test Administrator (working with the student’s teacher as needed) will complete and submit the LCI and HIORA in online Test Delivery System. The LCI-HIORA will be available beginning December 4, 2023.</p>
<p><b>Arrange/Schedule</b> Testing environment</p>	<p>Arrange to administer the HSA-Alt in a familiar setting that is free of noise and distractions. Develop a schedule to administer the HSA-Alt during the best time of day for the student and consider time needed for breaks. Students may complete the HSA-Alt across multiple sessions and/or days. Do not try to complete an entire HSA-Alt summative assessment with 60 items in one session. A minimum of two sessions should be used for each summative content area test.</p>
<p><b>Request</b> Fixed-form test with Paper Response Card or Paper and Pencil Test Accommodation</p>	<p>For students taking the HSA-Alt summative fixed form test with printed materials, the school Test Coordinator will need to submit the <i>Paper Response Card/Paper and Pencil Test Accommodation Request Form</i> to request the materials for the fixed form paper response option test.</p>
<p><b>Organize</b> Printed response option cards</p>	<p>For students taking the HSA-Alt summative fixed form test with printed materials, the TA will need to cut out and organize the printed response option cards for easy access during test administration. In addition, tactile enhancement of the cards may be needed.</p>

### **Complete Online LCI and HIORA Before Summative Testing**

Prior to the start of summative online testing, TAs **must** complete the combined Learner Characteristics Inventory (LCI) and the Hawai'i Observational Rating Assessment (HIORA) form for each student to be tested. The LCI is a standardized form that the Hawai'i Department of Education (HIDOE) has adapted for the yearly monitoring of alternate students in the state. The HIORA is a grade-level aligned teacher assessment of student skills and knowledge in the ELA, Math, and Science content areas. In addition, the HIORA contains a section, first added in Spring 2020, in which teachers rate student readiness for transition to postsecondary opportunities and competitive, inclusive work environments. The transition success predictors that are used originated from the National Technical Assistance Center on Transition. The LCI and HIORA must be completed by the student's teacher so that the ratings are an accurate reflection of student characteristics, skills, knowledge, abilities, and readiness. HIDOE will use this information to both inform state policy and as a potential source of external validity for its alternate assessments.

If the Test Administrator is not the student's teacher, the teacher must complete the LCI and HIORA alongside the TA in the online Test Delivery System, or by using the fill-in paper versions found in Appendix A which the TA will then use on behalf of the teacher as a basis for data entry into the online Test Delivery System.

The LCI and HIORA must be completed each year for each student. Students will not be able to complete the summative administration login process and begin content area testing until the two-part LCI and HIORA form have been completed and submitted. After the online LCI-HIORA form has been submitted it will no longer be displayed as one of the available tests upon subsequent student logins during the testing window.

To complete the combined LCI-HIORA form via the Test Delivery System the TA must first set up a Test Session in the TA Live Site using the instructions in *2023-2024 Guide to Navigating the Online HSA-Alt Administration* manual and must include the appropriate grade-level "HSA-Alt LCI" test as one of the tests to be administered in the session. Then, the TA will enter the student's information (First Name and SSID) on the login screen shown in the Secure Browser, along with the Test Session ID that has been generated. The Test Delivery System will then present a screen asking the TA to "Choose Your Test". The appropriate grade-level LCI-HIORA form will be the only test form available for entry with an active link. TAs should click on the LCI-HIORA test form and answer the questions if they are the student's teacher. If the TA is not the student's teacher, they should consult with the student's teacher before proceeding. The LCI and HIORA data must be accurate representations of the student's characteristics and skills in and knowledge of grade-level expectations in ELA and Math (all grades) and Science (grades 5, 8 and 11).

Remember: if the TA is not the student's customary teacher, the LCI and HIORA information should be received from the teacher. This can be accomplished in one of two ways:

1. If the teacher is available, have the TA and teacher sit side-by-side to complete and enter the LCI and HIORA data in the online testing site.

2. If the teacher is not available to meet with the TA to complete the LCI-HIORA, the LCI and the appropriate grade-level HIORA can be printed and answered by the teacher based on their experience with the student. The information on the printed LCI and grade-level HIORA can then be transferred by the TA into the system. Care should be taken to keep student records straight and secure.

Once the LCI and the appropriate grade-level HIORA form has been completed and submitted by the TA, the online Test Delivery System will return the TA to the student login page to begin the login process for subject area testing. The LCI and grade-level HIORAs can be found in Appendix A.

### **Provide Optimal Testing Conditions for HSA-Alt Summative Testing**

Providing optimal testing conditions is especially important for students taking the HSA-Alt summative assessment because of the individualized nature of the administration and the complex needs of students with the most significant cognitive impairments who qualify for the HSA-Alt. Follow the optional testing conditions outlined below to ensure students have the best opportunity to show what they know on the HSA-Alt summative assessment.

- Administer the HSA-Alt in a familiar setting that is free of noise and distractions.
- Follow the HSA-Alt Administration Script located in Appendix B.
- Provide appropriate student positioning, accessibility features and accommodations, and assistive technology as outlined in the student’s IEP that are consistent with HIDOE policies and this *HSA-Alt Summative Test Administration Manual*.
- Supervise the student to ensure the student hears all audio recordings for reading passages, item stimuli, test items, and response options before the student answers each item. The student or the Test Administrator must tap or click on the audio buttons to play the passage or stimulus, question, and the answer options.
- Allow sufficient wait-time for students to respond to test items. The amount of wait-time needed for each student will vary.
- Replay any or all parts of audio recordings as needed for the student to access test content.
- Pause the HSA-Alt summative assessment and resume at a later time or another day as indicated by student needs. The HSA-Alt may be administered over multiple sessions and/or days but must be completed by May 30, 2024.
- Provide verbal prompts to support student engagement and focus. TAs may use phrases that do not indicate either the correct or incorrect response. Examples of acceptable encouraging phrases may include, but are not limited to:
  - “I like the way you are listening and following directions.”
  - “Only one more to go!”
  - “Just five minutes until a break!”
  - “Do you need a break?”
  - “Keep working!”
  - “Look at the screen.”
- Provide visual prompts to support student engagement and focus. See examples below:
  - Point to or tap the computer screen to draw the student’s attention to the screen.

- Point to each answer option displayed on the screen as each HVR is played. **The TA should be careful not to inadvertently point to or suggest the correct answer in any way.**

### **Actively Monitor Summative Student Testing**

The HSA-Alt summative provides students with the ability to take the assessment independently. With this independence, however, comes the risk of misadministration if students are not actively monitored during their test. In order to avoid misadministration, HSA-Alt TAs must actively monitor their students during the HSA-Alt summative test. TAs must ensure students are listening to all test components: passage, stimulus, question, and answer options. While the passage and question typically match the audio file, in particular, the answer option cards which contain a PicSym may not show the words that match the audio file. It is important for students to hear the audio file for each answer option. In addition, HSA-Alt TAs must actively monitor student use of the expand and collapse passage feature so that full visuals are presented during the math and science assessments.

While test navigation support is expected, if a TA will be entering a student's response for the student based on the student's selection using a non-direct method, the Scribe accommodation will need to be indicated in TIDE for the student. This requirement for the Scribe accommodation extends to include the entry of a "No Response" for a student (see next section below). For additional information on setting accommodations see the section on HSA-Alt testing accommodations starting on page 46.

#### *Recording No Response*

The online Test Delivery System for the HSA-Alt allows the TA to record a "No Response" for a question if a student is non-responsive. **"No response" means a student has not given any response to a particular item. "No response" does not equate to what a Test Administrator believes to be a random response or guessing on the part of the student. "No response" means the student has no response to the test item when it is presented.**

If the TA anticipates that the student will be non-responsive at times during testing, the Scribe accommodation will need to be requested so that the TA may enter the **[No Response]** option for the student. If a student is non-responsive to a particular question, the TA will need to collect the iPad from the student in order to access the context menu for the item in question and select the **[No Response]** option. The system will automatically record a "No response" for the item. The TA will then be able to click the **[Next]** button on screen to load the next item and may return the iPad to the student to continue testing.

For additional information on accessing the item context menu please see the *2023-2024 Guide to Navigating the Online HSA-Alt Administration*, available on the Resources section of the HSA-Alt portal website at [alohahsap.org](http://alohahsap.org) in Fall 2023.

### **Early Stopping Rule for Summative Administration**

If you anticipate that your student will not exhibit evidence of a response during the summative assessment, make sure to request the Scribe accommodation and locate a second staff member

to serve as your Test Session Observer before testing begins. A Test Session Observer is required to meet the Early Stopping Rule Requirement. You will also need to plan for a minimum of two separate sessions on two different days for each content area test.

During summative administration, if you anticipate that your student will respond but the student unexpectedly does not respond to the first four items, you must pause the test. A second session in which a Test Session Observer is present will be required. You will need to locate a second staff member to support you for this. This second session must take place on a subsequent day.

The Early Stopping Rule will be instituted if all of the following conditions are met:

1. The student does not respond to the first eight items in the assessment.
2. The "No Response" option must be selected by the Test Administrator for the student for each of the first eight test items, using the item context menu.
  - a. The eight items must be delivered as two separate sets of four items (4 + 4 = 8).
3. Two sessions must be used to administer the two sets of four items, for each content area. These two sessions must be held on two different days (example):
  - a. Day 1 – ELA Item 1-4 (if no responses for all items, pause)
  - b. Day 2- ELA Item 5-8 (with observer, if no responses for all items, pause) to submit the verification form
  - c. Day 3 – Math Item 1-4 (with observer, If no response for all items, pause)
  - d. Day 4 – ELA item 5-8 (if no response for all items, pause to submit the verification form.
4. The Test Administrator must confirm via *Early Stopping Rule Verification Form* submittal that the student was provided with appropriate communication and accessibility supports during testing and that sufficient response time was provided. The *Early Stopping Rule Verification Form* may be found in Appendix L.
5. A Test Session Observer must be present for a minimum of four of the eight items for a content area, either items #1 – 4 or items #5 – 8.
6. The Test Session Observer must confirm via *Early Stopping Rule Verification Form* submittal that they were present during at least one test session, for administration of at least four items, and that the following conditions were met:
  - a. They did **not** observe the student respond to any questions they were presented; and
  - b. The Test Administrator administered the assessment with fidelity.
7. The School's Test Coordinator must submit the completed *Early Stopping Rule Verification Form* to the Assessment Section for verification.
8. The Assessment Section must verify that the test database record shows that conditions 1 – 3 listed above were met.
9. After review, the Assessment Section will email the TA regarding its verification decision. If the ESR requirements are verified, then the TA will be asked to log back into the test(s) to exit and submit the test(s) to count toward participation, if they have not already done so.

When the first two conditions listed above are met, the online Test Delivery System will automatically stop the student's test from proceeding to item #9. The TA and the Test Session Observer must then complete conditions 4 – 7 listed above by submitting the signed *Early Stopping Rule Verification Form*. This form may be submitted by fax to the Assessment Section. Once this completed form is received and reviewed, the Assessment Section will email the TA regarding its verification decision. If the ESR requirements are verified, then the TA will be asked to log back into the test(s) to exit and submit the test(s) to count toward participation, if they have not already done so. The student's test will then be marked as completed and will count for participation.

If a Test Session Observer is not present during the administration of at least four items of the eight, the TA must submit a *Testing Incident Report Form* (Appendix J) and have the school Test Coordinator request a test reset via the Testing Incidents section in TIDE. Failure to do so will result in a test invalidation. After receiving a test reset approval, the TA should then ensure that a Test Session Observer is present when the student retakes the test. The Test Session Observer must be present for the administration of at least four of the eight items within a content area test to enact the Early Stopping Rule.

If the TA enters eight "No Responses" for the student in a single session, the TA must submit a *Test Security Response Form* (Appendix J) and have the school Test Coordinator request a test reset via the Testing Incidents section in TIDE. Failure to do so will result in a test invalidation. After receiving a test reset approval, the TA should then ensure that the eight items are re-administered on two different days, each as a set of four items. Once again, a Test Session Observer must be present for four of the eight items when the test is retaken for the Early Stopping Rule to be applied.

The Early Stopping Rule criteria is available in each summative content area test that the student is eligible to take, depending on their grade level (ELA and Mathematics in Grades 3-8 and 11, and Science [NGSS] in Grades 5, 8, and 11). TAs (or the student's teacher) will still be required to complete the LCI and grade-appropriate HIORA prior to the start of content area testing for each HSA-Alt identified test-taking student even if the TA expects the student will qualify for the Early Stopping Rule.

## **Including All Students with Disabilities in State Accountability Assessments**

Both federal and state laws require that all students with disabilities be administered assessments intended to hold schools accountable for the academic performance of students. Individualized Education Program (IEP) team members must actively engage in a planning process that addresses:

- the provision of universal tools, designated supports, and accommodations, and other accessibility features to facilitate student access to grade-level instruction and state assessments; and
- the use of alternate assessments to assess the achievement of students with the most significant cognitive disabilities.

For students who are unable to take the summative HSA-Alt via the online Test Delivery System due to the need for additional supports beyond those provided for online testing, the IEP team should review accessibility support options and determine if the Paper Response Cards or the Paper and Pencil Test accommodation is appropriate state wide test accommodation. This decision needs to be documented in the student's IEP. TA should contact the TC to request a Paper Response Cards or Paper and Pencil test kit (see the section **Requesting Paper Response Card or Paper and Pencil Test Accommodation** above).

### **Laws and Regulations on Inclusion in Student Assessments: General Overview**

Federal and state laws require that all students participate in certain tests in the Hawai'i Statewide Assessment Program, depending on the assessment and the student's instructional program. This section reviews those requirements to ensure that appropriate and effective accommodations enable students to demonstrate their academic achievement.

### **Elementary and Secondary Education Act, reauthorized as Every Student Succeeds Act (ESSA) in December 2015**

Educating all students to high standards is the primary purpose of state assessment system requirements. Assessment systems must meet a set of "inclusion" requirements. Section 1111 (b) (3) (F) of Title I, affirms that state assessments shall provide for:

- the participation in such assessments by all students; and
- the reasonable adaptations and accommodations for students with diverse learning needs, necessary to measure the achievement of such students relative to state content standards;

The following points must be present to meet the compliance requirement under Title I:

- "Each state must have a comprehensive policy governing the use of testing accommodations." States have flexibility in selecting appropriate accommodation(s) based upon the needs of the individual student.
- For students with disabilities, whose IEP or Section 504 placement teams have determined that the standard state assessment would not appropriately show what those

students know and are able to do, each state must have a statewide alternate assessment system or a comprehensive state policy governing locally developed alternate assessments.

- Each state must include in its accountability system all students in the grades being assessed.

### **Individuals with Disabilities Education Improvement Act of 2004 (IDEA)**

The Individuals with Disabilities Education Act (IDEA) Part B regulations governs the provision of services to students with disabilities. State education agencies, school districts, and charter schools receive federal funding to implement and develop special education programs and appropriate individualized education programs to students who qualify under the 13 categories of disabilities as defined by the IDEA. IDEA (B) regulations include guidance that specifically addresses participation and access to state- and district-wide assessments with accommodations for students with disabilities when appropriate. These guidelines ensure that school districts and charter schools provide students with disabilities the same opportunities for participation and access to the general education curriculum as their peers. The IEP must include a statement of the required accommodations that the IEP team recommends to measure the academic achievement and functional performance of a student. If the IEP team determines that an alternate assessment is appropriate, a statement must be provided describing the reasons for recommending the alternate assessment.

### **Universal Design for Test Access**

The HSA-Alt is designed so that many of the supports that a student may need are built into the assessment design (e.g., picture arrays, oral reading of passages). For the online version of the summative assessment, all items may be read and reread by the audio playback function in the Online Testing System. Additionally, all items may be orally presented after the teacher uses the online digital interface to present the test item the first time. TAs using this oral Read Aloud accommodation delivery method must take care to follow the same script as was provided by the digital interface. HSA-Alt summative testing is not timed, may be completed over multiple sessions, and can stop at any point within the test form, as needed.

### **What Are Accessibility Supports?**

Accessibility Supports are practices and procedures in the areas of presentation, response, setting, and engagement that provide equitable access during instruction and assessments for students with disabilities. They are intended to reduce or even eliminate the effects of a student's disability; they do not reduce the learning or performance expectations for a student.

Accessibility Supports provided to a student during classroom instruction and assessment should be provided during summative testing. Not all classroom accommodations align directly with the definitions and suggested use found for like-named accommodations within the HSAP. In addition, some instructional accessibility supports are universally available for HSA-Alt students during the assessment or may be integrated into the design of this assessment. In these cases, these accessibility supports may be listed as universal tools within HSA-Alt testing guidelines. A listing of the universal tools can be found on pages 45-47; designated supports can be found on page 48; and accommodations can be found on pages 48-53.



It is important that IEP team members are well informed about a student's needs and the universal tools, designated supports, and accommodations available in the HSA-Alt prior to the IEP team meeting.

### Universal Tools for the HSA-Alt

A variety of universal tools are available for the HSA-Alt assessment. This list of universal tools, which follows, is by no means exhaustive as students with significant cognitive disabilities vary widely in the type and number of supports required for access to the assessment. It is essential HSA-Alt test administrators provide their students with the support they typically receive during instruction during the HSA-Alt assessment. This expectation is established in the HSA-Alt Test Administrator Code of Ethics that requires test administrators to provide their students with the same support during summative testing as the students typically receive during classroom instruction and assessment.

A list of universal tools is provided in the tables below. This list of universal tools is by no means exhaustive as students with significant cognitive disabilities vary widely in the type and amount of supports, they may require. The list of universal tools found below contains examples of only some of the supports that a student who takes the HSA-Alt may need in order to demonstrate understanding.

There are only three universal tools that can be managed in TIDE and are available via the online Test Delivery System: *Expandable Passages*, *Suppress Score*, and *Zoom*. The No Response universal tool is also available for all items via the online test Delivery System. The rest of the universal tools are non-embedded.

Universal Tools	Description
Adjust the volume for listening passages (summative assessments)	All students can adjust the volume on their devices and/or headphones for the listening passages.
Adjusted visual or tactile field	Test administration display items or devices can be positioned to place the display and/or response options within the student's optimal field of vision and/or reach. The students with visual impairments or processing difficulties may benefit from this assessment.
Altered setting	Provide for reduction in lighting, environmental sound or noise, visual stimuli or other features of the setting for students who are subject to sensory overstimulation. Provide for adaptive or special furniture or equipment for students who require it.
Audio Playback (summative assessments)	Text on summative assessment items is read aloud to the student via embedded audio files that includes audio playback of all items, passages/stimuli, and response options. Although test administration is designed primarily for one-to-one testing, some students who are able to navigate the test delivery system, independently, may be able to be tested in a small group setting. Therefore, these students need to either use headphones or be tested in a separate setting (see Separate Setting).

Universal Tools	Description
Breaks	Breaks may be given as often as necessary at the discretion of the test administrator to reduce cognitive fatigue when students experience heavy assessment demands.
Calculator (Embedded)	All students may access the online Desmos basic calculator tool available in the HSA-Alt mathematics tests.
Color overlays	Color transparencies are placed over the paper-based answer option cards. This support also may be needed by some students with visual impairments or other print disabilities. Choice of color should be informed by evidence of those colors that meet the student's needs.
Expandable Passages and Stimuli	This tool provides a streamlined interface of the test stimulus window allowing items to be displayed full-screen. It is one of only three universal tools that can be set in TIDE; the default position for this tool in TIDE is <i>ON</i> .
Fidget tool	Allow/encourage movement and/or allow unrelated manipulative (e.g., fidget tools, rubber bands) in free hand to aid concentration. This tool may require a separate setting.
Graphic Organizers	Customary frames for organizing information used in language arts instruction such as: character, event, or story map; problem/solution, cause and effect, and sequence chain.
Highlight text	Highlight text with flashlight, pointer, highlight marker, or other means of focusing student's attention to the response options. Focusing attention must not prompt the student to the correct answer.
Magnification	Magnification allows increasing the size to a level not provided for by the embedded Zoom universal tool. This may include projection if testing is carried out in a separate setting. It may also include the use of a magnifying lens overlay.
Masking (paper/pencil form only)	Masking involves blocking off content on the paper answer option cards that is not of immediate need or that may be distracting to the student. Students are able to focus their attention on a specific part of the answer option card by masking.
No Response	<p>If no response is indicated or recorded by the student, the TA will need to access the context menu for the item and select the "No Response" option for that item. This will mark the item as a "No Response" and the TA will be able to advance to the next test item for administration.</p> <p>This requires the Scribe Accommodation.</p>
Noise Buffers	Ear mufflers, white noise, and/or other equipment used to block external sounds.
Refocusing prompts or gestures	TA may provide intermittent visual, tactile, physical, or auditory prompts for the purpose of refocusing the student's attention to the task at hand. The prompts must not provide any cues as to the correct response.

Universal Tools	Description
Repetition	<p>Students may have all parts of the assessment presented to them as many times as necessary, including passages/stimuli, question stem, and response options; however, once the “Next” button is pressed, no item shall be redelivered.</p> <p>Hawai’i Department of Education HSA-Alt testing policies require students and Test Administrators to move on to the next item once the “Next” button is pressed. Students and Test Administrators shall not navigate back to earlier items in the assessment. Whatever answer was registered into the system when the “Next” button is pressed shall be the student’s final answer. No 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.</p>
Scratch paper	<p>Scratch paper to make notes, write computations, or record responses may be made available. Assistive technology devices, including low-tech assistive technology (Math Window), are permitted to make notes. The assistive technology device needs to be consistent with the student’s IEP or 504 plan. Access to internet must be disabled on assistive technology devices. All scratch paper must be collected and disposed of at the end of each test session to maintain test security. Digital notes entered into an assistive device, if used, need to be deleted.</p>
Separate Setting	<p>Test location is altered so that the student is tested in a setting different from that made available for most students. The HSA-Alt is designed to be primarily administered in a one-to-one setting. Students who are easily distracted in the regular classroom setting, may need an alternate location to be able to take the assessment. Digitally delivered human voice recording (HVR) audio is a universal tool for these assessments, therefore students need to either use headphones or be tested in a separate setting. Allow students time to become familiar with the new testing location.</p>
Suppress Score	<p>Student test results are not shown on screen at the end of the test; for the HSA-Alt the default position for this universal tool is <i>OFF</i> with student results automatically shown on screen when the test is submitted.</p>
Timing or Scheduling	<p>Students can be tested during their optimal time of day. Scheduling should account for a student who requires frequent breaks and rest periods, over an extended time period.</p>
Translated test directions	<p>Students who have limited English language skills can receive test directions in another language if this support is provided by a bi-literate adult trained in the administration of the HSA-Alt.</p>
Zoom	<p>Students may make test questions, text, or graphics larger by clicking on the Zoom icon that has four levels of magnification; for the HSA-Alt the default position for this universal tool is <i>Level 1</i>.</p>

### Designated Supports for the HSA-Alt

Currently there is one designated support, *Translated Test*, that is available for the HSA-Alt assessment. ***The Translated Test designated support allows a translator to provide the full translation of all parts of the mathematics and science alternate tests. Translators are required to*** follow the specific guidelines found in the table below and must acknowledge understanding of these guidelines prior to testing by signing and submitting the *HSA-Alt Test Security and Confidentiality Form* (Appendix M) to the school Test Coordinator who will then submit the form to the Assessment Section.

***For a description of the Translated Test designated support see the table directly below. Please note that the Translated Test designated support also requires the submittal and approval of the Paper and Pencil Test Accommodation for a student. See Appendix R: Paper Response Card/Paper and Pencil Test Accommodation Guidelines and Test Materials Handling for a description of the Paper and Pencil Test Accommodation form and specific guidelines regarding Paper and Pencil Test Accommodation requests.***

Designated Supports	Description	Recommendations for Use
<p>Translated test (Oral Translation)  Math and Science Assessments)</p>	<p>Translated test is linguistic support that is available for students with limited English language skills and who use dual language supports in the classroom. Dual language translation provides the full translation for <b>mathematics and science assessments</b>.</p> <p>Translated test is not provided for the ELA test.</p> <p>The translator must be a bi-literate adult trained in the administration of the HSA-Alt. Translators may translate the test directions, test items, and response options for these assessments. Translators must provide a full translation not deviating from the presented stimulus, item, and audio script.</p> <p>All translators must sign the <i>HSA-Alt Test Security and Confidentiality Form</i></p> <p><b>The Paper and Pencil Test Accommodation (fixed form) is also required for the administration of a translated test.</b></p>	<p>The use of the Translated test is appropriate for students whose primary language is not English who has limited English language skills and uses dual language support in the classroom.</p> <p>This support will increase cognitive load which increases the time for students to complete assessments and will need a separate setting.</p>

### Accommodations for the HSA-Alt

The ESSA Standards and Assessments Peer Review requires that accommodations that are used for the HSA-Alt assessment are consistent with those used for instruction.

The IEP team, including the teacher who is primarily responsible for instruction in the content area being assessed, determines which accommodations a student may receive.

- A student with an IEP (including an EL with an IEP) receives the allowable accommodations in his or her IEP as determined by the IEP team who select assessment accessibility supports and accommodations and document them in the eCSSS and IEP records. Accommodations selected for assessment must have instructional relevance and be associated with a specific skill deficit. The IEP team should be able to explain how a student's skill deficit affects the ability to demonstrate mastery of content areas assessed and how the accommodation will improve access to the assessment.
- A student must receive all accommodations listed in the IEP during HSA-Alt testing. If students do not receive the accommodations listed in their IEP during HSA-Alt testing, a *Test Security Response Form* (Appendix J) must be submitted with a request to reset the test so that the student can retake the test with the necessary accommodations.
- All accommodations should continue to be recorded in the IEP record. For the students who take the HSA-Alt, these accommodations should be listed on the Services page under "Clarification of Supports and Services," or "Supplementary Aids and Services." State policy still continues to be that all accommodations listed in the student IEP must be provided during summative testing. If the accommodation that the student requires is not found in the list of HSA-Alt Accommodations found below, the school's Test Coordinator should submit the *Unique Accommodations Request Form* found in Appendix K.

**An allowable accommodation should have been used in daily instruction for a sufficient period of time prior to testing for a student to become comfortable with it.** Using an accommodation during assessment that is not used during instruction might be detrimental to the student's performance on the assessment. Accommodations are selected on a case-by-case basis. Therefore, it is not allowable to indiscriminately provide an accommodation because it is typically administered to a group of students. Please note that decisions about selecting and using accommodations should be shared with a student's teachers as well as a student's parents/guardians.

Accommodations for the HSA-Alt no longer require the submittal of an *HSA-Alt Accommodation Verification Form*. TAs are able to set the accommodations that their students need directly in TIDE with two exceptions. The two exceptions are the Paper Response Card Accommodation and Paper and Pencil Test Accommodation. The Paper Response Card Accommodation and Paper and Pencil Test Accommodation require the submission of the *Paper Response Card/Paper and Pencil Test Accommodation Request Form* (Appendix Q) and verification by the Assessment Section.

Please be advised that the following accommodations – Paper Response Card and Paper and Pencil Test, Read Aloud, and Scribe – require schools to take additional steps prior to testing.

- The Paper Response Card or Paper and Pencil Test Accommodations requires advance form submittal to ensure materials arrive in time for testing. The *Paper Response Card/Paper and Pencil Test Accommodation Request Form*, found in Appendix Q, will need to be submitted a minimum of four weeks before the close of the testing window to allow time for verification and processing. Upon request verification, test kits will be mailed directly to the school. Additional information about the Paper Response Cards or Paper and Pencil test kit request process may be found in the section **Requesting Paper Response Card or Paper and Pencil Test Accommodation** above.
  
- The Read Aloud and Scribe accommodations require the TA to follow specific accommodation guidelines (listed below) and acknowledge understanding of those guidelines prior to testing by signing and submitting the *HSA-Alt Test Security and Confidentiality Form* to the school Test Coordinator who will then submit the form to the Assessment Section. More information on the Read Aloud and Scribe accommodation guidelines is found below:
  - The Read Aloud Accommodation requires that the TA reads and follows the *HSA-Alt Guidelines for Read Aloud, Test Reader* prior to and during HSA-Alt testing. These guidelines can be found in Appendix D.
  - The Scribe Accommodation requires that the TA reads and follows the *HSA-Alt Scribing Protocol*. These guidelines can be found in Appendix E.
  - The *HSA-Alt Test Security and Confidentiality* form will need to be signed by TAs after reading the *HSA-Alt Guidelines for Read Aloud, Test Reader*, and/or the *HSA-Alt Scribing Protocol for Hawai'i Statewide Assessment Program*. TAs should sign the *HSA-Alt Test Security and Confidentiality Form* and give it to the school TC who will then submit the form to the Assessment Section. The *HSA-Alt Test Security and Confidentiality Form* can be found in Appendix M. (This same form is also used for the ***Translated Test designated support as previously mentioned in the section containing information on the HSA-Alt designated supports.***)

The accommodations for the HSA-Alt are listed below.

Accommodation	Description
Alternate Response Options	Students taking the HSA-Alt with TA assistance may respond using the mode of communication that they use during instruction. These response modes include but are not limited to, an oral response, pointing, eye gaze, a response card, sign language, switches, or an augmentative communication device. Once the student has communicated a response, the TA may enter the student's response into the system. Consistent criteria must be used to communicate student response; i.e., TA cannot take orally provided answers on the first item and then switch responses on the next.

Accommodation	Description
<p>American Sign Language (non-embedded)</p>	<p>Test items are orally translated into American Sign Language. Some students who are deaf or hard of hearing and who use American Sign Language may need this accommodation.</p> <p>TAs must precisely follow the audio script that is provided for the test item component: passage, stimulus, question, and answer option card descriptions to translate using American Sign Language.</p> <p>The translator should translate all the words on the test without adding more information or explanation than provided in the item.</p>
<p>Calculators (Hand-held)</p>	<p>Students who use a calculator during instruction may use the calculator during the administration of the assessment.</p>
<p>Concrete Materials</p>	<p>Students are provided with the customary concrete materials that are used for daily math instruction and assessment. These materials may include but are not limited to base-10 blocks, counters, open number lines, pattern blocks, Unifix cubes, etc. When the Paper Response Card Accommodation is used, concrete materials may also be substituted for response cards, if the presented objects are uniform in size and color and do cue the student to the correct answer.</p>
<p>Digital Math Manipulatives</p>	<p>Students are provided access to the virtual platform with digital math manipulatives such as Unifix cubes, ten frames, fraction tiles, and number lines to use during the math assessment. Teachers may support in selecting the math manipulative the student selects for a presented problem. Teachers may not manipulate the digital math manipulatives for a student.</p>
<p>Multiplication Table</p>	<p>Students who need a multiplication table to solve math problems and who consistently use the table during instruction and assessment of math may use a multiplication table on the assessment.</p>

Accommodation	Description
<p>Paper Response Card</p>	<p>Students select the answer using Paper Response Cards that are identical to the options presented in the online test system. Then, TA enters the students' responses into the online test system.</p> <p>Some students with disabilities, such as visual impairment or blindness are recommended to use Paper Response Card Accommodation. The Paper Response Card Accommodation allows the teacher or test administrator to prepare tactilely-enhanced versions of the test visuals and answer options.</p> <p>Students can be provided with tactilely enhanced visuals or answer options or analogous response options with enhanced/reduced features so as to increase access to test visuals and answer options, and/or to address specific tactile sensitivity: slippery, fuzzy, rough, etc.</p> <p>If a student's IEP team determines a student would need Paper Response Cards to access the assessment, due to his or her specific needs, the <i>Paper Response Card/Paper and Pencil Test Accommodation Request Form</i> needs to be submitted for verification and approval.</p> <p>Students using the Paper Response Card Accommodation will take the Fixed Form test.</p>
<p>Paper and Pencil Test</p>	<p>The Paper and Pencil Test Accommodation provides printed test item booklets for students who cannot access the assessment through the online test delivery system due to their sensitivity to electronic devices.</p> <p>Students will indicate their answers on the paper test booklet provided. TA should read aloud provided scripts for all components of the assessment, and enter the student's answers into the online test delivery system.</p> <p>The Paper and Pencil Test Accommodation is for only a small number of students who are not able to interact with the computer because of their disabilities as indicated in their IEP. The <i>Paper Response Card/Paper and Pencil Test Accommodation Request Form</i> needs to be submitted to the Assessment Section for verification.</p> <p>The Paper and Pencil Test Accommodation is recommended for alternate-identified EL students who need the Translated Test Designated support. This allows the test translator to preview and prepare full translations of the math and science assessments prior to test administration.</p> <p>Students using the Paper and Pencil Test Accommodation will take the Fixed Form test.</p>



Accommodation	Description
<p>Read Aloud  (summative assessments)</p>	<p>The item is read aloud to the student by a trained and qualified human reader.</p> <p>The Read Aloud accommodation may be needed during the summative assessment for students who are not able to follow embedded human voice recording in the online test delivery system and requires a slower audio delivery speed than is currently available via the online platform.</p> <p>TA should first play the audio. If this accommodation is provided to a student, the in-test audio must first be played for the student through the Test Delivery System and carefully reread with the TA listening carefully to the script as it is read aloud. The TA may then carefully reread or restate the passage, question, and/or answer option(s) exactly as read aloud by the in-test audio. TAs must not add more information or explanation or make any changes, additions or deletions, intonation, or emphases that might inadvertently lead a student to the correct response.</p> <p>All TAs who deliver the Read Aloud Accommodation during testing must follow the <i>HSA-Alt Guidelines for Read Aloud, Test Reader</i>. After reading these guidelines TAs will need to complete and sign the <i>HSA-Alt Test Security and Confidentiality Form</i>. This form upon completion should be given to the school's TC who will then submit the form to the Assessment Section.</p> <p>The Read Aloud accommodation is not required for the optional HSA-Alt Classroom Embedded Assessments (CEAs) because the CEAs, by design, have the teacher read all items to or with the student.</p>
<p>Reinforcement System</p>	<p>Students who receive a positive reinforcement system on a daily basis should receive this same support during summative testing. Reinforcement system support use must be documented in the IEP. Document this support in the Supplementary Aids and Services section on the Services page. (Follow a student's Behavior Intervention Plan or Behavior Support Plan.)</p>
<p>Scribe</p>	<p>Students either indicate their response or do not respond to a test item and the Test Administrator then enters a <b>[No Response]</b> or the student's indicated response into the data entry interface. Responses must be entered as directly observed or represented verbatim. If a TA anticipates that their student will be non-responsive during testing the Scribe accommodation should be requested so that the <b>[No Response]</b> option may be entered by the TA for items to which the student is non-responsive.</p> <p>The TA must follow the <i>HSA-Alt Scribing Protocol</i> and sign the <i>HSA-Alt Test Security and Confidentiality Form</i> found in this manual</p>

### **Accessibility Support for English Learners**

The students whose primary language is not English whose English is not proficient is required to participate in the statewide assessment using appropriate accommodations.

When English Learner is the students with IEP, the EL coordinator is required to participate in the IEP decision making process. The IEP team considers the student's need, review the accessibility support available for HSA-Alt and ELP assessment to determine the needs of linguistic accommodations using the LDP State Standardized Testing Considerations (Appendix F).

Students who have limited English language skills will receive test directions in another language if this support is provided by a bi-literate adult trained in the administration of the HSA-Alt. Translated Test Directions is the universal tool which is limited to the mandatory test administration directions that is provided before, during, and after the assessment.

English learners who uses dual language support in the classroom may use the Translated Test. The Translated Test is the designated support which oral translation reads the stim, items and options for math and science assessment. TA should request Paper and Pencil Test Accommodation to ensure that the translator has enough time to prepare the translations of the items before starting test session.

### **Accessibility Support for Visual Impairment/Blind students**

Students who are blind or visually impaired are recommended to use Paper Response Card Accommodation. Students who are blind or visually impaired, and use the teacher read aloud as the major instructional accommodation, may utilize embedded Human Voice recording, or the Read Aloud Accommodations with the Paper Response Card Accommodation.

The Paper Response Card Accommodation uses a fixed form test and excludes Access Limited items for blind students, which enables blind students to listen to the description of graphics and pictures in the test items.

The Read Aloud Accommodation may be utilized in combination with the Paper Response Card Accommodation. The TA should listen to the audio script of the human voice recording and read the items as the way the human voice recording is provided because the audio script may include more information. The TA is required to read the Read Aloud accommodation guidelines and sign the *HSA-Alt Test Security and Confidentiality Form*.

The Paper Response Card Accommodation supports students access to the answer options through tactile enhancement. The TAs may make tactile enhancement to meet the student's need before administering the test.

The following is some examples of the tactile enhancements for students who are blind or visually impaired.

- Increase or decrease size of paper response options, their spacing or both; increase contrast in or among paper response options; add, remove or change background color; color overlays, position as appropriate; limit spatial and figure-ground perception problems.
- Highlight response choices with flashlight, use backlighting, use multi-sensory materials (incorporate weight, smell, and vibration, etc.)
- Lower intensity of light, change orientation, limit visual field and blocking off contents that are not immediate needs using masking, etc.
- Use texture paper response options by adding raised lines, use braille as appropriate, provide tangible objects, provide auditory, tactile and factory replacement for visual stimuli, eliminate distracting lights and sounds.

All materials and response cards provided including the materials that are created or modified should be returned after the test is complete.

Some students with visual impairments may utilize universal tools such as adjusted visual, tactile field, color overlays, highlight text ,magnification, masking, and zoom options. The TA can adjust the zoom level when the TA approve the test session in the TA live sites.

If the students require further accommodations that are not identified as the accommodation, the TA needs to submit *Unique Accommodations Request Form* (Appendix K) for review and approval before administration of the test.

### **Accessibility for Parents to Access Their Student’s Report**

#### *Parents who are not not proficient in English*

Under Hawaii Administrative Rules Chapter 60 guidelines, and the Language Access Plan, **parents who speak a language other than English and not proficient in English** can request the translation of student score reports. Translations are provided to the parents who are not proficient in English through the IEP team process. In addition, HIDOE offers free interpreter to parents who need help in another language in HIDOE public website:

<https://www.hawaiipublicschools.org/ConnectWithUs/Pages/Language-Access.aspx>

#### *Parents or guardian with a disability(as defined by the ADA)*

**A parent or guardian with a disability (as defined by the ADA)** may request an alternative format of report accessible to that parent by contacting their child’s school.

## **APPENDIX A: Learner Characteristics Inventory (LCI) and Hawai'i Observational Rating Assessment (HIORA)**

The purpose of the Learner Characteristics Inventory (LCI) is to assist states in describing and tracking the characteristics of the population of students who take alternate assessments on alternate achievement standards. These students represent less than 1% of the total student population and come from a variety of disability categories but represent students with the "most significant cognitive disabilities."

The Hawai'i Observational Rating Assessment (HIORA) is a grade-level aligned teacher assessment of student skills and knowledge in the ELA and Math content areas. It will be used by the HIDOE Assessment Section as an external measure of validity for its assessments.

The LCI and HIORA must be completed each year for each HSA-Alt student prior to the start of HSA-Alt content area testing. **The Test Administrator will enter the LCI and HIORA information for the student directly into the online Test Delivery System prior to the start of testing.** If the Test Administrator is not the student's teacher, the teacher must complete the LCI and HIORA alongside the TA in the online Test Delivery System, or by using the fill-in the paper versions found below which the TA will then use to enter the data into the online Test Delivery System on behalf of the teacher.

## Learner Characteristics Inventory

**1. Student's current grade:**

- Grade 3
- Grade 4
- Grade 5
- Grade 6
- Grade 7
- Grade 8
- Grade 11

**2. Student's current age in years:**

- 6
- 7
- 8
- 9
- 10
- 11
- 12
- 13
- 14
- 15
- 16
- 17
- 18
- Other

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

- Yes
- No

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

- Yes
- No

**5. 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.**

- Yes
- No

**6. 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.**

- Yes
- No

**7. Student's primary IDEA disability label (select one):**

- Intellectual Disability/Mental Retardation (includes Mild, Moderate, and Profound)
- Multiple Disabilities
- Autism
- Speech/Language Impairment
- Hearing Impairment
- Visual Impairment
- Traumatic Brain Injury
- Emotional Disability
- Deaf/Blind
- Other Health Impairment
- Orthopedic
- Other

**8. Student's secondary IDEA disability label(s) (select all that apply):**

- Intellectual Disability/Mental Retardation (includes Mild, Moderate, and Profound)
- Multiple Disabilities
- Autism
- Speech/Language Impairment
- Hearing Impairment
- Visual Impairment
- Traumatic Brain Injury
- Emotional Disability
- Deaf/Blind
- Other Health Impairment
- Orthopedic
- Other

**9. Is your student's primary language a language other than English?**

- Yes
- No

**10. If yes, provide your student's primary language (the dominant language spoken in the student's home). If no, type in "English" here.**

**11. What is the student’s primary classroom setting?**

- Special school
- Regular school, *self-contained special education classroom*, some special inclusion (students go to art, music, PE) but return to their special education class for most of school day.
- Regular school, *primarily self-contained special education classroom*, some academic inclusion (students go to some general education academic classes (such as reading, math, science, in addition to specials) but are in general education classes less than 40% of the school day).
- Regular school, *resource room/general education class*, students receive resource room services, but are in general education classes 40% or more of the school day.
- Regular school, *general education class inclusive/collaborative* (students based in general education classes, special education services are primarily delivered in the general education classes) – at least 80% of the school day is spent in general education classes.

**12. Expressive Communication** (check the best description)

- Uses symbolic language to communicate: Student uses verbal or written words, signs, Braille, or language-based augmentative systems to request, initiate, and respond to questions, describe things or events, and express refusal.
- Uses intentional communication, but not at a symbolic language level: Student uses understandable communication through such modes as gestures, pictures, objects/textures, points, etc., to clearly express a variety of intentions.
- Student communicates primarily through cries, facial expressions, change in muscle tone, etc., but no clear use of objects/textures, regularized gestures, pictures, signs, etc., to communicate.

**13. Does your student use an augmentative communication system in addition to or in place of oral speech?**

- Yes
- No

**14. If you answered “Yes” to question 13 please specify the augmentative communication system that your student uses in the text box below. If you answered “No” to question 13 please put “NA” in the text box below.**

**15. Receptive Language** (check the best description)

- o Independently follows 1-2 step directions presented through words (e.g. words may be spoken, signed, printed, or any combination) and does NOT need additional cues.
- o Requires additional cues (e.g., gestures, pictures, objects, or demonstrations/models) to follow 1-2 step directions.
- o Alerts to sensory input from another person (auditory, visual, touch, movement) BUT requires actual physical assistance to follow simple directions.
- o Uncertain response to sensory stimuli (e.g., sound/voice; sight/gesture; touch; movement; smell).

**16. Vision** (check the best description)

- o Vision within normal limits.
- o Corrected vision within normal limits.
- o Low vision; uses vision for some activities of daily living.
- o No functional use of vision for activities of daily living, or unable to determine functional use of vision.

**17. Hearing** (check the best description)

- o Hearing within normal limits.
- o Corrected hearing loss within normal limits.
- o Hearing loss aided, but still with a significant loss.
- o Profound loss, even with aids.
- o Unable to determine functional use of hearing.

**18. Motor** (check the best description)

- o No significant motor dysfunction that requires adaptations.
- o Requires adaptations to support motor functioning (e.g., walker, adapted utensils, and/or keyboard).
- o Uses wheelchair, positioning equipment, and/or assistive devices for most activities.
- o Needs personal assistance for most/all motor activities.

**19. Engagement** (check the best description)

- o Initiates and sustains social interactions.
- o Responds with social interaction, but does not initiate or sustain social interactions.
- o Alerts to others.
- o Does not alert to others.



**20. Health Issues/Attendance** (check the best description)

- o Attends at least 90% of school days.
- o Attends approximately 75% of school days; absences primarily due to health issues.
- o Attends approximately 50% or less of school days; absences primarily due to health issues.
- o Receives Homebound Instruction due to health issues.
- o Highly irregular attendance or homebound instruction due to issues *other* than health.

**21. Reading** (check the best description)

- o Reads fluently with critical understanding in print or Braille (e.g., to differentiate fact/opinion, point of view, emotional response, etc).
- o Reads fluently with basic (literal) understanding from paragraphs/short passages with narrative/informational texts in print or Braille.
- o Reads basic sight words, simple sentences, directions, bullets, and/or lists in print or Braille.
- o Aware of text/Braille, follows directionality, makes letter distinctions, or tells a story from the pictures that is not linked to the text.
- o No observable awareness of print or Braille.

**22. Mathematics** (check the best description)

- o Applies computational procedures to solve real-life or routine word problems from a variety of contexts.
- o Does computational procedures with or without a calculator.
- o Counts with 1:1 correspondence to at least 10, and/or makes numbered sets of items.
- o Counts by rote to 5.
- o No observable awareness or use of numbers.

## **Hawai'i Observational Rating Assessment – National Technical Assistance Center on Transition (NTACT) Success Predictors – Part One (Grades 3-8 and 11)**

- 1. Was the student included in general education instruction during this school year? Select as many as apply.**
  - o The student was not included in any general education instruction.
  - o The student was included in ELA instruction.
  - o The student was included in mathematics instruction.
  - o The student was included in science instruction.
  - o The student was included in social studies instruction.
  
- 2. How would you rate the student's ability to interact with others? Select one.**
  - o The student has difficulty interacting with people, both familiar and unfamiliar persons.
  - o The student has difficulty interacting with unfamiliar people but is able to interact with people he/she knows.
  - o The student generally interacts well with both familiar and unfamiliar people.
  
- 3. How would you rate the student's ability to interact with others in unfamiliar situations? Select one.**
  - o The student does not interact well with others in both familiar and unfamiliar social situations.
  - o The student has difficulty interacting well with others in new social situations but interacts well with others in known social situations.
  - o The student generally interacts well with others in both familiar and unfamiliar social situations.
  
- 4. How would you rate the student's parents' educational expectations for the student? Select one.**
  - o Insufficient information to report.
  - o None to minimal expectations.
  - o Low expectations; the student can achieve more than is expected.
  - o Reasonable expectations for the student's educational achievement.
  - o Higher expectations than the student will be able to achieve.

## **Hawai'i Observational Rating Assessment – National Technical Assistance Center on Transition (NTACT) Success Predictors – Part Two (Grades 7-8 and 11)**

- 5. What type of career skills instruction has the student received? Select all that apply.**
- The student did not receive instruction in career choices.
  - The student received instruction in career choices.
  - The student received social skill instruction required for his/her career choices.
  - The student received instruction in the specific reading skills required for his/her possible career choices.
  - The student received instruction in the specific writing skills required for his/her possible career choices.
  - The student received instruction in the specific mathematics skills required for his/her possible career choices.
- 6. Did the student have some work experience this year? Select one.**
- I do not know.
  - The student has had no work experience, paid or unpaid.
  - The student had unpaid work experience.
  - The student had paid work experience.
- 7. If the student had either paid or unpaid work experience, please answer the three questions below.**
- A. Was the student successful in his/her work experience?**
- I do not know.
  - The student was unsuccessful in his/her work experience.
  - The student was successful in his/her work experience.
- B. What educational skills did the student's work experience require? Select as many as apply.**
- I do not know.
  - The student's work experience required the use of reading skills.
  - The student's work experience required the use of writing skills.
  - The student's work experience required the use of mathematics skills.
  - The student's work experience required the use of science skills.
- C. How long did the student's work experience last? Select one.**
- Less than 3 months
  - 6 months to 3 months
  - One year to 7 months
  - More than one year

## Hawai'i Observational Rating Assessment – Grade 3 English Language Arts

1. In the Reading Literature domain, can the student answer literal questions related to something concrete (i.e., tangible, sensory) found in a literary text? For this skill, the student demonstrates:
  - Minimal Understanding
  - Partial or Inconsistent Understanding
  - Adequate Understanding
  - Thorough Understanding
  
2. In the Reading Literature domain, can the student determine a central message/lesson/moral of a literary text if the student is provided with key details from the text? For this skill, the student demonstrates:
  - Minimal Understanding
  - Partial or Inconsistent Understanding
  - Adequate Understanding
  - Thorough Understanding
  
3. In the Reading Informational domain, can the student answer literal questions related to something concrete (i.e., tangible, sensory) in an informational text? For this skill, the student demonstrates:
  - Minimal Understanding
  - Partial or Inconsistent Understanding
  - Adequate Understanding
  - Thorough Understanding
  
4. In the Reading Informational domain, can the student determine a main idea of an informational text if the student is provided with key details from the text? For this skill, the student demonstrates:
  - Minimal Understanding
  - Partial or Inconsistent Understanding
  - Adequate Understanding
  - Thorough Understanding
  
5. In the Writing domain, can the student determine a detail that supports an opinion? For this skill, the student demonstrates:
  - Minimal Understanding
  - Partial or Inconsistent Understanding
  - Adequate Understanding
  - Thorough Understanding

6. In the Language domain, can the student identify a meaning of a simple multiple-meaning word (e.g., left or ring)? For this skill, the student demonstrates:
  - Minimal Understanding
  - Partial or Inconsistent Understanding
  - Adequate Understanding
  - Thorough Understanding
  
7. On average, how many minutes per day is the student provided ELA instruction equivalent to the grade-level performance expectations seen in the HSA-Alt Range Performance Level Descriptors (refer to the essence statement)?
  - Less than 25 minutes
  - 25-49 minutes
  - 50-74 minutes
  - 75 or more minutes

### **Hawai'i Observational Rating Assessment – Grade 3 Mathematics**

1. In the Operations and Algebraic Thinking domain, can the student solve multiplication problems involving equal groups, area, and arrays? For this skill, the student demonstrates:
  - Minimal Understanding
  - Partial or Inconsistent Understanding
  - Adequate Understanding
  - Thorough Understanding
  
2. In the Numbers and Operations in Base Ten domain, can the student add and subtract numbers within 100, when no borrowing or regrouping is required? For this skill, the student demonstrates:
  - Minimal Understanding
  - Partial or Inconsistent Understanding
  - Adequate Understanding
  - Thorough Understanding
  
3. In the Number and Operations - Fractions domain, can the student compare fractions represented visually? For this skill, the student demonstrates:
  - Minimal Understanding
  - Partial or Inconsistent Understanding
  - Adequate Understanding
  - Thorough Understanding

4. In the Measurement and Data domain, can the student match the time on a schedule to the time on an analog clock to the nearest hour, half hour, and quarter hour? For this skill, the student demonstrates:
  - Minimal Understanding
  - Partial or Inconsistent Understanding
  - Adequate Understanding
  - Thorough Understanding
  
5. In the Measurement and Data domain, can the student find the area of a tiled rectangle by counting the total number of squares inside of it? For this skill, the student demonstrates:
  - Minimal Understanding
  - Partial or Inconsistent Understanding
  - Adequate Understanding
  - Thorough Understanding
  
6. In the Geometry domain, can the student identify shared attributes for rhombuses, rectangles, and squares? For this skill, the student demonstrates:
  - Minimal Understanding
  - Partial or Inconsistent Understanding
  - Adequate Understanding
  - Thorough Understanding
  
7. On average, how many minutes per day is the student provided Math instruction equivalent to the grade-level performance expectations seen in the HSA-Alt Range Performance Level Descriptors (refer to the essence statement)?
  - Less than 25 minutes
  - 25-49 minutes
  - 50-74 minutes
  - 75 or more minutes

## Hawai'i Observational Rating Assessment – Grade 4 English Language Arts

1. In the Reading Literature domain, can the student answer a question about details in a literary text? For this skill, the student demonstrates:
  - Minimal Understanding
  - Partial or Inconsistent Understanding
  - Adequate Understanding
  - Thorough Understanding
  
2. In the Reading Literature domain, can the student connect a detail to a given theme of a literary text? For this skill, the student demonstrates:
  - Minimal Understanding
  - Partial or Inconsistent Understanding
  - Adequate Understanding
  - Thorough Understanding
  
3. In the Reading Informational domain, can the student answer a question about details in an informational text? For this skill, the student demonstrates:
  - Minimal Understanding
  - Partial or Inconsistent Understanding
  - Adequate Understanding
  - Thorough Understanding
  
4. In the Reading Informational domain, can the student connect a detail to a given main idea of an informational text? For this skill, the student demonstrates:
  - Minimal Understanding
  - Partial or Inconsistent Understanding
  - Adequate Understanding
  - Thorough Understanding
  
5. In the Writing domain, can the student identify one or more statements that support an opinion? For this skill, the student demonstrates:
  - Minimal Understanding
  - Partial or Inconsistent Understanding
  - Adequate Understanding
  - Thorough Understanding
  
6. In the Language domain, can the student determine the meaning of multiple-meaning words (e.g., brush or rose) as used in context? For this skill, the student demonstrates:
  - Minimal Understanding
  - Partial or Inconsistent Understanding
  - Adequate Understanding
  - Thorough Understanding

7. On average, how many minutes per day is the student provided ELA instruction equivalent to the grade-level performance expectations seen in the HSA-Alt Range Performance Level Descriptors (refer to the essence statement)?
- Less than 25 minutes
  - 25-49 minutes
  - 50-74 minutes
  - 75 or more minutes

## Hawai'i Observational Rating Assessment – Grade 4 Mathematics

1. In the Operations and Algebraic Thinking domain, can the student solve two-step addition, subtraction, and multiplication problems and one-step division problems without remainders (concrete materials may be used)? For this skill, the student demonstrates:
- Minimal Understanding
  - Partial or Inconsistent Understanding
  - Adequate Understanding
  - Thorough Understanding
2. In the Numbers and Operations in Base Ten domain, can the student add and subtract multi-digit whole numbers within 100? For this skill, the student demonstrates:
- Minimal Understanding
  - Partial or Inconsistent Understanding
  - Adequate Understanding
  - Thorough Understanding
3. In the Number and Operations - Fractions domain, can the student solve problems involving one-step fraction addition word problems with like denominators of 2, 3, and 4? For this skill, the student demonstrates:
- Minimal Understanding
  - Partial or Inconsistent Understanding
  - Adequate Understanding
  - Thorough Understanding
4. In the Measurement and Data domain, can the student solve addition and subtraction problems that involve time and money (concrete materials may be used)? For this skill, the student demonstrates:
- Minimal Understanding
  - Partial or Inconsistent Understanding
  - Adequate Understanding
  - Thorough Understanding



5. In the Geometry domain, can the student identify points, lines, line segments, rays, angles, parallel lines, and perpendicular lines? For this skill, the student demonstrates:
- Minimal Understanding
  - Partial or Inconsistent Understanding
  - Adequate Understanding
  - Thorough Understanding
6. On average, how many minutes per day is the student provided Math instruction equivalent to the grade-level performance expectations seen in the HSA-Alt Range Performance Level Descriptors (refer to the essence statement)?
- Less than 25 minutes
  - 25-49 minutes
  - 50-74 minutes
  - 75 or more minutes

## Hawai'i Observational Rating Assessment – Grade 5 English Language Arts

1. In the Reading Literature domain, can the student use specific details in a literary text to answer a question about the text? For this skill, the student demonstrates:
  - Minimal Understanding
  - Partial or Inconsistent Understanding
  - Adequate Understanding
  - Thorough Understanding
  
2. In the Reading Literature domain, can the student connect a given theme to a character's response to a challenge in a story or the stance of the speaker in a poem? For this skill, the student demonstrates:
  - Minimal Understanding
  - Partial or Inconsistent Understanding
  - Adequate Understanding
  - Thorough Understanding
  
3. In the Reading Informational domain, can the student use specific details in an informational text to answer a question about the text? For this skill, the student demonstrates:
  - Minimal Understanding
  - Partial or Inconsistent Understanding
  - Adequate Understanding
  - Thorough Understanding
  
4. In the Reading Informational domain, can the student use key details to explain a given main idea of an informational text? For this skill, the student demonstrates:
  - Minimal Understanding
  - Partial or Inconsistent Understanding
  - Adequate Understanding
  - Thorough Understanding
  
5. In the Writing domain, can the student construct an opinion on a specific topic? For this skill, the student demonstrates:
  - Minimal Understanding
  - Partial or Inconsistent Understanding
  - Adequate Understanding
  - Thorough Understanding

6. In the Language domain, can the student identify the meaning of words when common affixes (e.g., -ing, -ed, -s, -es) are added to common nouns and verbs? For this skill, the student demonstrates:
  - Minimal Understanding
  - Partial or Inconsistent Understanding
  - Adequate Understanding
  - Thorough Understanding
  
7. On average, how many minutes per day is the student provided ELA instruction equivalent to the grade-level performance expectations seen in the HSA-Alt Range Performance Level Descriptors (refer to the essence statement)?
  - Less than 25 minutes
  - 25-49 minutes
  - 50-74 minutes
  - 75 or more minutes

## **Hawai'i Observational Rating Assessment – Grade 5 Mathematics**

1. In the Operations and Algebraic Thinking domain, can the student identify the next term for each of two related sequences? For this skill, the student demonstrates:
  - Minimal Understanding
  - Partial or Inconsistent Understanding
  - Adequate Understanding
  - Thorough Understanding
  
2. In the Numbers and Operations in Base Ten domain, can the student add and subtract decimal numbers using visuals or manipulatives (e.g., coins) as needed? For this skill, the student demonstrates:
  - Minimal Understanding
  - Partial or Inconsistent Understanding
  - Adequate Understanding
  - Thorough Understanding
  
3. In the Numbers and Operations in Base Ten domain, can the student multiply a two- or three-digit whole number by a one-digit whole number using the standard algorithm and divide a two-digit whole number by a one-digit whole number (without remainders) using visual models or manipulatives as needed? For this skill, the student demonstrates:
  - Minimal Understanding
  - Partial or Inconsistent Understanding
  - Adequate Understanding
  - Thorough Understanding

4. In the Number and Operations - Fractions domain, can the student identify the common denominator of two fractions with unlike denominators using visuals or manipulatives as needed? For this skill, the student demonstrates:
  - Minimal Understanding
  - Partial or Inconsistent Understanding
  - Adequate Understanding
  - Thorough Understanding
5. In the Measurement and Data domain, can the student find the volume of a rectangular prism by counting the total number of unit cubes inside of it? For this skill, the student demonstrates:
  - Minimal Understanding
  - Partial or Inconsistent Understanding
  - Adequate Understanding
  - Thorough Understanding
6. In the Geometry domain, can the student classify triangles and quadrilaterals based on the properties of their sides or angles? For this skill, the student demonstrates:
  - Minimal Understanding
  - Partial or Inconsistent Understanding
  - Adequate Understanding
  - Thorough Understanding
7. On average, how many minutes per day is the student provided Math instruction equivalent to the grade-level performance expectations seen in the HSA-Alt Range Performance Level Descriptors (refer to the essence statement)?
  - Less than 25 minutes
  - 25-49 minutes
  - 50-74 minutes
  - 75 or more minutes

## **Hawai'i Observational Rating Assessment – Grade 5 Science**

1. In life science domain, does the student demonstrate an understanding of:
  - a. How plants and animals of the past are similar or different from plants and animals today?
    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

- b. How internal and external features support the survival, growth, behavior, and reproduction of plants and animals?
    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding
  
  - c. The cycling of energy and matter through ecosystems?
    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding
  
  - d. What happens to organisms when their environment changes?
    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding
2. In the physical science domain, does the student demonstrate an understanding of:
- a. How equal and unequal forces acting on an object affect the object?
    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding
  
  - b. What magnets are and how they can be used?
    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding
  
  - c. What waves are and that they can cause objects to move?
    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

- d. Sources of energy and how energy is transferred and that it can be converted from one form to another?
  - Minimal Understanding
  - Partial or Inconsistent Understanding
  - Adequate Understanding
  - Thorough Understanding
  
- e. How new substances can be created by combining other substances and that when matter changes the total weight is unchanged?
  - Minimal Understanding
  - Partial or Inconsistent Understanding
  - Adequate Understanding
  - Thorough Understanding
  
- 3. In the Earth and space science domain, does the student demonstrate an understanding of:
  - a. What typical weather is like in different parts of the world and during different times of the year?
    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding
  
  - b. How the impact of weather-related hazards can be reduced?
    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding
  
  - c. How water, wind, and vegetation can change the land?
    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding
  
  - d. What patterns of Earth's features can be determined with the use of maps?
    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

- e. How the lengths and directions of shadows or relative lengths of day and night change from day to day and relate that to the Earth's orbit and rotation, and the orbit of the moon around the Earth?
    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding
  
  - f. Ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact?
    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding
4. Students can use the science and engineering practices and crosscutting concepts to support developing knowledge. In this area, the student demonstrates
- Minimal Understanding
  - Partial or Inconsistent Understanding
  - Adequate Understanding
  - Thorough Understanding
5. On average, how many minutes per day is the student provided science instruction equivalent to the grade-level performance expectations seen in the HSA-Alt Range Performance Level Descriptors (refer to the essence statement)?
- Less than 25 minutes
  - 25-49 minutes
  - 50-74 minutes
  - 75 or more minutes

## Hawai'i Observational Rating Assessment – Grade 6 English Language Arts

1. In the Reading Literature domain, can the student select textual evidence to answer a literal question about a literary text? For this skill, the student demonstrates:
  - Minimal Understanding
  - Partial or Inconsistent Understanding
  - Adequate Understanding
  - Thorough Understanding
  
2. In the Reading Literature domain, can the student determine a theme or central idea of a literary text? For this skill, the student demonstrates:
  - Minimal Understanding
  - Partial or Inconsistent Understanding
  - Adequate Understanding
  - Thorough Understanding
  
3. In the Reading Informational domain, can the student select textual evidence to answer a literal question about an informational text? For this skill, the student demonstrates:
  - Minimal Understanding
  - Partial or Inconsistent Understanding
  - Adequate Understanding
  - Thorough Understanding
  
4. In the Reading Informational domain, can the student determine a central idea of an informational text? For this skill, the student demonstrates:
  - Minimal Understanding
  - Partial or Inconsistent Understanding
  - Adequate Understanding
  - Thorough Understanding
  
5. In the Writing domain, can the student identify an appropriate claim about a topic if the student is provided with two clear supporting reasons? For this skill, the student demonstrates:
  - Minimal Understanding
  - Partial or Inconsistent Understanding
  - Adequate Understanding
  - Thorough Understanding
  
6. In the Language domain, can the student identify context clues to help her/him determine the given meaning of a word? For this skill, the student demonstrates:
  - Minimal Understanding
  - Partial or Inconsistent Understanding
  - Adequate Understanding
  - Thorough Understanding



7. On average, how many minutes per day is the student provided ELA instruction equivalent to the grade-level performance expectations seen in the HSA-Alt Range Performance Level Descriptors (refer to the essence statement)?
- Less than 25 minutes
  - 25-49 minutes
  - 50-74 minutes
  - 75 or more minutes

## Hawai'i Observational Rating Assessment – Grade 6 Mathematics

1. In the Ratios and Proportional Relationships domain, can the student identify the ratio that matches the given picture or description? For this skill, the student demonstrates:
- Minimal Understanding
  - Partial or Inconsistent Understanding
  - Adequate Understanding
  - Thorough Understanding
2. In the Number System domain, can the student identify the coordinates of a point plotted in any of the four quadrants? For this skill, the student demonstrates:
- Minimal Understanding
  - Partial or Inconsistent Understanding
  - Adequate Understanding
  - Thorough Understanding
3. In the Expressions and Equations domain, can the student translate verbal phrases into one-step algebraic expressions and evaluate numerical expressions involving a base up to 5 with exponents to 3 (e.g. 5 cubed = 125)? For this skill, the student demonstrates:
- Minimal Understanding
  - Partial or Inconsistent Understanding
  - Adequate Understanding
  - Thorough Understanding
4. In the Geometry domain, can the student find the volume of a right rectangular prism given the length of its edges? For this skill, the student demonstrates:
- Minimal Understanding
  - Partial or Inconsistent Understanding
  - Adequate Understanding
  - Thorough Understanding

5. In the Statistics and Probability domain, can the student find the mode, range, and median of a simple given data set? For this skill, the student demonstrates:
- Minimal Understanding
  - Partial or Inconsistent Understanding
  - Adequate Understanding
  - Thorough Understanding
6. On average, how many minutes per day is the student provided Math instruction equivalent to the grade-level performance expectations seen in the HSA-Alt Range Performance Level Descriptors (refer to the essence statement)?
- Less than 25 minutes
  - 25-49 minutes
  - 50-74 minutes
  - 75 or more minutes

## Hawai'i Observational Rating Assessment – Grade 7 English Language Arts

1. In the Reading Literature domain, can the student select textual evidence that relates to an inferential statement about a literary text? For this skill, the student demonstrates:
  - Minimal Understanding
  - Partial or Inconsistent Understanding
  - Adequate Understanding
  - Thorough Understanding
  
2. In the Reading Literature domain, can the student determine the theme of a literary text and identify a supporting detail? For this skill, the student demonstrates:
  - Minimal Understanding
  - Partial or Inconsistent Understanding
  - Adequate Understanding
  - Thorough Understanding
  
3. In the Reading Informational domain, can the student select textual evidence that relates to an inferential statement about an informational text? For this skill, the student demonstrates:
  - Minimal Understanding
  - Partial or Inconsistent Understanding
  - Adequate Understanding
  - Thorough Understanding
  
4. In the Reading Informational domain, can the student determine a central idea of an informational text and identify a supporting detail? For this skill, the student demonstrates:
  - Minimal Understanding
  - Partial or Inconsistent Understanding
  - Adequate Understanding
  - Thorough Understanding
  
5. In the Writing domain, can the student construct a claim about a topic and identify a supporting reason? For this skill, the student demonstrates:
  - Minimal Understanding
  - Partial or Inconsistent Understanding
  - Adequate Understanding
  - Thorough Understanding
  
6. In the Language domain, can the student use a range of strategies to determine the meaning of unfamiliar words or phrases? For this skill, the student demonstrates:
  - Minimal Understanding
  - Partial or Inconsistent Understanding
  - Adequate Understanding
  - Thorough Understanding

7. On average, how many minutes per day is the student provided ELA instruction equivalent to the grade-level performance expectations seen in the HSA-Alt Range Performance Level Descriptors (refer to the essence statement)?
- Less than 25 minutes
  - 25-49 minutes
  - 50-74 minutes
  - 75 or more minutes

## Hawai'i Observational Rating Assessment – Grade 7 Mathematics

1. In the Ratios and Proportional Relationships domain, can the student solve ratio problems with 1:2, 1:3, 1:4, 1:5, or 1:10 ratios and percentage problems dealing with 10% or 50% of a whole number? For this skill, the student demonstrates:
- Minimal Understanding
  - Partial or Inconsistent Understanding
  - Adequate Understanding
  - Thorough Understanding
2. In the Number System domain, can the student divide a unit fraction by a whole number given a real-world context, visual model, or manipulatives? For this skill, the student demonstrates:
- Minimal Understanding
  - Partial or Inconsistent Understanding
  - Adequate Understanding
  - Thorough Understanding
3. In the Expressions and Equations domain, can the student solve one- or two-step problems involving integers given a number line, visuals, or manipulatives as needed? For this skill, the student demonstrates:
- Minimal Understanding
  - Partial or Inconsistent Understanding
  - Adequate Understanding
  - Thorough Understanding
4. In the Geometry domain, can the student solve problems involving finding the area of squares, rectangles, triangles, and the volume of cubes and rectangular prisms? For this skill, the student demonstrates:
- Minimal Understanding
  - Partial or Inconsistent Understanding
  - Adequate Understanding
  - Thorough Understanding

5. In the Statistics and Probability domain, can the student identify the likelihood of a simple event (e.g., landing on 0 with a spinner numbered 1-6 is impossible)? For this skill, the student demonstrates:
- Minimal Understanding
  - Partial or Inconsistent Understanding
  - Adequate Understanding
  - Thorough Understanding
6. On average, how many minutes per day is the student provided Math instruction equivalent to the grade-level performance expectations seen in the HSA-Alt Range Performance Level Descriptors (refer to the essence statement)?
- Less than 25 minutes
  - 25-49 minutes
  - 50-74 minutes
  - 75 or more minutes

## Hawai'i Observational Rating Assessment – Grade 8 English Language Arts

1. In the Reading Literature domain, can the student answer inferential questions about the characters, events, or settings in a literary text? For this skill, the student demonstrates:
  - Minimal Understanding
  - Partial or Inconsistent Understanding
  - Adequate Understanding
  - Thorough Understanding
  
2. In the Reading Literature domain, can the student summarize a literary text and identify a theme or central idea? For this skill, the student demonstrates:
  - Minimal Understanding
  - Partial or Inconsistent Understanding
  - Adequate Understanding
  - Thorough Understanding
  
3. In the Reading Informational domain, can the student answer inferential questions about an informational text? For this skill, the student demonstrates:
  - Minimal Understanding
  - Partial or Inconsistent Understanding
  - Adequate Understanding
  - Thorough Understanding
  
4. In the Reading Informational domain, can the student summarize two supporting points and identify a central idea of an informational text? For this skill, the student demonstrates:
  - Minimal Understanding
  - Partial or Inconsistent Understanding
  - Adequate Understanding
  - Thorough Understanding
  
5. In the Writing domain, can the student construct a claim about a topic and provide two supporting reasons? For this skill, the student demonstrates:
  - Minimal Understanding
  - Partial or Inconsistent Understanding
  - Adequate Understanding
  - Thorough Understanding
  
6. In the Language domain, can the student use a range of strategies to determine the meaning of unfamiliar words or phrases? For this skill, the student demonstrates:
  - Minimal Understanding
  - Partial or Inconsistent Understanding
  - Adequate Understanding
  - Thorough Understanding

7. On average, how many minutes per day is the student provided ELA instruction equivalent to the grade-level performance expectations seen in the HSA-Alt Range Performance Level Descriptors (refer to the essence statement)?
- Less than 25 minutes
  - 25-49 minutes
  - 50-74 minutes
  - 75 or more minutes

## Hawai'i Observational Rating Assessment – Grade 8 Mathematics

1. In the Functions domain, can the student identify if a graph represents a linear or nonlinear function? For this skill, the student demonstrates:
- Minimal Understanding
  - Partial or Inconsistent Understanding
  - Adequate Understanding
  - Thorough Understanding
2. In the Number System domain, can the student convert a fraction to a decimal (a calculator is allowed)? For this skill, the student demonstrates:
- Minimal Understanding
  - Partial or Inconsistent Understanding
  - Adequate Understanding
  - Thorough Understanding
3. In the Expressions and Equations domain, can the student solve one-step algebraic equations involving addition, subtraction, or multiplication? For this skill, the student demonstrates:
- Minimal Understanding
  - Partial or Inconsistent Understanding
  - Adequate Understanding
  - Thorough Understanding
4. In the Expressions and Equations domain, can the student identify equivalent exponential expressions and evaluate square roots?
- Minimal Understanding
  - Partial or Inconsistent Understanding
  - Adequate Understanding
  - Thorough Understanding

5. In the Geometry domain, can the student determine whether a rotation, reflection, or translation maps one shape onto another? For this skill, the student demonstrates:
  - Minimal Understanding
  - Partial or Inconsistent Understanding
  - Adequate Understanding
  - Thorough Understanding
  
6. In the Statistics and Probability domain, can the student interpret the slope given a context, its linear equation, or graph? For this skill, the student demonstrates:
  - Minimal Understanding
  - Partial or Inconsistent Understanding
  - Adequate Understanding
  - Thorough Understanding
  
7. On average, how many minutes per day is the student provided Math instruction equivalent to the grade-level performance expectations seen in the HSA-Alt Range Performance Level Descriptors (refer to the essence statement)?
  - Less than 25 minutes
  - 25-49 minutes
  - 50-74 minutes
  - 75 or more minutes

## **Hawai'i Observational Rating Assessment – Grade 8 Science**

1. In life science domain, does the student demonstrate an understanding of:
  - a. How organisms have structures that contribute to life functions, such as growing, developing, and reproducing?
    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding
  
  - b. How organisms obtain and use food and energy?
    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding



- c. How organisms interact with other organisms in the physical environment?
  - Minimal Understanding
  - Partial or Inconsistent Understanding
  - Adequate Understanding
  - Thorough Understanding
  
- d. How organisms have changed over time?
  - Minimal Understanding
  - Partial or Inconsistent Understanding
  - Adequate Understanding
  - Thorough Understanding
  
- 2. In the physical science domain, does the student demonstrate an understanding of:
  - a. How particles combine to produce a substance with different properties?
    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding
  
  - b. How matter exists as solids, liquids, and gasses; how forces interact with objects?
    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding
  
  - c. How energy is transferred from one object (or system) to another?
    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding
  
  - d. The properties of waves?
    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

3. In the Earth and space science domain, does the student demonstrate an understanding of:
- a. What makes up our solar system and how the motion of Earth explains seasons and eclipses?
    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding
  - b. How the movement of tectonic plates impacts the surface of Earth?
    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding
  - c. How water influences weather, ocean circulation, and the shape of the Earth's surface?
    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding
  - d. What factors interact and influence weather and climate?
    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding
  - e. How natural hazards can be predicted?
    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding
  - f. How human activities affect Earth systems?
    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

4. Students can use the science and engineering practices and crosscutting concepts to support developing knowledge. In this area, the student demonstrates
  - Minimal Understanding
  - Partial or Inconsistent Understanding
  - Adequate Understanding
  - Thorough Understanding
  
5. On average, how many minutes per day is the student provided science instruction equivalent to the grade-level performance expectations seen in the HSA-Alt Range Performance Level Descriptors (refer to the essence statement)?
  - Less than 25 minutes
  - 25-49 minutes
  - 50-74 minutes
  - 75 or more minutes

## Hawai'i Observational Rating Assessment – Grade 11 English Language Arts

1. In the Reading Literature domain, can the student cite relevant evidence from a literary text to support an analysis of the text? For this skill, the student demonstrates:
  - Minimal Understanding
  - Partial or Inconsistent Understanding
  - Adequate Understanding
  - Thorough Understanding
  
2. In the Reading Literature domain, can the student show how a theme is developed within a literary text, using key details? For this skill, the student demonstrates:
  - Minimal Understanding
  - Partial or Inconsistent Understanding
  - Adequate Understanding
  - Thorough Understanding
  
3. In the Reading Informational domain, can the student cite relevant evidence from an informational text to support an analysis of the text? For this skill, the student demonstrates:
  - Minimal Understanding
  - Partial or Inconsistent Understanding
  - Adequate Understanding
  - Thorough Understanding
  
4. In the Reading Informational domain, can the student show how a central idea is developed within an informational text, using key details? For this skill, the student demonstrates:
  - Minimal Understanding
  - Partial or Inconsistent Understanding
  - Adequate Understanding
  - Thorough Understanding
  
5. In the Writing domain, can the student construct a claim about a topic, providing two supporting reasons and corresponding evidence? For this skill, the student demonstrates:
  - Minimal Understanding
  - Partial or Inconsistent Understanding
  - Adequate Understanding
  - Thorough Understanding
  
6. In the Language domain, can the student use a range of strategies to determine the meaning of unfamiliar words or phrases? For this skill, the student demonstrates:
  - Minimal Understanding
  - Partial or Inconsistent Understanding
  - Adequate Understanding
  - Thorough Understanding

7. On average, how many minutes per day is the student provided ELA instruction equivalent to the grade-level performance expectations seen in the HSA-Alt Range Performance Level Descriptors (refer to the essence statement)?
- Less than 25 minutes
  - 25-49 minutes
  - 50-74 minutes
  - 75 or more minutes

## Hawai'i Observational Rating Assessment – Grade 11 Mathematics

1. In the Functions domain, can the student identify if a linear function is increasing or decreasing and its rate of change given a table of values (or a graph)? For this skill, the student demonstrates:
- Minimal Understanding
  - Partial or Inconsistent Understanding
  - Adequate Understanding
  - Thorough Understanding
2. In the Algebra domain, can the student solve a problem within context that can be represented by a one-step linear addition, subtraction, or multiplication equation or inequality (e.g. how much money will Sam earn (E) if he works for 2 hours (h) and is paid \$15 an hour,  $E=15h$ )? For this skill, the student demonstrates:
- Minimal Understanding
  - Partial or Inconsistent Understanding
  - Adequate Understanding
  - Thorough Understanding
3. In the Geometry domain, can the student solve problems that require knowing the sum of the angles in a triangle is  $180^\circ$ , vertical angles are equal in measure, and adjacent angles form a linear pair sum of  $180^\circ$ ? For this skill, the student demonstrates:
- Minimal Understanding
  - Partial or Inconsistent Understanding
  - Adequate Understanding
  - Thorough Understanding
4. In the Number and Quantity domain, can the student find the square root of perfect squares up to 100? For this skill, the student demonstrates:
- Minimal Understanding
  - Partial or Inconsistent Understanding
  - Adequate Understanding
  - Thorough Understanding

5. In the Statistics and Probability domain, can the students find the probability of an event with replacement (e.g, the chance of picking a certain color of marble out of a bag)? For this skill, the student demonstrates:
- Minimal Understanding
  - Partial or Inconsistent Understanding
  - Adequate Understanding
  - Thorough Understanding
6. On average, how many minutes per day is the student provided Math instruction equivalent to the grade-level performance expectations seen in the HSA-Alt Range Performance Level Descriptors (refer to the essence statement)?
- Less than 25 minutes
  - 25-49 minutes
  - 50-74 minutes
  - 75 or more minutes

## **Hawai'i Observational Rating Assessment – Grade 11 Science**

1. In the structures and processes domain, does the student demonstrate an understanding of:
- a. How the structures of organisms enable life's functions?
    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding
  - b. The structure and function of cells as the basic units of life?
    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding
  - c. The role of specialized cells for maintenance and growth?
    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

2. In the ecosystems domain, does the student demonstrate an understanding of:
- a. How organisms obtain and use the energy they need to live and grow?
    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding
  - b. How matter and energy move through ecosystems?
    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding
  - c. How organisms interact with the living and non-living environment to obtain matter and energy?
    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding
  - d. Cycles such as the carbon cycle?
    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding
  - e. Interdependencies between humans and the rest of Earth's systems through the impacts of natural hazards?
    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding
  - f. Our dependency on natural resources?
    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding

- g. The environmental impacts of human activities?
    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding
3. In the heredity and evolution domain, does the student demonstrate an understanding of:
- a. How the characteristics from one generation relate to the previous generation?
    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding
  - b. The relationship of DNA and chromosomes in passing traits from one generation to the next?
    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding
  - c. How there can be so many similarities among organisms yet so many different plants and animals?
    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding
  - d. How the major Earth systems interact and impact living things?
    - Minimal Understanding
    - Partial or Inconsistent Understanding
    - Adequate Understanding
    - Thorough Understanding
4. Students can use the science and engineering practices and crosscutting concepts to support developing knowledge. In this area, the student demonstrates
- Minimal Understanding
  - Partial or Inconsistent Understanding
  - Adequate Understanding
  - Thorough Understanding



5. On average, how many minutes per day is the student provided science instruction equivalent to the grade-level performance expectations seen in the HSA-Alt Range Performance Level Descriptors (refer to the essence statement)?
- Less than 25 minutes
  - 25-49 minutes
  - 50-74 minutes
  - 75 or more minutes

## APPENDIX B: Recommended HSA-Alt Summative Test Administration Script

Because of the nature of the HSA-Alt and the complex needs of qualifying students, the HSA-Alt is typically administered individually to each student. This means that the Test Administrator (TA) sits with the student, facilitates the activation of the Human Voice Recording (HVR) audio files, supports, and encourages the student engagement and participation, and, in some cases, serves as a scribe to select a student's answer choice.

To ensure that all students are tested under similar conditions, **the TA 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.** Depending on the computer skills of the student taking the HSA-Alt, the TA or student will enter log-in information, play the HVRs, select student answer choices, and navigate through the test. When asked, the TA should answer questions for navigation assistance raised by students, but should never help students choose the correct response.

All directions a TA should read to students are indicated by the word "SAY" and are highlighted in **blue boxes** so they stand out from the regular text. They should be read using a natural tone and manner. The TA may reread any directions. If the TA makes a mistake in reading a direction, the TA should stop and say, "I made a mistake. Listen again." Then the direction should be reread.

The TA should try to maintain a natural classroom atmosphere during the test administration. Before each test begins, he or she should encourage students to do their best.

Student requiring the HSA-Alt Paper Response Option Card Accommodation will access test items in the secure test browser. Procedures and scripting for the HSA-Alt fixed form are included and highlighted below.

### A. Starting a Test Session

The TA should follow the steps outlined in this section to administer a test session.

The TA must create a test session before students can log in to the Student Testing System (**but no more than 30 minutes prior or the system will time out**). When a TA creates a test session, a unique session ID is randomly generated. This session ID must be provided to the students before they log in and should be written down. TAs should follow these steps to create a session:

### Step 1: The TA logs in to the TA Live Site.

- a. On the [alohaHSAP.org](http://alohaHSAP.org) portal site, click on the HSA-Alt Assessments card, then click on the Test Administrators / Coordinators card, then select the **TA Live Site** card.
- b. On the *Login* page, the TA enters his or her email address and password associated with his or her TIDE account in the respective fields. Then, the TA clicks **Secure Login**. The TA Live Site appears.

### Step 2: The TA begins the test session.

When a TA logs in to the TA Live Site, the *Test Selection* window opens automatically. After completing the LCI-HIORA and entering the student's characteristics into the system, TAs should click the assessment(s) to be administered during the test session, click the [**Start Live Session**] button to begin the test session, and generate the session ID students will use to join the test session.

### Step 3: The TA logs the student into the secure test browser.

The TA will launch the secure test browser on the student computer or table.

**SAY:** Today, you will take the [NAME OF TEST (i.e., grade 5 ELA)] test. I will help you log into the test browser.

Enter or prompt the student to enter his/her first name, their SSID, and the test session ID, then select [**Sign In**].

Reminder: the system-generated test session ID appears in the *Live Session ID* box at the top of the TA Live Site screen. **The TA should write down the session ID for his or her own records, in case he or she gets involuntarily logged out of the system.** The student will be logged out of the session if there is no activity for 30 minutes by the TA or a student. Having the session ID will allow the TA to help the student resume the session.

**SAY:** Now, we are ready to log in.. Type in your first name, your SSID number, and the test session number. [The TA may complete these steps for the student.]

Once you have successfully logged in the student, you will see a screen with the student's first name and other information about them. If all the information on the screen is correct, select YES to continue. If any of the information is incorrect, logout of the test and check with your school's TC to correct the student's information before resuming testing.

### Step 4: The TA chooses the student's test.

**SAY:** Now we choose your test. You are taking the [NAME OF TEST (i.e., grade 5 ELA)] test. Select your test [point to the test for the student to select or select for the student]. Now we must wait as I approve your test on the other computer.

After choosing the correct test, notice the moving bar and message saying that you are waiting for approval. The TA will approve the request to start the test.

### Step 5: The TA views and approves students who are waiting for test session approval.

After students have selected a test, the TA verifies that the student selected the appropriate test before approving that student for testing. **It is very important that the TA pays close attention to the test name prior to approving to be sure it is the correct test to be administered at that time.** To do this, the following steps should be performed:

- Select the [**Approvals (#)**] button.
- A new window opens that shows a list of students, organized by test name. The TA should review the list to ensure that the student is taking the correct test (grade level), and the correct content area (mathematics).
- The TA should also review the test settings assigned to the student to ensure that they are correct.
  - If a student’s settings are incorrect, do *not* approve that student to begin testing. The TA will need to correct the student’s test settings in TIDE before approving the student to begin testing. **Ensuring the test settings are correct before the student begins testing is critical to avoid the need for a test reset that may result in additional testing for the student later.**
- When the correct test is selected and test settings are verified, the TA clicks [**Approve**] or [**Approve All Students**].

**SAY:** Now, we must check if we can hear your test. [Student or TA taps or clicks the ear icon to start the audio playback check.] Did you hear the music? [student indicates “yes” using individual mode of communication.] Let’s select “continue” to start your test. [Student or TA can select “continue.”]

If the TA and/or student did not hear the audio, check the volume controls. This may require quitting the secure test browser to increase the volume. This may also require working with technology staff to rectify any issues.

### Step 6: The TA begins the student’s test.

**SAY:** For each item, press the ear button and listen to the all audio. You will be able to replay the audio before you choose an answer. You must answer each question on the screen before selecting the NEXT button to go to the next item. If you are not sure about an answer, choose the best answer.

Let me know if you need a break. We can PAUSE your test and you can finish it later.

Let’s select the [BEGIN TEST NOW] bottom to start your test.

## B. Administering the Test

Once a student’s test is started, the TA should sit with the student to closely monitor and facilitate student engagement and participation. Listed below are important reminders for individualized HSA-Alt test administration:

- The TA ensures the student activates all human voice recording (HVR) audio files by tapping or clicking the ear icon. The HVRs may be replayed as needed for the student to access test content.
- The TA closely monitors the student’s behavior during the test to facilitate breaks, as needed or requested by the student.
- The TA may serve as a scribe by selecting answer choices for the student in situations where a student responds in an alternate format or cannot operate a computer mouse or touch screen independently.

If the TA witnesses or suspects the possibility of a test security incident, the school Test Coordinator should be contacted immediately in accordance with the security guidance provided in this manual.

Outlined below are the steps for individually administering the three different item types included on the HSA-Alt in ELA/Literacy, mathematics, and science: items with reading passages, items with stimuli, and stand-alone items.



**Fixed-Form Instructions:** Additional instructions for presenting the printed response option cards for the HSA-Alt fixed form assessment are provided in this format with each relevant step.

### Step 1. Activating additional HVRs

The script for each step below includes verbiage for the way in which the additional HVRs are activated as: Independently, Visual Prompt, Verbal Prompt, Physical Assist, and TA, as described above.

[Independently] Student independently selects the ear icon to listen to the reading passage/stimulus, questions, or answer options again.

**SAY:** To listen to the (reading passage/stimulus., the question, or answer choices) again, we need to press, the ear icon.

**[Visual Prompt]** Look here [TA points to ear icon].

**[Verbal Prompt]** Press the ear icon to listen to the (reading passage/stimulus. , the question, or answer choices) again.

**[Physical Assist]** We will press the ear icon so you can listen to the reading passage/ stimulus, , the question, or answer choices) again.

**[TA]** Listen to (the reading passage/stimulus, the question, or answer choices) again.

### Present HSA-Alt fixed form printed response option cards (if applicable).

For students who are approved for the Paper Response Card Accommodation, the TA will present each printed response option card as the answer option HVRs are played. Printed response option cards may be placed on the table in front of the student, on an AAC device, on an eye-gaze board, or other communication system.

**SAY:** Look at each card as I play the recording. Answer choice A. [Pause while HVR plays. Repeat for choices B and C.]

**Step 2: Student chooses an answer.**

**SAY:** Choose your answer.

Students may indicate their answer choice using their preferred mode of communication as follows:

- Student independently selects their answer choice using the touch screen or mouse;
- Student tells the TA their answer choice and the TA selects the answer option for the student;
- Student points to their answer choice on the computer or using printed response option cards and the TA selects the answer option for the student;
- Student uses an ACC device to indicate their answer on the computer or using printed response option cards and the TA selects the answer option for the student; or
- Student uses eye-gaze to indicate their answer on the computer or using printed response option cards and the TA selects the answer option for the student.

**Step 3: Go on to the next test item.**

The student or TA may select the large green **[Next]** button to go to the next item.

**SAY:** Select the “next” button. [TA may point to, assist, or select the “next” button for the student.]

## **C. Scripts for Additional Situations**

### **Prompt After No Response**

If a student is non-responsive to a test item, repeat the item again, starting with the script below.

**SAY:** Let’s try that one again. Listen. Look at the screen. [Then, follow the steps specific to the item type.]

### **Prompt to Support Student Engagement**

The TA may provide encouragement to support student engagement and focus. TAs may use phrases that do not indicate either the correct or incorrect response. Examples of acceptable encouraging phrases are outlined in the script below.

**SAY any of the following as appropriate:**

- I like the way you are listening and following directions.
- Do your best.
- Only one more to go!

- Just three minutes until a break!
- Keep working!
- Look at the screen. (The TA may point to or tap the computer screen to draw the student's attention to the screen. However, the TA should be careful not to inadvertently point to or suggest the correct answer in anyway.)

### Prompt for Handheld Calculator

Students may use a familiar handheld calculator on all HSA-Alt mathematics test items. Use of the embedded calculator is not required.

**SAY:** Do you want to use your calculator? [or] Here is your calculator.

### Prompt for a Break

Students may indicate the need for a break by specifically asking for one, or by their behavior. It is up to the TA's discretion to allow a student a break from the HSA-Alt. Remember, students taking the HSA-Alt may have multiple breaks as necessary to address their individual needs.

**SAY:** It looks like you need a break. Let's pause your test and come back to it [later today, after lunch, after a walk, etc., as appropriate].

### Prompt for Testing Over Multiple Days

**SAY:** We are going to stop your testing for today and finish on [whatever day you plan to resume testing].

### IMPORTANT:

- To pause a test, the TA will need to open the Navigation Bar to access the **[Pause Test]** button. To open the Navigation Bar, the TA will tap or click on the small gray box in the upper left corner of the screen. In the pop-up box that appears, the TA will enter the first name of the student being tested (this is the same first name entered when the student logged in to start or resume their test). Select **[OK]** on the pop-up box, and the Navigation Bar will be visible. Select the **[Pause Test]** button and in the pop-up box that appears, select the **[Yes]** button.
- If the TA is using the TA Live Site and navigates to TIDE in the same web browser window, the test session will stop, and all students in the session will be logged out. The session cannot be resumed. A new session will have to be created, and the students will have to log in to the new session to resume testing. When starting a new session, give the new session ID to the students so they can log in and resume testing.
- If the TA Live Site is accidentally closed while students are still testing, the session will remain open until timed out at 30 minutes. The TA can re-open the web browser and navigate back to the TA Live Site. The TA will be prompted to enter the active session ID.
- As a security measure, TAs are automatically logged out of the TA Live Site after 30 minutes of both TA inactivity and student inactivity in the test session, which will result in closing the

test session. If this occurs, the TA will have to create a new session and the students will have to log in to the new session to resume testing.

## D. Submitting a Test

**SAY:** You answered all questions. You finished your test.

Once all test items have been answered, the TA will tap or click on the green **[Next]** button and the “Congratulations, you have finished your test!” page will automatically appear. The TA may prompt or assist the student to select the **[Submit Test]** button on this page. After the TA selects the **[Submit Test]** button the test is officially completed and the TA cannot return to it. Tests must be submitted by the end of the testing window in order to be scored.

## E. Ending a Test Session

After the student has paused the test to take a break, stopped testing for the day, or submitted the test, the TAs should click **[Stop Session]** to end the test session in the TA Live Site. When finished, the TA can log out of the TA Live Site by clicking the **[Logout]** button at the top right. The TA should also collect any scratch paper or other secure test materials.

### Testing Over Multiple Sessions or Days

When testing is continued on a subsequent day, the TA will need to start a new test session and prepare the student to resume their test.

**SAY:** It is time to finish your [NAME OF TEST (i.e., grade 5 ELA)] test that you started on [day of last test session]. I will help you get logged in.

The student’s test will resume starting with the first unanswered item from the previous test session.

**SAY:** We will start where you left off on [day of last test session. [Resume administering test items.]



## APPENDIX C: HSA-Alt Test Administrator Checklist

	Test Administrator Activities	Estimated Time to Complete	Target Completion Date	Notes/Resources
<input type="checkbox"/>	1. Review all state policy and test administration documents, particularly the <i>HSA-Alt Summative Test Administration Manual (TAM)</i> .	1–2 hours	Complete at least 2–3 weeks prior to testing.	
<input type="checkbox"/>	2. Confirm that you have received your TIDE log-in information. You should have received an automated e-mail from the HSAP Help Desk notifying you of how to log in to TIDE. You will also use this username and password for other HSA-Alt testing systems, such as the TA Live Site.	2–4 hours	Complete at least 1–2 weeks prior to testing.	<ul style="list-style-type: none"> <li>• Contact the <a href="#">HSAP Help Desk</a> for assistance with login troubleshooting.</li> </ul>
<input type="checkbox"/>	3. Review the training modules and attend state training session(s) as appropriate. Complete the required online TA Certification Course (found on the <a href="#">alohahsap.org</a> portal).	2–3 hours	Complete at least 2–3 weeks prior to testing.	<ul style="list-style-type: none"> <li>• TA Certification available on the <a href="#">alohahsap.org</a> portal.</li> </ul>
<input type="checkbox"/>	4. Provide students with a walk-through of the HSA-Alt training tests for familiarity with the human voice recordings, test format, and navigation of the system.	1 hour	Complete while spaced over 2–3 weeks prior to testing.	<ul style="list-style-type: none"> <li>• HSA-Alt training tests are available on the <a href="#">alohahsap.org</a> portal.</li> </ul>
<input type="checkbox"/>	5. Perform an equipment needs check based on individual student requirements. <ul style="list-style-type: none"> <li>• Work with the school Test Coordinator (TC) to identify students who will need specialized equipment for accommodations.</li> </ul>	1–2 hours	Complete at least 2 weeks prior to testing.	<ul style="list-style-type: none"> <li>• Technology Information available on the <a href="#">alohahsap.org</a> portal.</li> </ul>
<input type="checkbox"/>	6. Work with the TC to determine your testing schedules. <ul style="list-style-type: none"> <li>• Make sure your students' test administration includes multiple test sessions across one or more days.</li> </ul>		Complete at least 1–2 weeks prior to testing.	

	Test Administrator Activities	Estimated Time to Complete	Target Completion Date	Notes/Resources
<input type="checkbox"/>	7. Confirm that you have received your TIDE log-in information. You should have received an automated e-mail from the HSAP Help Desk notifying you of how to log in to TIDE. You will also use this username and password for other HSA-Alt testing systems, such as the TA Live Site.	2–4 hours	Complete at least 1–2 weeks prior to testing.	<ul style="list-style-type: none"> <li>Contact the <a href="#">HSAP Help Desk</a> for assistance with login troubleshooting.</li> </ul>
<input type="checkbox"/>	8. Work with your TC to ensure you have the first name and SSID for each student as entered in TIDE.	2–4 hours	Complete at least 1–2 weeks prior to testing.	
<input type="checkbox"/>	9. Work with your TC to confirm each student’s HSA-Alt field is set to “Yes” in TIDE.	30 minutes	Complete at least 1–2 weeks prior to testing.	
<input type="checkbox"/>	10. Confirm each student’s test settings for accommodations in TIDE against their IEP or other relevant documentation as appropriate.	2–4 hours	Complete at least 1–2 weeks prior to testing.	
<input type="checkbox"/>	11. Complete the LCI-HIORA for each student via the online Test Delivery System.	10–15 minutes per student	Complete at least 1–2 weeks prior to testing.	<ul style="list-style-type: none"> <li>The LCI-HIORA window will open on December 5, 2022.</li> </ul>
<input type="checkbox"/>	12. Ensure that the correct Secure Browser has been downloaded to any iPad(s) and/or computer(s) on which students will be testing.	1–2 hours	Complete at least 1–2 weeks prior to testing.	<ul style="list-style-type: none"> <li>Technology Information available on the <a href="http://alohahsap.org">alohahsap.org</a> portal in the “Resources” section.</li> </ul>
<input type="checkbox"/>	13. Prior to administration, check all tablets and computers that will be used and close all applications. Make sure that no computer has dual monitors. <ul style="list-style-type: none"> <li>Work with your school technology coordinator to set system volume prior to students launching the Secure Browser to ensure that students can hear all audio files associated with the assessment.</li> </ul>	1–2 hours	Complete the morning of testing.	

	Test Administrator Activities	Estimated Time to Complete	Target Completion Date	Notes/Resources
<input type="checkbox"/>	<p>14. Review all guidelines for creating a secure test environment.</p> <ul style="list-style-type: none"> <li>Review all security procedures and guidelines in this <i>HSA-Alt Summative Test Administration Manual</i>.</li> <li>Any individuals that will be in the testing room must carefully read and sign the <i>Test Security and Administration Procedures Acknowledgement Form for Proctors, Translators, Skills Trainers, and Behavioral Assistants</i> found in Appendix O. Provide the signed version to your school TC.</li> </ul>	1 hour	Prior to and during day(s) of testing.	<ul style="list-style-type: none"> <li><i>Test Security and Administration Procedures Acknowledgement Form for Proctors, Translators, Skills Trainers, and Behavioral Assistants</i> is found in Appendix O.</li> </ul>
<input type="checkbox"/>	<p>15. Make sure that the physical conditions of the testing room are satisfactory.</p> <ul style="list-style-type: none"> <li>Make sure that no instructional materials directly related to the content of the assessments are visible.</li> <li>Students who are not being tested may not be in the room where a test is being administered.</li> </ul>	20 minutes	Complete the day(s) of testing.	<ul style="list-style-type: none"> <li>Make sure that students clear their desks and put away all books, backpacks, purses, cell phones, electronic devices of any kind, and other materials not needed for the test.</li> <li>Ensure that students do not access unauthorized electronic devices (such as cell phones) at any time during testing.</li> </ul>
<input type="checkbox"/>	<p>16. On the day of testing, verify student information for test log-in (first name, SSID, and test session ID).</p>	3 minutes	Complete the day(s) of testing.	
<input type="checkbox"/>	<p>17. Administer the assessments, following the script and directions for administration. Provide any necessary non-embedded accessibility features and/or accommodations.</p>	30–45 minutes per test session	Complete the day(s) of testing.	<ul style="list-style-type: none"> <li>Have any non-embedded accommodations available and ready in the testing room.</li> </ul>
<input type="checkbox"/>	<p>18. Report any testing improprieties, irregularities, and breaches to the school TC in writing immediately following a test impropriety, irregularity, or breach.</p>	10 minutes, in the event of a testing incident	Complete as soon as possible during or immediately following testing.	



Test Administrator Activities	Estimated Time to Complete	Target Completion Date	Notes/Resources
19. Securely dispose of all student personally identifiable materials, scratch paper, etc. in a secure manner.	15 minutes	Complete after testing.	<ul style="list-style-type: none"><li>• Do not discard Paper Response Cards, Test Materials, and Paper Test Booklets. They must be returned to CAI.)</li></ul>

## APPENDIX D: HSA-Alt Guidelines for Read Aloud, Test Reader

When a student cannot access the human-recorded audio presentation of stimuli and items provided on the HSA-Alt, the student may be eligible to work with a test reader. A test reader is an adult who provides an oral presentation of the assessment to an eligible student. The student depends on the test reader to administer the assessment as it was intended to be delivered. This requires different procedures for different parts of an item.

For the passage, stimuli, and prompt, the test reader must read or present the information that appears on-screen exactly as it is presented. For the Paper Response Cards, the test reader must first listen to the audio-presentation of the answer options prior to oral re-delivery. The test reader may replay the audio as needed. This is a requirement since Paper Response Cards do not always match the digital script that is presented with the answer option. For example, a Paper Response Card may show a PicSym of a girl, but when digitally presented the option will be audio-delivered as: “the main character is a girl.” In this case, without listening to the answer option first through the digital interface, the test reader will not know how to present the Paper Response Card correctly in the way that was intended for this particular item. To ensure standardized test administration across all forms of the assessment, it is required that test readers listen to the audio of answer options prior to re-delivery.

Close attention and strong reading and listening skills are test reader requirements. It is essential that the test reader accurately reproduces the visual and audio digital presentations, pronounces words correctly, and speaks in a clear voice throughout the test. The test reader must be trained and qualified and must follow the Hawai'i Statewide Assessment Program (HSAP) *Guidelines for Read Aloud, Test Reader* that are presented here and were adapted from the *Smarter Balanced Guidelines for Read Aloud, Test Reader*. The guiding principle in reading aloud is to ensure that the student has access to test content and that the assessment is administered with fidelity.

The Read Aloud accommodation is intended only for students who are unable to listen and comprehend the standard human-recorded audio presentation for the HSA-Alt. For information on documentation requirements for the Read Aloud accommodation, please see the *HSA-Alt Summative Test Administration Manual* pages 48-53.

### Qualifications for Test Readers

- The test reader must be DOE certificated employees who have HSA-Alt test administrator certification.
- Test readers must be trained on the administration of the assessment in accordance with state policy, and be familiar with the terminology and symbols specific to the test content and related conventions for standard oral communication.
- Test readers must read the HSA-Alt Read Aloud Guidelines, familiarize themselves with the Read Aloud policies that are specific to the HSA-Alt, and prepare to administer the assessment using these guidelines.
- Test readers must be trained in accordance with HSAP test administration and security policies and procedures as articulated in the administration manuals, guidelines, and related documentation for each assessment and exam.

## Preparation

Test Readers are allowable on HSA-Alt Assessments as a **documented accommodation** for all items.

- Test readers must read and sign the *HSA-Alt Test Security and Confidentiality Form* located in Appendix M of the *HSA-Alt Summative Test Administration Manual*, prior to test administration.
- Test readers are expected to familiarize themselves with the test environment and format in advance of each test session. Having a working familiarity with the test environment and format will help facilitate the reading of the test.
- Test readers should have a strong working knowledge of the embedded and non-embedded accessibility and accommodations options and features available on HSAP assessments.
- Test readers should be familiar with the Individualized Education Program (IEP) and 504 Plan (if applicable) of the student for whom they are reading to ensure that the student has access to any additional universal tools and/or accommodations that might be needed for testing.
- In addition to a test reader, students may make use of any other approved specialized tools or equipment during the test as appropriate and in accordance with the *HSA-Alt Summative Test Administration Manual*. Test readers should be familiar with any assistive technology or approved supports the student requires.
- Test readers should have extensive practice in providing read aloud support and must be familiar and comfortable with the process before working directly with a student.
- Test readers should be knowledgeable of procedures for reading aloud text by content area (see Table 1 below).
- Test readers should meet with the student in advance and inform the student of the parameters of the support. A suggested test reader script is included at the end of the Guidelines for Read Aloud, Test Reader.

## General Guidelines

- Test reader's support should be provided in a separate setting.
- Read each passage, stimuli, or question exactly as written.
- Listen to the answer option card audio delivery before re-presenting; follow the script that is heard during audio delivery of an answer option.
- Communicate in a neutral tone; maintain a neutral facial expression and posture.
- Avoid gesturing, head movements, or any verbal or non-verbal emphasis on words not otherwise emphasized in the text.
- Avoid conversing with the student about test questions as this would be a violation of test security; respond to the student's questions by repeating the item, words, or audio delivery verbatim, as needed.
- Do not paraphrase, interpret, define, or translate any items, words, or answer option scripts as this would be a violation of test security.
- Adjust your reading speed and volume as needed.

## Post-Administration

- Collect test reader audio delivery answer option script notes, student scratch paper, rough drafts, and login information immediately at the end of each test session and deliver it to the Test Coordinator in accordance with HSAP state policies and procedures.
- Do not discuss any portion of the test with others.

## **Suggested Test Reader Script (to be used with student in advance of the day of testing)**

Hi \_\_\_\_\_,

I am the person who will be reading your test to you when you take your HSA-Alt test next week in [ELA/Math/Science]. I want to let you know how we will work together. When I am reading a test to you, it is very different from when a teacher is reading to you during class time. I have to follow certain rules.

- I cannot help you with any answers.
- I will not be using different character voices or changes in my tone when I read. I will be using a very direct voice that does not change very much, no matter how exciting the story or test item gets.
- If there is a picture that has words in it, I will read those words. If you ask, I will re-read the words as well.
- Sometimes there may be something about a word or phrase that might give you a hint if I read it out loud. In those cases, I will skip the word, point to it on the screen, and continue to read.
- I can still help you with your [\*\*]list any assistive technology that the student may require that would need adult support -- if that support is provided by you].
- You can ask me to re-read parts of the test if you did not hear me or need more time to think.
- You can ask me to pause my reading if you need to take a break.
- You can ask me to slow down or speed up my reading, or read louder or softer if you are having trouble understanding what I read.
- I will only read certain types of punctuation, but if you need me to re-read a sentence and tell you how it was punctuated, I can do that.
- If you ask me a question about the test all I will say is: "do your best work. I cannot help you with that."
- Do you have any questions for me about how we will work together during the test?

## APPENDIX E: HSA-Alt Scribing Protocol

For HSA-Alt assessments, a scribe is an adult, typically the student's Test Administrator (TA) who selects on-screen the student's chosen item response, when the student is unable to physically make their selection directly on-screen. The guiding principles in scribing are to ensure that the student has access to and is able to respond to test content and that the response that is input into the system is systematically selected and is an accurate representation of the student's intended response.

Scribes are allowable on HSA-Alt Assessments as a **documented accommodation** for all items.

### Qualifications for Scribes

- Scribes must be DOE certificated employees who have HSA-Alt test administrator certification.
- Scribes must read the HSA-Alt Scribing Protocol, familiarize themselves with the policies and procedures found within, and prepare to administer the assessment following these guidelines.
- Scribes should have extensive practice and training in accordance with the Hawai'i Statewide Assessment Program (HSAP) test administration and security policies and procedures as articulated in the administration manuals, guidelines, and related documentation for each assessment and exam.

### Preparation

- Scribes must read and sign the *HSA-Alt Test Security and Confidentiality Form* located in Appendix M of the *HSA-Alt Summative Test Administration Manual*, prior to test administration.
- Scribes are expected to familiarize themselves with the test format in advance of the scribing session. Having a working familiarity with the test format will help facilitate the scribe's ability to record the student's answers.
- Scribes should have a strong working knowledge of the embedded and non-embedded accessibility and accommodations options and features available on HSAP assessments.
- Scribes should be familiar with the Individualized Education Program (IEP) and 504 Plan (if applicable) of the student for whom they are recording answers to ensure that the student has access to any additional universal tools and/or accommodations that might be needed for testing.
- In addition to a scribe, students may make use of any other approved specialized tools or equipment during the test as appropriate and in accordance with the *HSA-Alt Summative Test Administration Manual*. Scribes should be familiar with any assistive technology or approved supports the student requires.
- Scribes should have extensive practice in providing scribe support and must be familiar and comfortable with the process before working directly with a student.
- Scribes should review this HSA-Alt Scribing Protocol with the student at least one to two days prior to the administration of the first test session.
- Scribes should practice the scribing process with the student at least once prior to the first test session using the HSA-Alt training tests.
- Scribes must determine prior to the first live test session what form of student response will be systematically selected for input into the testing interface; e.g., oral response, pointed response, eye gaze response. It is essential that this is determined in advance so that in the event of contradictory student response signals, one response is systematically selected.



## General Guidelines

- Scribing must be administered so that the interaction between a scribe and a student does not interrupt other test-takers, or inadvertently reveal the student's answers.
- If not in a separate setting, the scribe should be situated right next to the student to prevent their conversations from reaching other students in the room.
- Scribes must enter student responses directly into the test interface, making use of the available embedded and non-embedded tools available for a given item and student.
- Scribes are expected to comply with student requests regarding use of all available features within the test environment.
- Scribes may respond to procedural questions asked by the student (e.g., test directions, navigation within the test environment, etc.).
- Scribes may not respond to student questions about test items if their responses compromise validity of the test. The student must not be prompted, reminded, or otherwise assisted in formulating his or her response during or after the dictation to the scribe.
- Scribes may not question or correct student choices, alert students to errors or mistakes, prompt or influence students in any way that might compromise the integrity of student responses. A scribe may not edit or alter student work in any way.
- Students must be allowed to review and change the response option scribe has selected.

## Content-Area Specific Guidelines

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

The scribe will submit online student responses and collect scratch paper and login information immediately at the end of each test session and deliver it to the Test Coordinator in accordance with HSAP state policies and procedures.

## APPENDIX F: LDP State Standardized Testing Considerations

<b>Hawaii State Alternate Assessment to Alternate ACCESS for ELLs                      Accommodations/Designated Support Crosswalk</b> (Select as Appropriate for Students Identified EL/SPED) ELP Accommodations must be recorded in Infinite Campus	
HSA-Alt Accommodations	Alternate ACCESS for ELLs Accommodations
<input type="checkbox"/> American Sign Language	<input type="checkbox"/> Interpreter signs test directions in ASL (SD)
<input type="checkbox"/> Alternate Response Options	<input type="checkbox"/> Student responds using a recording device, which is played back and transcribed by the student (RD)
	<input type="checkbox"/> Word processor or similar keyboarding device to respond to test items (WD)
<input type="checkbox"/> Calculator (Hand held)	Not Applicable
<input type="checkbox"/> Concrete Materials	Not Applicable
<input type="checkbox"/> Digital Math Manipulatives	Not Applicable
<input type="checkbox"/> Multiplication Table	Not Applicable
<input type="checkbox"/> Paper Response Card	Not Applicable
<input type="checkbox"/> Paper and Pencil Test	Not Applicable
<input type="checkbox"/> Read Aloud	<input type="checkbox"/> In Person human reader
	<input type="checkbox"/> Repeat in person human reader
<input type="checkbox"/> Reinforcement System	Not Applicable
<input type="checkbox"/> Scribe	<input type="checkbox"/> Scribe accommodation
	<input type="checkbox"/> Extended testing of a test domain over multiple days (EM)
	<input type="checkbox"/> Large Print (LP)
	<input type="checkbox"/> Test may be administered in a non-school setting (NS)
HSA-Alt Designated Support	Alternate ACCESS for ELLs Accessibility Support
<input type="checkbox"/> Translated Test	Not Applicable

HSA-Alt Universal Tools	
Embedded	Non-Embedded
<ul style="list-style-type: none"> <li>• Adjust the volume listening passages</li> <li>• Adjusted visual or tactile filed</li> <li>• Altered setting</li> <li>• Audio Playback</li> <li>• Break</li> <li>• Calculator(Embedded)</li> <li>• Color overlays</li> <li>• Expandable Passages and Stimuli</li> <li>• Fidget tool</li> <li>• Graphic Organizers</li> <li>• Highlight text</li> </ul>	<ul style="list-style-type: none"> <li>• Magnification</li> <li>• Masking</li> <li>• No response</li> <li>• Noise Buffers</li> <li>• Refocusing prompts or gestures</li> <li>• Repetition</li> <li>• Scratch Paper</li> <li>• Separate Setting</li> <li>• Suppress Score</li> <li>• Timing or Scheduling</li> <li>• <b>Translated test directions</b></li> <li>• Zoom</li> </ul> <p style="margin-top: 10px;"><i>* This is not an exhaustive list.</i></p>

## APPENDIX G: HSA-Alt Dos and Don'ts

What Teachers or Test Administrators Should Do	What Teachers or Test Administrators Should Not Do
<b>Test Preparation</b>	
Do check your iPads and make sure that it uses iOS 15.7 or higher. iPads using older versions of iOS are no longer supported for testing via the Secure Browser.	Do not wait until testing begins to confirm compatibility of your iPad's operating system.
Do confirm your school has a sufficient supply of compatible iPads or other devices (such as Chromebooks) to efficiently complete testing the HSA-Alt population of students that you have at your school.	Do not wait until the testing window opens to order new iPads or other devices, if needed. Order additional iPads or other devices as soon as possible so that you are ready to begin testing when the window opens.
Do confirm the students' iPad(s) or computers (PCs, Macs, and Chrome books can also be used for HSA-Alt administration) are ready for testing by performing any software updates and downloading the current secure browser.	Do not wait until the start of testing to perform necessary software updates and/or installation of the current secure browser.
Do access the online training test with your student so that they can practice using their testing device and the tools available on the online interface and become familiar with the test format, content, and expectations. Use the <a href="#">Training Test Quick Start Guide</a> posted in the Resources section of the HSA-Alt portal at the <a href="http://alohahsap.org">alohahsap.org</a> website.	Do not expect students to intuitively know how to interact with the online features and do not assume that your students know how to take a test.
Do determine whether you are going to accept what the student says or what the student points to as the correct answer and do this throughout the assessment administration.	Do not accept a different response mode on each item.
Do determine where you will administer the assessment (e.g., library, testing room, classroom). Remember students will need to be administered a minimum of two test sessions per content area.	Do not administer the assessment within the hearing of other students.
For summative testing, do contact and confirm a Test Session Observer for testing a student for whom you do not expect a response. An Observer is required for an Early Stopping Rule determination to be valid.	Do not expect to initiate the Early Stopping Rule if you do not have an Observer for four of the first eight items. (Read the Early Stopping Rule information found on pages 41-42.)
Do contact and confirm support in advance for any additional staff that may be needed to assist with testing or classroom coverage during testing.	Do not wait until the day of testing to confirm support for additional staff.

<b>What Teachers or Test Administrators Should Do</b>	<b>What Teachers or Test Administrators Should Not Do</b>
<p>For summative testing, do complete the LCI and grade-level HIORA with ELA, Math, and Science content area questions and Transition Success Predictors in advance of testing your student. If you are not the student's teacher, make plans to collect the LCI and grade-level HIORA information for the student from their teacher using the forms in Appendix A.</p>	<p>Do not complete the LCI and HIORA without input from the student's teacher.</p>
<b>Universal Tools, Designated Supports, and Accommodations</b>	
<p>Do provide the universal tools, designated supports, or accommodations that align with a student's daily instructional supports; instructional accommodations should be listed in the IEP.</p>	<p>Do not change the accessibility supports and accommodations that students regularly receive during instruction during test administration.</p>
<p>Do make sure that the accommodations that a student needs for testing are documented in the IEP. Accommodations for the HSA-Alt are documented on the Services page under Clarification of Supports and Services or under Supplementary Aids and Services. All accommodations listed in the student IEP should be provided during testing. Remember to set these accommodations in TIDE. TAs are allowed to set HSA-Alt accommodations directly in TIDE.</p>	<p>Do not administer the HSA-Alt to a student without the supports that are listed in the student IEP. Administration of the assessment without IEP-identified accommodations constitutes a testing irregularity with the consequences of result invalidation and retest requirement in order for the student to count as a participant.</p>
<p>Do refer to the appropriate guidelines for the Translated Test designated support and/or Read Aloud and Scribe accommodations prior to testing if your student will be using any of these supports or accommodations. After reading the appropriate guidelines, complete and sign the <i>HSA-Alt Test Security and Confidentiality</i> form found in Appendix M. This completed form should be given to the school's TC prior to testing a student who is using these accommodations.</p>	<p>Do not administer the HSA-Alt to a student who needs the Translated Test designated support or the Read Aloud and Scribe accommodations without reading the appropriate guidelines and signing and submitting the <i>Test Security and Confidentiality</i> form. These steps must be completed <u>prior to</u> testing a student who is using these designated supports or accommodations.</p>
<p>Do make sure that assistive technology or communication devices are working appropriately. Do consider administering the assessment to students who require the use of assistive technology at the beginning of the test window to allow time for malfunctions in their equipment.</p>	<p>Do not wait until the day of the assessment to check the availability of communication devices.</p>

What Teachers or Test Administrators Should Do	What Teachers or Test Administrators Should Not Do
<b>Test Administration</b>	
<p>Do attend the Test Administration Training Session. It is required for the new Test administrators and highly recommended for returning Test Administrators</p> <p>Do complete the required online TA Certification Course to become certified to administer the assessment.</p>	<p>Do not administer this assessment if you have not become certified to do so.</p>
<p>Do <b>Pause</b> the test if a student does not respond to the first four items in a content area test. Arrange to have an Observer present on a different day at a different time of student testing.</p>	<p>Do not continue a test if a student is non-responsive for the first four items.</p>
<p>Do take breaks as needed.</p>	<p>Do not teach the skill while administering the test item.</p>
<p>Do encourage your student to begin working and stay on task.</p>	<p>Do not repeat a question after the student has given his or her answer. Enter the student's response; do not re-prompt.</p>
<p>Do press the audio play button (the on-screen ear or speaker icons) to have the item, passage, stimuli, and answer options repeated as often as the student requests/requires. Remember that PicSyms frequently have associated scripts that contain additional information that the student needs to hear in order to ensure that the test is administered in a standardized way.</p>	<p>Do not read aloud items, passages, or stimuli if you have not received IEP team approval for the Read Aloud accommodation. Test administration guidelines require the standardized delivery of the audio portion of the assessment and Test Administrators may not read, paraphrase or reduce any part of the audio script. Only when the Read Aloud accommodation has been verified by the IEP team and set in the TIDE system should the TA then follow the Read Aloud Guidelines to orally re-present the audio additional time(s), as needed.</p>
<p>Do supervise your student during testing to see that your student is listening to the passage, question, and answer option for each item and using the expand and collapse features to see the full visual that illustrates concepts on the science and mathematics assessments.</p>	<p>Do not leave your students unattended or assume that your students will know how to navigate through all test items independently. Consider one-on-one testing of all students so as to ensure the proper monitoring and support of students during the assessment. This will help to ensure that students are provided with the greatest opportunity to demonstrate understanding and help to generate valid assessment results.</p>

<b>What Teachers or Test Administrators Should Do</b>	<b>What Teachers or Test Administrators Should Not Do</b>
Do move singularly forward through the assessment. When you are given the option of reviewing students answers at the end of the test, simply move forward to end the assessment. Remember that once the “Next” button is pressed, the response that was entered should be considered to be the student’s final response.	Do not use the test platform functionality that allows you to review earlier test items. Do not use the Navigation Bar or the option provided at the end of the assessment to re-present, review, or change student responses to items that have already been registered into the system when the “Next” button was pressed.
<b>Returning Test Materials</b>	
Do return all printed test materials (for Paper Response Card or Paper and Pencil test) and any student-generated items to your school's TC.	
<b>Resources</b>	
Do call HIDOE for questions regarding the Range Performance Level Descriptors and instructional-related questions.	Do not call the HSAP Help Desk for instructional support.
Do call HIDOE with questions regarding the 1% Cap Waiver initiative, HSA-Alt participation criteria, regulations or policy issues.	Do not call HIDOE with questions regarding online test interface issues.
Do call the HSAP Help Desk for questions regarding the online Test Delivery System and secure browsers.	Do not call HIDOE with questions regarding the online Test Delivery System and secure browsers.

## APPENDIX H: HSA-Alt Classroom Embedded Assessment (CEA) and Summative Assessment Comparison Chart

HSA-Alt Classroom Embedded Assessment (CEA)	HSA-Alt Summative
<b>Use and Purpose</b>	
The 2023-2024 CEAs are available to students in grades 3-8 and HS for all subject areas (ELA, Mathematics, and Science).	The Spring 2024 summative assessments will be administered to students in grades 3-8 and 11 (ELA and Mathematics) and grades 5, 8 and 11 (Science).
The CEAs are optional.	The summative assessments are required.
The CEAs may be taken up to five times during the school year.	The summative assessments have one test opportunity during the spring test window.
The CEAs include a teacher resource guide with materials list.	The summative assessment has no teacher resource guide and no materials are needed for delivery except the customary hands-on materials a student is provided during instruction, as documented in the student's IEP as necessary accommodations for testing.
<b>Test Design</b>	
The CEA is a fixed form assessment.	The summative assessment as the online form is a computer-adaptive form of assessment. The paper version of the summative, is however, a fixed form assessment.
The CEA includes hands-on activities and requests for student performance.	There are no performance-based activities in the summative assessment. (Students may use concrete materials as an accommodation on the summative assessment, as necessary and indicated in the student's IEP.)
The CEA includes activities at each of five performance levels: Prerequisite Skill, Well-Below, Approaches, Meets, and Exceeds. Tested students may progress through one or more of the five levels for each content area CEA test.	Students will not be exposed to items at a prerequisite skill level during the summative assessment; rather, all items on the summative test are aligned to the HSA-Alt Range PLD essence statements for the content area.
Each CEA contains items which are all aligned to the same, <b>single</b> standard.	The summative assessments contain items, each aligned to different standards and selected to meet the overall test blueprint.
The CEA includes teacher ratings of student engagement/accuracy and independence on the performance-based task.	Teacher ratings for the summative assessment are limited to the Learner Characteristics Inventory and Hawai'i Teacher Observation Ratings (LCI-HIORA). This inventory is completed prior to the start of the student's content area tests.
There is no Paper Response Card or Paper and Pencil Test option available for the CEAs.	The Paper and Pencil Test Accommodation and Paper Response Card Accommodation are available for students who require the Paper Response Cards or Paper and Pencil Test option for summative administration.



HSA-Alt Classroom Embedded Assessment (CEA)	HSA-Alt Summative
<b>Test Administration</b>	
The LCI-HIORA is not required prior to CEA administration.	The LCI-HIORA <b>must</b> be completed prior to the start of content area summative administration.
Test Administrators read aloud the CEA items to students using the on-screen script.	All summative test items, stimuli, and reading passages have recorded audio files that must be played for students during test administration.
There is no Early Stopping Rule for the CEAs. All items on the CEA are optional and TAs may choose to administer as few or as many CEA items as best suits their individual student.	The summative assessment has an Early Stopping Rule. See page 39-40 for more information on the Early Stopping Rule.
The 2023-2024 CEAs test window is open from October 9, 2023 through July 19, 2024.	The Spring 2024 summative test window is open from February 20, 2024 through May 30, 2024.

## APPENDIX I: 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 J: Test Security Response Form

This Test Security Response Form is intended for **internal school use only** by a Test Administrator and/or Proctor. This Form must be filled out by the individual that witnessed the testing security concern and reported to the school’s Test Coordinator (TC) or Principal (PR), for official submission through the Submit Test Administration Forms in TIDE (refer to Appendix S: Instructions for Test Coordinators/Principals – TIDE Submission of the Test Security Response Form).

2023-2024 Hawai'i Statewide Assessment Program Test Security Response Form		
School:	Today's Date:	
Person Completing this Report:		
Email:	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 <input type="checkbox"/> Other/NA	
Assessment: <input type="checkbox"/> Smarter Balanced ELA/Literacy CAT <input type="checkbox"/> Smarter Balanced Mathematics <input type="checkbox"/> Algebra 1 EOC <input type="checkbox"/> Algebra 2 EOC <input type="checkbox"/> HSA-Alt <input type="checkbox"/> ACCESS for ELs	<input type="checkbox"/> Smarter Balanced ELA/Literacy PT <input type="checkbox"/> HSA Science (NGSS) <input type="checkbox"/> Biology 1 EOC (NGSS) <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>School Test Coordinator/Principal Use Only</i>
Submitted into TIDE: Y or N
Name and Date:

See Appendix S in this TAM for TC/PR TIDE Submission Instructions. The TC/PR should retain the original form for documentation purposes.  
**Only after The Assessment Section approves this submission, should the TC/PR submit a Testing Incident in TIDE.**

## APPENDIX K: Unique Accommodation Request Form

*A separate form for each additional accommodation that is not included in the list of eleven HSA-Alt accommodations listed in the table on pages 50-53 of this 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 L: 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: \_\_\_\_\_

*Assessment Section Use Only*

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 M: 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 and Scribe.

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
- 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
- I have read and understand the test administration policies and procedures that pertain to the Translated Test designated support or the Read Aloud and/or Scribe 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 N: Courtesy Testing for Home-Schooled Students (Summative Assessments Only)

This Courtesy Testing for Home-Schooled Students Request Form is intended for **internal school use only**. This form may be used by school personnel to collect a home-schooled student's request for courtesy testing. This Form must be given to the school's Test Coordinator (TC) or Principal (PR), for official submission the Submit Test Administration Forms in TIDE.

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

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

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

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

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

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

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

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

A home-schooled student cannot access the secure online HSA-Alt summative 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.**

An Assessment Section staff member will inform the School Test Coordinator whether this request has been approved or disapproved after it has been processed in TIDE. See Appendix T: Instructions for Test Coordinators/Principals – TIDE Submission of the Courtesy Testing for Home-Schooled Students Form.

<i>School Test Coordinator/Principal Use Only</i>
Submitted to TIDE: Y or N Name and Date:
Approved: Y or N Name and Date:

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

## APPENDIX O: 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 P: Significant Medical Emergency

### 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, KĀ'EO, ACCESS for ELLs).  
\* Exemptions from Smarter Balanced, HSA-Alt, or KĀ'EO, 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    KĀ'EO
- HSA Science (NGSS)    Biology 1 EOC (NGSS)    ACCESS for ELLs
- HSA-Alt ELA    HSA-Alt Mathematics    HSA-Alt Scie  
(grade 5, 8 or 1

#### 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.

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.

#### Assessment Section Use Only

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 Q: Paper Response Card/Paper and Pencil Test Accommodation 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: \_\_\_\_\_

Accommodation Requested:  
(check one)

Paper Response Card

Paper and Pencil Test

The Paper and Pencil Test Accommodation is for students who can not access the electronic device because of their sensitivity, or students who are qualified for the translated test.

State the rationale for requesting the accommodation checked above for HSA-Alt testing. Please refer to the section **Requesting Paper Response Card or Paper and Pencil Test Accommodation** 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 26, 2024.**

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 R: Paper Response Card/Paper and Pencil Test Accommodation Guidelines and Test Materials Handling

The Paper Response Card/Paper and Pencil Test Accommodations are available for the summative HSA-Alt ELA, Mathematics, and Science (NGSS) in Spring 2024 after Assessment Section verification of student need and approval.

For the 2023-2024 school year, the following paper test material accommodations are available for students:

- The Paper Response Card Accommodation presents items to the students using online test delivery system alongside the printed answer option cards and test visuals for student response selection. Student’s responses will be recorded in the online test delivery system. Students with visual impairment/Blindness may access assessments by textile enhancement of the Paper Response Cards and testing materials combining with embedded human voice recording in online test delivery system or read aloud accommodation.
- Paper and Pencil Test Accommodation uses the printed paper test booklet. The TA is required to read all parts of the test using the item script provided in the test booklet. Student’s responses may be noted in the paper test booklet at the time of administration, but the student’s responses **must be recorded via the online test delivery system** for the student’s test to be scored.

The following table summarizes the Paper Response Cards Accommodation and Paper and Pencil Test Accommodation options and processes.

	<b>Paper Response Card Accommodation</b>	<b>Paper and Pencil Test Accommodation</b>
<b>Verification Request Form Required?</b>	Yes	Yes
<b>Test Administration Method</b>	Online Test Delivery System using paper response cards (with tactile enhancement as needed)	Printed test booklet
<b>Student Response Entry</b>	<b>TA required to enter students’ item responses into Online Test Delivery System.</b>	
<b>Recommended Use</b>	For blind students or students with visual impairment who may need textile enhancement.  For students who needs alternate response options	For students who cannot use a computer or iPad because of their sensitivity to electronic devices.  When using translated test designated support, in order to prepare translations before the test session.

The student's IEP team is required to go over the available accessibility supports and document the identified accommodations in the IEP. TAs whose student(s) has the Paper Response Card Accommodations or Paper and Pencil Test Accommodation documented in their IEP, will need to contact their school Test Coordinator (TC). TCs will be responsible for requesting approval of these accommodations based on the students' need that is indicated in their IEP.

### **Requesting Paper Response Card or Paper and Pencil Test Accommodation**

To request a Paper Response Card or Paper and Pencil Test Accommodation for an HSA-Alt eligible student, TCs must submit the *Paper Response Card/Paper and Pencil Test Accommodation Request Form* found in Appendix Q. 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.

**Initial Paper Response Card and Paper and Pencil Test Accommodation requests can be submitted by February 2, 2024** in order to receive the test kit materials prior to the opening of the summative HSA-Alt test window on February 20, 2024.

TCs may continue to make additional Paper Response Card or Paper and Pencil Test Accommodation requests as needed until **April 26, 2024** (four weeks prior to the close of the Paper Response Card/Paper and Pencil Test Accommodation test window). Requests placed during the testing window (up through April 26, 2024) will result in test kits that arrive at the school address on file approximately 5-7 business days after the request is approved by the HIDOE Assessment Section.

For information about administering the HSA-Alt using the Paper Response Card or Paper and Pencil Accommodation, please see either the *HSA-Alt Spring 2024 Instructions for Use of Paper and Pencil Test Booklets for Students with Verified Accommodation* document or the *HSA-Alt Spring 2024 Instructions for Use of Printed Response Option Cards and Test Visuals for Students with Verified Accommodation* document, both of which are available on the HSA-Alt portal at [alohahsap.org](http://alohahsap.org).

## **Test Materials Handling and Return of Assessment Materials**

**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 Response Card/Paper and Pencil Test Accommodation will receive a shipment containing the complete test kit materials for those student(s).

The Paper Response Card/Paper and Pencil Test Accommodation shipment includes a:

- School Packing List,
- Teacher Security Checklist,
- List of Test Kit Materials and TC Responsibilities; and
- Appropriate TA Test Kit for each TA who has a student approved for the Paper Response Card/Paper and Pencil Test Accommodation, based on the specific accommodation approved for the student:
  - The Paper Response Card Accommodation TA test kit will include paper answer option cards and test visuals for each content area test.
  - The Paper and Pencil Test Accommodation TA test kit will include a full paper test booklet for each content area test.

Materials are packed/shipped to schools by CAI. Likewise, Paper Response Card/Paper and Pencil Test Accommodation 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 Response Card/Paper and Pencil Test Accommodation.
- The TC will verify that materials for each TA match the Teacher Security Checklist and the List of Test Kit Materials. **NOTE:** For the Paper Response Card Accommodation, one test kit, per grade, is issued to each TA (not one kit per student). For the Paper and Pencil Test Accommodation, an individual student test booklet for each student will be issued.
- 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 Response Card/Paper and Pencil Test Accommodation testing window to allow time to review the materials prior to the first day of testing in order to develop appropriate translations of the paper test booklet, 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.

### **Preparing Materials after the Administration**

When Paper Response Card/Paper and Pencil Test Accommodation administration is complete, the TA prepares the HSA-Alt test materials for return to the TC. The TC is responsible for

ensuring that Paper Response Card/Paper and Pencil Test Accommodation materials are returned to CAI on time. Once the TC receives the Paper Response Card/Paper and Pencil Test Accommodation materials from the TA, the TC must ensure the following:

- All paper test booklets, answer option cards and/or test visuals received 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 Response Card/Paper and Pencil Test Accommodation testing should be placed in the original envelopes in which they were received.

### **Shipping Materials**

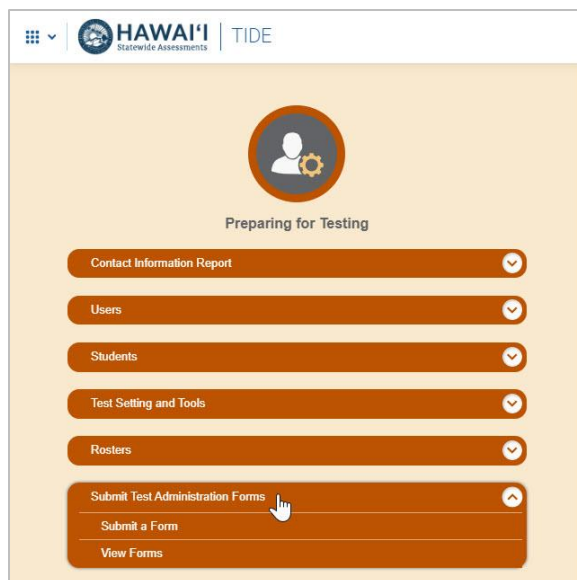
Plan to receive the HSA-Alt Paper Response Card/Paper and Pencil Test Accommodation materials from TAs by **May 28, 2024**. TCs must ship the materials to CAI by **May 29, 2024** for processing. Take these steps prior to shipping Paper Response Card/Paper and Pencil Test Accommodation materials to CAI:

- 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 29, 2024** to arrange return shipment.

## APPENDIX S: Instructions for Test Coordinators/Principals – TIDE Submission of the Test Security Response Form

School Test Coordinators or Principals are required to submit the Test Security Response Form to the Assessment Section by logging in to the Test Information Distribution Engine (TIDE) (<https://www.hitide.org/>) and under *Preparing for Testing*, select *Submit Test Administration Forms* > *Submit a Form* > *Test Security Response Form*.



Use this form to report Test Improprieties, Irregularities and/or Breaches to the Assessment Section. Breaches should be addressed to the extent possible at the school site, reported to the appropriate school personnel right away, and the Assessment Section be contacted by telephone. A more complete report of the concern should then be submitted to the Assessment Section using this Test Security Response Form by the end of the school day, during which the incident occurs.

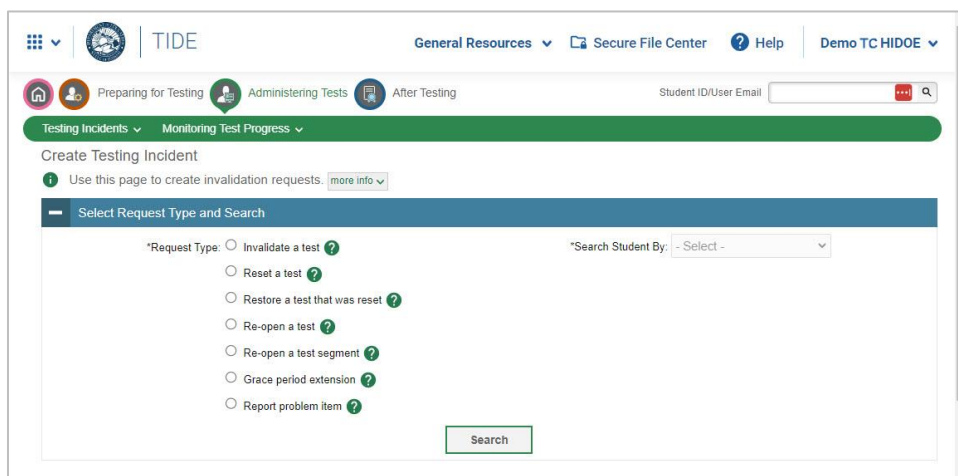
When submitting the Test Security Response Form the following information is required:

1. Name and role of the person submitting the form
2. Test Administrator Name
3. Severity Level
4. Assessment Name
5. Date/Time of Test Security Concern
6. Grade Level
7. Test Session ID
8. Name and Assessment Role of adults of involved
9. SSID(s) of students involved.
10. Description of incident, involvement, and actions taken.

Please check the accuracy of all required information in order to avoid delays in processing.

After completing all the required fields, the “Submit” button must be clicked to send the form electronically to the Assessment Section via TIDE. Please note that once the form is submitted, it cannot be revised. If a request form is submitted inadvertently or incorrectly, complete a new form, noting in the *Additional Comments* box of the form the error(s) made in the submitted form and if/how the request should be modified or canceled. The requestor or authorized school contact will receive an email response from the Assessment Section regarding the status of the correction/cancellation request.

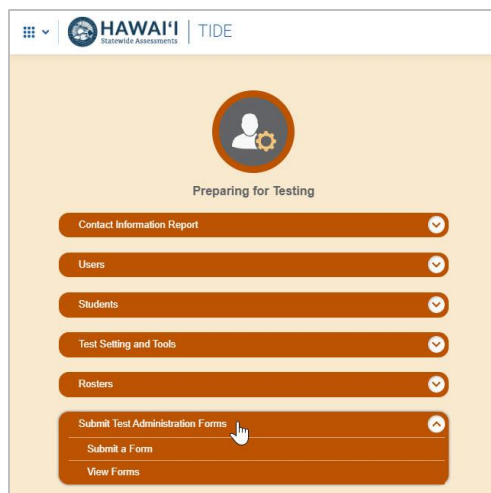
**Note:** When an incident occurs within the test, and results in the need to reset, reopen, invalidate, or restore individual student assessments **these testing incidents must be submitted into the “Testing Incident” in TIDE.** The School’s Test Coordinator or Principal can submit the **Testing Incident** into TIDE under *Administering Tests > Testing Incidents > Create Testing Incident*. Once submitted, **the Assessment Section will review the submission and notify the school via TIDE whether or not the request has been approved.**





## APPENDIX T: Instructions for Test Coordinators/Principals – TIDE Submission of the Courtesy Testing for Home-Schooled Students Form

School Test Coordinators or Principals are to submit the Courtesy Testing Form to the Assessment Section by logging in to the Test Information Distribution Engine (TIDE) (<https://www.hitide.org/>) and under *Preparing for Testing*, select *Submit Test Administration Forms* > *Submit a Form* > *Courtesy Testing for Home-Schooled Students*.



Complete this form to notify the Assessment Section of a courtesy test request for a Summative Smarter Balanced ELA/Literacy or Mathematics Assessment; a Hawaii State Science (NGSS) Assessment; and/or an HSA-Alt ELA/Literacy, HSA-Alt Mathematics, or HSA-Alt Science (NGSS) Assessment. Courtesy testing for home-schooled students is not provided for the EOC Exams. **Reminder: Do not ask parents to bring their home-schooled child to your school to be tested until an Assessment Section staff member informs you that the request has been processed.**

When submitting the request form the following information is required:

1. Student Name
2. Student 10-digit SSID
3. Grade Level
4. Complex Area/Complex/School Name
5. Assessment Name

After completing all the required fields, the “Submit” button must be clicked to send the form electronically to the Assessment Section via TIDE. Please note that once the form is submitted, it cannot be revised. If a request form is submitted inadvertently or incorrectly, complete a new form, noting in the *Additional Comments* box of the form the error(s) made in the submitted form and if/how the request should be modified or canceled. The requestor or authorized school contact will receive an email response from the Assessment Section via TIDE regarding the status of the correction/cancellation request.

## 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.

<b>Change</b>	<b>Section</b>	<b>Date</b>
Grammatical updates to various questions in the Grade 5 and 8 Science HIORA	Appendix A	11/13/23
Updated instructions and procedures for reporting test security incidents using the Test Security Response Form in TIDE	Test Security Guidelines	11/17/23
Updated all page references as necessary	Global	11/17/23
Updated Test Security Response Form name, fields, and instructions	Appendix J	11/17/23
Updated Courtesy Testing Request form instructions	Appendix N	11/17/23
Added new appendices with instructions for submitting test administration forms in TIDE	Appendix S and T	11/17/23
Updated document names for paper response card and paper and pencil test booklet instructions.	Spring 2024 Changes to the HSA-Alt Assessments Additional Relevant Documents Appendix R	2/14/24
Removed all references to the auto-play Human Voice Recording feature for Spring 2024 assessments.	Global	2/15/24