

SY 2022-23

**Hawaii State Alternate
Assessment (HSA-Alt)
Test Administrator Training**

Hwa Hee Sohn
Elaine Lee, Ph.D.

Hawaii Department of Education, Office of Strategy, Innovation and Performance

Assessment and Accountability Branch

Brian Reiter - Acting AAB Director

Karen Tohinaka - Acting Administrator

Hwa Hee Sohn- Test development specialists

Elaine Lee, Ph.D. - Test development specialists

Cambium Assessment, Inc. - Emily MacGillivray

Time	HSA-Alt Test Administrator Training Agenda
9:00 - 10:00	<p>Overview – Hawaii State Assessment- Alternate (HSA-Alt)</p> <ul style="list-style-type: none"> • Requirements of Statewide Assessment • 1% cap, Identification of students eligible for HSA-Alt • HSA-Alt Performance Level Descriptors* <p>Item Design</p> <ul style="list-style-type: none"> • LCI + HIORA, Scoring & Reporting • Code of Ethics, Early Stopping Rule, Testing Time
10:00 – 10:15	Break
10:15 – 10:40	Accessibility and Accommodation/Test Security
10:40 – 11:20	<p>Summative Assessment Administration</p> <ul style="list-style-type: none"> • TA certification Course • Teacher and student interfaces • Navigating through the test • Completing the Learner Characteristics Inventory (Parts I/II)
11:20 – 12:00	Activity (TA certification course, LCI/HIORA, Review Training Test)
12:00 – 12:45	Lunch
12:45 – 2:00	Classroom Embedded Assessment (Piloting)/teacher presentation
2:00 – 2:15	Break
2:15 – 3:00	Final Activity, Q&A, Survey, Discussion

Desired Outcome

At the end of the training, Participants will

- Improve understanding on identification of HSA-Alt students.
- Improve understanding on HSA-Alt test design, the accessibility support for testing
- Understand the Code of Ethics, Early Stopping Rule, and Test Security
- Be able to start a live test session and sign-in a student.
- Be able to complete the Learner Characteristic Inventory(LCI) and Hawaii Teacher Observation Ratings(HIORA) before the content test.
- Administer HSA-Alt Summative assessment and HSA-Alt Classroom Embedded Assessment
- Understand how to find the outcome of the assessments in Centralized Reporting System

Acronyms

HSA-Alt : Hawaii State Alternate Assessment

CEA: Classroom Embedded Assessment

TA: Test Administrator

TC: Test Coordinator

PLD: Performance Level Descriptor

IDEA: Individuals with Disabilities Education Act

TAM: Test Administrator Manual

ESSA: Every Student Success Act

ESEA: Elementary and Secondary Education Act

IEP: Individualized Education Program

LCI: Learner Characteristic Inventory

HIORA : Hawaii Teacher Observation Ratings

TIDE: Test Information Distribution Engine

SSID: Statewide Student Identifier (Student ID number)

CRS: Centralized Reporting System

Overview

- HSA-Alt Participation Guidelines
- Federal Requirement of 1% cap
- HSA-Alt PLDs

IDEA Sec. 300.160

(a) General. A State must ensure that all children with disabilities are included in all general State and district-wide assessment programs,...with appropriate accommodations and alternate assessments, if necessary, as indicated in their respective IEPs.

ESSA Amendment to ESEA Sec. 1111(b)(2)(D) State Requirements

- Provide accommodations training
- Incorporate universal design for learning
- Base IEP team decision on State's Alternate Assessment (AA) Identification Guidelines
- Inform parents:
 - that their child's academic achievement will be measured based on alternate standards
 - how participation in the alternate assessment may delay or otherwise affect completing the requirements for a regular high school diploma

ESSA Amendment to ESEA Sec. 1111(b)(2)(D) State Requirements

- Limits the number of students who may take an alternate assessment to no more than 1.0 percent of the total number of all students in the State who are assessed in a given subject.
- States, however, cannot place a limit on Alternate Assessment participation at a district (or school) level.
- Requires districts to submit justification for overage, and states to provide oversight and publicly post district data.

Responding to Parent's need

- Under Hawaii Administrative Rules Chapter 60 guidelines, **parents who speak a language other than English** can request the translation of student score reports with the HIDOE providing this translation upon request at IEP team meetings.
- **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 the Hawaii Department of Education's Assessment Section.
- [HIDOE website to request free interpreter.](#)

Statewide Assessments for ELs

English Language Proficiency

Alternate ACCESS for ELLs is an assessment of English language proficiency (ELP) for those English learners in grades 1-12 who have the most significant cognitive disabilities, and who participate, or would be likely to participate, in their state's alternate content assessment(s).

- Only ELs with significant cognitive disabilities should take Alternate ACCESS for ELLs.
- Students with disabilities who cannot be served with accommodations on the regular ACCESS for ELLs assessments.
- Kindergarten Alternate ACCESS for ELL Field Test
- Include EL teachers in the IEP team meeting.

HSA-Alt Participation Guidelines

HSA-Alt Participation Guidelines

- 1) The student demonstrates significant cognitive disabilities that may be combined with limited adaptive skills, physical or behavioral limitations.
- 2) The student requires a highly specialized educational program with intensive modifications and supports in order to access grade level academic standards.
- 3) 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.
- 4) 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.

All 4 criteria needs to be met to be eligible for HSA-Alt.

HSA-Alt Participation Guidelines

Hawaii State Assessment- Alternate (HSA-Alt) Participation Guidelines

Four criteria form the basis for alternate test participation in Hawaii. 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 Hawaii 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

HSA-Alt Participation Guidelines

Decisions for determining participation in a Hawaii 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

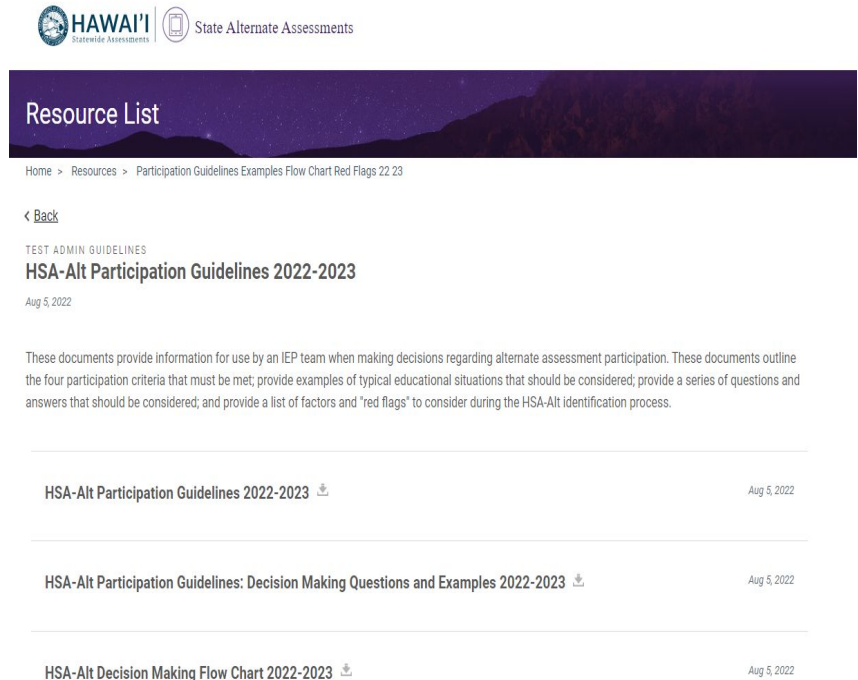
Additional HSA-Alt Student Identification resources are available within the HSA-Alt portal at www.alohahsap.org; these are Factors and Red Flags on the Road to HSA-Alt Student Identification, Decision-making Questions with Case Study Examples and the HSA-Alt Decision-making Flow Chart.

2018-2019




www.alohahsap.org

HSA-Alt Participation Guidelines 2022-2023

- [HSA-Alt Participation Guidelines 2022-2023](#)
- Participation Decision Making Questions and Examples
- Decision Making Flow-Chart
- Factors and Red Flags
- Identification Red Flags by IEP page



The screenshot shows the HAWAII Statewide Assessments website. At the top, there are logos for HAWAII Statewide Assessments and State Alternate Assessments. Below the logos is a dark purple banner with the text "Resource List". Underneath the banner is a breadcrumb trail: "Home > Resources > Participation Guidelines Examples Flow Chart Red Flags 22 23". There is a "< Back" link. The main heading is "TEST ADMIN GUIDELINES" followed by "HSA-Alt Participation Guidelines 2022-2023" and the date "Aug 5, 2022". A paragraph of text describes the documents: "These documents provide information for use by an IEP team when making decisions regarding alternate assessment participation. These documents outline the four participation criteria that must be met; provide examples of typical educational situations that should be considered; provide a series of questions and answers that should be considered; and provide a list of factors and 'red flags' to consider during the HSA-Alt identification process." Below this text is a list of three resources, each with a download icon and a date:

- HSA-Alt Participation Guidelines 2022-2023  Aug 5, 2022
- HSA-Alt Participation Guidelines: Decision Making Questions and Examples 2022-2023  Aug 5, 2022
- HSA-Alt Decision Making Flow Chart 2022-2023  Aug 5, 2022

Red flag

The following should not be sole factors when identifying a student for the HSA-Alt:

- ELL Status
- Student cannot read
- Student is three or more grade levels behind peers
- The “other assessment” is too hard
- Anticipated disruption or emotional duress


HSA-Alt Range Performance Level Descriptors (PLDs)

- ❑ HSA-Alt performance expectations are aligned with **Hawaii Common Core Standards** for ELA and Math and **Next Generation Science Standards** for Science.
- ❑ HSA-Alt expectations are reduced so that students with significant cognitive disabilities have access to the assessment.
- ❑ The HSA-Alt Range PLD Essence Statement encompasses the main idea or concept from the Hawai'i state content standard.
- ❑ The HSA-Alt Range PLD Essence Statement are crafted by Hawaii educators and stakeholders with specialized expertise in these areas: ELA, math, or science; special education; and individuals with significant cognitive disabilities.

[HSA-Alt Range Performance Level Descriptors \(PLDs\)](#)

HSA-Alt

Range Performance Level Descriptor (PLD)

- ❑ The HSA-Alt Range PLDs describes four levels of performance from well below, Approach, Meets, and Exceeds.
- ❑ Aligned with workforce and college readiness standards 
- ❑ Parents and educators can use this information to
 - Interpret and understand their student's current level of academic achievement
 - Reinforce/design tasks aligned with student's current level
 - Establish yearly goals that extend to next level of performance expectation

Link to [HSA-Alt Range Performance Level Descriptors](#) (PLDs)

HSA-Alt Range PLDs : Examples

Standard. Essence Statement. Well Below. Approaches. Meets. Exceeds.

CCSS.Math.Content.HS.A.CED.A.1 

Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.

Use linear equations and inequalities to solve problems. Suggested scaffolds: real-world problems involving start value/fixed cost and unit rate; e.g., \$10 savings + earnings of \$10/hour = amount of money.

Solve one-step equations with one variable (addition/subtraction).
Prioritized focus: whole numbers within 20.

Solve one-step equations with one variable (multiplication).
Prioritized focus: whole numbers within 100.

Solve one-step equations or inequalities with one variable.
Identify one-step, one-variable equations that match real-world contexts.
Prioritized focus: decimal numbers within 100.

Solve multi-step equations or inequalities with one variable.
Identify a one-step one-variable inequality or two-step, one-variable equation that matches a real-world context.



is the workforce and career readiness standard, which denotes standards that may be associated with the workplace, and, therefore, address needs identified in the Workforce Innovation and Opportunity Act (WIOA)

HSA-Alt Summative Test Design

Learner Characteristics Inventory/
Hawai'i Observational Rating Assessment

General Overview of Item Design

CCSS.Math.Content.HS.A.CED.A.1

Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.

Use linear equations and inequalities to solve problems. Suggested scaffolds: real-world problems involving start value/fixed cost and unit rate; e.g., \$10 savings + earnings of \$10/hour = amount of money.

- Test items are written to align with the Range PLD Essence Statements
- All items are reviewed and approved by Hawaii stakeholders before and after field testing
- Only items that meet committee approval for accessibility, bias, and sensitivity review, content review, and data review make it into the operational pool of items for the assessment

Design of the HSA-Alt

- Reduced number of answer options
- Pic Syms are found on some answer option cards
 - Provide students with receptive communication support
- Visuals are frequently included
 - Illustrations accompanying reading passages
 - Number lines, area models, or concrete representations for math concepts and contexts
 - Videos of science and math phenomena
- Visuals are described
 - Provide sight-limited students with auditory cues
- Human recorded audio is required to be provided for all parts of the assessment
 - More accessible than text-to-speech
 - Stimulus, question, and answer options have scripts that are played
 - The audio script may include additional information that is not displayed on screen
 - For example, the Pic Syms on answer option cards may contain a single word, however, a sentence may be read out loud to the student when the ear icon is pressed.

Design of the HSA-Alt

- Delivered on an iPad, computer, or Chromebook.
- Paper answer option cards and test visuals available
 - For students who need tactile enhancement or communication system pairing
- Students may select an answer and then de-select
 - To key in their final answer students will press “Next”
- "No Response" option is available for all items
 - Test Administrator selects this option for non-responsive students
 - Sufficient wait time and opportunity to engage must be provided
 - Customary accommodations and communication supports must be in place
- Early Stopping Rule
 - Non-responsive students will be exited from the test after no response is registered for the first eight items

Learner Characteristics Inventory (LCI*)

- Part I and Part II (LCI is combined with the Hawaii Observational Rating Assessment (HIORA)). Refer to Appendix A, pp. 55-86 of the Alt TAM.
- The LCI* has two parts:
 - Part I is used by the teacher to describe the student's characteristics
 - Part II collects teacher ratings of student transition readiness and understanding of content area expectations
- The LCI data must come from the person who is most familiar with the student.
- The LCI **must** be completed prior to bringing a student in for live testing. Content area tests are not available for a student until the LCI is completed!
- The data helps to inform state policy and is used to support federal Peer Review purposes.

*Kearns, J., Kleinert, H., Kleinert, J., and Towles-Reeves, E. (2006). *Learner Characteristics Inventory*. Lexington, Kentucky: University of Kentucky, National Alternate Assessment Center.

Reporting of HSA-Alt Summative Scores

Centralized Reporting System (CRS)

Centralized Reporting System (CRS): Opening Screen

- Go to alohahsap.org >>> Select Smarter Balanced, Alternate, or Science Assessments



- Click on Teacher or Test Coordinator/Administrators
- Scroll down the page to *After Testing* and log in using your TIDE Username and password (refer to [TIDE Password Instructions](#))
- The information available in CRS depends upon the user role.
 - TCs and Principals will see all tests and data for the school.
 - Teachers will see tests and data related to students they teach.

These are **2022-2023** school year reports.

Which test groups would you like to start with?

- EOC
 - Mathematics
 - Science
- Formative
 - ELA
 - Mathematics
- HSA
 - Science
- HSA-Alt
 - ELA
 - Mathematics
 - Science

Features & Tools

Reporting Options



Change Reporting Time Period



Change Role

Download & Print



Download Student Results

Test Options



Manage Test Reasons



Set Student Setting on Item View

Go to Dashboard

Features & Tools

Reporting Options



Change Reporting
Time Period



Change Role

Download & Print



Download Student
Results

Test Options



Manage Test Reasons



Set Student Setting on
Item View



[Dashboard Selector](#) > [Dashboard Generator](#) > **Dashboard**

Filters

Performance Distribution, By Test Group **Demo School Group 2, 2021-2022**

Filtered By **Test Reasons: All Test Reasons** | Sorted By: Date Last Taken

2022-2023

Test Groups

Test Reasons



HSA-Alt ELA

Grades Tested: 3, 6, 7, 8, 11

Tests Taken: 11 Date Last Taken: 03/19/2022



Percent	82%	18%
Count	9	2



HSA-Alt Science

Grades Tested: 5, 8, 11

Tests Taken: 5 Date Last Taken: 03/19/2022



Percent	80%	20%
Count	4	1



HSA-Alt Mathematics

Grades Tested: 3, 4, 5, 6, 7, 8

Tests Taken: 10 Date Last Taken: 03/19/2022




Percent	60%	30%	10%
Count	6	3	1



Average Score and Performance Distribution, by Assessment: Demo School Group 2,

2022-2023

 Features & Tools
Filtered By **School:** All Schools | **Test Reasons:** All Test Reasons

Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution	Date Last Taken
  Grade 11 HSA-Alt ELA	HSA-Alt	11	Spring 2022 (HSA-Alt)	3	262 ± 12 	 Percent: 67% (Red), 33% (Yellow)  Count: 2 (Red), 1 (Yellow)	03/19/2022
  Grade 3 HSA-Alt ELA	HSA-Alt	3	Spring 2022 (HSA-Alt)	5	271 ± 6 	 Percent: 80% (Red), 20% (Yellow)  Count: 4 (Red), 1 (Yellow)	03/19/2022
  Grade 8 HSA-Alt ELA	HSA-Alt	8	Spring 2022 (HSA-Alt)	1	226 	 Percent: 100% (Red)  Count: 1 (Red)	02/18/2022
  Grade 7 HSA-Alt ELA	HSA-Alt	7	Spring 2022 (HSA-Alt)	1	270 	 Percent: 100% (Red)  Count: 1 (Red)	02/18/2022
  Grade 6 HSA-Alt ELA	HSA-Alt	6	Spring 2022 (HSA-Alt)	1	256 	 Percent: 100% (Red)  Count: 1 (Red)	02/18/2022

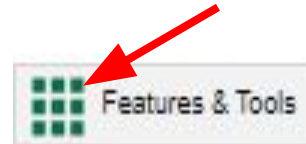
Additional information can be found from clicking on the icons (see red arrows)

Score, Performance and Points Earned on Grade 11 HSA-Alt ELA (


Reporting Category **2022-2023**


Filtered By School: All Schools | Test Reasons: Spring 2023


Student	Student ID	Total	Scale Score	Performance
State		281 ± 5	<p>Percent: 38% 32% 14% 16%</p> <p>Count: 40 36 16 20</p>	
Complex Area		262 ± 12	<p>Percent: 87% 13%</p> <p>Count: 2 1</p>	
Complex		262 ± 12	<p>Percent: 87% 13%</p> <p>Count: 2 1</p>	
School		262 ± 12	<p>Percent: 87% 13%</p> <p>Count: 2 1</p>	
My Students		262 ± 12	<p>Percent: 87% 13%</p> <p>Count: 2 1</p>	
Fhys_Flkx	9999990108	281 ± 15	Approaches Proficiency	
Huep_lxoz	9999990117	240 ± 16	Well Below Proficiency	
Vgbl_Thzk	9999990107	265 ± 16	Well Below Proficiency	






 Features & Tools



Get More Insights 


 Breakdown by



Reporting Options 


 Change Reporting Time Period  Change Role



Download & Print 


 Download Student Results  Print

Test Options 

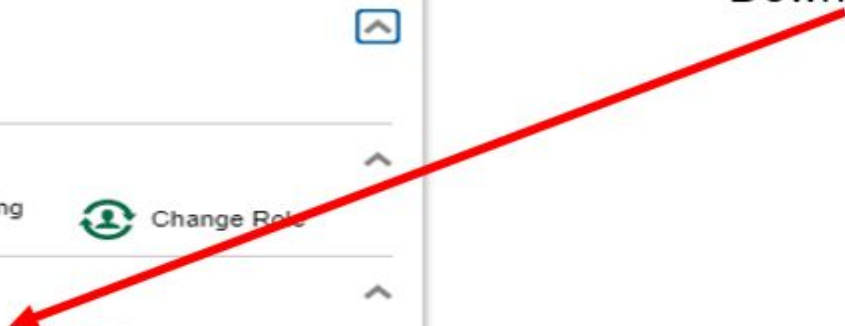
 Manage Test Reasons  Set Student Setting on Item View

Roster Settings 

 Add Roster  View/Edit Roster

 Upload Roster

Download Student Results



Decisions for Generating Student Results:

1. Report Type

1. Print Options

1. Output

Then, select color tabs:

1. Test Reasons

2. Assessments

3. Students

The screenshot shows the 'Student Results Generator' interface. It is divided into several sections:

- Report Type:** Radio buttons for 'Individual Student Report' and 'Student Data File'. 'Student Data File' is selected.
- Print Options:** A section header.
- Report Format:** Radio buttons for 'XLS', 'CSV', and 'TXT'. 'XLS' is selected.
- Output:** Radio buttons for 'Data File for Each Test' and 'Single Combined Data File'. 'Data File for Each Test' is selected. A note below states: 'Sub-scores will not be available in the combined data file; only overall scores/measures will be included.'
- Color Tabs:** Three vertical tabs are visible: '1. Select Test Reasons' (light blue), '2. Select Assessments' (light green), and '3. Select Students' (light orange).
- Select the students:** A section with a search icon and a list of schools: 'All Students', 'Kula a'o Hawai'i' (checked), and 'Training School A'.
- Buttons:** 'Generate' (green) and 'Cancel' (grey) buttons are at the bottom.

1. Selected Test Reasons

Select a test reason.

- Fall 2021 (EOC)
- Spring 2022 (EOC)
- Summer 2022 (EOC)
- Fall
- Spring 2023 (HSA-Alt)
- Spring 2022 (HSA)
- Opportunity 1
- Opportunity 2
- Opportunity 3
- Opportunity 4
- Opportunity 5
- Post-Test
- Pre-Test
- Spring 2022 (Smarter Summative)
- Spring
- Unassigned
- Winter

Next

1. Selected Test Reasons

2. Selected Assessments

Select the assessments.

- All Subjects
- ELA
 - Grade 3
 - Grade 3 HSA-Alt ELA
 - Grade 4
 - Grade 4 HSA-Alt ELA
 - Grade 5
 - Grade 5 HSA-Alt ELA
 - Grade 6
 - Grade 6 HSA-Alt ELA
 - Grade 7
 - Grade 7 HSA-Alt ELA
 - Grade 8
 - Grade 8 HSA-Alt ELA
 - Grade 11
 - Grade 11 HSA-Alt ELA
- Mathematics
 - Grade 3
 - Grade 3 HSA-Alt Math
 - Grade 4

Next

1. Selected Test Reasons


2. Selected Assessments

3. Selected Students







Select the students.

- All Students
 - Kula a'o Hawaii
 - Training School A

Generate

View Documents  Send Files

Search filenames or labels Search

Name	Created	Expires	Expires In	Actions
<input type="checkbox"/> DemoSchoolGroup2_StudentData_152350735 PM.xls <small>Reporting</small>	01/06/2023 10:23 AM	02/05/2023 10:23 AM	29 days	 
<input type="checkbox"/> DemoSchoolGroup2_StudentData_152130048 PM.xls <small>Reporting</small>	01/06/2023 10:21 AM	02/05/2023 10:21 AM	29 days	 
<input type="checkbox"/> DemoSchoolGroup2_StudentData_145634861 PM.xls <small>Reporting</small>	01/06/2023 09:56 AM	02/05/2023 09:56 AM	29 days	 

Selected Output File in *Excel*:

Student Name	Student ID	Enrolled	Ethnicity	Gender	ELL	Disadvantaged	Migrant	Disability	Enrolled	Enrolled	Test Rea	Test Op	Date Tak	Test Cor	Grade 11	Grade 11	Grade 11	HSA-Alt ELA P
Fhys, Flkx	99999901	11/10/2001	Grade 11	African	Male	No	R	No	13 - Spee	Training	Kula a'o	Spring 2	Most Re	03/19/202	03/19/202	281	15	Approaches Proficiency
Huep, Ixoz	99999901	11/10/2001	Grade 11	African	Male	No	N/A	No	1 - Autis	Training	Kula a'o	Spring 2	Most Re	03/19/202	03/19/202	240	16	Well Below Proficiency
Vgbi, Thzk	99999901	11/10/2001	Grade 11	African	Male	No	R	No	12 - Spee	Training	Kula a'o	Spring 2	Most Re	02/18/202	02/18/202	265	16	Well Below Proficiency

Centralized Reporting System (CRS) Resources

- Centralized Reporting User Guides 2022-2023
- Centralized Reporting Training Modules 2021-2022
(SY 2022-23 is available in mid-Feb. 2023)

Test Security Guidelines

- Code of Ethics
- Testing time
- Early Stopping Rule

HSA-Alt Code Of Ethics

1. Exhibit the highest degree of professional ethics.
2. Plan for and include **IEP-aligned accommodations** during testing, including consideration of a student's familiar **communication system**.
3. Provide HSA-Alt students with online **training/practice test** opportunities.
4. Follow all test security and test administration procedures, including the close supervision of all students during HSA-Alt testing to ensure that students receive:
 - the **full audio delivery of stimulus, question, and answer options**;
 - the **expanded view** of math and science visuals; and,
 - **sufficient wait time and presentation repetition** to maximize the elicitation of student response.

Summative Early Stopping Rule (1)

- Intent is to identify non-responsive students and to increase communication system support for students who are currently non-responsive.
- Rule: If students do not respond to the first eight items on a content area assessment, the assessment is early stopped.
- Guidelines: The eight items must be delivered in two separate sessions on two different days. An observer must be present for at least four of the eight items.
- Schools' test coordinator must **submit a completed Early Stopping Rule Verification form** to Assessment Section.
- If an observer is not present during the administration of at least four items of the eight, the TA must submit a Testing Incident Report Form and have the school Test Coordinator request a test reset. **Students need to retake the test.**

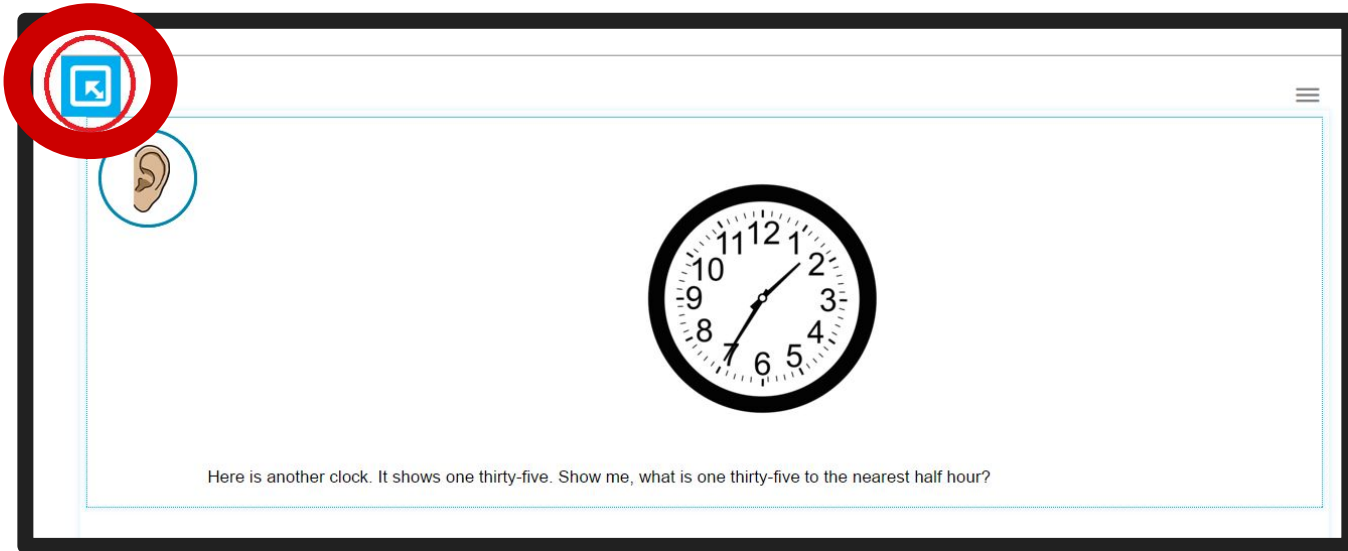
Recording No Response

Condition: The student **does not** respond to the first eight items on a content area test. ➡ The TA enters “**No Response**” for the items.

The screenshot displays a test interface with a 'Next' button at the top center. On the left, a question number '1' is shown next to a placeholder symbol (∅), with a red '3' above it. Below the question is an audio icon and the text 'ry tells him a joke.' and 'chuckles means?'. A red '2' is above the question text. On the right, a 'Mark as No Response' button is highlighted with a red '1' above it. A 'Warning' dialog box is open in the center, asking 'Are you sure you want to mark this item with a No Response?' with 'Yes' and 'No' buttons. The dialog box is highlighted with a red border. At the bottom, there are partial views of a student's face and a teacher's figure.

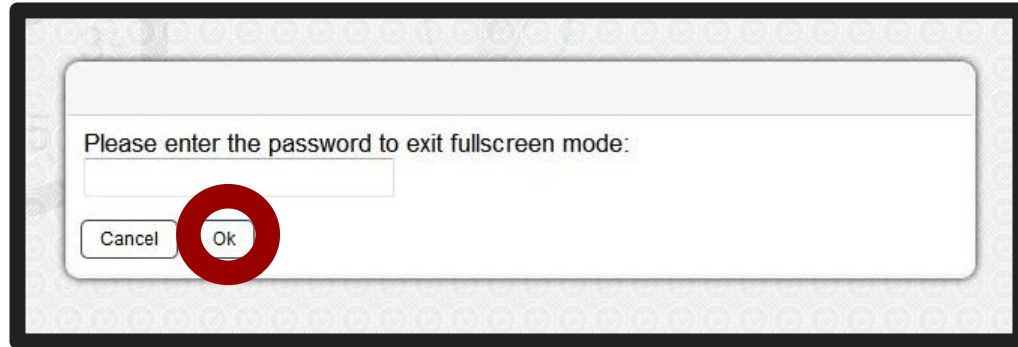
How to Pause - Using Navigation bar

- The Navigation Bar can be located by looking for it at the top of the page.
- Tap or click on the small gray and blue box in the upper left-hand corner.

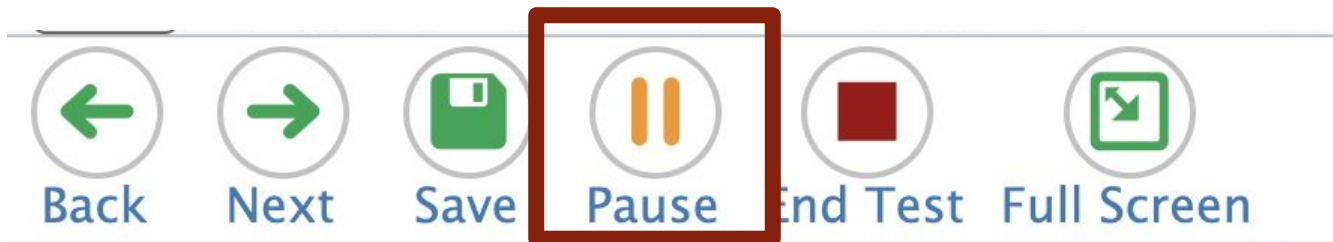


How to Pause - Using Navigation Bar

- Next, a pop-up window will appear.
- For the password, enter the **“legal first name”** of the student.
(The same name used to log in the student.)
- Click **“Ok.”**



How to Pause - Using Navigation Bar

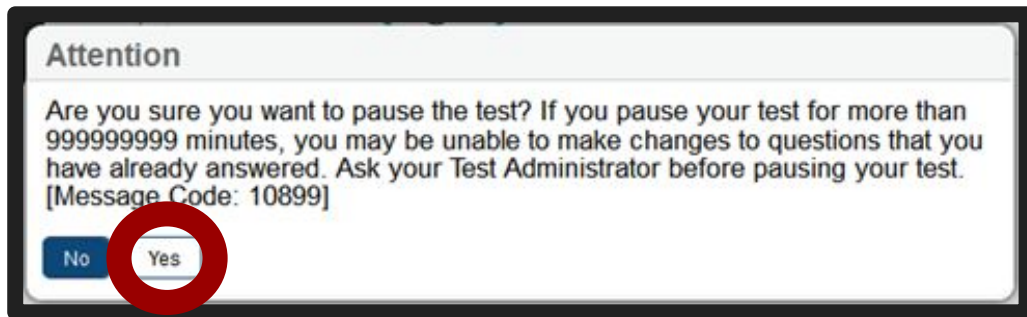


The following tools are available:

- **Help button:** opens the on-screen help guide.
- **Zoom buttons:** changes the font size of an item.
- **Digital calculator:** provides a digital calculator for students who prefer a digital calculator over a handheld. (math)
- **Pause button:** pauses the test.
- **Next and Back buttons:** navigates between LCI items.
- **End Test button:** begins process of ending the test.
- **Full Screen button:** closes/re-hides the Navigation bar and allows you to see the “Next” button.

How to Pause - Using Navigation Bar

- To pause the test from the student screen, open the Navigation Bar and click **“Pause”**.
- A confirmation message will pop up. Click **Yes** to pause the test.
 - When the student is ready to resume the test, the Test Administrator will need to log the student in again.
 - When the test is resumed, the student will be shown the first test item that has not yet been completed.



Summative Early Stopping Rule-form

Condition: The student **does not** respond to the first eight items on a content area test.

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: _____

Summative Early Stopping Rule-form

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: _____

Summative Early Stopping Rule - Summary

TA needs to:

- 1) pause a test after 4 items of “no response”.
- 2) schedule a session on a different day with **observer** present.
- 3) administer another 4 items on a different day with observer.
- 4) complete the early stopping rule verification form and give it to Test Coordinator to submit to assessment section.

If TAs anticipate a student will be non-responsive during testing, they should arrange for an observer prior to testing to administer first 4 items. TA still needs to schedule another session to administer the rest of 4 items.

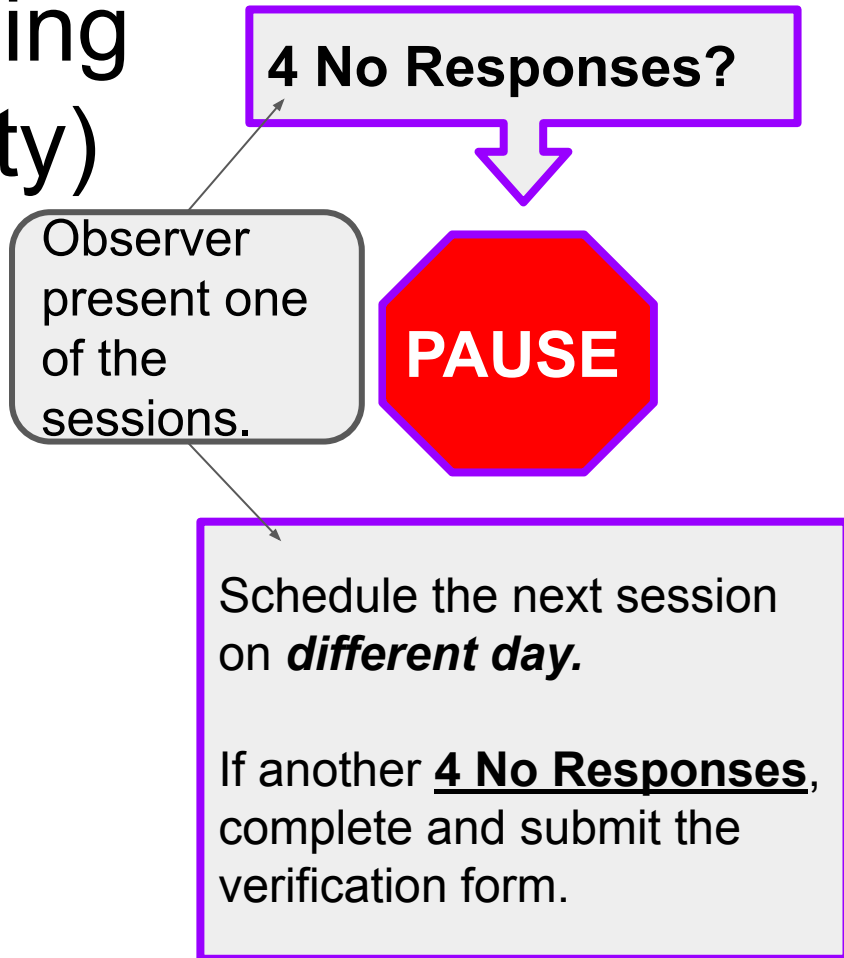
Summative Early Stopping Rule - Verification Process

1. TA and Observer sign the Early Stopping Rule verification request form and provide the form to School Test Coordinator.
2. School Test Coordinator is responsible for sending the form to Assessment Section.
3. The assessment section will verify in the system 1) if 8 items were administered on two different days in the system, 2) observer was present in one of the two sessions by examining information on the form.
4. If verified, the student will be counted as the participation on the state-wide assessment.
5. If not verified, TA will need to submit a Test Incident Report and request a Test Reset. This will result in the student to take the test over. (Test Impropriety)

Summative Early Stopping Rule (Testing Impropriety)

If the TA does not pause a test and administer first 8 items in one session or two sessions on the same day, the TA will need to submit a Test Incident Report and request a Test Reset.

This will result in the student to take the test over.



Break (15 min.)

Return 10:45 a.m.

Accessibility and
Accommodations;
Test Security

HSA-Alt Accessibility Supports*

There are three levels of supports for the HSA-Alt:

- Universal Tools
 - Available to all HSA-Alt students
 - Not monitored by the State
 - Low probability of impacting test validity
- Designated Supports and Accommodations
 - Available to some HSA-Alt students
 - Monitored by the State via teacher input in TIDE
 - High probability of impacting test validity
 - Must be provided during testing

*For HSA-Alt Accessibility Supports, refer to pp. 45-54, [HSA-Alt 2022-2023 Summative TAM](#).

HSA-Alt Universal Tools

- Audio Playback
- Calculator
- Graphic organizers
- Highlighting
- Translated Test Directions
- Extended Time
- Re-focusing prompts/gestures
- Breaks
- No Response

This list is not exhaustive! Refer to the [*HSA-Alt Summative Test Administration Manual*](#) (pp. 45-54) for additional information about universal tools.

HSA-Alt Designated Support and Accommodations

Designated Support:

- Translated Test
([Paper-Pencil Test Kit Request form](#))

Please refer to the [HSA-Alt Summative Test Administration Manual](#) for additional information about identifying, setting, and requesting supports for HSA-Alt testing.

Accommodations:

- Alternate Response Options
- American Sign Language (non-embedded)
- Calculator
- Concrete Materials
- Digital Math Manipulatives
- Multiplication Table
- Paper/Pencil Test ([requires Paper-Pencil Test Kit Request form](#))
- Read Aloud
- Reinforcement System
- Scribe
- Tactile Sensitivity (paper-pencil form only)
- Visual Descriptions

Paper and Pencil Test

1. Support ELLs - translated test

- For students with limited English language proficiency, the paper and pencil version of the assessment is used in conjunction with the Translated Test Designated Support.
- The paper and pencil version of the assessment supports the Test Translator in previewing and preparing translations of the mathematics or science assessments.

2. Blind and visually impaired students

- For students with visual access limitations and provides test administrators the opportunity to prepare for specialized test administrations.
- Two examples of how the paper and pencil form might be used to administer a test to a student with specialized needs follow. For students with visual impairment or blindness, a paper and pencil version of the assessment allows the teacher or test administrator to tactilely enhance the test visuals or answer options prior to test administration. This tactile enhancement allows students to better utilize the accompanying test visuals and to discriminate between the answer options.

English Learner (EL) Accessibility Supports

EL accessibility supports for users of the Alternate Assessment:

Universal Tools: Translated Test Directions

Translated test directions	Students who have limited English language skills can receive test directions in another language if this support is provided by a bi-literate adult trained in the administration of the HSA-Alt.
----------------------------	--

English Learner (EL) Accessibility Supports

Designated Support: Translated Test

Designated Supports	Description
<p data-bbox="106 341 349 369">Translated test</p> <p data-bbox="146 443 649 891"><u>HSA-Alt Test Security and Confidentiality Form</u> (or Appendix M, <u>HSA-Alt Summative TAM</u>)</p>	<p data-bbox="703 341 1773 514">Students who have limited English language skills and who use dual language supports in the classroom may have the mathematics and science assessments translated during alternate testing. Translation of the English Language Arts (ELA) assessment is not allowed.</p> <p data-bbox="703 560 1740 732">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. They must provide a word for word translation not deviating from the presented stimulus, item, and audio script.</p> <p data-bbox="703 778 1566 841">All translators must sign the <i>HSA-Alt Test Security and Confidentiality Form</i> found in Appendix M.</p> <p data-bbox="703 887 1760 986">The paper/pencil test kit is also required for the administration of a translated test. The use of a translator may result in the student needing additional overall time to complete the assessment.</p>

Alternate ACCESS for ELLs with Significant Cognitive Disabilities (p. 49 of [Crosswalk/CAF](#))

Table 21: Alternate ACCESS for ELLs Accommodations

Accommodation	ACCESS for ELLs Test Domains				Key Information
	Listening	Reading	Speaking	Writing	
Extended testing of a test domain multiple days (EM)	N/A	N/A	N/A	N/A	Provide written request and evidence of need to state education agency.
Interpreter signs test directions in ASL (SD)	✓	✓	✓	✓	Sign administration instructions, test directions, and practice items. Do not sign scored items.
Scribed response (SR)	✓	✓	N/A	✓	For students who produce text by means other than a pencil.
Recording device and transcription (RD)	N/A	N/A	N/A	✓	Student uses a recording device to respond; and then the student transcribes the response into the test.
Test may be administered by school personnel in non-school setting (NS)	✓	✓	✓	✓	For students who are enrolled but unable to attend school due to hospitalization or other extended absence during the testing window. Must be approved by SEA.
Word processor or similar keyboarding device to respond to test items (WD)	✓	✓	N/A	✓	Responses must be transcribed verbatim in a paper test booklet after testing by TA. For Writing test, spell and grammar checker, dictionary/thesaurus, and access to Internet must be turned off. Delete once finished.

****Please ensure that EL counterparts are in the IEP meetings so they are informed about the accessibility features the ELLs are receiving for the Alternate ACCESS.**

Documenting Supports

Documenting Supports - Two Places (IEP and TIDE)

1. IEP

Services page

- Clarification of Supports and Services section
- Supplementary Aids and Services section

See next slide.

IEP Documentation

Considerations | PLEP | Transition Services | Standards and Goals | **Services** | ESY | Statewide Assessment | LRE | Actions

Special Education and Related Services *

Service	Projected Start	Projected End	Frequency	Location	ESY	Inactive	New Service
<input type="button" value="Open"/>							

Supplementary Aids and Services - Program Modifications and Supports for School Personnel

Service	Projected Start	Projected End	Frequency	Location	ESY	Inactive	New Service
<input type="button" value="Open"/>							

Clarification of Supports and Services

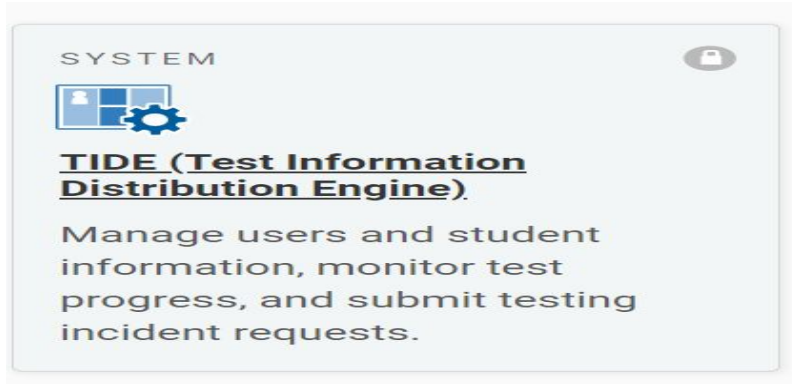
Documenting Supports - Two Places (IEP and TIDE)

2. Test Information Distribution Engine (TIDE)

<https://hsa-alt.alohahsap.org/test-coordinators.html>

or

alohahsap.org > Smarter Balanced or HSA-ALT > Test Administrators/Coordinators or Teachers > TIDE



TIDE
Password
and
Instructions



Please Log In

Enter your username and password to log into CAI online systems. Once you log in, you will automatically be directed to your selected system.

Need More Help?

If you **forgot your password** or **need a new password**, please use the **Forgot Your Password** link to reset it.

For assistance, contact the Help Desk at
1-866-648-3712 | hsaphelpdesk@cambiumassessment.com

Login





[Forgot Your Password?](#)

Secure Login

First Time Login This School Year?

Login emails for all HIDOE users, except Charter Schools, have been updated to the new email format: EmployeeID#@k12.hi.us.



Administration Details

Select the User Role, Test Administration, District, and School (as applicable):

User Role: Test Administrator (TA) ▾

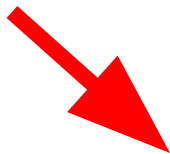
Test Administration: HSAP School Year 2022- ▾

*state: Hawaii Department of Ed ▾

*Complex Area: Training Complex Area A ▾

*Complex: Demo School Group 1 - ξ ▾

*School: Training School B - 9997 ▾



Submit

Cancel

**Enter
your role
and
school
informati
on, then
click
“submit”**

Search for student by entering student's 10-digit SSID number (at upper right hand corner) and clicking on



TIDE

Administration: HSAP School Year 2022-2023 | User: Lee, Elaine (TA)

General Resources Help Secure Inbox Manage Account Log Out

Student ID/User Email

Preparing for Testing

- Students
- Test Setting and Tools

Administering Tests

- Monitoring Test Progress

After Testing

- Data Management

Administration: HSAP School Year 2022-2023 | User: Lee, Elaine (TA)

General Resources ▼

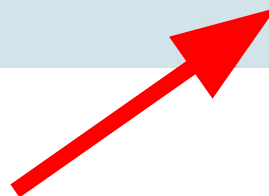
Help

Secure Inbox

Manage Account ▼

Log Out

Student ID/User Email



View and Edit Student

Go to section:

1

2

3

4

5

6

7

8

9

Complex:

School:

*State Student Identification Number (SSID):

*Legal Last Name:

*Legal First Name:

Legal Middle Name:

*Gender:

*Date of Birth (MMDDYYYY):

*Enrolled Grade:

Courtesy Tested Student:

Home language:

HLIP Flag:

HSA-Ait:

Yes



1st Year ELL Student in US School:

*Indicates Race of the student:

*Hispanic Ethnic Flag:

American Indian/Alaskan Native Ethnic Flag:

*Asian/Pacific Islander Ethnic Flag:

*African American Ethnic Flag:

*White Ethnic Flag:

*Hawaii Pacific Islander Ethnic Flag:

*Multi-racial Ethnic Flag:

Section 504 Student:

ELL Student:

IDEA Student:

Special Education:



Set Designated Support for HSA-Alt Students

Non-Embedded Designated Supports

Non-Embedded Designated Supports	ELA-CAT	ELA-PT	EOC/HSA Science	HSA-Alt
Non-Embedded Designated Supports 	None	None	None	None

Non-Embedded Accommodations

- None
- Translated Test



Set Accommodations for HSA-Alt Students

The screenshot shows the 'Non-Embedded Accommodations' interface. The header 'Non-Embedded Accommodations' is highlighted with a red arrow. Below it is a table with columns for different assessment types: ELA-CAT, ELA-PT, EOC/HSA Science, HSA-Alt, and Math. The table has three rows of accommodation options. The 'HSA-Alt' column has a dropdown menu open, showing a list of options with 'None' selected. A second red arrow points to this dropdown menu.

Non-Embedded Accommodations	ELA-CAT	ELA-PT	EOC/HSA Science	HSA-Alt	Math
Non-Embedded Accommodations (To set Non-Embedded Accommodations, complete and submit Appendix from the TAM to the Assessment Section for verification.)	Alternate Response Options, Read Aloud Passages	Alternate Response Options	None	⊘	4 selected
Non-Embedded Accommodations - Alternate Assessments	⊘	⊘	⊘	None	⊘
Print on Demand (Accommodation)	None	None	None	None	⊘

Save Cancel

- None
- Alternate Response Options
- American Sign Language (Non-Embedded)
- Calculator
- Concrete Materials
- Digital Math Manipulatives
- Multiplication Table

Read Aloud, Scribing, and Visual Descriptions Accommodations

- Extra steps are required!
- Test Administrators must:
 - Read the [specific support guidelines](#) for [Read Aloud](#), [Scribing](#) and/or [Visual Descriptions](#) before testing a student who uses these support(s).
 - Complete and sign the [Test Security and Confidentiality form](#).
 - Give the signed form to the School Test Coordinator.

All administration forms can be found on the Alt portal [here](#) on alohahsap.org or as appendices in the [Alt Summative TAM](#).

Test Security

Test Security Basics

Ensuring Test Security

- All summative test items and test materials are secure and must be appropriately handled.

Security of the Test Environment

- Test Administrators should ensure that the testing room meet the physical conditions of test secure environments for the various stages of testing (before, during, and after testing) as described under *Security of the Test Environment* on pp. 25-27 of the [Hawai'i State Alternate Assessments Summative Test Administration Manual 2022 – 2023](#) (HSA-Alt Summative TAM).
- If you have witnessed, been informed of or suspect a Test Security Incident, follow the steps outlined in section *Responding to Testing Improprieties, Irregularities, and Breaches* on pages 27-31 of the [HSA-Alt Summative TAM](#).

Test Security Basics

Some examples of A Secured Test Environment

Before Testing

- Instructional materials are removed or covered
- Designated area for backpacks, cell phones, etc.

During Testing

- Quiet environment
- Access to allowable resources only

During and After Testing

- No retaining, discussing, or releasing test materials
- All test materials must remain secure at all times

After Testing

- No test materials used for instruction
- Destroy/return test materials securely

Importance of Maintaining Test Security

Maintaining test security is important to ensure compliance with Testing Best Practices and Federal Guidelines to ensure:

- secure administration of the assessments is not compromised or ensure the fidelity of test administration
- valid test results or integrity of test results to prevent irregularities
- adherence to established test policies and procedures

In addition, maintaining test security:

- Ensures fairness of testing
- Avoids unfair advantages to some students

Test Incident Levels

Test incidents occur at three different levels/types and will be explained shortly:

- Improproprieties
- Irregularities
- Breaches

These are prohibited behaviors and are required to be reported as described in *Responding to Testing Improproprieties, Irregularities, and Breaches* on pages 27-31 of the [Hawai'i State Alternate Assessments Summative Test Administration Manual 2022 – 2023](#) (HSA-Alt Summative TAM).

Definition of Test Security: Impropriety

Impropriety (Low Severity)

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.



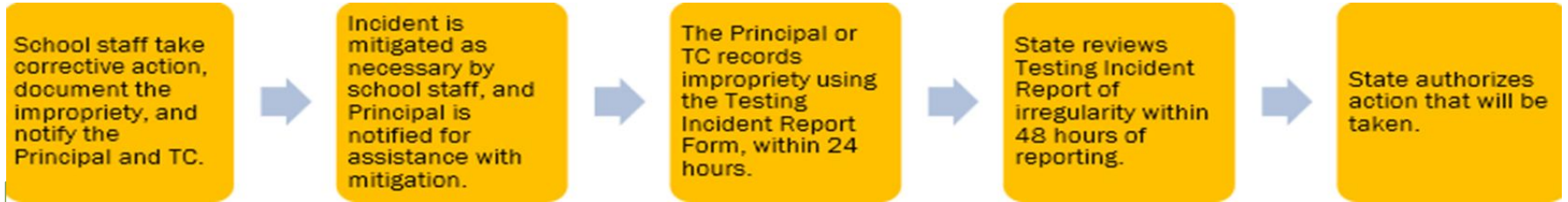
Examples

- Student(s) leaving the testing room without authorization.
- Student(s) are not supervised during testing to ensure they receive audio delivery of all test components, expanded versions of the on-screen visuals, and given sufficient opportunity to respond to the item.
- 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 on another day, refer to the *Early Stopping Rule* conditions on pp. 41-43, [HSA-Alt Summative TAM.](#))

Definition of Test Security: Irregularity

Irregularity (Medium Severity)

Impacts an individual or group of students who are testing and may potentially affect student performance on the test, test security or test validity.

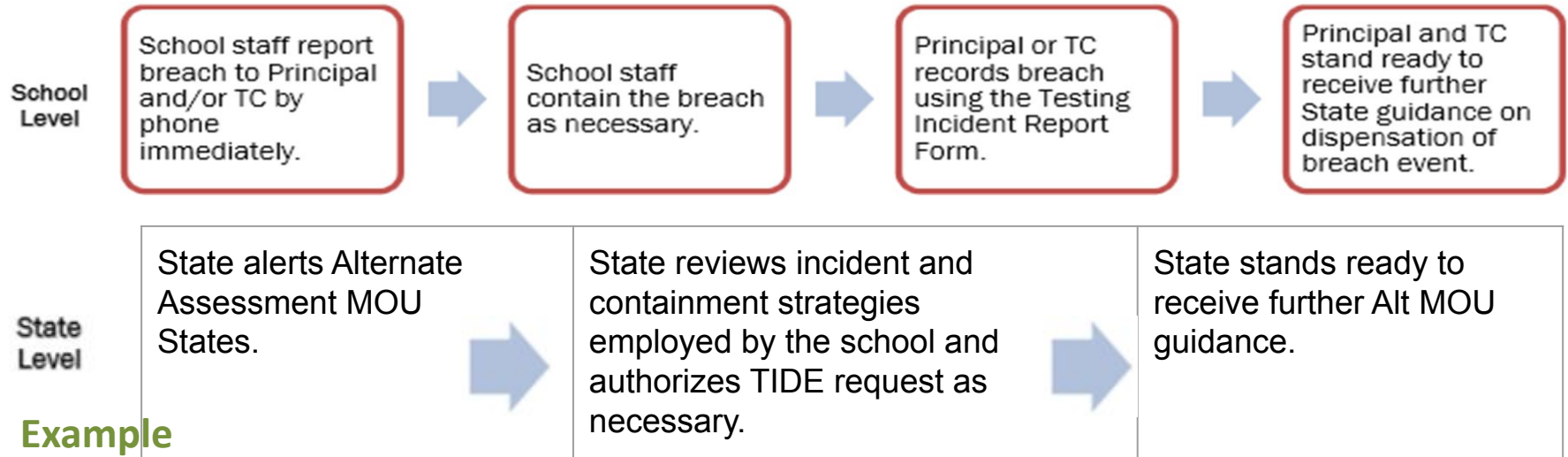


Example

Not providing students with the state test accommodations that the student needs for state testing, as supported by the student's IEP. This will result in a test reset so the student can retake the test with the accommodations

Definition of Test Security: Breach

Breach (High Severity) - Poses a threat to the validity of the test.



Example

- A release or exposure of secure materials or a security/ system risk. Breaches require immediate attention and are to be reported immediately to the Assessment Section.

Test Security Incidents

When a Test Security Incident is detected, first determine the severity of the incident.

- Does the incident threaten the VALIDITY of the assessment?
- What is the scope of the validity threat?
- Categorize the incident based on the above definitions and examples or refer to Appendix I (Test Security Chart), [HSA-Alt Summative TAM](#), p. 128)
 - Impropriety
 - Irregularity
 - Breach
- If you are unsure about the severity of the test incident or test security incident level (impropriety, irregularity or breach), consult the Assessment Section at (808) 307-3636.

Reporting Test Security Incidents

When it comes to Test Security Incidents:

- All staff members at a school are required to report test security incidents to the Principal.
- Testing incidents that do not involve the Test Coordinator should also be reported immediately to the Test Coordinator.
- **All staff** who have witnessed, been informed of, or suspect the possibility of a testing incident that could potentially impact the integrity of the assessments and test results should immediately contact the Assessment Section at 808-307-3636.

See steps on reporting test security incidents on the next slides.

Reporting Test Security Incidents continued...

Reporting test security incidents:

1. Principals and Test Coordinators should ensure that test security incidents such as Improprieties and Irregularities are reported to the Assessment Section (AS) within 24 hours; and Breaches, should be reported immediately to AS by telephone and submit the *Testing Incident Report Form*, found in Appendix J (HSA-Alternate Summative TAM, p. 129). This form can also be downloaded from the [Test Administration Forms](#) page on the [HSA-Alt portal](#) at alohahsap.org.

To submit a testing incident request, select one of the test incident options below. These options are described on pp. 78-79 of the [TIDE User Guide](#). More information on the steps to create/submit test incidents in TIDE coming up...

Reporting Test Security Incidents continued...

Reporting test security incidents:

2. If directed by the Assessment Section, the Test Coordinator will submit a *Testing Incident request* in the Test Information Distribution Engine (TIDE) to address a test security impropriety, irregularity or breach. See the next slides for the steps to submit these requests in TIDE.

Reporting Test Security Incidents continued...

While there are a number of test incident options, we will focus on the following primary test incident types in TIDE (see p. 31, [HSA-Alt Summative TAM](#)):

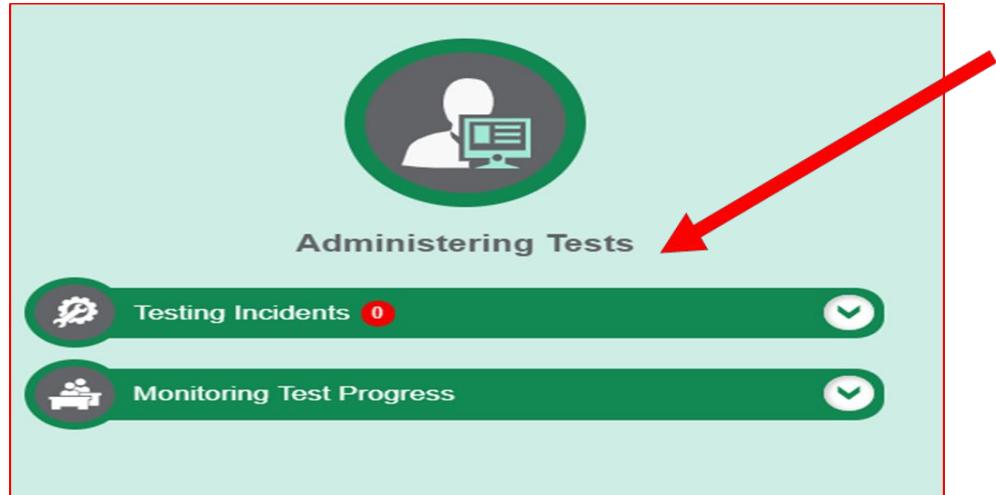
1. *Test Invalidation* – Test is eliminated, will not be scored and student will be counted as a non-participant
2. *Test Reset* – Test is removed from the system so the student can start a new test. For example, no pause on the test after no responses on the first four items and/or continued this test without a Test Session Observer present on another day for the next four items (refer to pp. 41-43, [HSA-Alt Summative TAM](#), regarding the Early Stopping Rule).
3. *Test Restore* – Test is returned to its prior status with a student's responses (reverses a test reset). This is for a test that was inadvertently or inappropriately reset.

Note: All requests submitted in TIDE must be approved by the State.

How to Enter a Testing Incident in TIDE

alohahsap.org > Smarter Balanced or HSA-ALT > Test Administrators/Coordinators or Teachers > TIDE > Administering Tests

Testing Incidents

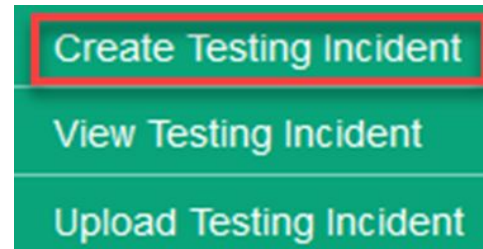


- Click on the [TIDE](#) icon:

- Once in TIDE, under Administering click **Testing Incidents**:



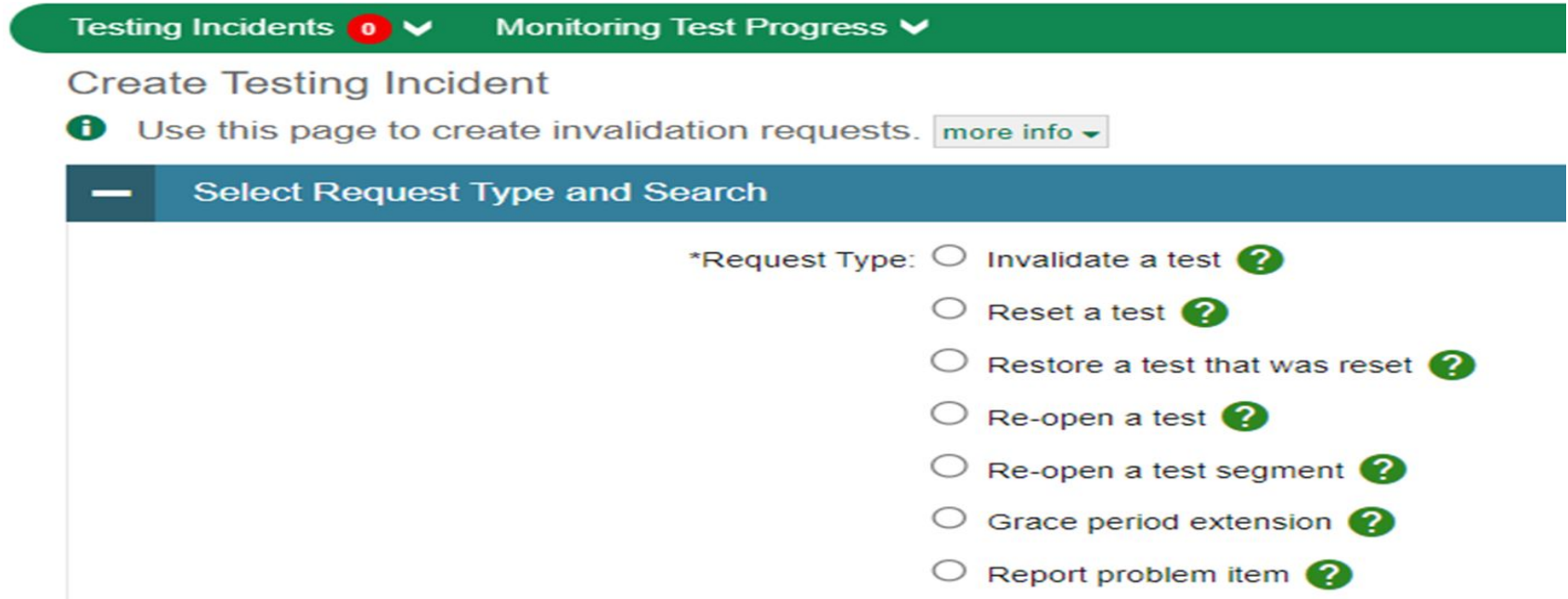
- Then click on **Create Testing Incident**:



[TIDE](#)
[Password](#)
[and](#)
[Instructions](#)

How to Enter a Testing Incident in TIDE (cont.)

•Step 1: Select a category



The screenshot shows the 'Create Testing Incident' page in TIDE. At the top, there are two green navigation tabs: 'Testing Incidents' with a red circle containing the number '0' and a dropdown arrow, and 'Monitoring Test Progress' with a dropdown arrow. Below the tabs is the heading 'Create Testing Incident' and an information icon followed by the text 'Use this page to create invalidation requests.' and a 'more info' dropdown button. A blue header bar contains the text 'Select Request Type and Search'. The main content area displays a list of request types under the label '*Request Type:'. Each item consists of a radio button, the request type name, and a green circular help icon containing a question mark.

Testing Incidents **0** ▼ Monitoring Test Progress ▼

Create Testing Incident

i Use this page to create invalidation requests. [more info](#) ▼

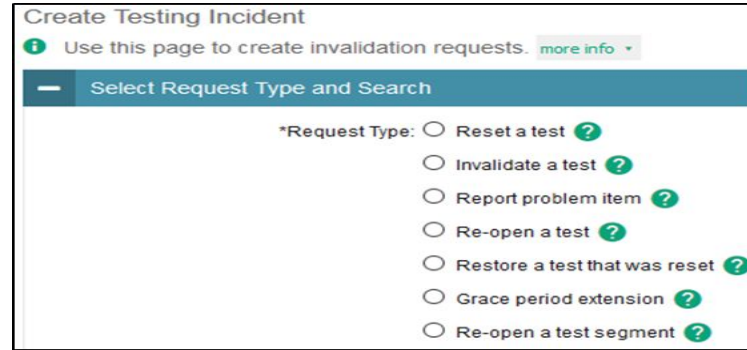
Select Request Type and Search

*Request Type:

- Invalidate a test ?
- Reset a test ?
- Restore a test that was reset ?
- Re-open a test ?
- Re-open a test segment ?
- Grace period extension ?
- Report problem item ?

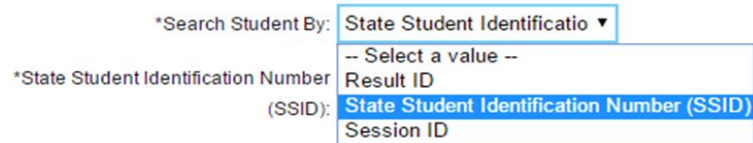
How to Enter a Testing Incident in TIDE (cont.)

•Step 1: Select a category



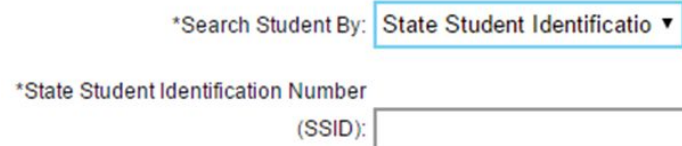
The screenshot shows the 'Create Testing Incident' page. At the top, there is a header 'Create Testing Incident' and a sub-header 'Use this page to create invalidation requests. [more info](#)'. Below this is a section titled 'Select Request Type and Search'. Underneath, there is a label '*Request Type:' followed by a list of radio button options, each with a green question mark icon: 'Reset a test', 'Invalidate a test', 'Report problem item', 'Re-open a test', 'Restore a test that was reset', 'Grace period extension', and 'Re-open a test segment'.

•Step 2: Select a Search



This screenshot shows a dropdown menu for the 'Search Student By' field. The menu is open, displaying several options: 'State Student Identificatio' (with a dropdown arrow), '-- Select a value --', 'Result ID', 'State Student Identification Number (SSID)', and 'Session ID'. The 'State Student Identification Number (SSID)' option is highlighted in blue.

•Step 3: Enter Student SSID



This screenshot shows the search form with the 'Search Student By' dropdown set to 'State Student Identificatio'. Below it, the label '*State Student Identification Number (SSID):' is followed by an empty text input field.

How to Enter a Testing Incident in TIDE (cont.)

- Then click **Search Student Results**

*Search Student By: State Student Identificatio ▼

*State Student Identification Number
(SSID): 6654321234

Search

- Next click **Create** and then, enter a reason for the request in the window that pops up, then click **Submit**

+ Select Request Type and Search

Create

Number of records found: 4

	Result ID	School IRN	Last Name	First Name	SSID	Test Name	Test Opportunity	Test Status
<input checked="" type="checkbox"/>	832	99-999	Smith	Tim	992421311	SAGE-Biology-Science-7-summative	1	Submitted
<input type="checkbox"/>	832	99-999	Brown	Patricia	992421525	SAGE-Biology-Science-8-summative	1	Submitted
<input type="checkbox"/>	832	99-999	Taylor	Johnathan	9992421525	SAGE-Biology-Science-10-summative	1	Submitted

- Assessment Section will review the request, then enter a decision (approve/disapprove) in TIDE. TIDE will email the decision to the requestor.

Quality Assurance and Assessment Monitoring Site Visits, SY 2022-2023

- Testing Best Practices and Federal Guidelines both call for Site Monitoring to ensure the fidelity of test administration and monitor test security to prevent irregularities and ensure the integrity of test results.
- Also, per June 29, 2022 DOE Memo “[Quality Assurance and Assessment Monitoring Site Visits](#),” the Assessment Section is called upon to regularly conduct school visits during statewide assessment windows to:
 - * observe test administration,
 - * gather information from school test coordinators about state assessment administration training, management and practices, and
 - * ensure that appropriate assessments are selected for all students with disabilities and ELs so that they are appropriately included in assessments and receive the accommodations and supports.

HSA-Alt Summative Online Administration

HSA-Alt Administration Window

The online LCI-HIORA, required to begin summative testing, is available:
December 5, 2022 – May 26, 2023

The test window for
the summative online HSA-Alt :
February 21, 2023– May 26, 2023

the summative Paper/Pencil form HSA-Alt :
February 21, 2023– May 19, 2023
Paper/Pencil Form request due date: **4/21/23**

Who May Administer the HSA-Alt?

Personnel Who May Serve as Test Administrators for the HSA-Alt

Personnel	Requirements
Special education teacher, including a teacher hired (full or part time) by a private recruiting agency	Must have a teacher license or credential (for Hawai'i or another state)
General education teacher (full or part time)	Must have a Hawai'i teacher license or credential
School counselor	Must have a master's degree in counseling
Instructor	Must be teaching a class independently in a content area where there is a shortage of Hawai'i licensed or credentialed teachers
Long-term substitute teacher	Not required to have a Hawai'i teacher license or credential if he or she is teaching a class independently
Identified public charter school employee	Must be a qualified teaching staff member
District resource teacher	Must be a Hawai'i State Alternate Assessment Support Team member
Test coordinator	Must have any one of the above requirements

Test Administrator Responsibilities

- Provide opportunities for training test.
- Prepare the assessment environment, ensuring that the student is comfortable, focused, and has all necessary accommodation and communication supports.
- Monitor students while the test is in session.
- Make sure that the student:
 - Hears the full test item; use the ear icons to play audio for the stimulus, question, and all answer options
 - Sees the full visual; use the expand/collapse tool to assist your student
- Provide headsets if others are in the room
- Maintain test security and report testing irregularities

Mandatory HSA-Alt Test Administrator Requirement for Test Direction Delivery

- HSA- Alt Test Administrators must use the HSA-Alt Test Directions script provided in [the HSA-Alt Test Administration Manual \(TAM\)](#) to start each HSA-Alt summative assessment, refer to Appendix B, pp. 87-94 of the TAM.
- This script must be provided to each HSA-Alt student prior to the start of each summative assessment.
- Script includes directions for starting, administering, and submitting a test.

*Note: It's mandatory to follow the script to the extent possible, taking into consideration the abilities of the student you are testing.

Test Administrator Preparation

1. Read the [HSA-Alt Test Administration Manual](#), [Guide to Navigating the Online HSA-Alt Administration and Start Guide](#).
2. Understand the HSA-Alt **Code of Ethics**
3. Complete [TA Certification Course](#)
4. Update TIDE password
5. Technology Preparation (Updates devices and download Secured Browser.)
6. Administer Training Test and prepare student accommodation and communication needs
7. Set the student's HSA-Alt accommodations and designated supports in TIDE.
8. Complete LCI and HIORA before content assessment.

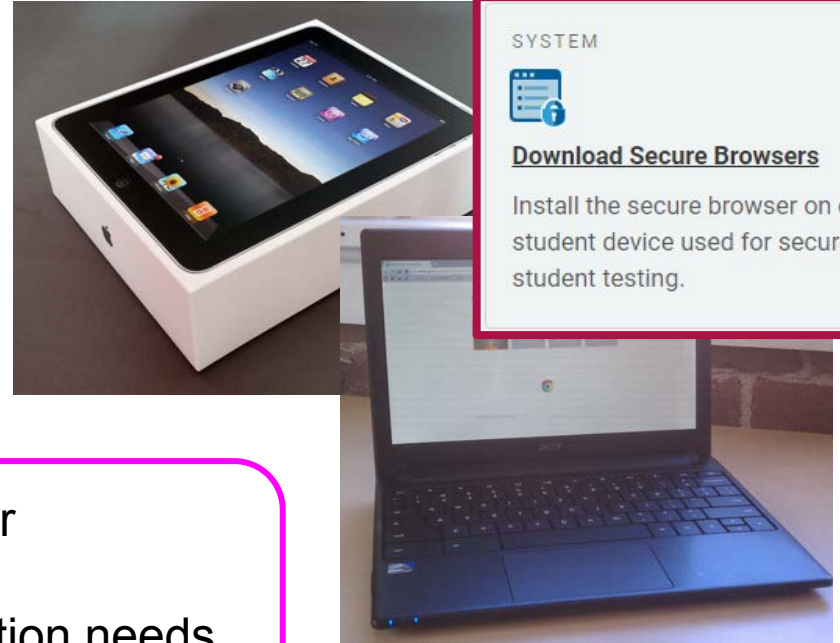
What do we need?

Teacher Device



TIDE password

Student Device



SSID number
First Name
Accommodation needs
Assistive technology

SYSTEM



Online TA Certification Course

Complete required training on using the TA Interface and administering tests.

Hawai'i State Alternate Assessments

Hawai'i State Alternate Assessments

Summative

Test Administration Manual
2022 – 2023

Published August 30, 2022
Updated November 28, 2022

Hawai'i Department of Education
© Hawai'i Department of Education, 2022
Descriptions of the operation of the Test Delivery System, Test Information Distribution System, Construction Reporting System, and related systems are property of Pearson Assessment, Inc. (PAI) and are used with permission of PAI under Contract Number 02-00002.

SYSTEM



Download Secure Browsers

Install the secure browser on each student device used for secure student testing.

Technology Preparation

Technology Preparation

1. Update the teacher device.

- Mozilla Firefox 101+, Chrome 101+, or Apple Safari 15+, Edge 101 +
- Disable Pop-up Blocker on Web Browser

2. Update student device:

- [Download secured browser from alohahsap.org>HSA-Alt portal>scroll down](#)
 - iPadOS 14.8, 15.4, 16,
 - Windows 8.1, 10
 - ChromeOS 102
- Confirm that student's assistive technology is working
download CAI secured browser from Apple App Store(i pad)

SYSTEM



Download Secure Browsers

Install the secure browser on each student device used for secure student testing.

Technology Guide

Technology Guide

Home › Technology Coordinators › Technology Guide

[Technology Guide](#)

Getting Started

Setting Up Staff Workstations

Setting Up Student Workstations

Support Plan for Operating Systems

Supported Devices

Installing the Secure Browser

Configuring Student Workstations

Troubleshooting Student Workstations

Configuring Networks for Online Testing

Configuring Assistive Technologies

Supported Devices

The following table provides a list of supported desktops and laptops and related hardware requirements.

Minimum Supported Operating System	Minimum Requirements	Recommended Specifications
Windows 8.1 10 21H2 11 21H2 ^a Server 2012 R2 Server 2016 R2	1 GHZ 64-bit Intel/AMD/ARM ^b Processor 2 GB RAM 20 GB hard drive	1.4 GHZ 64-bit Intel/AMD/ARM ^b Processor 2 or more GB RAM 20 or more GB hard drive space
macOS^c 10.15 11.6 12.4 13 ^e	1 GHZ 64-bit Intel/Apple Silicon ^d Processor 2 GB RAM 20 GB hard drive	1.4 GHZ 64-bit Intel/Apple Silicon ^d 2 or more GB RAM 20 or more GB hard drive space
Linux^f Fedora 34-35 LTS (Gnome) Ubuntu 18.04, 20.04 LTS	1 GHZ 64-bit Intel/AMD Processor 2 GB RAM	1.4 GHZ 64-bit Intel/AMD Processor 2 or more GB RAM 20 or more GB hard drive space


Download Secure Browser(student device)

alohahsap.org> Hawaii Alternate Assessment> Scroll down

[Download Secure Browser](#)(student device)

The screenshot shows the 'Secure Browsers' webpage. At the top, there is a dark purple header with the text 'Secure Browsers'. Below the header, there is a navigation bar with 'Home > Secure Browsers'. The main content area has a sub-header 'Secure Browsers' and two tabs: 'Secure Browser Downloads' (which is active) and 'Secure Browser System Requirements'. Under the 'Secure Browser Downloads' tab, there is a section for 'Windows' with a blue button that says 'Download Secure Browser for all supported versions of Windows'. To the right of the main content, there is a red-bordered box containing the following text:

SYSTEM

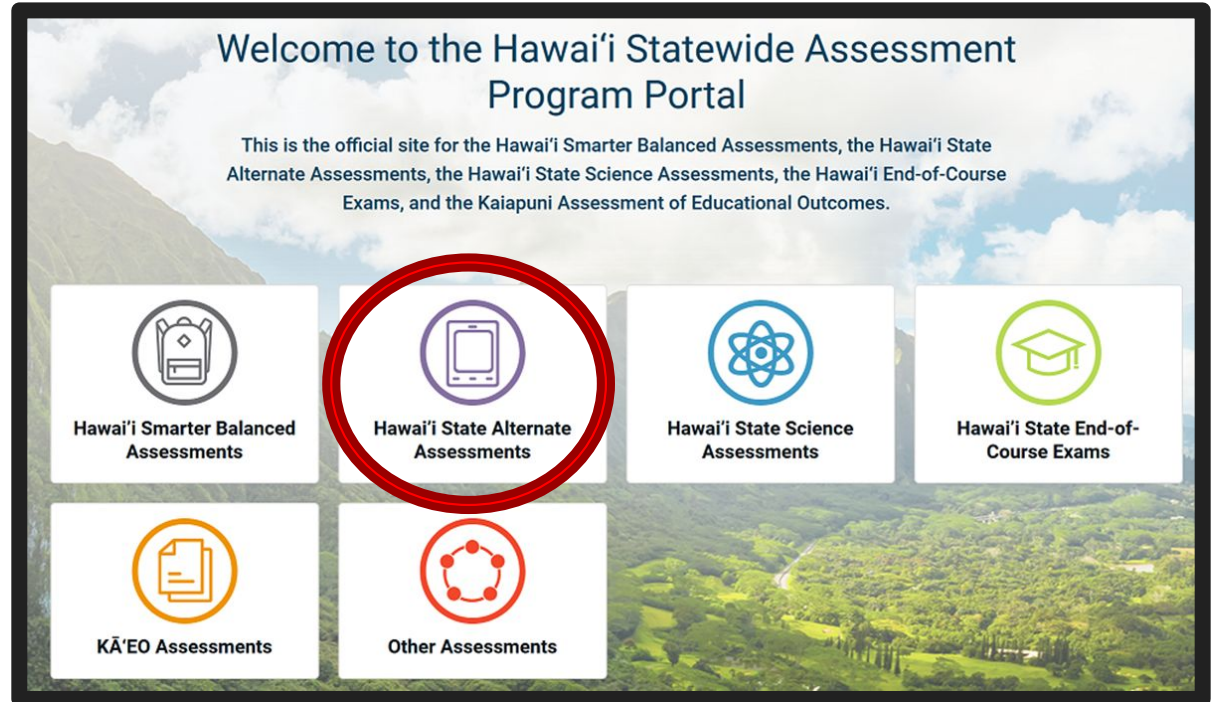


Download Secure Browsers

Install the secure browser on each student device used for secure student testing.

Update TIDE password

1. Access to <https://alohahsap.org>
2. Select the Hawai'i State Alternate Assessment Card



Welcome to the Hawai'i Statewide Assessment Program Portal

This is the official site for the Hawai'i Smarter Balanced Assessments, the Hawai'i State Alternate Assessments, the Hawai'i State Science Assessments, the Hawai'i End-of-Course Exams, and the Kaiapuni Assessment of Educational Outcomes.

- Hawai'i Smarter Balanced Assessments
- Hawai'i State Alternate Assessments**
- Hawai'i State Science Assessments
- Hawai'i State End-of-Course Exams
- KĀ'EO Assessments
- Other Assessments

Update TIDE Password

Click “Test Coordinators and Administrators or Teacher”

Welcome to the Hawai'i State Alternate Assessments Portal
This portal is your source for information about the Hawai'i State Alternate Assessments.

Announcements




SCHEDULING
Spring 2021 Online Test Window Close
5/25/2021
REMINDER: The online HSA-Alt testing window will close this Friday, May 28th at the end of the school day.

INFORMATIONAL
Summer 2021 HSA-Alt Item Review Committees
5/3/2021
Registration is now open for the Summer 2021 HSA-Alt Item Review Committees to be held virtually on July 23, 2021.

INFORMATIONAL
HSA-Alt Science Virtual Achievement Standard Setting Committees

[Find More](#)

Browse by User

- 
Teacher
Access systems used before, during and after testing and review key resources.
- 
Test Coordinators and Administrators
Access secure browsers and
- 
Technology Coordinators
Access secure browsers and

Red arrows and circles highlight the 'Teacher' and 'Test Coordinators and Administrators' options in the 'Browse by User' section.

Update TIDE password

Online TA Certification Course

Preparing for Testing

SYSTEM



Online TA Certification Course

Complete required training on using the TA Interface and administering tests.

SYSTEM



Student Training & Practice Tests

Become familiar with the testing system and types of questions on the operational and interim tests.

SYSTEM



TIDE (Test Information Distribution Engine)

Manage users and student information, monitor test progress, and submit testing incident requests.



TIDE
download teaching activities and performance task

TA Live Site
creates and manage live sessions



Administering Tests

SYSTEM



TA Live Site

Create and manage operational and interim test sessions from any web browser.

SYSTEM



Student Testing Site for HSA-Alt Classroom Embedded Assessments

Allows students to login to the HSA-Alt CEAs via a non-secure (standard) web browser.

Student Testing Site for Classroom Embedded Assessment

Update TIDE password

Please Log In

Enter your username and password to log into CAI online systems. Once you log in, you will automatically be directed to your selected system.

Need More Help?

If you forgot your password or need a new password, please use the [Forgot Your Password](#) link to reset it.

For assistance, contact the Help Desk at 1-866-648-3712 | hsaphelpdesk@cambiumassessment.com

Login

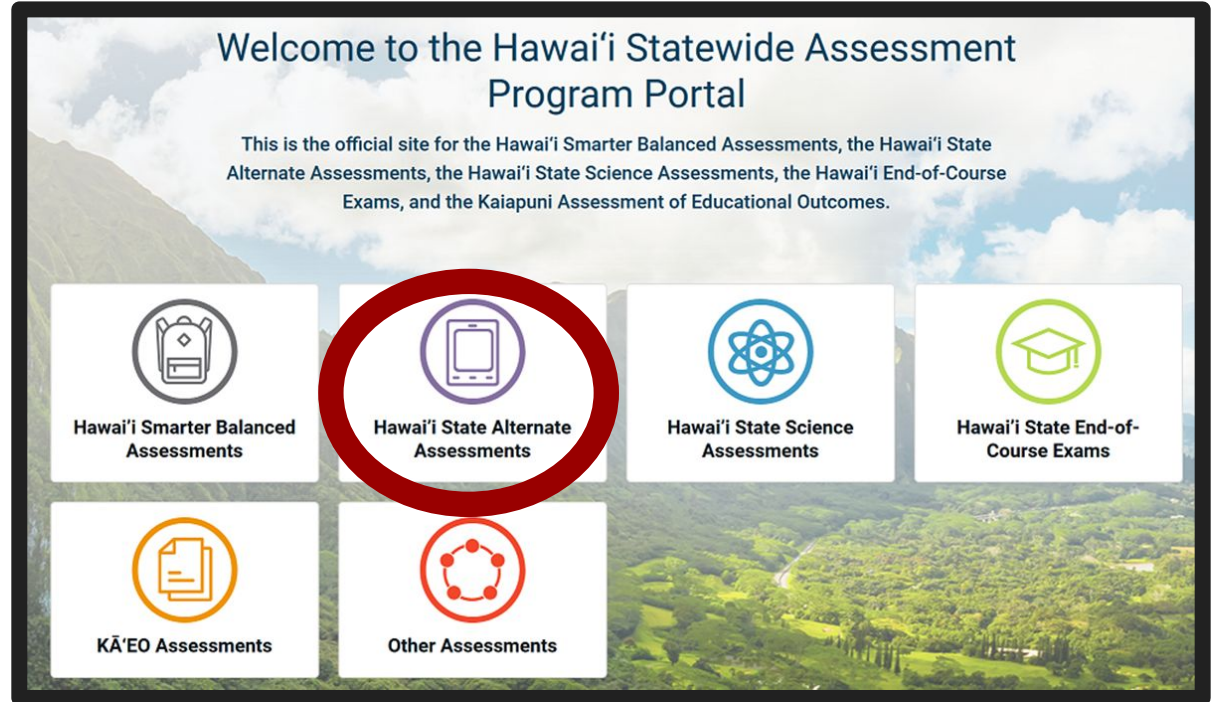
The screenshot shows the login interface with several annotations:

- Email Address:** A text input field with a person icon. A pink arrow points to it from a box containing the text "EmployeeID@k12.hi.us".
- Password:** A text input field with a lock icon. A pink arrow points to it from the same box.
- Forgot Your Password?:** A link below the password field. A pink arrow points to it from a box containing the text "Reset password".
- Secure Login:** A dark blue button. A pink arrow points to it from a box containing the text "If first time this school year".
- First Time Login This School Year?:** A section header below the button. A pink arrow points to it from the same box.
- Request a new one for this school year.:** A link at the bottom of the section. A pink arrow points to it from the same box.

Complete TA Certification Course

[TA Certification Course](https://alohahsap.org)

1. Access to <https://alohahsap.org>
2. Select the Hawai'i State Alternate Assessment Card



Accessing the TA certification course

Click “Test Coordinators and Administrators or Teacher”

Welcome to the Hawai'i State Alternate Assessments Portal
This portal is your source for information about the Hawai'i State Alternate Assessments.

Announcements

SCHEDULING
Spring 2021 Online Test Window Close
5/25/2021
REMINDER: The online HSA-Alt testing window will close this Friday, May 28th at the end of the school day.

INFORMATIONAL
Summer 2021 HSA-Alt Item Review Committees
5/3/2021
Registration is now open for the Summer 2021 HSA-Alt Item Review Committees to be held virtually on July 23, 2021.

INFORMATIONAL
HSA-Alt Science Virtual Achievement Standard Setting Committees
[Find More](#)

Browse by User

- Teachers**
Access systems used before, during and after testing and review key resources.
- Test Coordinators and Administrators**
Access systems used before, during and after testing and review key resources.
- Technology Coordinators**
Access secure browsers and technology documentation.

The image shows a screenshot of the Hawai'i State Alternate Assessments Portal. The page has a purple header with the title and a subtitle. Below the header is a white content area. On the left, there is an 'Announcements' section with three items. On the right, there is a 'Browse by User' section with three user categories. Red arrows and circles are overlaid on the image to highlight the 'Test Coordinators and Administrators' and 'Technology Coordinators' options in the 'Browse by User' section, and the 'Spring 2021 Online Test Window Close' announcement in the 'Announcements' section.

Accessing the TA Certification Course

Online TA Certification Course



Online TA Certification Course
Complete required training on using the TA Interface and administering tests.

SYSTEM

Student Training & Practice Tests
Become familiar with the testing system and types of questions on the operational and interim tests.

SYSTEM

TIDE (Test Information Distribution Engine)
Manage users and student information, monitor test progress, and submit testing incident requests.

SYSTEM

TA Training Site
Become familiar with TA Interface and proctor practice sessions for students and guest users.

Administering Tests

SYSTEM

TA Live Site
Create and manage operational and interim test sessions from any web browser.

SYSTEM

Student Testing Site for HSA-Alt Classroom Embedded Assessments
Allows students to login to the HSA-Alt CEAs via a non-secure (standard) web browser.

TA Live Site creates and manage live sessions

Accessing the TA certification course

- Select HSA-Alt Online TA certification course
- Complete the TA certification course to access TIDE and TA live site.

Hawai'i Assessment Program

Interim Assessment, Checkpoint and
PT 1 of the Summative Smarter
Balanced, Hawai'i State Science,
and End of Course Exams Test
Administration Certification

[Click Here to take this course](#)

Hawai'i Assessment Program

PT 2 & PT 3
Summative Smarter Balanced,
Hawai'i State Science,
and End of Course Exams Test
Administration Certification

[Click Here to take this course](#)

Hawai'i Assessment Program

Hawai'i Assessment Program
Remote Summative
Test Administration
Certification

[Click Here to take this course](#)

Hawai'i Assessment Program

Hawai'i State Alternate
Assessment (HSA-ALT) Test
Administration Certification

[Click Here to take this course](#)



Table of Contents

1. Course Introduction
2. Hawai'i Alternate Assessment
3. HSA-Alt Test Windows
4. Purpose of Training
5. Who May Administer the HSA-Alt?
6. Participation Criteria
7. Setting HSA-Alt Eligibility
8. HSA-Alt Range PLDs
9. Location of Resources
10. Design of the HSA-Alt
11. No Response
12. Code of Ethics
13. Knowledge Check #1
14. Knowledge Check #2
15. Knowledge Check #3
16. Knowledge Check #4
17. Knowledge Check #5
18. Preparing for the Assessment
19. Advance Preparations
20. Required Steps
21. Accessibility Supports



HAWAII
Statewide Assessments



Hawai'i State Assessment- Alternate HSA-Alt Summative TA Certification Course

**Hawai'i State Department of Education
Cambium Assessment, Inc.**

Welcome to Hawaii State's Alternate Assessment (HSA-Alt)



0:04 / 0:18



61. Recording "No Response"

62. Moving to the Next Item

63. Navigation Bar Tools

64. Hidden Navigation Bar

65. Hidden Navigation Bar (Cont.)

66. Revealing/Hiding Navigation Bar

67. Pausing the Test

68. End of the Test

69. End of the Test (Cont.)

70. Ending the Test

71. Results Screen

72. Knowledge Check #11

73. Knowledge Check #12

74. Knowledge Check #13

75. Knowledge Check #14

76. Knowledge Check #15

77. Help and Information

78. Help and Information (Cont.)

79. Contact Information

80. Acknowledgement Form

81. Congratulations



Congratulations!

You have completed the TA Certification Course to administer the HSA-Alt Summative Assessments and the optional HSA-Alt Classroom Embedded Assessment (CEA) pilot.

Please click the "**Exit**" button to leave the training.

Exit

Note: Once you exit the training, the browser will redirect to the certification page where you will be able to print out your certificate.

You have completed the TA Certification Course to administer the HSA-Alt Summative Assessments



0:03 / 0:13



Administer Training Test (As the guest)

Student Training & Practice Test

Preparing for Testing

- Online TA Certification Course**
Become familiar with the testing system and types of questions on the operational and interim tests.
- Student Training & Practice Tests**
Become familiar with the testing system and types of questions on the operational and interim tests.
- TIDE (Test Information Distribution Engine)**
Manage users and student information, monitor test progress, and submit testing incident requests.
- TA Training Site**
Become familiar with TA Interface and proctor practice sessions for students and guest users.

TA Live Site creates and manage live sessions

Administering Tests

- TA Live Site**
Create and manage operational and interim test sessions from any web browser.
- Student Testing Site for HSA-Alt Classroom Embedded Assessments**
Allows students to login to the HSA-Alt CEAs via a non-secure (standard) web browser.



Please Sign In



Guest User

Toggle to sign in as yourself



Guest Session

Toggle to join an active session

 Run Diagnostics

Browser: Chrome v108

Welcome to the Training Tests and Practice Tests site. You can use this site to take training tests and practice tests online to become familiar with the Smarter Balanced Assessments, HSA Science Assessments, HSA Alternate (HSA-Alt) Assessments, and End of Course (EOC) Exams.



Practice Test Site

Sign In

TA Advance Preparation

1. Find Legal first name and SSIDs for students
2. Make sure student tools and supports (concrete materials, graphic organizers, calculator, etc.) are ready
3. HSA-Alt accommodations and designated supports should be set in TIDE under “Non-Embedded Accommodations” and “Non-Embedded Designated Supports” by the student’s teacher or Test Administrator prior to the start of testing.

Testing Environment

- An adequate internet connection is needed for delivery of the HSA-Alt test; make sure that the testing room has a good internet connection.
- Students may perform better in a quiet, familiar location and at certain times of the day.
- If possible, conduct Student Training Test sessions in the same location/time as scheduled for the actual test.
- Arrange for educational assistant support, as needed; Proctor Acknowledgement Forms will be need to be completed by all EAs who are in the testing room.

HSA-Alt Online Administration

Complete LCI/HIORA before content tests.

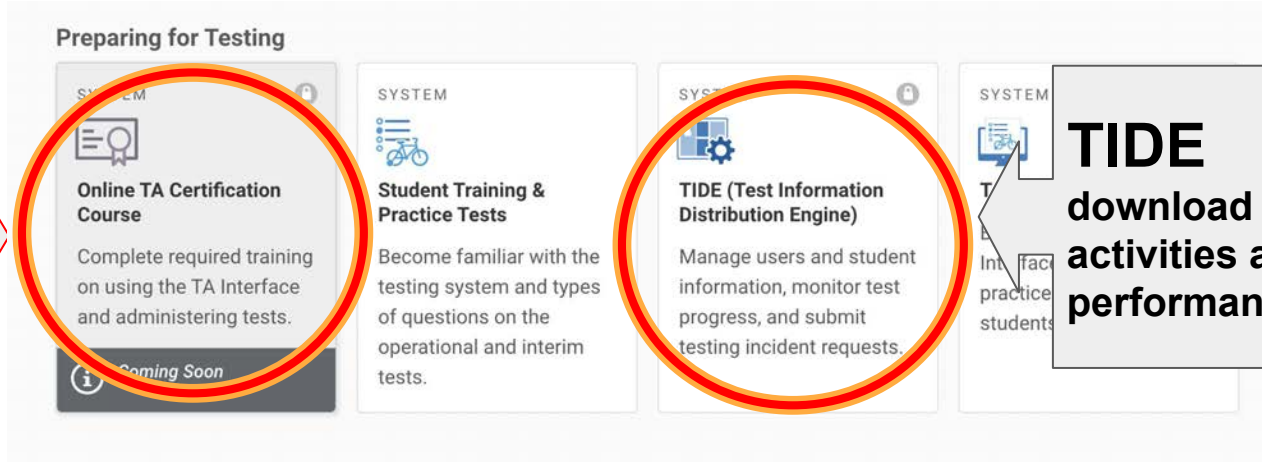
Learner Characteristics Inventory(LCI) and Hawaii Teacher Observation Rating (HIORA) is required to access the HSA-Alt content tests.

Students can not take content test if LCI/HIORA is not complete.

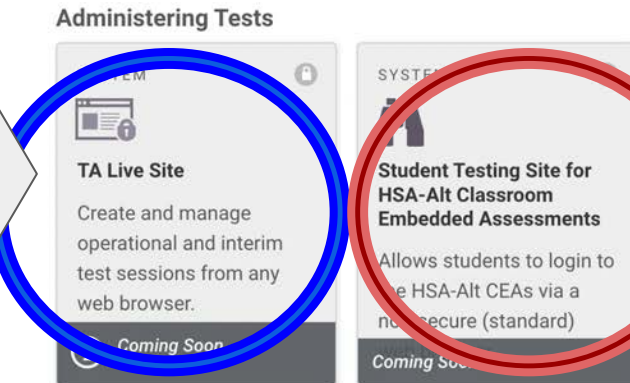
Teacher will

- Create new session and select LCI in TA site
- Log-in as a student through secured browser in the student device and complete LCI

Accessing the TA Live Site



TIDE
download teaching activities and performance task



Student Testing Site for Classroom Embedded Assessment

Online TA Certification Course

TA Live Site creates and manage live sessions



Logging in to the TA Live Site

Please Log In

Enter your username and password to log into CAI online systems. Once you log in, you will automatically be directed to your selected system.

Need More Help?

If you forgot your password or need a new password, please use the [Forgot Your Password](#) link to reset it.

For assistance, contact the Help Desk at 1-866-648-3712 | hsaphelpdesk@cambiumassessment.com

Login

Secure Login

First Time Login This School Year?

Login emails for all HIDEO users, except Charter Schools, have been updated to the new email format: EmployeeID#@k12.hi.us. The passwords you used during the previous school year has expired.

[Request a new one for this school year.](#)

EmployeeID@k12.hi.us

Starting a Test Session

-Select your test and Click “Start New Session”

TA Site

 | Proctor Application for the Test Delivery System

Active Sessions

Upcoming Sessions

These are your current/active testing sessions.

The table below shows all the sessions that are live for you right now.

Active Sessions

Session ID	Session Info	Type	Share	Action
No active sessions.				

Click



Start a New
Session Now

Selecting your Tests

The screenshot displays the 'Live Test Selection' interface. At the top left, there is a 'Filter By:' section with an 'Add Filter' button. A red hexagon with the number '1' is positioned over this area. Below the filter section, the 'HSA-Alt' category is expanded, showing a list of tests with checkboxes. A red circle highlights the list of tests, and a red hexagon with the number '2' is positioned over the 'Start Live Session' button at the bottom right. The 'Start Live Session' button is highlighted with a red rectangle. The interface also shows a 'Tests Selected' section on the right, which lists the selected tests: Grade 3 HSA-Alt LCI, Grade 4 HSA-Alt LCI, Grade 5 HSA-Alt LCI, Grade 6 HSA-Alt LCI, Grade 7 HSA-Alt LCI, Grade 8 HSA-Alt LCI, and Grade 11 HSA-Alt LCI. A 'Clear All' button is located next to the 'Tests Selected' section. At the bottom left, there is a 'Back' button.

1

Filter By: [Add Filter](#)

HSA-Alt

Choose tests to add to your session from the tree, and then start your session.

- HSA-Alt LCI
- Grade 3 HSA-Alt LCI
- Grade 4 HSA-Alt LCI
- Grade 5 HSA-Alt LCI
- Grade 6 HSA-Alt LCI
- Grade 7 HSA-Alt LCI
- Grade 8 HSA-Alt LCI
- Grade 11 HSA-Alt LCI

Mathematics

English Language Arts (ELA)

Science

2

7 Tests Selected [Clear All](#)

HSA-Alt

- Grade 3 HSA-Alt LCI
- Grade 4 HSA-Alt LCI
- Grade 5 HSA-Alt LCI
- Grade 6 HSA-Alt LCI
- Grade 7 HSA-Alt LCI
- Grade 8 HSA-Alt LCI
- Grade 11 HSA-Alt LCI

[Back](#) [Start Live Session](#)

TA Site

Selecting Tests

Select Online for Online Test Administration.

Select Paper for Paper and Pencil Test Administration.

Live Test Selection

Filter By:

7 Tests Selected

HSA-Alt Summative

Choose which tests to add to your session from the tree, and then start your session.

- HSA-Alt LCI
- English Language Arts (ELA)
 - Grade 3 HSA-Alt ELA Online **SECRET**
 - Grade 4 HSA-Alt ELA Online **SECRET**
 - Grade 5 HSA-Alt ELA Online **SECRET**
 - Grade 6 HSA-Alt ELA Online **SECRET**
 - Grade 7 HSA-Alt ELA Online **SECRET**
 - Grade 8 HSA-Alt ELA Online **SECRET**
 - Grade 11 HSA-Alt ELA Online **SECRET**
- Paper
- Mathematics

Session ID is created.

The screenshot shows the Hawaii Statewide Assessments interface. At the top, there is a navigation bar with links for Student Lookup, Approved Results, Print Session, Help Guide, Alerts, and Logout as User, Demo. Below the navigation bar is a header with the Hawaii Statewide Assessments logo and a status bar showing 0 students awaiting approval, 0 print requests, and 0 active tests. A large grey box labeled 'Session ID' has an arrow pointing to a table row. The table row contains a red 'STOP' icon and the text 'UAT-29CC-3'. A red circle highlights the 'UAT-29CC-3' value. A callout box points to the red circle.

Instructions

- 1 Start Live Session**

Press the **Select Tests** button, mark the checkboxes for the tests you wish to include, and then press the **Start Live Session** button.

Here is a list of acronyms for the tests:

 - CAT – Computer Adaptive Test
 - ELA – English Language Arts
 - HSA – Hawaii Statewide Assessment
 - HSA-Alt – Hawaii State Alternate Assessment
 - IAB – Interim Assessment Blocks
 - ICA – Interim Comprehensive Assessment
 - PT – Performance Task
- 2 Approve Students**

Press the **Approvals** button, review each student's test details, and then press the button.
- 3 Monitor Progress**

Monitor the **Students in your Test Session** table. You can use the button to view print requests and the button to pause students' tests. To stop a test session, press the button next to the Session ID.

Session ID is required for student's log in.

Live Test Session in Progress

TA Site

Student Lookup Approved Requests Print Session Help Guide Alerts Logout

Hawai'i Statewide Assessment Program

Live Session ID
STOP ORANGE-9FE4-

Select Tests

Students in your **Live** Test Session

0 students awaiting approval 0 print requests 0 active tests

Instructions

1 Start Session
Press the **Select Tests** button, mark the checkboxes for the tests you wish to include, and then press the **Start Session** button.

Here is a list of acronyms for the tests:

- CAT – Computer Adaptive Test
- E – English Language Arts
- ELA – English Language Arts
- ELA IAB – English Language Arts Interim Assessment Blocks
- G – Grade Level (e.g. G8M = Grade 8 Mathematics)
- HSA – Hawaii Statewide Assessment
- HSA-AIT – Hawaii State Alternate Assessment
- IAB – Interim Assessment Blocks
- ICA – Interim Comprehensive Assessment
- M – Mathematics
- MTH IAB – Mathematics Interim Assessment Blocks

TA needs this session ID to log in student in the session.

Student's Device

During the Assessment

- Monitor/Remain with or near student(s) during testing;
- Remember the early stopping rule for “No Response”
 - 8 items of consecutive no response
 - Pause after initial 4 items of no response
 - Schedule another session with observer.
- Pause as needed (max. 30 min.)
- Follow all test security guidelines
- Report any test security incidents

Launching the Secure Browser on the student device

- Once the Test Administrator sets up the test session in the TA Site, they will need to launch the Secure Browser on the student's device.
- Click the SecureTest Browser application to launch the Secure Browser.

* An iPad, Chromebook, or computer are all acceptable student testing devices so long as they meet the minimum technology requirements:

https://hsa-alt.alohahsap.org/tech-guide.html#Supported_Devices



Logging into the Test Delivery System_(student)

- The Secure Browser may prompt the Test Administrator to choose a state and test.
- If prompted, select the testing state, Hawaii, and the test, the Hawaii Statewide Assessment Program.

The image displays two sequential screenshots of a web interface for selecting test parameters. The first screenshot shows a prompt 'Please Select Your State:' with a dropdown menu. An arrow points from a box labeled 'Hawaii' to the selected option in the dropdown. The second screenshot shows a prompt 'Choose Your Assessment Program:' with a dropdown menu. An arrow points from a box labeled 'Hawaii Statewide Assessment Program' to the selected option in the dropdown. Below the dropdown in the second screenshot is an 'OK' button.

Logging into the Test Delivery System_(student)



Please Sign In

First Name:



EX: JORDAN

First Name

Student ID:



EX: 123456789

SSID Number

Session ID:



ORANGE

Session ID from
TA live site.

Browser: Secure v15

This is the
Live Test Site
If you want to go to
the Practice Test Site
click the button below

Go to the Practice
Test Site

Live Test Site

Sign In



- Once the student login screen appears, Test Administrator or the student will need to enter the required login information.

Verify Student Information

- Students will see the **Is This You?** screen.
Each student must verify his or her personal information.
- The Test Administrator may assist the student with this step. If the information is incorrect, exit the test, and see your School Test Coordinator.
- If all information is correct, click “Yes.”

Is This You?

Please review the following information.

First Name DemoFirstName	SSID 9999999
Last Name DemoLastName	Grade 5
Date of Birth July 15, 2007	School: Demo School 9001

Select the Test

- The **Your Tests** screen displays the test(s) the student can take.
- These are the same tests the Test Administrator selected when setting up the test session using the TA Site.

Your Tests

Select the test you need to take.

HSA-Alt



Start HSA-Alt LCI Form

This is opportunity 1 of 1



Start HSA-Alt Grade 5 English Language Arts (ELA)

This is opportunity 1 of 1



Start HSA-Alt Grade 5 Mathematics

This is opportunity 1 of 1





Start HSA-Alt Grade 5 Science

This is opportunity 1 of 1

First,
complete LCI

Student site: Wait for Approval


HIDOE Only, G5 Alt Demo1 (Student ID: 9996690129) | UAT-29CC-3 | Grade 5 HSA-Alt Mathematics Classroom Embedded Assessment

Waiting for Approval

Your Test Administrator needs to review your requested test and your test settings. This may take a few minutes.

First Name G5 Alt Demo1	Last Name HIDOE Only
Session ID UAT-29CC-3	Test Grade 5 HSA-Alt Mathematics Classroom Embedded Assessment

 Live Test Site




TA site: Approve the Student to Test

Approvals and Student Test Settings

✓ Approve All Students Refresh ✕ Done

Students awaiting approval = HSA-Alt

HSA-Alt Grade 3 English Language Arts (ELA)

Student Name	Student ID	Opp #	See Details	Action
Student	0123456789	1	Standard	  

1 Check Test Setting Before approval.

Test Settings for: Lname, Fname ✓ Set **✓ Set & Approve** ✕ Cancel

You must select [Set] or [Set & Approve] to confirm these test settings. Use [Set] to confirm the settings and return to the main Approvals screen to approve this student.

Student ID: 9876510097 | Grade 8 HSA-Alt LCI | Opp # 1

Embedded Universal Tools

Expandable Passages

Zoom No Default Zoom Applied

Embedded Accommodations

Language/Presentation English

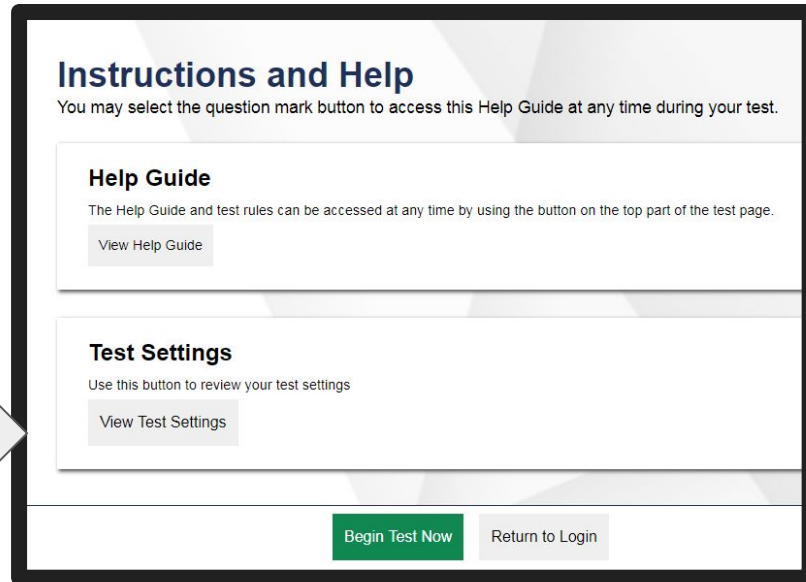
Non-Embedded Designated Supports

Approval

Approval

Confirm the Student's Test Setting

- After the Test Administrator has approved the student for testing, switch back to the **student device**.
- Review Test Setting



Instructions and Help
You may select the question mark button to access this Help Guide at any time during your test.

Help Guide
The Help Guide and test rules can be accessed at any time by using the button on the top part of the test page.
[View Help Guide](#)

Test Settings
Use this button to review your test settings
[View Test Settings](#)

[Begin Test Now](#) [Return to Login](#)

Check if the test setting is correct.
(Accessibility Support)

Confirm the Student's Test setting

- The student will need to verify the test information and settings on the **Your Test Settings** screen.

Your Test Settings:

Review the following test settings.

Grade 3 HSA-Alt English Language Arts



Embedded Universal Tools



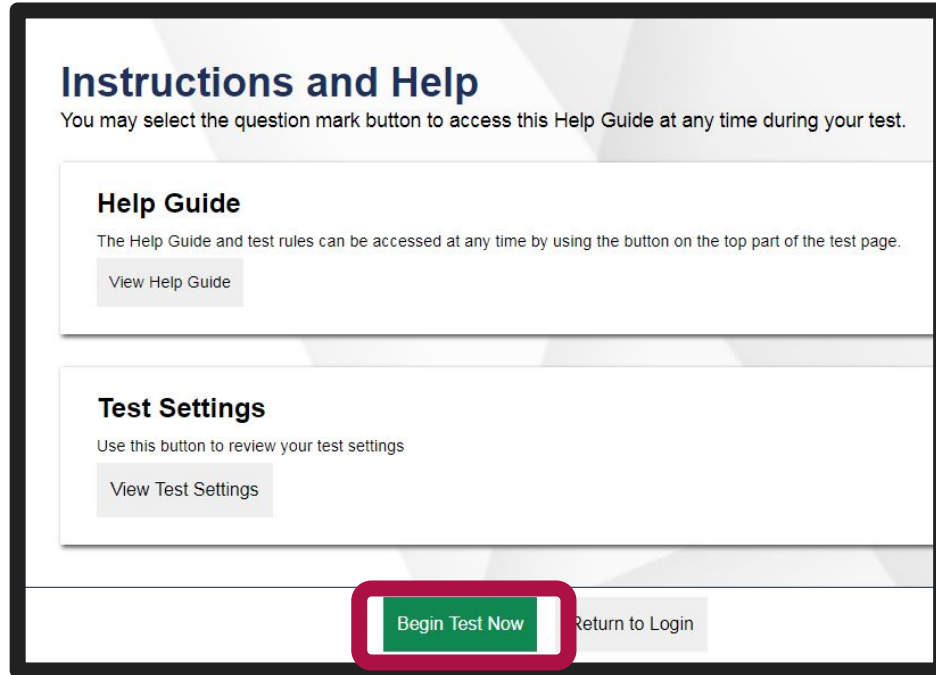
Expandable Passages On



Zoom No default zoom applied

Student site: Begin Test Now

- After Confirming Test Setting and review Help Guide,
- Click Begin Test Now.



Instructions and Help

You may select the question mark button to access this Help Guide at any time during your test.

Help Guide

The Help Guide and test rules can be accessed at any time by using the button on the top part of the test page.

[View Help Guide](#)

Test Settings

Use this button to review your test settings

[View Test Settings](#)

[Begin Test Now](#) [Return to Login](#)

Complete Audio Check (for content area tests)


- Complete the audio check on this page to verify the online testing audio is working on the student's device and the volume levels are set correctly.

Audio/Video Checks

Your test uses multi-media features. Please perform the following checks before continuing.

Audio Playback Check

Make sure audio playback is working.

 To play the sample sound, press the speaker button.

Next Step:

If you heard the sound, choose **I heard the sound**. If not, choose **I did not hear the sound**.

I heard the sound I did not hear the sound

Instructions and Help

- After the test information and settings have been verified, the student will see the **Instructions and Help** screen.
- Students do not need to review this screen since the Navigation buttons will be hidden from them.

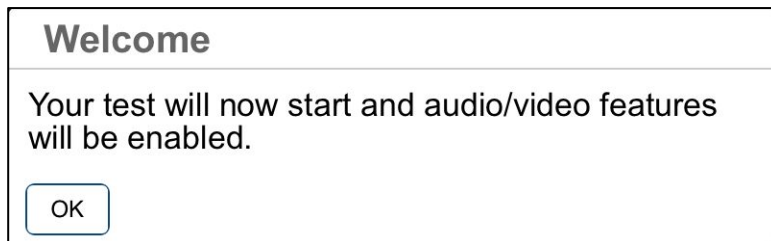
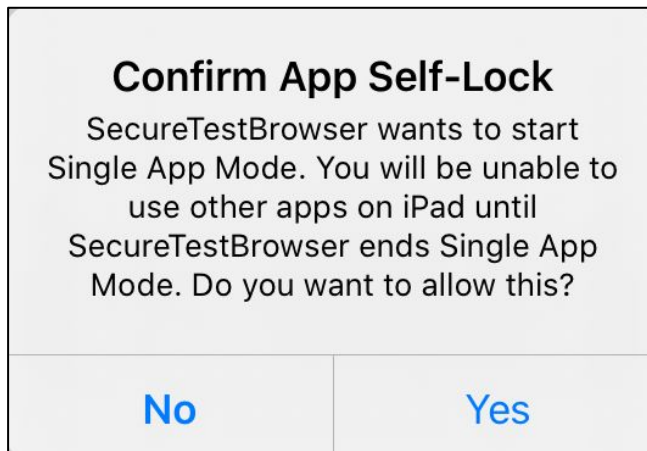
Instructions and Help
You may select the question mark button to access this Help Guide at any time during your test.

Help Guide
The Help Guide and test rules can be accessed at any time by using the button on the top part of the test page.
[View Help Guide](#)

Test Settings
Use this button to review your test settings
[View Test Settings](#)

[Begin Test Now](#) [Return to Login](#)

On iPads Only – Confirmation Pop-Ups



LCI/HIORA information

- Learner Characteristics Inventory(LCI) and Hawaii Teacher Observation Ratings (HIORA) must be completed before content tests.
- Completion of LCI/HIORA activates the content area tests. Without LCI/HIORA completion, the student can not start content area tests.
- TA completes LCI using the same login process (TA device and separate student device) using online test system as the content area tests.
- If the TA is not the student's teacher, TA needs to receive information from the student's teacher to complete this survey accurately.

During the session,

- All items are multiple choice or multi-select.
- Each item will appear with an audio button that looks like an ear.

Adhere to Code of Ethics



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

Recording No Response

Condition: The student **does not** respond to the first eight items on a content area test. ➡ The TA enters “**No Response**” for the items.

The screenshot shows a test interface with a 'Next' button and a 'Mark as No Response' button. A 'Warning' dialog box is displayed, asking 'Are you sure you want to mark this item with a No Response?' with 'Yes' and 'No' buttons. Red arrows and a pink box highlight the 'Mark as No Response' button, the 'Warning' dialog box, and the 'No' button.

3

Next

1

1

∅

∅ Mark as No Response

ry tells him a joke.

2

chuckles means?

Warning

Are you sure you want to mark this item with a No Response?

Yes No

Selecting answer





1



Kai walked down the road to the pond. Which word also means road?

building

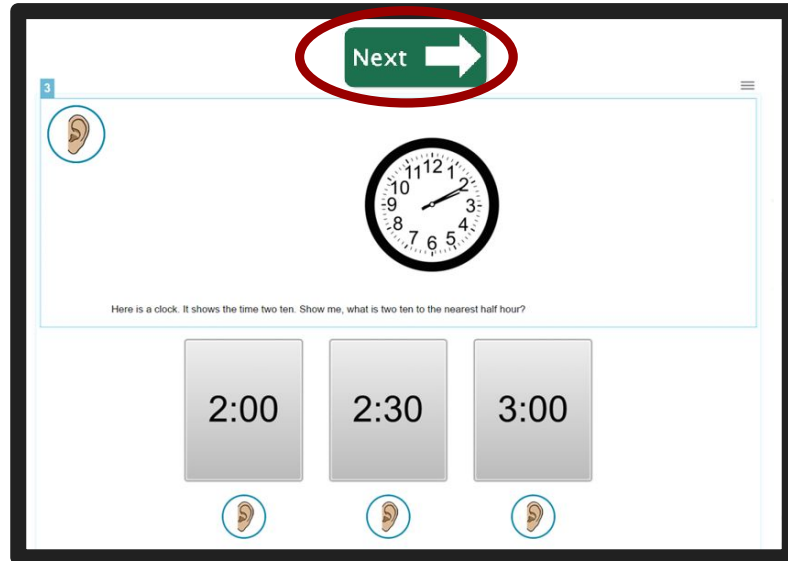


street



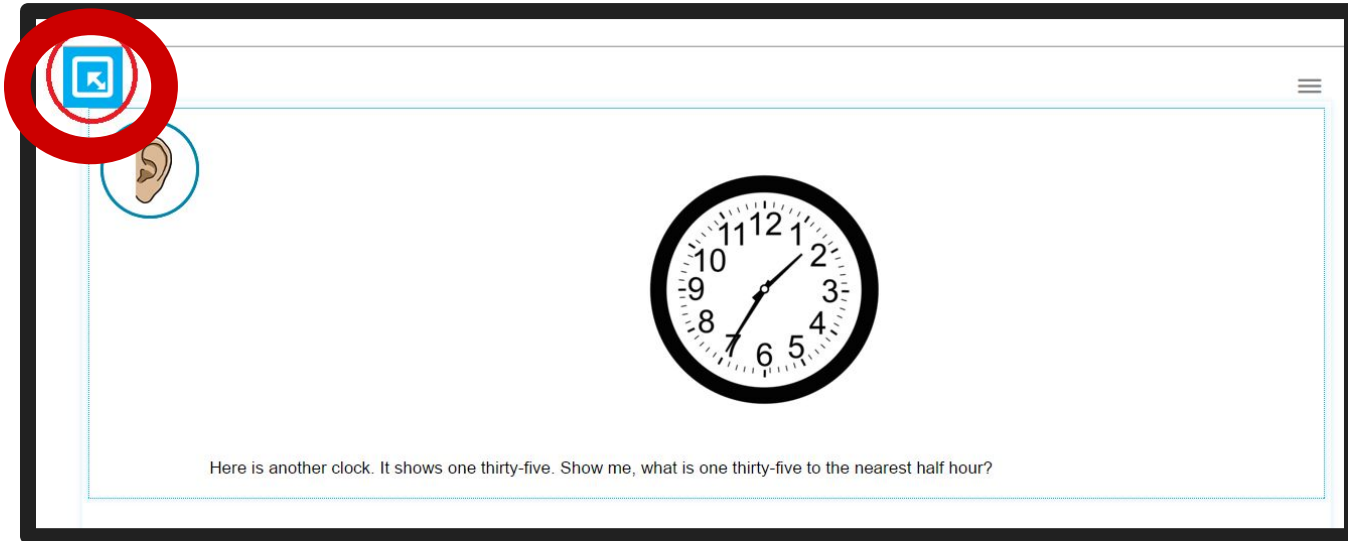
Moving to the Next Item

The "Next" button will appear above each item when the item appears. After student select the option, click Next to move to the next item.



How to Access the Hidden Navigation Bar

- The Navigation Bar can be located by looking for it at the top of the page.
- Tap or click on the small gray and blue box in the upper left-hand corner.



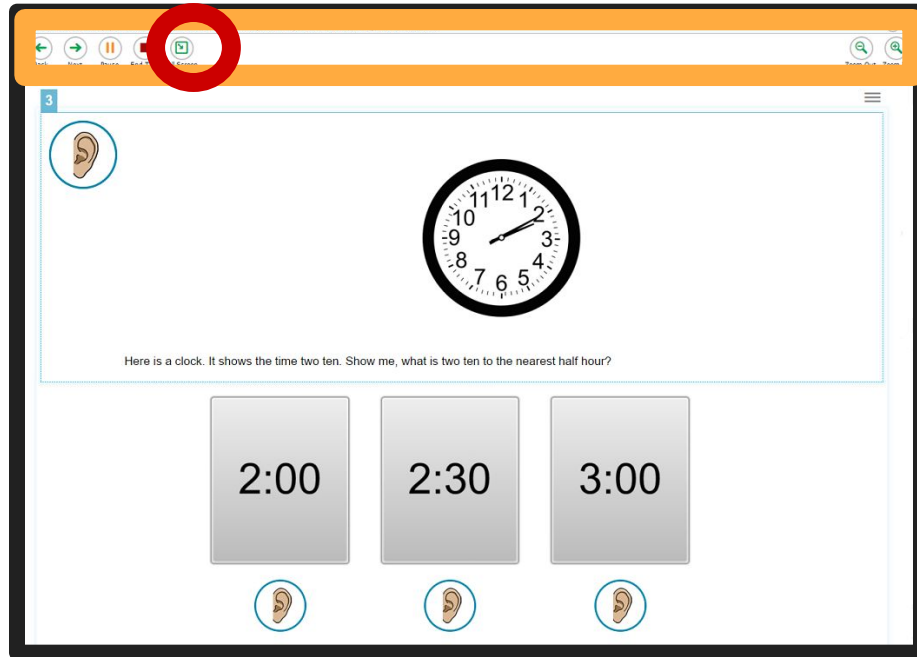
How to Access the Hidden Navigation Bar

- Next, a pop-up window will appear.
- For the password, enter the **“legal first name”** of the student.
(The same name used to log in the student.)
- Click **“Ok.”**

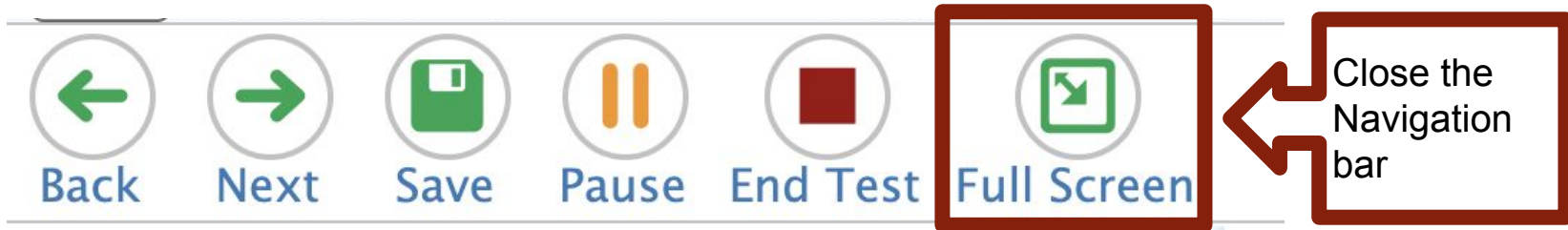


Hiding the Navigation Bar

- Next, the Navigation Bar will appear at the top of the page.
- To exit the Navigation Bar, tap or click the "**Full Screen**" button.



Navigation Bar Tools

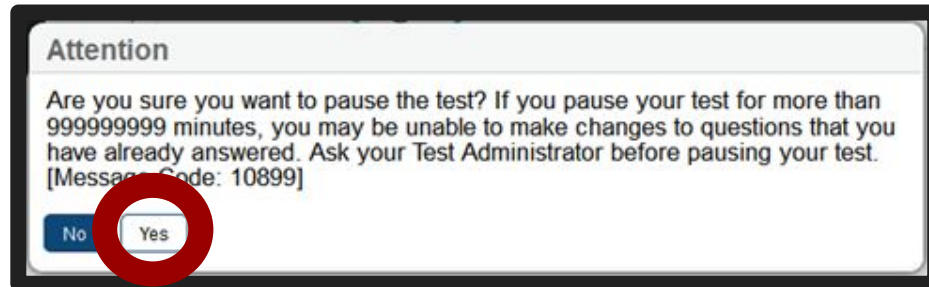


The following tools are available:

- **Help button:** opens the on-screen help guide.
- **Zoom buttons:** changes the font size of an item.
- **Digital calculator:** provides a digital calculator for students who prefer a digital calculator over a handheld. (math)
- **Pause button:** pauses the test.
- **Next and Back buttons:** navigates between LCI items.
- **End Test button:** begins process of ending the test.
- **Full Screen button:** closes/re-hides the Navigation bar and allows you to see the “Next” button.

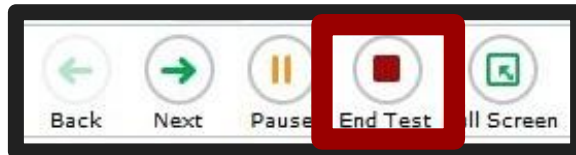
Pausing the Test

- To pause the test from the student screen, open the Navigation Bar and click “**Pause**”. The session can be paused for 30 min. Maximum, after 30 minutes, the student can not go back to the previously answered questions and TA needs to open the new session. A confirmation message will pop up. Click **Yes** to pause the test.
 - When the student is ready to resume the test, the Test Administrator will need to log the student in again.
 - When the test is resumed, the student will be shown the first test item that has not yet been completed.



End of the Test

- After students respond to the last item on the level, open Navigation bar and end test and click submit.
- Access the Navigation Bar, and click "End Test."



End of the Test

TA Site

STOP UAT-4F58-3

Select Tests Approvals Refresh

Live Test Session

0 students awaiting approval 0 print requests 1 active tests HSA-Alt Classroom Embedded Assessments (CEA)

Tests without issue

Student Information	Opp #	Test	Progress	Status	Test Settings	Actions
HIDOE Only, G8 Alt Demo Student ID 9996690109	1	Grade 8 HSA-Alt ELA Classroom Embedded Assessment	0 / 20 answered	Started	Standard	⏸

Instructions

- 1 Start Live Session**

Press the **Select Tests** button, mark the checkboxes for the tests you wish to include, and then press the **Start Live Session** button.

Here is a list of acronyms for the tests:

 - CAT – Computer Adaptive Test
 - ELA – English Language Arts
 - HSA – Hawaii Statewide Assessment
 - HSA-Alt – Hawaii State Alternate Assessment
 - IAB – Interim Assessment Blocks
 - ICA – Interim Comprehensive Assessment
 - PT – Performance Task
- 2 Approve Students**

Press the **Approvals** button, review each student's test details, and then press the **✓** button.
- 3 Monitor Progress**

Monitor the **Students** in your **Test Session** table. You can use the **🖨** button to view print requests and the **⏸** button to

Student Site

Grade 8 HSA-Alt ELA Classroom Embedded Assessment

9

A Trip to the Grocery Store

Grade 8, Testlet One

Standard: 8.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

Approaches Level
Approaches PLD: Identify a central idea of the text.

Materials List:

- Part 3 of *A Trip to the Grocery Store*
- Please see the accompanying [HSA-Alt Teacher Resource Guide](#) for ways to accommodate a range of student needs.

A. Engagement Activity

Attention

You have reached the end of the test. Click [Yes] to continue to the next page. Click [No] to keep working on your test. [MessageCode: 10900]


Part 1

Read the text from the previous levels, if needed (e.g., if starting the testlet at this level, restarting on a second day, or restarting at a later time during the same day).

B. ELA Standard Refresher

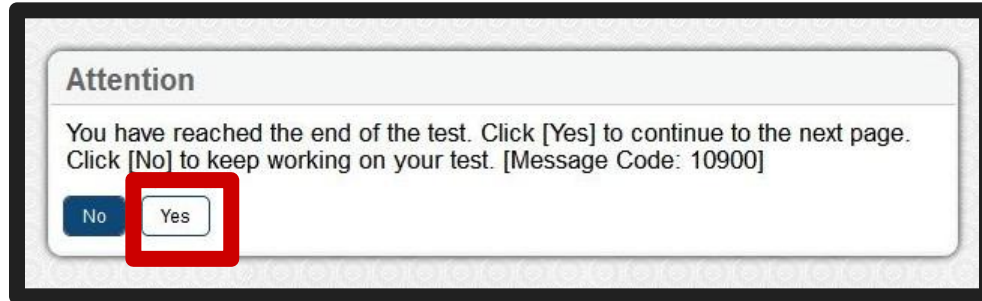
Present Part 3 of the passage.

Say, "First, make a shopping list of the items to buy." Point to the image of the list. "Next, add their prices together. This helps you know how much it will all cost. You can use the store map to find the items. Then go to the checkout line. Pay for your items when you are done."



End the Test

- Next, a message box will appear asking you to confirm.
- Click "Yes" to continue.



Submit Test

- When this screen appears, do **NOT** review a student's previously recorded answers.
- Simply click "**Submit Test.**"

Congratulations, you reached the end of the test!

If you need to review your answers, select the question number you wish to review. A flag icon appears for any questions that you marked for review.

Questions:

<input type="text" value="1"/>	<input type="text" value="4"/>	<input type="text" value="7"/>	<input type="text" value="10"/>	<input type="text" value="13"/>	<input type="text" value="16"/>
<input type="text" value="2"/>	<input type="text" value="5"/>	<input type="text" value="8"/>	<input type="text" value="11"/>	<input type="text" value="14"/>	<input type="text" value="17"/>
<input type="text" value="3"/>	<input type="text" value="6"/>	<input type="text" value="9"/>	<input type="text" value="12"/>	<input type="text" value="15"/>	<input type="text" value="18"/>

Next Step:
When you are done reviewing your answers, select **Submit Test**. You cannot change your answers after you submit the test.

Group 1

TA certification course

Alohahsap.org>

HSA-Alt>

Teacher>

Scroll down to TA
certification course



SYSTEM 



Online TA Certification Course

Complete required training on using the TA Interface and administering tests.

Group 2

Learner Characteristic
Inventory

Alohahsap.org>

HSA-Alt>

Teacher>

TA Live Site>

Open New Session>

Select LCI

Student device>

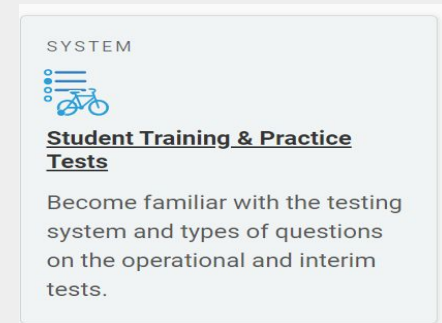
Secured Browser>

Complete LCI for ELA, Math
and Science(G5,8,11)


Group 3

[Training Test Item
Review](#)

Join the neighbors and
collaborate.



SYSTEM



**Student Training & Practice
Tests**

Become familiar with the testing system and types of questions on the operational and interim tests.

Lunch- 1:15 pm

Classroom Embedded Assessment

Overview/

Administration/

Usage

HSA-Alternate Assessment

Summative

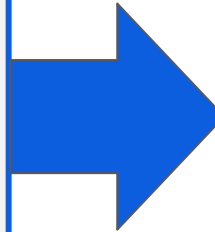
- Standardized, MOU item sharing
- Computer Adaptive MC/MS item
- Measure Achievement
- Required for Accountability
- Learner Characteristics Inventory/
Hawaii Teacher Observation Ratings
are required before testing.

Classroom Embedded Pilot (interim)

- Flexible
- Scaffolded in 5 different level
- Formative: includes teaching activities
(5 opportunities during the SY)
- Optional
- Teacher observation on engagement and
independence for performance task

Closing Gaps

- Grade level standards (Range PLDs) are not the framework for the instruction.
- The focus of instruction is foundational skills.
- Remedial approaches rather than accelerated instruction.
- Teachers lack of training or skills of aligning grade level curriculum/standard to students' level.



- Gaps in summative assessment and instruction.
- Lacks coherence in educational program

Purpose

- To improve teacher understanding on summative assessment targets. (Assessment Literacy)
- To model aligning the instruction to grade level standard in the HSA-Alt range performance level descriptors.
- To provide a tool to measure independence and engagement of students (Teacher observation rating).
- To provide data on correctness to show the changes in the students' response between the administration periods.

Teacher Benefit

Development stage - participating teachers improve understanding on

- 1) The different levels of the range performance level descriptors by developing the items in five different levels.
- 2) Aligning the general education curriculum to instruction by developing teaching activities in five different levels of range performance descriptors.

Administration stage - Teachers apply teaching activities and Multiple Choice items, and teacher rubric as the model to plan their lessons in designing future instruction and progress monitoring.

Let's take a look at the Sample Item

**These are Semi Confidential Items.
Please do not screenshot and share.**

**Teaching Activities and Performance Task is available to download
in TIDE>General Resource> Download section.**

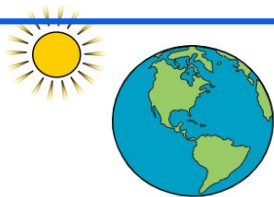
Middle School, Science Prerequisite Level, Material List

Hawai'i Content standard,
HSA-Alt PLD essence
statement

Middle School Science, Testlet One

Standard: MS.ESS.3-5 *Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.*

Essence Statement: *Recognize ways in which human activities have impacted the environment, identify questions that could be answered using temperature data, and/or identify how rising temperatures could have an impact on Hawaii.*



Level
Descriptor,
Material list

[Teacher Resource Guide](#) is
available in [alohahsap.org](#)

8309

Prerequisite Level

Prerequisite Descriptor: *Identify natural factors that affect temperatures (i.e., the sun, volcanoes).*

Materials List:

- Picture of sun
- Picture of ice cube
- Please see the accompanying **HSA-Alt Teacher Resource Guide** for ways to accommodate a range of student needs.

Graphics downloadable from
TIDE> General Resources

Teaching
Activities

A. Engagement Activity

Say, *"The big idea that we are learning about today is that temperature can change."*

Draw student's attention to the pictures, using the modality most suited to the student's strengths (i.e., verbal discussion, hand-under-hand, tactile exploration, visual cueing). If possible, allow the student to touch a warm window and a cold ice cube.

B. Science Standard Refresher

Show student picture of the sun.

Say, *"Here is a picture of the sun."* Bring picture to the student's field of view; provide assistance if needed.

If possible, have the student touch a window with the sun coming through to feel the heat. **Say,** *"Being in the sun makes you feel*

Teaching Activities

Items: Item 8309

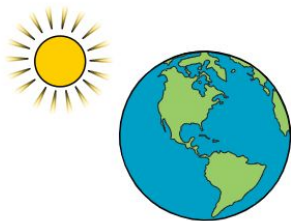


Human Impact on Global Warming

Middle School Science, Testlet One

Standard: MS.ESS.3-5 *Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.*

Essence Statement: *Recognize ways in which human activities have impacted the environment, identify questions that could be answered using temperature data, and/or identify how rising temperatures could have an impact on Hawaii.*



B. Science Standard Refresher

Show student picture of the sun.

Say, "Here is a picture of the sun." Bring picture to the student's field of view; provide assistance if needed.

If possible, have the student touch a window with the sun coming through to feel the heat. **Say, "Being in the sun makes you feel hot."**

Ask, "Does the sun feel hot or cold?"

If the student does not respond, **say, "The sun feels hot."**

Show student picture of an ice cube.

Say, "Here is a picture of an ice cube."

Bring picture to the student's field of view; provide assistance if needed.

If possible, have the student touch an ice cube to feel the cold. **Say, "Touching an ice cube makes you feel cold."**

Ask, "Does the ice cube feel hot or cold?"

If the student does not respond, **say, "The ice cube feels cold."**

Graphics downloadable from
TIDE> General Resources

Performance-Based Activity/Task

Items: Item 8309

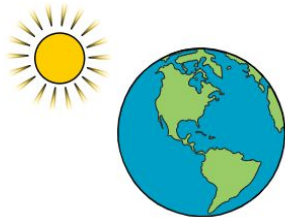


Human Impact on Global Warming

Middle School Science, Testlet One

Standard: MS.ESS.3-5 *Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.*

Essence Statement: *Recognize ways in which human activities have impacted the environment, identify questions that could be answered using temperature data, and/or identify how rising temperatures could have an impact on Hawaii.*



Say, "Here is a picture of an ice cube."

Bring picture to the student's field of view; provide assistance if needed.

If possible, have the student touch an ice cube to feel the cold. Say, "Touching an ice cube makes you feel cold."

Ask, "Does the ice cube feel hot or cold?"

If the student does not respond, say, "The ice cube feels cold."

C. Performance-Based Activity

Have the student look at the picture of the sun. Say, "The sun is hot."

Have the student look at the picture of the ice cube. Say, "The ice cube is cold."

D. Performance-Based Task

Show the student the two pictures (ice cube/sun).

Say, "Which object makes the temperature colder?"

Write down the student's response, noting if it is correct or incorrect. Then click "Next" to go to rubrics for this performance-based activity.

Rubric for Engagement/Correctness

Items: Item 8310



Back Next

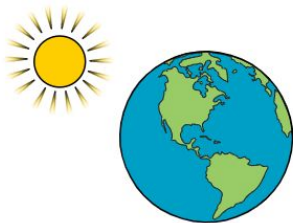


Human Impact on Global Warming

Middle School Science, Testlet One

Standard: MS.ESS.3-5 *Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.*

Essence Statement: *Recognize ways in which human activities have impacted the environment, identify questions that could be answered using temperature data, and/or identify how rising temperatures could have an impact on Hawaii.*



8310

Havhee Sohn

Performance-Based Task

Prerequisite Descriptor: *Identify natural factors that affect temperatures (i.e., the sun, volcanoes).*

Rubric 1: Teacher Rating of Student Response to Performance-Based Task

Please select the option that best describes the student response to the task.

- A Student did not show evidence of engagement with the task.
- B Student displayed behaviors/vocalizations that demonstrated some engagement with the task but did not indicate a response.
- C Student engaged with the task using their preferred modality (e.g., verbalization, pointing/gesturing, AAC/AT) but indicated an incorrect response.
- D Student engaged with the task using their preferred modality (e.g., verbalization, pointing/gesturing, AAC/AT) and indicated the correct response.

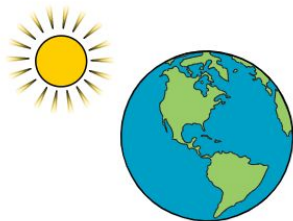
Rubric for independence

Human Impact on Global Warming

Middle School Science, Testlet One

Standard: MS.ESS.3-5 Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.

Essence Statement: Recognize ways in which human activities have impacted the environment, identify questions that could be answered using temperature data, and/or identify how rising temperatures could have an impact on Hawaii.



8311



Performance-Based Task

Prerequisite Descriptor: Identify natural factors that affect temperatures (i.e., the sun, volcanoes).

Rubric 2: Teacher Evaluation of Level of Student Independence

Select the description that best matches the level of independence shown in the student's response to the performance-based task.

- A Fully Dependent Response:** Student responded with hand-under-hand assistance.
- B Moderately Dependent Response:** Student repeated the desired action after teacher demonstration.
- C Moderately Dependent Response:** Student responded after verbal and visual prompting.
- D Minimally Dependent Response:** Student responded after verbal prompting.
- E Minimally Dependent Response:** Student responded after visual prompting.
- F Independent Response:** Student responded with no assistance or prompting.

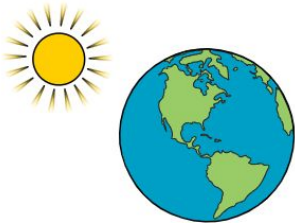
Independent Item (Prerequisite Level)

Human Impact on Global Warming

Middle School Science, Testlet One

Standard: MS.ESS.3-5 Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.

Essence Statement: Recognize ways in which human activities have impacted the environment, identify questions that could be answered using temperature data, and/or identify how rising temperatures could have an impact on Hawaii.

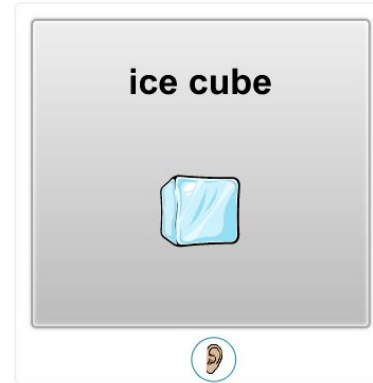
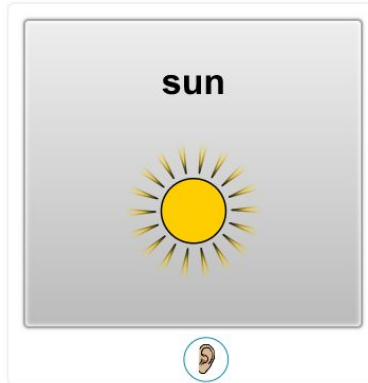


8312

Havhee Sohn



Say, "**Which object makes the temperature hotter: the sun** (indicate the first card), **or an ice cube** (indicate the second card)?"



There are five different levels available from prerequisites, well below, approaches, meet, and exceed

Construct Of The Classroom Embedded Assessment

Each performance level of the interim contains

- ❑ Item 1 - Engagement Task Instructions (Teaching Activities & Performance Task)
- ❑ Item 2 - Teacher Rubric #1 for the Performance Task (Engagement/Correctness)
- ❑ Item 3 - Teacher Rubric #2 for the Performance Task (Independence)
- ❑ Item 4 - The Multiple Choice/Multi Select independent Item for student to answer.

These four items are repeated at each of the five levels of student performance: 1) Prerequisite, 2) Well Below 3) Approaching 4) Meets, and 5) Exceeds levels









Only one level can be administered at a time.

2022-23 HSA-Alt Classroom Embedded Assessment Test Window and Resources

Assessment	Testing Window
Classroom Embedded Assessment	October 3, 2022 – July 21, 2023
Assessment <ul style="list-style-type: none">• <u>HSA-Alt Classroom Embedded Assessment Teacher Resources Guides 2022-23</u>• <u>HSA-Alt Test Administration Manuals and Test Coordinators Manual 2022-23</u> <u>- HSA-Alt CEA Test Administration Manual</u>• <u>Guide to Navigating the online HSA-Alt Administration and Quick Start Guide 2022-23</u>	

2022-23 HSA-Alt Classroom Embedded Assessment Availability

Administration Window 10/3/22 ~ 7/21/23

Grade	ELA	Math	Science
Grade 5/6			
Grade 8			
Grade 11			

Classroom
Embedded
Assessment
Administration

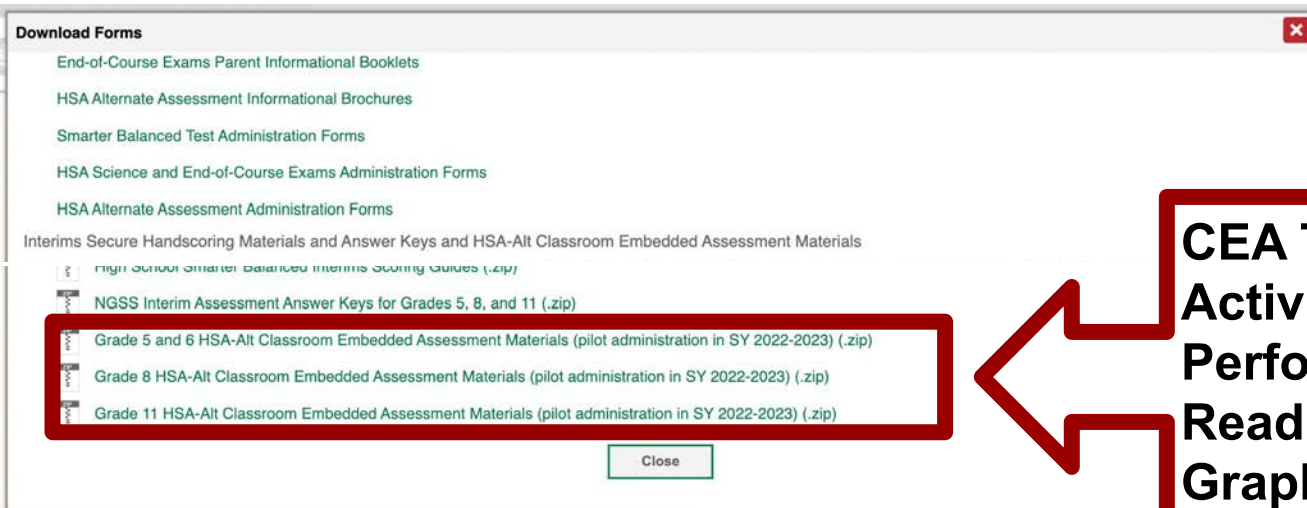
1. Download Test Items

- Download “Teaching Activities and Performance Task from TIDE, General Resources, Download Forms section”

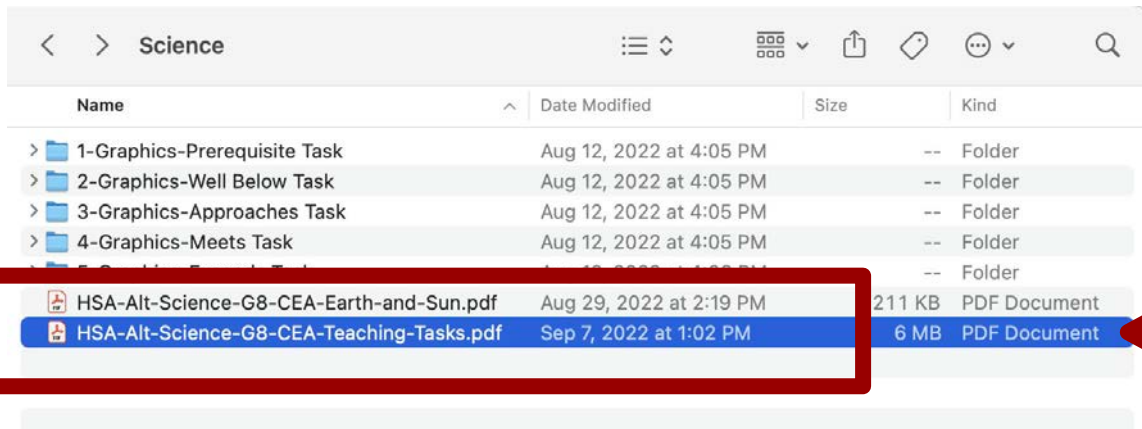
The screenshot shows the TIDE (Hawaii Statewide Assessments) user interface. At the top, there is a header with the TIDE logo, the text "HAWAII Statewide Assessments", and user information: "Registration: HSAP School Year 2022-2023 | User: Sohn, Hwa Hee (TE)". Navigation links include "Help", "Inbox", "Manage Account", and "Log Out". A search bar for "Student ID/User Email" is also present.

The main content area is divided into two columns. The left column, titled "Preparing for Testing", has an orange background and contains two menu items: "Students" and "Test Setting and Tools". The right column, titled "Administering Tests", has a green background and contains one menu item: "Monitoring Test Progress".

A red-bordered box highlights the "General Resources" dropdown menu, which has "Download Forms" selected. A blue arrow points to this box from above.



CEA Teaching Activities Performance Task Reading Passage, Graphics, etc.



Select Teaching Task

Teaching Task includes Teaching Activities, Performance Task, Reading Passages, Graphics

1. Prerequisite Level Performance-Based Activity and Task

Prerequisite Descriptor: *Identify natural factors that affect temperatures (i.e., the sun, volcanoes).*

Materials List:

- Picture of sun (included as a full-size poster at the end of this document; also available as a separate PDF in Hawaii TIDE)
- Picture of ice cube (included as a full-size poster at the end of this document; also available as a separate PDF in Hawaii TIDE)
- Please see the accompanying [HSA-Alt Teacher Resource Guide](#) for ways to accommodate a range of student needs.

A. Engagement Activity

Say, "The big idea that we are learning about today is that temperature can change."

Draw student's attention to the pictures, using the modality most suited to the student's strengths (i.e., verbal discussion, hand-under-hand, tactile exploration, visual cueing). If possible, allow the student to touch a warm window and a cold ice cube.

B. Science Standard Refresher

Show student picture of the sun.

Say, "Here is a picture of the sun." Bring picture to the student's field of view; provide assistance if needed.

If possible, have the student touch a window with the sun coming through to feel the heat. *Say, "Being in the sun makes you feel hot."*

Ask, "Does the sun feel hot or cold?"

If the student does not respond, *say, "The sun feels hot."*

Show student picture of an ice cube.

Say, "Here is a picture of an ice cube."

Bring picture to the student's field of view; provide assistance if needed.

If possible, have the student touch an ice cube to feel the cold. *Say, "Touching an ice cube makes you feel cold."*

Ask, "Does the ice cube feel hot or cold?"

If the student does not respond, *say, "The ice cube feels cold."*

C. Performance-Based Activity

Have the student look at the picture of the sun. *Say, "The sun is hot."*

Have the student look at the picture of the ice cube. *Say, "The ice cube is cold."*

D. Performance-Based Task

Show the student the two pictures (ice cube/sun).

Say, "Which object makes the temperature colder?"

Write down the student's response, noting if it is correct or incorrect.

2. Determine Appropriate Level

- 1) Preview the Teaching Activities and Performance Task in prerequisite, well below, approaches, meets, and exceeds
- 2) Determine the most appropriate level
- 3) Gather materials for the level

When preview,

- **Notice the blue, bold font is your script; this script must be followed**
- **Notice the teacher directions in black font; use these to guide your actions**
- **Notice the accessibility options, use these as needed**
- **[Teacher resources guides](http://alohahsap.org) are available at alohahsap.org**

3. Administer Teaching Activities and Performance Task

- Options
 - 1) downloaded PDF Teaching Task from TIDE>General Resources
 - 2) [Student Testing Site](#) or Secured browser
- Record observations on students engagement, correctness, and independence

4. Enter ratings/ Present Independent Item

- Enter the observations in the teacher rubrics.
- Present independent item to students.
- Ending Test
 - Click “Next” to the end of the test.
 - Open Navigation bar (Password: Legal First Name)
 - End and Submit the test
- The student’s results will be available in Centralized Reporting System.

Flexibility in Administration

- Being Formative Assessment, the Classroom Embedded Assessment allows flexibility in Administration.
- TA can administer teaching activities and performance task in 1) the Student testing site (or secured browser).
2) without logging in student testing site.
- Present independent item in the teaching site.
- CEA can be administered only one level at a time.
(recommended)

Demonstration

(The screenshots are provided for your future reference.)

4.1 Accessing the TA Live Site

Online TA Certification Course

Preparing for Testing

- Online TA Certification Course**
Complete required training on using the TA Interface and administering tests.
Coming Soon
- Student Training & Practice Tests**
Become familiar with the testing system and types of questions on the operational and interim tests.
- TIDE (Test Information Distribution Engine)**
Manage users and student information, monitor test progress, and submit testing incident requests.
- TIDE Interface for practice students**

TIDE
download teaching activities and performance task

TA Live Site

Administering Tests

- TA Live Site**
Create and manage operational and interim test sessions from any web browser.
Coming Soon
- Student Testing Site for HSA-Alt Classroom Embedded Assessments**
Allows students to login to the HSA-Alt CEAs via a secure (standard) connection.
Coming Soon

Student Testing Site for Classroom Embedded Assessment

TA Site: Login Page

Enter your employee ID number and your TIDE password

The screenshot shows a login page with the following elements:

- Header:** "Login" in blue text.
- Left Column:**
 - Please Log In:** "Enter your username and password to log into CAI online systems. Once you log in, you will automatically be directed to your selected system."
 - Need More Help?:** "If you forgot your password or need a new password, please use the [Forgot Your Password](#) link to reset it."
 - Contact Info:** "For assistance, contact the Help Desk at 1-866-648-3712 | hsaphelpdesk@cambiumassessment.com"
- Right Column (Login Form):**
 - Email Address:** Input field with a person icon, circled in red.
 - Password:** Input field with a lock icon, circled in red.
 - Forgot Your Password?:** Link below the password field.
 - Secure Login:** Blue button.
- Bottom Section:**
 - First Time Login This School Year?:** Section header.
 - Text:** "Login emails for all HIDOE users, except Charter Schools, have been updated to the new email format: EmployeeID#@k12.hi.us. The passwords you used during the previous school year are no longer valid." (partially visible)
 - Link:** [Request a new one for this school year.](#) circled in brown.

Employee ID
TIDE password

Request new
password if log in
the first time for the
school year.

Starting a Test Session

Select your test and Click “Start New Session”

TA Site

Active Sessions

Upcoming Sessions

These are your current/active testing sessions.

The table below shows all the sessions that are live for you right now.

Active Sessions

Session ID	Session Info	Type	Share	Action
No active sessions.				

Click



Start a New Session Now

Select HSA-Alt Classroom Embedded Assessment

TA Site

Live Test Selection

Choose a testing category

Then select one or more tests. You can switch categories by using the button in the modal header.

→ Checkpoint

→ HSA-Alt Classroom Embedded Assessments (CEA)

**Select HSA-Alt
Classroom Embedded
Assessment**



You must make at least one selection before starting your session.

 Start Live Session

Select The Appropriate Assessment

TA Site

Live Test Selection

Filter By: Add Filter

HSA Classroom Embedded Assessments (CEA)
Choose which tests to add to your session from the tree, and then start your session.

<input type="checkbox"/>	Grade 5 HSA-Alt ELA Classroom Embedded Assessment	SECRET
<input type="checkbox"/>	Grade 5 HSA-Alt Mathematics Classroom Embedded Assessment	SECRET
<input type="checkbox"/>	Grade 5 HSA-Alt Science Classroom Embedded Assessment	SECRET
<input type="checkbox"/>	Grade 8 HSA-Alt ELA Classroom Embedded Assessment	SECRET
<input type="checkbox"/>	Grade 8 HSA-Alt Mathematics Classroom Embedded Assessment	SECRET
<input type="checkbox"/>	Grade 8 HSA-Alt Science Classroom Embedded Assessment	SECRET
<input type="checkbox"/>	Grade 11 HSA-Alt ELA Classroom Embedded Assessment	SECRET
<input type="checkbox"/>	Grade 11 HSA-Alt Science Classroom Embedded Assessment	SECRET

Back Start Live Session

←
You must make at least one selection before starting your session.

Select Test Reason and Starting a Test Session

TA Site

The screenshot shows the 'Live Test Selection' interface. On the left, a list of tests is shown with checkboxes and 'SECRET' labels. On the right, a summary box shows '3 Tests Selected' and lists the selected tests. A red box highlights the 'Opportunity 1' dropdown menu, and an orange oval highlights the 'Start Live Session' button at the bottom right. A grey box with arrows points to the 'Select Test Reason' and 'Start Live Session' text.

Live Test Selection

Filter By: ☰ Add Filter

HSA-Alt Classroom Embedded Assessments (CEA)
Choose which tests to add to your session from the tree, and then start your session.

<input checked="" type="checkbox"/>	Grade 5 HSA-Alt ELA Classroom Embedded Assessment	SECRET
<input checked="" type="checkbox"/>	Grade 5 HSA-Alt Mathematics Classroom Embedded Assessment	SECRET
<input checked="" type="checkbox"/>	Grade 5 HSA-Alt Science Classroom Embedded Assessment	SECRET
<input type="checkbox"/>	Grade 8 HSA-Alt ELA Classroom Embedded Assessment	SECRET
<input type="checkbox"/>	Grade 8 HSA-Alt Mathematics Classroom Embedded Assessment	SECRET
<input type="checkbox"/>	Grade 8 HSA-Alt Science Classroom Embedded Assessment	SECRET
<input type="checkbox"/>	Grade 11 HSA-Alt ELA Classroom Embedded Assessment	SECRET
<input type="checkbox"/>	Grade 11 HSA-Alt Science Classroom Embedded Assessment	SECRET

3 Tests Selected 🗑️ Clear All

HSA-Alt Classroom Embedded Assessments (CEA)

- ✖ Grade 5 HSA-Alt ELA Classro...
- ✖ Grade 5 HSA-Alt Mathematics...

Select Test Reason

Start Live Session

Select Test Reason

Opportunity 1

Start Live Session

Back

Session ID is created.

The screenshot shows the TA Site interface. On the left, there is a box labeled "TA Site" containing the Hawaii State Assessments logo. In the center, a large box labeled "Session ID" has a large arrow pointing to the right. On the right, a red circle highlights a "Live Session ID" box containing a red "STOP" button and the text "UAT-29CC-3". The interface also includes a top navigation bar with options like "Student Lookup", "Approved Results", "Print Session", "Help Guide", "Alerts", and "Logout as User, Demo". Below the navigation bar, there are statistics: "0 students awaiting approval", "0 print requests", and "0 active tests".

Instructions

- 1 Start Live Session**

Press the **Select Tests** button, mark the checkboxes for the tests you wish to include, and then press the **Start Live Session** button.

Here is a list of acronyms for the tests:

 - CAT – Computer Adaptive Test
 - ELA – English Language Arts
 - HSA – Hawaii Statewide Assessment
 - HSA-Alt – Hawaii State Alternate Assessment
 - IAB – Interim Assessment Blocks
 - ICA – Interim Comprehensive Assessment
 - PT – Performance Task
- 2 Approve Students**

Press the **Approvals** button, review each student's test details, and then press the button.
- 3 Monitor Progress**

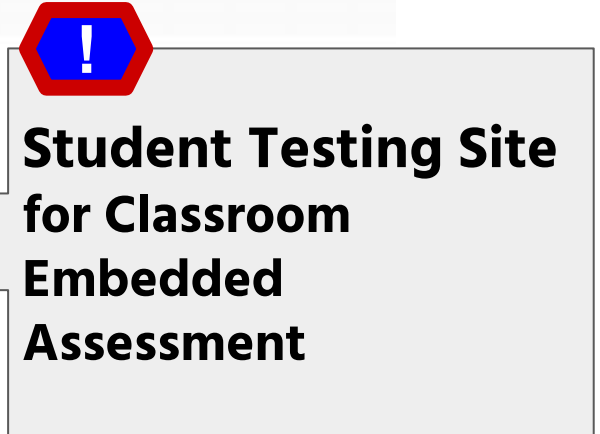
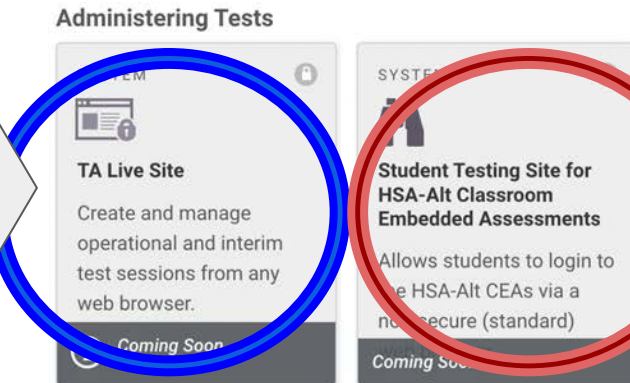
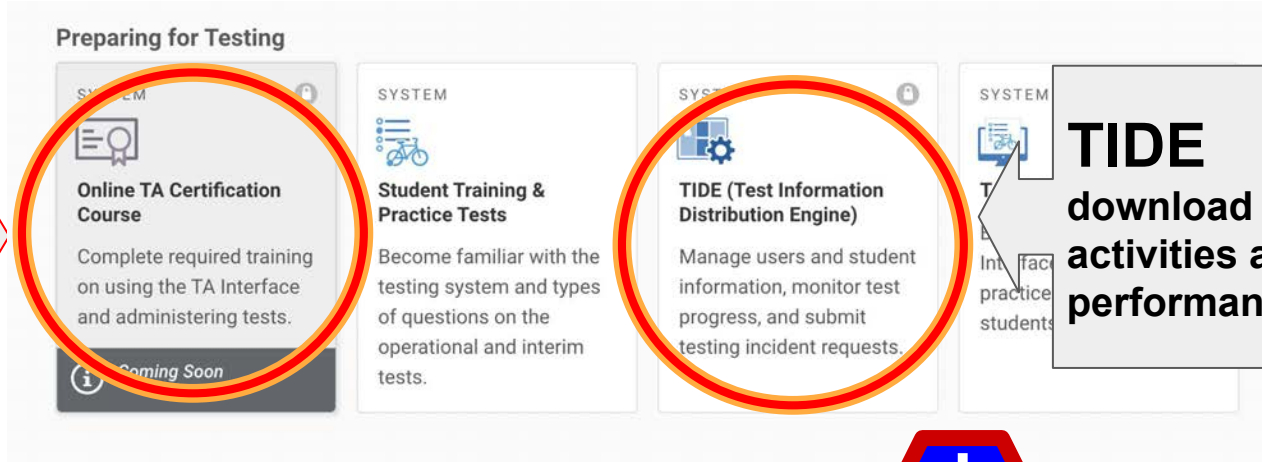
Monitor the **Students in your Test Session** table. You can use the button to view print requests and the button to pause students' tests. To stop a test session, press the button next to the Session ID.

4.2 Student Device

For *Classroom Embedded Assessment Only*, students can access to the assessment through

- 1) The “Student Testing Site for HSA-Alt Classroom Embedded Assessments” (regular browser, recommended)
- 2) Secured Web Browser

4.2 Accessing the Student testing Site



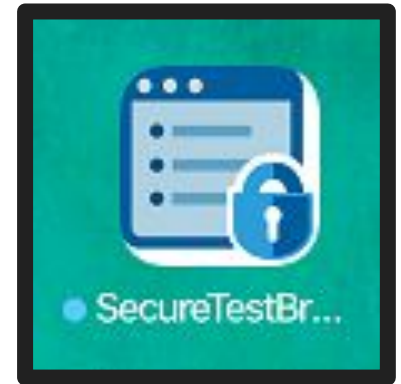
Online TA Certification Course

TA Live Site creates and manage live sessions

Option> Secured Browser

- To use the the Secure Browser, download it, then click to launch.
- An iPad, Chromebook, or computer can be used as the student's device.
- If the Secure Browser doesn't open
 - Do you have this year's secure browser?
 - Are all applications closed?
 - Is your operating system updated?

The Secure Browser is the only route for HSA-Alt Summative Assessment.



The first time you launch the Secure Browser, you must select Hawaii.

A screenshot of a web browser interface showing a prompt to select a state. The text "Please Select Your State:" is displayed above a dropdown menu. The dropdown menu is currently empty, and a small downward arrow is visible on the right side of the menu box. The entire prompt is enclosed in a rounded rectangular frame with a light gray background and a dark border.

- The Secure Browser may prompt you to choose a state and test.
- If prompted, select the testing state, **Hawaii**, and the test, the **Hawaii Statewide Assessment Program**.

Student ID, First name and Session ID.

TA Site

Student Site

STOP UAT-4F58-3

Select Tests

Approvals



Live Test

students awaiting approval print requests active tests

Session ID

boxes for the tests you wish to include, and then press

- ELA – English Language Arts
- HSA – Hawaii Statewide Assessment
- HSA-Alt – Hawaii State Alternate Assessment
- IAB – Interim Assessment Blocks
- ICA – Interim Comprehensive Assessment
- PT – Performance Task

2 Approve Students

Press the **Approvals** button, review each student's test details, and then press the button.

3 Monitor Progress

Monitor the **Students in your Test Session** table. You can use the button to view print requests and the pause students' tests.

To stop a test session, press the button next to the Session ID.

First Name

Student ID

Session ID



Please Sign In

First Name:

EX: JORDAN

Student ID:

EX: 123456789

Session ID:

ORANGE - - - -

Browser: Chrome v105

Live Test Site

If you want to go to the Practice Test Site click the button below

Go to the Practice Test Site

Live Test Site

Sign In

Verify Student Information

- This is the next screen that will display. Verify the student's information shown on-screen.
- If the information is incorrect, exit the test, and see your School Test Coordinator.
- If all is okay, click "Yes."

Student Site

Is This You?
Please review the following information.

First Name: Jane
Last Name: Smith
SSID: 1234567890
Grade: 08
Date of Birth: December 1, 1998
School: Demo School

Next Step:
If the information is correct, choose **Yes**. If not, choose **No**.

Select the Test

For Classroom Embedded Assessment, students do not need Secure Browser to access to live test session.

The Learner Characteristic Inventory is **not required** for Classroom Embedded Assessment.

Student Site

HAWAII!
Statewide Assessments

Grade 5 Alt Demo 1 (Student ID: 9996690129) | UA7-29CC-3

Your Tests

Select the test you need to take.

HSA-Alt Classroom Embedded Assessments (CEA)

- Start Grade 5 HSA-Alt ELA Classroom Embedded Assessment**
This is opportunity 2 of 5
- Resume Grade 5 HSA-Alt Mathematics Classroom Embedded Assessment**
This is opportunity 1 of 5
- Start Grade 5 HSA-Alt Science Classroom Embedded Assessment**
This is opportunity 2 of 5

[Live Test Site](#) [Back to Login](#)

TA Approval

TA Site

and Student Test Settings

HSA-Alt ELA Classroom Embedded Assessment - 1 student(s)

Name	Details	Action
Grade 5 Alt Demo1		  

Check the setting

Student Site

HIDOE Only, G5 Alt Demo1 (Student ID: 9996690129) | UAT-29CC-3 | Grade 5 HSA-Alt Mathematics Classroom Embedded Assessment

HAWAII
Statewide Assessments

Waiting for Approval

Your Test Administrator needs to review your requested test and your test settings. This may take a few minutes.




First Name G5 Alt Demo1	Last Name HIDOE Only
Session ID UAT-29CC-3	Test Grade 5 HSA-Alt Mathematics Classroom Embedded Assessment

Approving the Student to Test (TA site)

- Switch to the TA device.
- The TA must approve the student to enter the test session.
- Click the green arrow to approve the student for testing.

TA Site

The screenshot displays the 'Approvals and Student Test Settings' interface. At the top, there are three buttons: 'Approve All Students' (with a checkmark icon), 'Refresh' (with a circular arrow icon), and 'Done' (with an 'X' icon). Below the buttons, it indicates '1 students awaiting approval' and includes a legend for 'HSA-Alt' (represented by a pink circle). The main content is a table with a pink header row for 'HSA-Alt Grade 3 English Language Arts (ELA)'. The table has columns for 'Student Name', 'Student ID', 'Opp #', 'See Details', and 'Action'. A row is shown for 'Demo, Student' with ID '0123456789' and 'Opp #' '1'. The 'Action' column for this row contains a 'See Details' button, an eye icon, a green checkmark icon (circled in purple), and a red 'X' icon. Two callout boxes with arrows point to the 'Approve All Students' button and the green checkmark icon, with text instructions: 'Click to approve all students' and 'Click to approve'.

Student Name	Student ID	Opp #	See Details	Action
Demo, Student	0123456789	1	Standard	  

Click to approve all students

Click to approve

Confirm the Student's Test

- After you have approved the student for testing on the TA device, you will need to verify the test information and settings shown on the student's screen.
- Student site, review all information, Click "Yes" if all information is correct.

TA Site

UAT-4F58-3

Select Tests Approvals

Live Test Session

0 students awaiting approval 0 print requests 1 active tests HSA-Alt Classroom Embedded Assessments (CEA)

Tests without issue

Student Information	Opp #	Test	Progress	Status	Test Settings	Actions
Name of Student	1	Grade 8 HSA-Alt ELA Classroom Embedded Assessment	0 / 0 answered	Approved	Standard	

Instructions

- Start Live Session**
Press the **Select Tests** button, mark the checkboxes for the tests you wish to include, and then press the **Start Live Session** button.
Here is a list of acronyms for the tests:
 - CAT – Computer Adaptive Test

Student Site

Is This Your Test?

Review the following test settings.

Session ID: TRAIN-3B0B-1

HSA-Alt Grade 3 English Language Arts (ELA)

Color Contrast: Black on White (default)

Language: English

Voice Guidance: On

Expandable Passages: On

Zoom: No default zoom applied

Next Step:
If the test name and settings are correct, choose **Yes**. If not, choose **No**.

Entering a Response Option

- Item 1 is the teaching activity and Performance Task (Click Next)
- Item 2 is the teacher rubric for engagement and correctness (select the rating and Click Next)
- Item 3 is the teacher rubric for Independence (select the rating and Click Next)
- Item 4 is the student independent item. (Present to students and student select the answer.)

This concludes the assessment of opportunity 1

To End Test:

- ★ Continue to click next to the end of the test.
- ★ Open navigation bar to end test.

Being formative assessment, it is meaningful to adjust instruction based on the student outcome and administer the same level or next level after certain amount of instruction is provided.

Centralized Reporting System

Accessing
Student's Results

Scores for the Classroom Embedded Assessment

- Scores will not display at the end of the assessment.
- Scores are accessible instantly in the Centralized Reporting System.

The screenshot displays a dashboard with several system tiles. The tiles are organized into sections: 'Preparing for Testing' and 'Administering Tests'. The 'Preparing for Testing' section includes four tiles: 'Online TA Certification Course', 'Student Training & Practice Tests', 'TIDE (Test Information Distribution Engine)', and 'TA Training Site'. The 'Administering Tests' section includes two tiles: 'TA Live Site' and 'School Contacts List'. A callout box on the left, labeled 'Centralized Reporting System', points to a tile titled 'CRS (Centralized Reporting System)' which is highlighted with a red border. This tile is located in the bottom row of the dashboard.

Centralized Reporting System

Preparing for Testing

- Online TA Certification Course**
Complete required training on using the TA Interface and administering tests.
Coming Soon
- Student Training & Practice Tests**
Become familiar with the testing system and types of questions on the operational and interim tests.
- TIDE (Test Information Distribution Engine)**
Manage users and student information, monitor test progress, and submit testing incident requests.
- TA Training Site**
Become familiar with TA Interface and proctor practice sessions for students and guest users.

Administering Tests

- TA Live Site**
Create and manage operational and interim test sessions.
Coming Soon
- CRS (Centralized Reporting System)**
Access and download state assessment results and view reports on student performance.
- School Contacts List**
Access the Hawaii DOE Assessment School Contacts List (requires HIDOE employee account).

Centralized Reporting System

Dashboard Generator

These are 2022-2023 school year reports. [Change the reporting time period.](#)

Which test groups would you like to start with?

- Formative
 - ELA
 - Mathematics

- HSA-Alt CEA
 - ELA
 - Mathematics
 - Science

- Interim
 - Science

- Interim Assessment Blocks (IAB)
 - ELA
 - Mathematics

- Interim Comprehensive Assessment (ICA)
 - ELA
 - Mathematics

Field Authored

Make these my default selections.

[Go to Dashboard](#)

Looking for a specific student?


Get the results of a student by entering their student ID

Enter Student ID


Search

Features & Tools

Reporting Options


 [Change Reporting Time Period](#)

Download & Print

 [Download Student Results](#)

Test Options

 [Manage Test Reasons](#)

 [Set Student Setting on Item View](#)

1. Select the “HSA-Alt CEA”
(Classroom Embedded Assessment)

2. Select the “Go to
Dashboard”.

Centralized Reporting System

Centralized Reporting System



Reporting

User: hi-te1@demo.user | Role: TE @ School: Kula a'o Hawai'i

[Inbox](#) [Help](#) [Sign Out](#)

[Dashboard Generator](#) > [Dashboard](#) > [Performance on Tests](#)

Enter Student ID



Filters



Test Groups



Test Reasons



Rosters

My Assessments

[Features & Tools](#)

Average Score and Performance Distribution, by Assessment: All Rosters, 2022-2023

Filtered By **Rosters:** All Roster | **Test Reasons:** All Test Reasons

Assessment Name	Test Group	Test Grade	Test Reason	Student Count	Average Score	Date Last Taken
Grade 8 HSA-Alt Mathematics Classroom Embedded Assessment	HSA-Alt CEA	8	Unassigned	4	8/25	09/27/2022
Grade 5 HSA-Alt Mathematics Classroom Embedded Assessment	HSA-Alt CEA	5	Fall	1	7/25	09/21/2022
Grade 5 HSA-Alt Mathematics Classroom Embedded Assessment	HSA-Alt CEA	5	Pre-Test	1	0/25	09/19/2022
Grade 5 HSA-Alt Mathematics Classroom Embedded Assessment	HSA-Alt CEA	5	Opportunity 1	1	0/25	09/15/2022

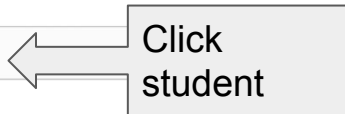
Rows per page: 4 Items: of 1

My Students

Most Recent Assessment of All Rosters: 2022-2023

Filtered By **Rosters:** All Roster | **Test Reasons:** All Test Reasons

Student Name	Student ID	Most Recent Assessment	Date Taken
PT Only_G8 Alt Demo5	9999990135	Grade 8 HSA-Alt Mathematics Classroom Embedded Assessment	09/27/2022
PT Only_G5 Alt Demo2	9999990514	Grade 5 HSA-Alt Mathematics Classroom Embedded Assessment	09/21/2022
Tech Only_G5 Alt Demo2	9999990495	Grade 5 HSA-Alt Mathematics Classroom Embedded Assessment	09/19/2022



My Student Data

Filters
Standards

Score, Performance and Points Earned on **Grade 8 HSA-Alt Mathematics Classroom Embedded Assessment** (Unassigned) of , Category: 2022-2023
Filtered By **Rosters:** All Roster | **Test Reasons:** Unassigned | **Standards Keys**

Click the Item number



Student	Student ID	Total	1 - Prerequisite Skill		1 - Prerequisite Skill				2 - Well Below PLD	3 - Approaches PLD	4 - Meets PLD	5 - Exceeds PLD
			Raw Score	Number of NRs	Reporting Category Raw Score	Number of NRs	Item Numbers, Max Points and Points Earned					
My Students		8/25 <i>i</i>	1	2/5 <i>i</i>	0	2	4	0				
PT Only, G8 Alt Demo5	9999990135	8/25 <i>i</i>	2	1/5 <i>i</i>	0	1	2	0				

Click to find the response recorded.

Grade 11 HSA-Alt Science Classroom Embedded Assessment

Student: PT Only, G11 Alt Demo1

Item 3

Current Item: 2 Score: 1/4

Item & Score Rubric & Resources

Scoring Assertion	Outcome
1. Student engaged with the task using their preferred modality (e.g., verbalization, pointing/gesturing, AAC/AT) and indicated the correct response.	✘
2. Student engaged with the task using their preferred modality (e.g., verbalization, pointing/gesturing, AAC/AT) but indicated an incorrect response.	✘
3. Student displayed behaviors/vocalizations that demonstrated some engagement with the task but did not indicate a response.	✘
4. Student did not show evidence of engagement with the task.	✔

student setting(s)
ON

Ecosystems

High School, Testlet One

Standard: HS.LS.2-2 Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.

Essence Statement: Identify the interdependence of organisms and use data¹ to explain patterns and trends between a population and the availability of resources.

1. Data may be in the form of tables or graphs.

2

Performance-Based Task
Prerequisite Descriptor: Recognize a plant or animal.

Rubric 1: Teacher Rating of Student Response to Performance-Based Task
Please select the option that best describes the student response to the task.

Student did not show evidence of engagement with the task.

Student displayed behaviors/vocalizations that demonstrated some engagement with the task but did not indicate a response.

Individualized Student Report



Reporting

Individual Student Report

Aaah, Pruq

Grade 5 HSA-Ait ELA Classroom Embedded
Assessment 2022-2023

Student ID: 9999990153 | Student DOB: 11/10/2001 | Enrolled Grade: Grade 05

Date Taken: 10/11/2022

Training Complex Area A

Demo School Group 2

Kula a'o Hawai'i

Raw Score: 3/26

Number of NRs: 0

How Does Your Child's Score Compare?

Name	Average Raw Score	Average Number of NRs
Training Complex Area A	3/26	0
Demo School Group 2	3/26	0
Kula a'o Hawai'i	3/26	0

How Did Your Child Perform on Different Areas of the Test?

Category	Raw Score	Number of NRs
1 - Prerequisite Skill	3/5	0
2 - Well Below PLD	n/a	n/a
3 - Approaches PLD	n/a	n/a
4 - Meets PLD	n/a	n/a
5 - Exceeds PLD	n/a	n/a

How Did Your Child Perform on Each Test Question?

1 - Prerequisite Skill		
Question #	Standard	Points Earned/Points Possible
2	Given an illustration, match a picture to a detail found in that illustration.	2/4
3	Given an illustration, match a picture to a detail found in that illustration.	2/4

Summary of the Classroom Embedded Assessment Administration

Prior

- Upgrade devices
- Complete TA Certification Course
- Download and review Teaching Task and Performance Task (TIDE>General Resource)
- Determine the Most Appropriate Level
- Gather the Classroom Materials for the level

Administration

- Teaching Activities and Performance Task
 - Administer using PDF or Student Testing Site or Secured Browser
 - Independent Item Administer in Student Testing Site or Secure Browser
- *It is recommended to administer one level per session.

After

- Access the results in Centralized Reporting System
- Take action on instruction
- Readminister on the same or different level

Proposed Usage of CEA

- **Inform next instruction:** administer in the beginning of the school year at one level. Based on the outcome, the teacher will adjust the instructional level.
- **Guide collaborative discussion** by using records of teacher observation rubrics and student performance of independent items in centralized reporting system.
- **Use the model teaching activities(with/without administration):** Teachers who are not familiar with aligning their instruction to grade level standards use the model teaching activities to guide the lesson development for the given standard or apply similar approaches in planning lessons for other standards.

Teacher Usage 1. Inform The Instruction

If the students answered correctly with independence and engagement,



Plan for the lesson/ teaching activities in the next level.

If the students answered correctly **without** independence and engagement,



Evaluate the strategies to address the students' need and Increase the frequency and intensity.

Evaluate if the activities and item is too easy for the student(motivation)

Teacher Usage 1. Inform The Instruction

If the answer is incorrect, showing independence and engagement,



Teach teaching activities with more intensity and frequency.

If the answer is incorrect not engaging,



Evaluate if the strategies on the teaching activities are appropriate for the student.

Plan for the lesson adjust the teaching activities to address the students' need and examine if the students is administered in the correct level.

Teacher Usage 2. Guide Discussion On Designing program

If the student is answering the questions correctly for exceeds level,



The team may discuss the eligibility of HSA-Alt assessment.

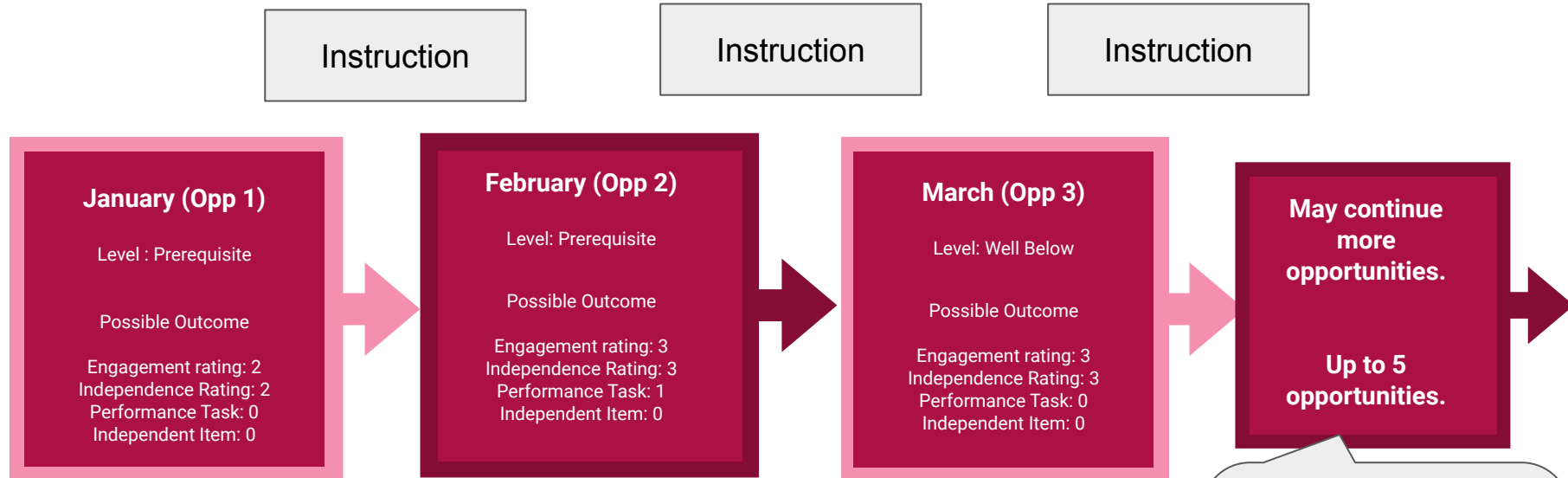
If the student is struggling in engaging in the teaching activities on certain level,



The team may review the effectiveness of the strategies that is utilized for the student.

***The CEA data is intended to use as one of the multiple sources of data to guide instructional and program discussions. Using CEA data alone as the source for any discussion and decision is not recommended.**

CEA Administration Example



All Teaching Activities and Performance Task for all five levels are available to download at TIDE website>General Resources section

- to assist determining appropriate level
- to prepare the teaching tasks.
- semi-secure items (stay in the classroom)

There are no wait periods between opportunities. Once test window is open, TA can administer it any time at any level.

HSA-Alt

Classroom Embedded
Assessment

Teacher Presentation

HSA-Alt 5th Grade ELA Classroom Embedded Assessment

Rebecca Hadley-Schlosser

Nanaikapono Elementary

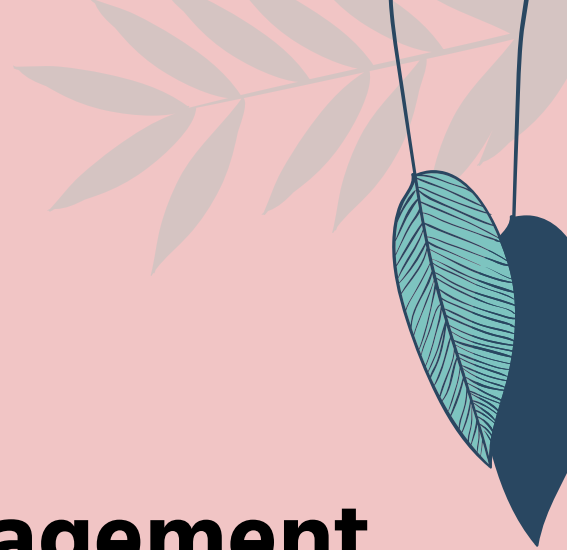


How did I know about HSA-Alt Classroom Embedded Assessment?

- **By participating in the item writing workshop during winter break**
- **Helped me see ways to help my colleagues**
- **Helped me see ways to improve my work with students**
- **Ways to use the performance level descriptors to develop IEP goals and objectives for this student population**

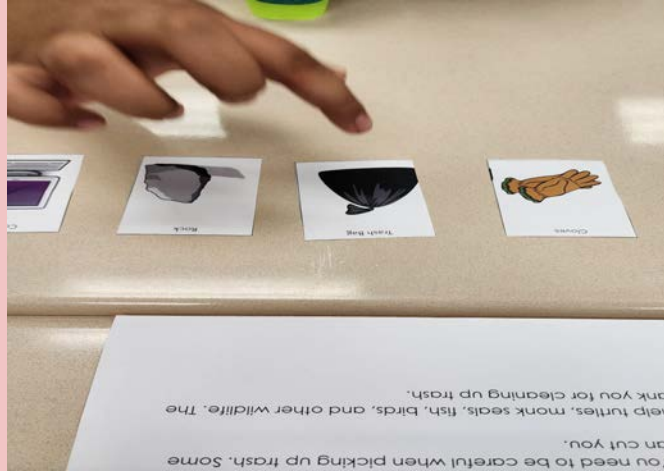
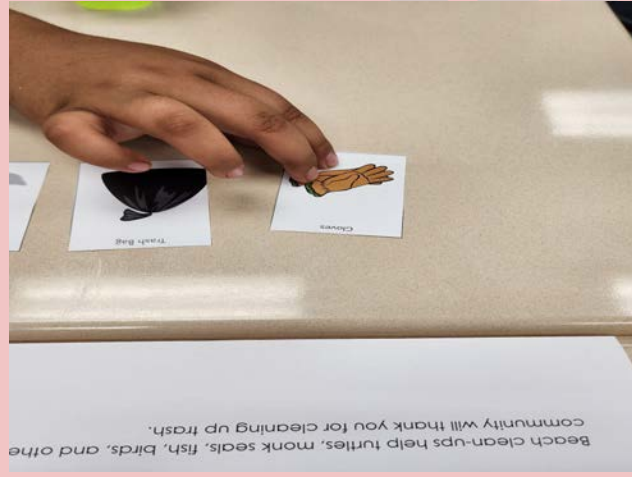
Purpose

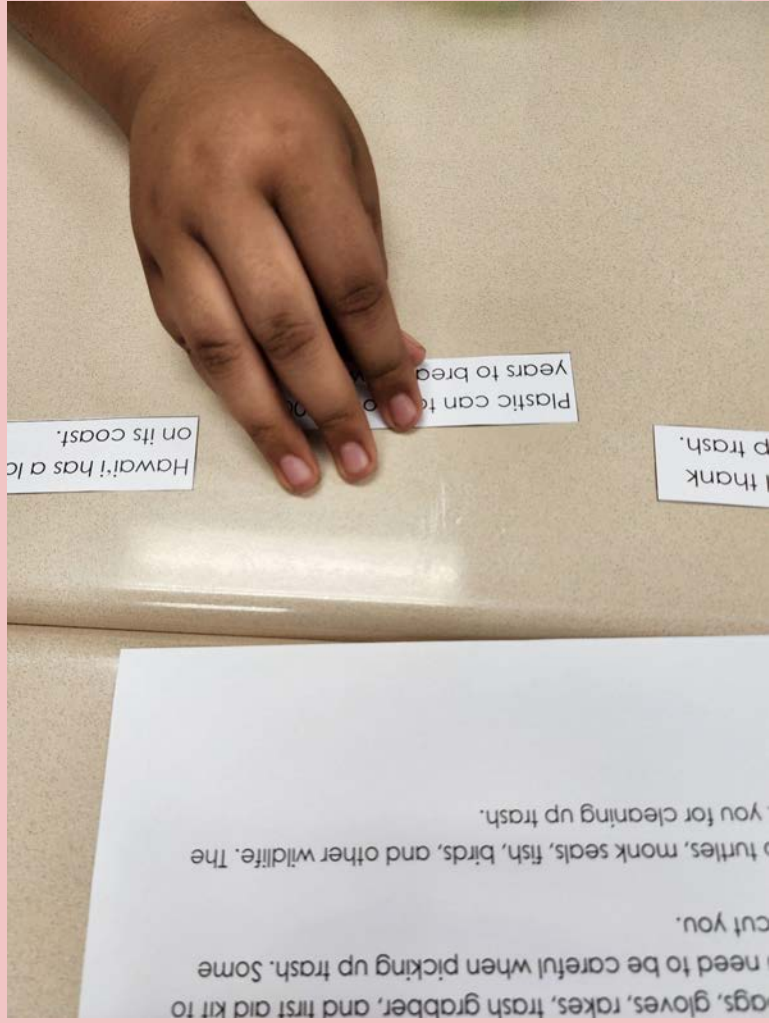
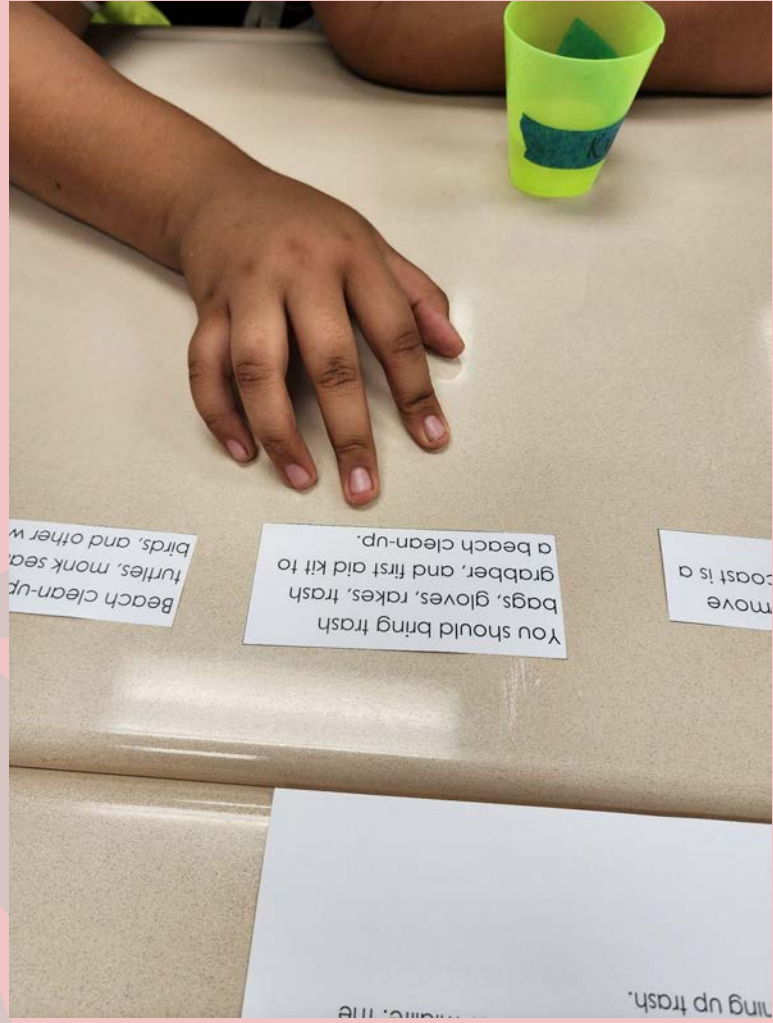
- **Guidance for teachers**
- **Progress monitoring**
- **Monitoring student engagement and independence**
- **Help prepare students for testing environment**



How your student responded?

- **Started at approaches level based on teacher recommendation and worked through to exceeds**
- **Was able to fluently read the sections of the passage after I read them to him.**
- **Has a lot of background knowledge related to the topic**
- **Provided answers that sometimes related to the correct key**
- **Was able to answer some of the questions correctly**
- **Focused and on task throughout**





Next steps

- **My student was administered at approaches to exceeds level**
- **Lesson plan based on the outcome to increase student understanding of topic**
- **Find additional information to share with students about topic at their level**
- **Ensure misunderstandings are addressed in instruction and information provided during lesson**

HSA-Alt

Classroom Embedded Assessment

Kristin Bowman, M.Ed., BCBA, LBA

Waimea Elementary School

How did I know about HSA-Alt Classroom Embedded Assessment?

The HSA-Alt Classroom Embedded Assessment was new to me. I learned about Classroom Embedded Assessment by participating in the item writing workshop during Winter break. I learned hands-on from the inside-out what goes into the creation of the testing items, which was an amazing way to learn about Classroom Embedded Assessment from the perspective of writing a testlet. It gave me a greater appreciation for the process of test development and the purpose of the HSA-Alt Classroom Embedded Assessment.

Purpose

❖ Progress Monitoring

- Monitor my student's progress on the standard (Math, ELA, or Science)
- Including the students engagement and independence

❖ Tool to Guide Teaching

- Additional tool to use in the classroom to guide teaching
- Align teaching goals to standards

❖ Prepare my students for the testing environment

- The more familiar they are with the testing environment, the fewer behavioral problems they exhibit and the more accurate the test is able to measure their abilities

Process

1. TA certification course (HSA-Alt CEA Training Webinar *Recommended*)
2. Download Teaching Activities and Performance Task from TIDE
3. Determine Appropriate Level for the student
4. Administer Teaching Activities and Performance Task
 - a. Record the observations and correctness on the performance task.
5. Start Live session
 - <TA live site>
 - a. Open New Session in TA live site (Select test, start new session)
 - <Student Site>
 - b. Log in to students site using student SSID number, First name, Session ID.
 - c. Enter the observation in the rubrics.
 - d. Present independent item to the student
 - e. End session (navigation bar)
6. Access results in centralized reporting system

How your student responded?

- ❖ **HSA-ALT CEA Math - Grade 5: Volume of Rectangular Prisms**
- ❖ **Primed to participate**
 - **My student has previously taken the HSA-Alt**
 - **Engages in online learning programs (iReady)**
 - **Previous learning experience with geometry**
- ❖ **Student engagement**
 - **Appropriately engaged and responded independently at the prerequisite level**
- ❖ **Student tested at the prerequisite level**
 - **Expected, aligned classroom academic performance**

Next step

- ❖ **Lesson plan based on the outcome.**
- ❖ **My student is administered at prerequisite level.**
- ❖ **My student answered independent item incorrectly but answered performance task correctly.**
- ❖ **I will start my instruction to prepare my student to well below level task using individual sessions for 10 minutes, 3 times per week.**
 - **Manageable sessions that will fit into the class and student's schedule, with specific learning targets**
- ❖ **I will administer well below level in the month of February, approximately 4 weeks from initial administration.**

Free Sharing

- ❖ **Classroom Embedded Assessment (CEA) is a tool to help monitor and guide my students' learning.**
 - **Great resource, and another tool in my teacher toolbox**
- ❖ **I'm better able to understand areas of need with my student's learning and with their engagement in online assessments.**
- ❖ **The more practice I have with using it, the comfortable I am using it with my students, and the more beneficial it is to their learning.**

HSA-Alt

Classroom Embedded Assessment

Samantha Killnas

Kealakehe High



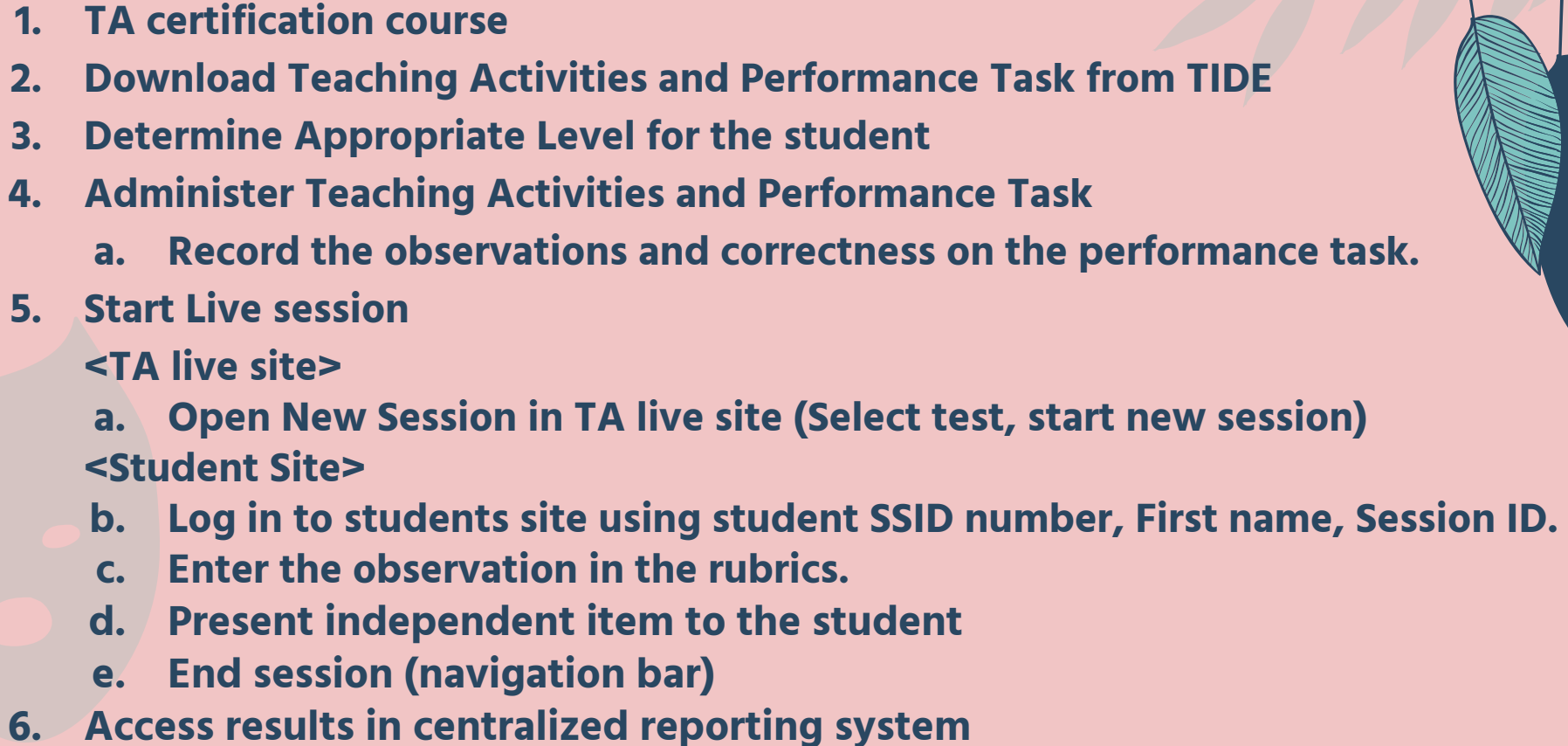
How did I know about HSA-Alt Classroom Embedded Assessment?

- I participated in the item writing workshop during winter break
 - For the writing workshop we paired off and created a CEA that will be available for teacher use in the future.
- Reasons to attend the writing workshop
 - I was able to directly create an assessment with a lesson plan that will not only help my students but others as well.
 - I was able to learn more about the item writing process and able to open my thinking up to what will help all students not just my students.

Purpose

- **Monitor a student's progress on a specific testing standard. Including the students engagement and independence**
- **Prepare my students for the testing environment.**
- **Have a prepared mini lesson that supports students and helps to show progress with a state standard.**

Process

1. TA certification course
 2. Download Teaching Activities and Performance Task from TIDE
 3. Determine Appropriate Level for the student
 4. Administer Teaching Activities and Performance Task
 - a. Record the observations and correctness on the performance task.
 5. Start Live session
 - <TA live site>
 - a. Open New Session in TA live site (Select test, start new session)
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 - b. Log in to students site using student SSID number, First name, Session ID.
 - c. Enter the observation in the rubrics.
 - d. Present independent item to the student
 - e. End session (navigation bar)
 6. Access results in centralized reporting system
- 

Helpful Tips

Preparing for Testing

SYSTEM



Online TA Certification Course

Complete required training on using the TA Interface and administering tests.

SYSTEM



Student Training & Practice Tests

Become familiar with the testing system and types of questions on the operational and interim tests.

SYSTEM



TIDE (Test Information Distribution Engine)

Manage users and student information, monitor test progress, and submit testing incident requests.

SYSTEM



TA Training Site

Become familiar with TA Interface and proctor practice sessions for students and guest users.

Administration: HSAP School Year 2022-2023 | User: Killnas, Samantha (TA)

General Resources Help Secure Inbox Manage Account Log Out

Download Forms

Student ID/User Email

After Testing

Data Management

Helpful Tips












Download Forms

The handscoring materials may be used for teacher training and/or preparation prior to scoring student responses from the Smarter Balanced and NGSS Interim Assessments. The Smarter Balanced .zip files below include all scoring guides for the grade-level Smarter Balanced Interims. Answer keys for the Smarter Balanced Interims can be found in the Tools for Teachers Interim Assessment Item Portal via the link below. Information on how to access the Smarter Balanced Interim Assessment Answer Keys can be found [here](#) . The single NGSS .zip file below contains a separate answer key document for NGSS Interims in grades 5, 8 and 11.

While these materials may be downloaded and printed, they should be used only for teacher, school- or complex-level training. These materials should not be posted or distributed to teachers or others not involved in scoring the Interim Assessments.

The HSA-Alt Classroom Embedded Assessment materials are available for Test Administrators to download for use when administering HSA-Alt CEAs in Science, Math, and ELA.

Smarter Balanced Interims Answer Keys: All Grades

-  [Grade 3 Smarter Balanced Interims Scoring Guides \(.zip\)](#)
-  [Grade 4 Smarter Balanced Interims Scoring Guides \(.zip\)](#)
-  [Grade 5 Smarter Balanced Interims Scoring Guides \(.zip\)](#)
-  [Grade 6 Smarter Balanced Interims Scoring Guides \(.zip\)](#)
-  [Grade 7 Smarter Balanced Interims Scoring Guides \(.zip\)](#)
-  [Grade 8 Smarter Balanced Interims Scoring Guides \(.zip\)](#)
-  [High School Smarter Balanced Interims Scoring Guides \(.zip\)](#)
-  [NGSS Interim Assessment Answer Keys for Grades 5, 8, and 11 \(.zip\)](#)
-  [Grade 5 and 6 HSA-Alt Classroom Embedded Assessment Materials \(pilot administration in SY 2022-2023\) \(.zip\)](#)
-  [Grade 8 HSA-Alt Classroom Embedded Assessment Materials \(pilot administration in SY 2022-2023\) \(.zip\)](#)
-  [Grade 11 HSA-Alt Classroom Embedded Assessment Materials \(pilot administration in SY 2022-2023\) \(.zip\)](#)

Administering Tests

SYSTEM



TA Live Site

Create and manage operational and interim test sessions from any web browser.

SYSTEM



Student Testing Site for HSA-Alt Classroom Embedded Assessments

Allows students to login to the HSA-Alt CEAs via a non-secure (standard) web browser.

Classroom Embedded Assessment Example

1. Prerequisite Level Performance-Based Activity and Task

Prerequisite PLD: *Recognize a plant or animal.*

Materials List:

- Pictures of monk seals (included as a full-size poster at the end of this document; also available as a separate PDF in Hawaii TIDE)
- Pictures of aquatic plants native to Hawaii (included as a full-size poster at the end of this document; also available as a separate PDF in Hawaii TIDE)
- Picture of one monk seal, one reef triggerfish, kelp, and algae (included as a full-size poster at the end of this document; also available as a separate PDF in Hawaii TIDE)
- t-chart (included as a full-size poster at the end of this document; also available as a separate PDF in Hawaii TIDE)
- Please see the accompanying [HSA-Alt Teacher Resource Guide](#) for ways to accommodate a range of student needs.

A. Engagement Activity

Say, “The big idea we are going to talk about is that plants and animals are different.”

Say, “Here are pictures of a monk seal and a plant that you can find in the ocean.”

Indicate the pictures.

Say, “Have you seen these before?”

Encourage the student to look at, discuss, and respond to pictures.

Note: May use plastic sea animals and aquatic plants for this portion.

Classroom Embedded Assessment Example

B. Science Standard Refresher

Say, "Plants make their own food using sunlight. Kelp is a plant that comes from the ocean."

Show picture of kelp plant with sun shining down.

Say, "Animals do not make their own food. They eat plants or other animals. A seal is an animal that eats fish."

Show picture of seal eating fish.

Say, "Here is a t-chart. One side is labeled "Plants." The other side is labeled "Animals."

Point to each side of the t-chart.

Page 2

Say, "Let's look at these pictures and place them in the t-chart. Which ones are plants? Which ones are animals?"

Show four pictures. Name them (seal, fish, kelp, algae) and ask the student to sort using the t-chart. If

Classroom Embedded Assessment Example

C. Performance-Based Activity

Have the student look at the picture of the reef triggerfish.

Say, "A fish is an animal."

Have the student look at the picture of algae.

Say, "Algae is a plant."

D. Performance-Based Task

Show the student a picture of a fish and a picture of a plant.


Say, "Which is an animal? Which is a plant?"

Write down the student's response, noting if it is correct or incorrect.

How your student responded?

A decorative illustration of a leaf with a teal and dark blue color scheme, positioned in the top right corner of the slide.

My student responded well to the Classroom Embedded Assessment. We did an 11th grade science CEA at the prerequisite level. He was very distracted at the beginning of the lesson during the big idea and standard refresher. I thought that perhaps he wasn't fully engaged with me in the lesson so we took a quick wiggly break and some deep breaths and started again at the performance based activity.

A decorative illustration of a leaf with a teal and dark blue color scheme, positioned in the bottom left corner of the slide.

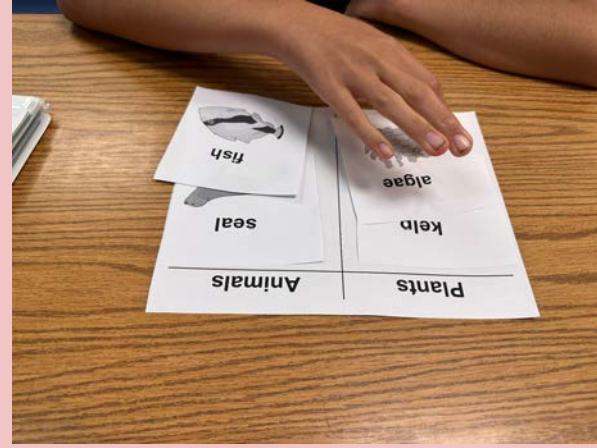
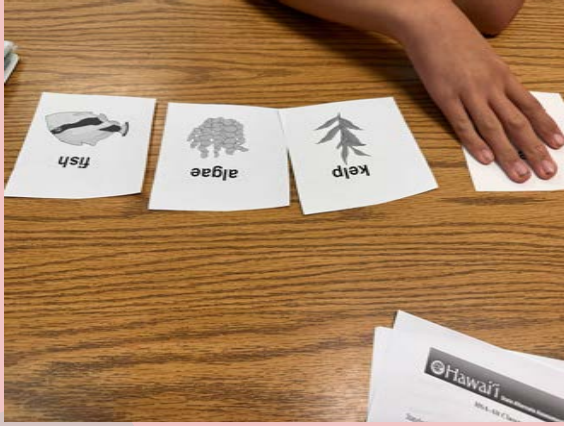
How your student responded and reflection?

The student did really well in the performance based activity getting 6/8 correct. They also got the performance based and independent tasks 100% correct.

This information showed me that the next time I performed this CEA I will test him at the well below level.

The entire process took about 8 minutes with the student working with me for 3-4 minutes.

Evidence of the process



Centralized Reporting System

HAWAII Statewide Assessments | Reporting User: 1011

[Dashboard Selector](#) > [Dashboard Generator](#) > [Dashboard](#) > [Performance on Tests](#) > [District Performance on Test](#) > [School Performance on Test](#) > [Roster Performance on Test](#)

Score, Performance and Points Earned on Grade 11 HSA-Alt Science Classroom Embedded Assessment (Unassigned) of (students not in any roster), by Student and Reporting Category: 2022-2023
Filtered By School: All Schools | Test Reasons: Unassigned | Standards Keys

Student	Student ID	Total	Total		1 - Prerequisite Skill	2 - Well Below PLD	3 - Approaches PLD	4 - Meets PLD	5 - Exceeds PLD
			Raw Score	Number of NRs					
State			5/28	0					
Complex Area			5/28	0					
Complex			5/28	0					
School			5/28	0					
My Students			5/28	0					
Student Name			5/28	0					

Expand the prerequisite level

HAWAII | Reporting User: 10117054@k12.hi.us | Role: SC @ state: Hawaii Department of Education

Statewide Assessments Inbox Help Sign Out

Dashboard Selector > Dashboard Generator > Dashboard > Performance on Tests > District Performance on Test > School Performance on Test

Roster Performance on Test Enter Student ID

Score, Performance and Points Earned on Grade 11 HSA-Alt Science Classroom Embedded Assessment (Unassigned) of (students not in any roster), by Student and Reporting Category: 2022-2023

Filtered By School: All Schools | Test Reasons: Unassigned | Standards Keys

Student	Student ID	Total	Total		1 - Prerequisite Skill			2 - Well Below PLD	3 - Approaches PLD	4 - Meets PLD	5 - Exceeds PLD		
			Raw Score	Number of NRs	Number of NRs	Reporting Category Raw Score	Item Numbers, Max Points and Points Earned						
							1					2	3
						4 pt	4 pt	1 pt					
State		5/26	1	0	0	5/5	1	4	3	1			
Complex Area		5/26	1	0	0	5/5	1	4	3	1			
Complex		5/26	1	0	0	5/5	1	4	3	1			
School		5/26	1	0	0	5/5	1	4	3	1			
My Students		5/26	1	0	0	5/5	1	4	3	1			
		5/26	1	0	0	5/5	1	4	3	1			

Next step

My student was tested at the prerequisite level.

My student answered the independent item correctly and answered the performance task correctly.

I will start my instruction to prepare my student for the well below level task using a similar sorting activity to the performance activity in the well below assessment 3 times per week.

I will administer the well below level in the month of February.

HSA-Alt

Classroom Embedded Assessment

Charlotte Kaimi-Morimoto

Hilo Union School



How did I know about HSA-Alt Classroom Embedded Assessment?

- I participated in the pilot development of CEAs. I was excited for the opportunity during this past winter break to create CEAs for other CCSS.

Why are CEAs valuable to me?

- CEAs provide teachers with actionable data in an efficient manner.

Purpose

CEAs allow teachers to

- Present an engaging lesson directly aligned to the CCSS.
- Assess students at their instructional level
- Maintain progress in the CRS

Process

1. TA certification course
2. Download Teaching Activities and Performance Task from TIDE
3. Determine Appropriate Level for the student
4. Administer Teaching Activities and Performance Task
 - a. Record the observations and correctness on the performance task.
5. Start Live session
 - <TA live site>
 - a. Open New Session in TA live site (Select test, start new session)
 - <Student Site>
 - b. Log in to students site using student SSID number, First name, Session ID.
 - c. Enter the observation in the rubrics.
 - d. Present independent item to the student
 - e. End session (navigation bar)
6. Access results in centralized reporting system

How your student responded?

My student responded well to the CEA presentation / platform. He was able to follow along with me as we engaged the paper reference material and when we switched to the computer based portion.

The lessons are brief and direct, this was a definite benefit for many of my students who tend to struggle with prolonged lessons and materials.

CEAs combine the teaching format and the assessment format, I believe my student was engaged and at ease throughout the teaching and assessing.

Evidence of Process

- CEA Prerequisite Level Performance Activity
- CEA Prerequisite Level Performance Task


Evidence of Process

- CEA Approaches Level Performance Activity
- CEA Approaches Level Performance Task



Centralized Reporting System - Total Score

Centralized Reporting System

 Reporting

Dashboard Selector > Dashboard Generator > Dashboard > Performance on Tests > District Performance on Test > School > Roster Performance on Test

Score, Performance and Points Earned on **Grade 5 HSA-Ait ELA Classroom Embedded Assessment** (Opportunity 1) of ENG LANG ARTS GR 5, by Student and Reporting Category: 2022-2023
 Filtered By School: All Schools | Test Reasons: Opportunity 1 | Standards Keys

Filters

Standards

Student	Student ID	Total	Total		+ 1 - Prerequisite Skill	+ 2 - Well Below PLD	+ 3 - Approaches PLD	+ 4 - Meets PLD	+ 5 - Exceeds PLD
			Raw Score	Number of NRs					
My Students		8/26	0						
Student		8/26	0						

Centralized Reporting System - Prerequisite Level

Centralized Reporting System



HAWAII
Statewide Assessments

Reporting

[Inbox](#) [Help](#) [Sign Out](#)

[Dashboard Selector](#) > [Dashboard Generator](#) > [Dashboard](#) > [Performance on Tests](#) > [District Performance on Test](#) > [School Performance on Test](#)

Enter Student ID



> **Roster Performance on Test**

Score, Performance and Points Earned on **Grade 5 HSA-Alt ELA Classroom Embedded Assessment**
(Opportunity 1) of ENG LANG ARTS GR 5, by Student and Reporting Category: 2022-2023

Features & Tools

Filtered By **School:** All Schools | **Test Reasons:** Opportunity 1 | **Standards Keys**

Filters

Standards

Student	Student ID	Total	Total		1 - Prerequisite Skill			2 - Well Below PLD	3 - Approaches PLD	4 - Meets PLD	5 - Exceeds PLD		
			Raw Score	Number of NRs	Number of NRs	Reporting Category Raw Score	Item Numbers, Max Points and Points Earned						
							1 4 pt					2 4 pt	3 1 pt
My Students		8/26	0	0	3/5	2	2	1					
Student		8/26	0	0	3/5	2	2	1					

Centralized Reporting System - Well Below Level

Centralized Reporting System



HAWAII | Reporting
Statewide Assessments

Dashboard Selector > Dashboard Generator > Dashboard > Performance on Tests > District Performance on Test > School Performance on Test > Roster Performance on Test



Score, Performance and Points Earned on **Grade 5 HSA-Ait ELA Classroom Embedded Assessment** (Opportunity 1) of ENG LANG ARTS GR 5, by Student and Reporting Category: 2022-2023

Filtered By **School:** All Schools | **Test Reasons:** Opportunity 1 | **Standards Keys**

Student	Student ID	Total	Total		1 - Prerequisite Skill	2 - Well Below PLD	2 - Well Below PLD			3 - Approaches PLD	4 - Meets PLD	5 - Exceeds PLD		
			Raw Score	Number of NRs			Number of NRs	Reporting Category Raw Score	Item Numbers, Max Points and Points Earned					
									4				5	6
						4 pt	4 pt	1 pt						
My Students		8/26 <i>i</i>	0	0	0	5/5 <i>i</i>	4	4	1					
STUDENT		8/26 <i>i</i>	0	0	0	5/5 <i>i</i>	4	4	1					

Next step

I administered the CEA at the approaches level.

My student answered the independent item correctly and the performance task correctly.

To prepare my student for the meets level task I will ask scaffolded comprehension questions related to text evidence and model responses across content areas during whole group teaching.

I will administer meets level in the month of March.

Resource Link

- [HSA-Alt Test Administration Manuals and Test Coordinators Manuals 2022-23](#)
- [HSA-Alt Test Administration Forms](#)
- [HSA-Alt Test Administration Protocols](#) (Read Aloud, Scribing, and Visual Descriptions)
- [Guide to Navigating the Online HSA-Alt Administration and Quick Start Guide 2022-23](#)

Support

Call, fax, or email the HSAP Help Desk

- Hours: 7:30 am to 4:00 p.m. HST, Monday-Friday (except holidays)
- Phone: 1-866-648-3712, Fax: 1-877-231-7813
- E-mail: HSAPHelpDesk@cambiumassessment.com

Visit <https://hsa-alt.alohahsap.org/>

If you are not sure if your network is properly configured or you have technology questions, contact your school technology coordinator.

ANY QUESTIONS?

- Thank you so much for attending today!
- We really appreciate your participation and feedback.
- Please complete [Evaluation survey](#).
- If you have any additional questions about the HSA-Alt, please contact us at hsa-alt@k12.hi.us

Mahalo!

Closing