



Hawai'i State Assessment Program

A Crosswalk of Accessibility Features Across State Assessments in Hawai'i

(Smarter Balanced ELA/Literacy and Math, HSA Science (NGSS), End of Course Exams, KĀ'EO, HSA Alternate Assessments, ACCESS for ELLs, ACT)

Adapted in part from the
*Smarter Balanced Usability, Accessibility, and Accommodations
Guidelines*
Updated August 24, 2022

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Introduction

The Hawai'i State Assessment Program (HSAP) strives to provide every student with a positive and productive assessment experience, generating results that are a fair and accurate estimate of each student's achievement. Further, HSAP is building on the Universal Design principles of accessibility for **all** students, including English Learners (ELs), students with disabilities, ELs with disabilities, and other diverse students. It is recognized that the validity of assessment results depends on each and every student having appropriate universal tools, designated supports, and accommodations to remove barriers when needed while still maintaining the constructs being measured by the assessment.

This document was adapted from the [Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines 2022-2023 \(UAAG\)](#). While the UAAG focuses on the ELA and Mathematics Smarter Balanced Assessments, the *Crosswalk of Accessibility Features Across State Assessments in Hawai'i (CAF)* expands upon information found there to include these other Hawaii State Assessments: the Hawaii State Science (NGSS), End-Of-Course (EOC), Hawaii State Assessment-Alternate (HSA-Alt), Kaiapuni Assessment of Educational Outcomes (KĀ'EO), ACCESS for ELLs, and ACT assessments. Both documents, the UAAG and the CAF, are intended to inform the selection and administration of universal tools, designated supports, and accommodations on statewide assessments.

Intended Audience and Recommended Use

The *Crosswalk of Accessibility Features Across State Assessments in Hawai'i (CAF)* is intended for school-level personnel and decision-making teams, particularly Student Services Coordinators, Test Coordinators, and Individualized Education Program (IEP) teams, as they prepare for and implement statewide assessments in Hawai'i. The *Crosswalk* also provides information for classroom teachers, English development educators, special education teachers, and related services personnel to use in selecting and administering accessibility features for those students who need them in instruction and assessment.

The *Crosswalk* applies to **all** students. It emphasizes an individualized approach to the implementation of assessment practices for those students who have diverse needs and participate in statewide assessments. [Sections I, II, and III](#) of this document focus on universal tools, designated supports, and accommodations for the Smarter Balanced English Language Arts/Literacy and mathematics (math) assessments, the Hawai'i State Science (NGSS) Assessments, and the various End-Of-Course (EOC) exams.

Hawai'i also conducts the Hawai'i State Alternate Assessments (HSA-Alt), Kaiapuni Assessment of Educational Outcomes (KĀ'EO) Assessments, the ACCESS for ELLs, and the ACT for 11th graders. The universal tools, designated supports, and accommodations for these assessments vary and are sometimes substantially different from those described in [Sections I–III](#) of this document. Information related to these additional assessments can be found in [Sections IV–VII](#). Additional information on each of these assessments can be found in their respective Test Administration Manuals.

Recognizing the Access Needs of All Students

All students (including students with disabilities, ELs, and ELs with disabilities) are held to the same expectations for participation and performance on HSAP assessments. The expectations meet the requirements of the Every Student Succeeds Act (ESSA) of 2016, the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), and Section 504 of the Rehabilitation Act of 1973 (reauthorized in 2008). Students with the most significant cognitive disabilities (approximately 1% or fewer of the student population) who meet the established criteria will participate in the Hawai'i State Alternate Assessments (HSA-Alt) based on alternate achievement standards. Students who are identified to take the HSA-Alt are tested in grades 3–8 and 11 in the content areas of English Language Arts and mathematics, and in grades 5, 8, and 11 for science. All other students enrolled in:

- Grades 3–8 and 11 are required to participate in the Smarter Balanced mathematics assessment.
- Grades 3–8 and 11 are required to participate in the Smarter Balanced English language/literacy assessment, except for ELs who are enrolled for the first year in a U.S. school. These students, along with other ELs in grades K–12, participate in the WIDA ACCESS and Alternate ACCESS for ELLs Assessments.



Note: First year ELs who do not complete the ACCESS for ELLs Assessments are required to participate in the Smarter Balanced English language/literacy assessment.

- Grades 5 and 8, as well as students enrolled in high school biology, are required to participate in the HSAP science assessments.
- Grade 11 students are required to participate in the ACT tests including writing.

The *Crosswalk* was developed in recognition of the diverse characteristics and needs of students who participate in the HSAP assessments. The research-based lessons learned about universal design, accessibility tools, and accommodations played an important role in the development of the *Crosswalk* guidelines.

The conceptual model that serves as the basis for the *Crosswalk* is shown in Figure 1. This figure portrays several aspects of the HSAP assessment features:

- The three categories of supports
 - Universal tools – supports available for all students
 - Designated supports – supports available when indicated by an individual or team (these are called Administrative Considerations on the ACCESS for ELLs)
 - Accommodations – supports available when the need is documented in an Individualized Education Program (IEP) or 504 Plan and aligned with the “Recommended Use” guidelines found in this document.

- The supports within each of the three categories (universal tools, designated supports, and accommodations) are either embedded or non-embedded into the test delivery system.
 - Embedded supports – supports provided through the test delivery system such as text-to-speech
 - Non-embedded supports – supports provided outside of the computer test delivery system.

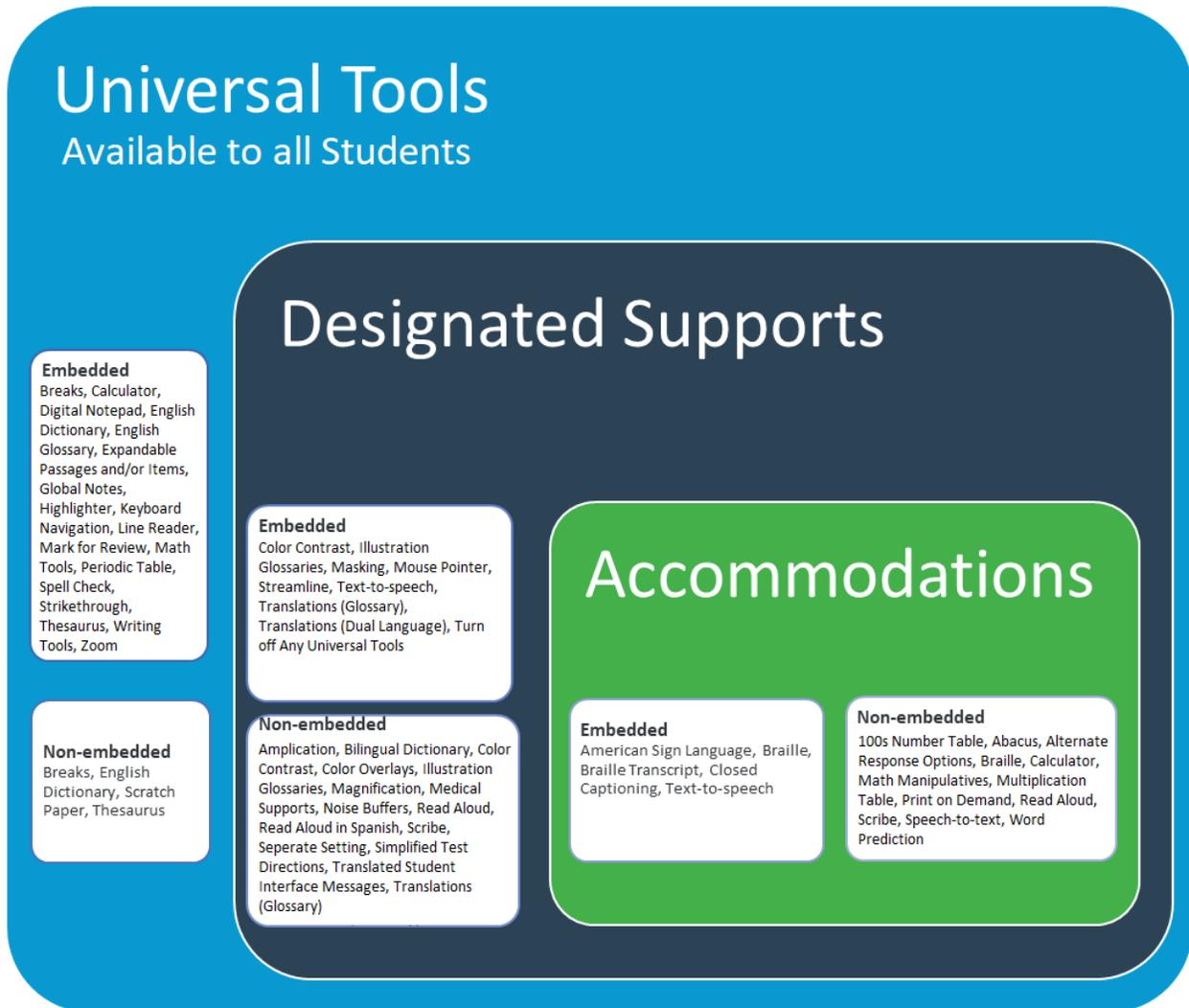
[Figure 1](#) also portrays the additive nature of these three aspects. Universal tools are available to all students, including those receiving designated supports and those receiving accommodations. Designated supports are available to any student for whom the need has been indicated by an individual educator or team of educators, soliciting, as needed parent/guardian and/or student input. Designated supports can be provided separately or in any combination with or without universal tools for any student. For students with a 504 Plan or IEP, universal tools and designated supports can also be combined with state test accommodations. State test accommodations for general assessments (Smarter Balanced English Language Arts/Literacy and Mathematics Assessments, HSA Science (NGSS) Assessments, and Biology and (optional) Algebra End-of-Course (EOC) exams) are only available upon verification to those students with documentation of need through a formal plan (i.e., IEP or 504), while maintaining the constructs being measured by the assessments. For more information regarding the separate processes to assign accommodations for other assessments such as the HSA-Alt, KĀ‘EO, ACCESS for ELLs, and ACT, refer to the appropriate sections of this document.

A universal tool for one content area assessment or assessment component may be a designated support or an accommodation for another content area (see, for example, calculator). Similarly, a designated support may also be listed as an accommodation for another content area or content area component (see, for example, text-to-speech, read aloud, and scribe). The support level classification: universal tool, designated support, or accommodation, depends upon what the test claims to be measuring and whether or not the provision of that support has a potential impact on the accuracy and validity of the assessment results. The HSAP approach is founded upon the understanding of the test construct (what a test measures), the potential interaction of a support with accurate measurement of student knowledge and skills within a particular domain or construct, and the importance of maintaining valid and reliable assessment results. In order to meet the requirements of ESSA, test scores must be valid and the available supports must be appropriately applied. The *Crosswalk* guidelines lay out the conditions for the appropriate application of the available supports.



Note: In some cases, an identified instructional accommodation in an IEP, 504 Plan, or in the Hawai'i Department of Education's Electronic Comprehensive Student Support System (eCSSS), may be classified as a designated support in the *Crosswalk*. Noise buffers and separate settings are instances of this. Special attention must be given to the description of these supports and their recommendations for use. Further information can be found in [Appendix A](#).

Figure 1: Conceptual Model Underlying the *Crosswalk of Accessibility Features Across Hawai'i State Assessments* (Taken from the Smarter Balanced Usability, Accessibility, and Accommodations Guidelines for ELA and Mathematics State Assessments)



The Smarter Balanced model for the ELA and Mathematics State Tests shown above supports the expectation that all students should be held to the grade-level standards adopted by the Hawai'i State Board of Education. The model recognizes the differences in students' needs for an array of accessibility supports to demonstrate student skills and abilities. The availability of these supports is essential to ensure student access and demonstration of understanding during statewide assessments. Without this system of supports in place and provided as needed, assessment results will not accurately reflect student skills, knowledge, and abilities.



Note: Ideally, students and teachers will select, test, and evaluate the effectiveness of classroom assessment supports prior to HSAP test administration. Preparations for state testing should include learning about the accessibility supports that are available and their guidelines for use, and practicing and evaluating the impact of accessibility supports on the demonstration of knowledge, skills, and abilities.

Not all classroom supports can be used on HSAP assessments; some classroom supports are not allowed or are strictly limited to maintain the validity of the assessments. This often varies from one test to another and depends upon the content area and construct(s) being measured. The *Crosswalk* was created to assist teachers and IEP teams in selecting appropriate and allowable accessibility supports for state testing.

This document presents the current universal tools, designated supports, and accommodations that are available across Hawai'i State assessments. The guidelines ensure that the supports provided do not interfere with the collection of valid and reliable assessment results. A summary of the available universal tools, designated supports, and accommodations is presented in [Tables 1, 4, and 7](#), respectively. More detailed information about each accessibility support is presented in later sections of this document.

Section I: Universal Tools on Smarter Balanced and Science Assessments and End-of-Course Exams

What Are Universal Tools?

Universal tools are access features of the assessment that are either provided as electronically-delivered components of the test administration system or separate from it. Universal tools are available to all students based on student preference and selection. The Universal Tools are not modifications and yield valid scores when used in a manner consistent with the *Crosswalk*.

Table 1: Universal Tools on HSAP Assessments

Universal Tools		SB ELA CAT	SB ELA PT	SB Math	HSA Science and Biology EOC	Alg 1 and 2 EOCs
Embedded	Breaks	✓	✓	✓	✓	✓
	Digital Calculator			✓ ¹	✓	✓
	Digital Notepad	✓	✓	✓	✓	✓
	English Dictionary		✓ ²			
	English Glossary	✓	✓	✓		
	Enhanced Highlighter	✓	✓	✓	✓	✓
	Enhanced Line Reader	✓	✓	✓	✓	✓
	Expandable Passages and/or Stimuli	✓	✓	✓	✓	✓
	Global Notes		✓			
	Highlighter	✓	✓	✓	✓	✓
	Keyboard Navigation	✓	✓	✓	✓	✓
	Line Reader	✓	✓	✓	✓	✓
	Mark for Review	✓	✓	✓	✓	✓
	Periodic Table				✓	
	Math Tools			✓		✓
	Spell Check	✓	✓			
	Strikethrough	✓	✓	✓	✓	✓
	Thesaurus		✓ ²			
	Writing Tools	✓	✓			
Zoom	✓	✓	✓	✓	✓	
Non-embedded	Breaks	✓	✓	✓	✓	✓
	English Dictionary		✓ ²			
	Scratch Paper	✓	✓	✓	✓	✓
	Thesaurus		✓ ²			

¹ For calculator-allowed items only in SB Math grades 6–8 and 11

² For the ELA PT full write only

Embedded Universal Tools

The HSAP assessments include a wide array of embedded universal tools. These are available to all students as part of the technology platform.

[Table 2](#) lists the embedded universal tools available to all students for the HSAP assessments. It includes a description of each tool. Although these tools are generally available to all students, educators may determine that one or more might be distracting for a particular student, and thus might indicate that the tool should be turned off for the administration of the assessment to the student (see [Section II – Designated Supports](#)).

Table 2: Embedded Universal Tools Available to All Students

Universal Tool	Description
Breaks (all assessments)	The number of items per session can be flexibly defined based on the student’s need. Breaks of more than 20 minutes will prevent the student from returning to items already attempted by the student. There is no limit on the number of breaks that a student might be given. The use of this universal tool may result in the student needing additional overall time to complete the assessment.
Digital Calculator (calculator-allowed items on the Smarter Balanced math grades 6–8 and 11 tests) (all items on HSA Science tests and the Biology, Algebra 1 and Algebra 2 EOC exams)	An embedded on-screen digital calculator can be accessed when students click on a calculator button. For Smarter Balanced assessments in math (grades 6–8 and 11), the calculator universal tool is only available on calculator-allowed items. For the Algebra 1 and Algebra 2 EOC test, HSA Science Tests and the Biology 1 EOC tests, the digital calculator is available for use on <u>all</u> items. For the Algebra 1 and Algebra 2 EOC tests, the on-screen digital calculator that is provided to students varies by test segment. Students will be given access to either an onscreen digital calculator that provides scientific/graphing/regression functionality OR an onscreen digital calculator that is limited to scientific functions. When the embedded digital calculator is not appropriate for a student, the student may use a specialized calculator, see: Non-embedded Accommodations (Smarter Balanced math tests) and Non-embedded Designated Supports (Biology 1, Algebra 1 and Algebra 2 EOC exams and HSA Science tests) .
Digital notepad (all assessments)	This tool is used for making notes about an item. The digital notepad is item-specific and is available through the end of the test segment. Notes are not saved when the student moves on to the next segment or after a student takes a break of 20 or more minutes.
English Dictionary (ELA performance task full write)	An English dictionary is available for the full write portion of an ELA performance task. The full write is found as the second part of the ELA performance task. The use of this universal tool may result in the student needing additional overall time to complete the assessment.
English glossary (Smarter Balanced ELA and math assessments in grades 3–8 and 11)	Grade- and context-appropriate definitions of specific construct-irrelevant terms are shown in English on the screen via a pop-up window. The use of this universal tool may result in the student needing additional overall time to complete the assessment.
Expandable passage/ stimulus and/or item (all assessments)	Each passage/stimulus and or associated item can be expanded so that it takes up a larger portion of the screen.

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Global notes (ELA performance task full write)	Global notes is a notepad that is available for ELA performance tasks in which students compose a full write. The full write is the second part of the ELA performance task. During the ELA performance task, notes are retained from segment to segment and saved from one testing session to another so that the student may go back to the notes even though the student is not able to go back to specific items in the previous segment.
Highlighter (all assessments)	A digital tool for marking desired text, item questions, item answers, or parts of these with a color. An enhanced highlighting feature allows multiple color options. Highlighted text remains available throughout each test segment. This tool is not available while the Line Reader tool is in use.
Keyboard navigation (all assessments)	Navigation throughout the test can be accomplished by using a keyboard.
Line Reader (all assessments)	The student uses an onscreen universal tool to assist in reading by raising and lowering the tool for each line of text on the screen. If the enhanced line reader mode is enabled, all content except for the line in focus is grayed out for greater emphasis. This tool is not available while the Highlighter tool is in use.
Mark for review (all assessments)	Allows students to flag items for future review during the assessment. Markings are not saved when the student moves on to the next segment or after a break of more than 20 minutes.
Math tools (select items on Smarter Balanced math assessments, grades 3–8 and 11)	These digital tools (i.e., embedded ruler, embedded protractor) are used for measurements related to math items. They are available only with the specific items for which the item specifications indicate that one or more of these tools would be appropriate.
Periodic Table (HSA Science grade 8 and Biology 1 EOC Exam)	An embedded Periodic Table is available on the HSA Science grade 8 and the Biology 1 EOC Exam.
Spell check (ELA performance task full write)	Writing tool for checking the spelling of words in student-generated responses. Spell check only gives an indication that a word is misspelled; it does not provide the correct spelling. This tool is available only with the specific items for which the item specifications indicated that it would be appropriate. Spell check is bundled with other embedded writing tools for all performance task full writes (planning, drafting, revising, and editing). A full write is the second part of a performance task.
Strikethrough (all assessments)	Allows users to cross out answer options. If an answer option is an image, a strikethrough line will not appear, but the image will be grayed out.
Thesaurus (ELA performance task full write)	A thesaurus is available for the full write portion of the ELA performance task. A thesaurus contains synonyms of terms while a student interacts with text included in the assessment.
Writing tools (all assessments)	Selected writing tools (i.e., bold, italic, bullets, undo/redo) are available for all student-generated responses. (Also see spell check.)
Zoom (all assessments)	A tool for making text or other graphics in a window or frame appear larger on the screen. The default font size for all tests is 14 pt. The student can make text and graphics larger by clicking the <i>Zoom In</i> button. The student can click the <i>Zoom Out</i> button to return to the default or smaller print size. When using the zoom feature, the student only changes the size of text and graphics on the current screen. To increase the default print size of the entire test (from 1.5X to 3.0X default size), the print size must be set for the student in TIDE or set by the test administrator prior to the start of the test.

Non-embedded Universal Tools

Non-embedded universal tools are tools that are provided outside of the computer test administration system. These tools, shown in [Table 3](#), are to be provided locally for those students and can be made available to any student.

Table 3: Non-embedded Universal Tools Available to All Students

Universal Tool	Description
Breaks (all assessments)	Breaks may be given at predetermined intervals. At the discretion of the test administrator, students may be allowed to take breaks when individually needed to reduce cognitive fatigue when they experience heavy assessment demands. The use of this universal tool may result in the student needing additional overall time to complete the assessment.
English Dictionary (ELA-performance task full write)	An English dictionary can be provided for the full write portion of the ELA performance task. The full write is the second part of the ELA performance task. The use of this universal tool may result in the student needing additional overall time to complete the assessment.
Scratch paper* (all assessments) Graph paper (Smarter Balanced math assessments, grade 6 and above, and Algebra 1 and 2 EOC tests) *There are special guidelines for securing student scratch paper used during the ELA performance task full write.	Students may use blank scratch paper or a whiteboard with marker to make notes, write computations, record responses, or create graphic organizers. Only plain paper or lined paper is appropriate for ELA. Graph paper is an additional requirement for math assessments beginning in grade 6 and <u>must</u> be provided to students during state tests in math for grades 6 and above. As long as the construct being measured is not impacted, assistive technology devices, including low-tech assistive technology (Math Window), are permitted for making notes, including the use of digital graph paper. The assistive technology device needs to be familiar to the student and/or consistent with the child's IEP or 504 Plan. Access to the internet must be disabled on assistive technology devices. With the exception of the ELA Performance Task, all scratch paper must be collected and securely destroyed at the end of each test session to maintain test security. All notes on whiteboards or assistive technology devices must be erased at the end of each CAT session. For ELA performance task , scratch paper, whiteboards, and/or assistive technology devices may be collected at the end of each session, securely stored, and made available to the student at the next ELA performance task testing session. Once the student completes the ELA performance task, the scratch paper must be collected and securely destroyed, whiteboards should be erased, and notes on assistive technology devices erased to maintain test security.
Thesaurus (ELA-performance task full write)	A thesaurus containing synonyms of terms can be made available to students during the full write which is the second part of ELA performance task. The use of this universal tool may result in the student needing additional overall time to complete the assessment.

	<p>Note: Students who are easily distracted may be overwhelmed by some of the universal tools. Disabling any universal tools that might be distracting or that students do not need to use, or are unable to use, is allowed as a designated support.</p>
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Section II: Designated Supports on Smarter Balanced, Science Assessments and End-of-Course Exams

What Are Designated Supports?

Designated supports, both embedded and non-embedded, for the HSAP assessments are those features that are available for use by **any student for whom the need has been indicated by an educator or team of educators**. A student does not have to have IDEA or 504 status to receive Designated Supports.

The following Designated Supports are not modifications. They yield valid scores that count as participation in assessments when used in a manner consistent with the *Crosswalk*. It is recommended that a consistent process be used to determine these supports for individual students. All educators making these decisions should be trained on the process and should be made aware of the range of designated supports available and the recommendations for their use.

Table 4: Designated Supports on HSAP Assessments

<i>Designated Supports</i>		SB ELA CAT	SB ELA PT	SB Math	HSA Science and Biology EOC	Alg 1 and 2 EOCs
Embedded	Color Contrast	✓	✓	✓	✓	✓
	Masking	✓	✓	✓	✓	✓
	Mouse Pointer	✓	✓	✓	✓	✓
	Streamline	✓	✓	✓	✓	✓
	Text-to-Speech	✓ ¹	✓	✓	✓	✓
	Translations (Glossary)			✓		
	Translations (Dual Language)			✓	✓	
	Turn off Any Universal Tools	✓	✓	✓	✓	✓
Non-embedded	100s Number Table				✓	✓
	Abacus				✓	✓
	Amplification	✓	✓	✓	✓	✓
	Bilingual Dictionary		✓ ²		✓	✓
	Calculator (Specialized)				✓	✓
	Color Contrast	✓	✓	✓	✓	✓
	Color Overlay	✓	✓	✓	✓	✓
	Magnification	✓	✓	✓	✓	✓
	Medical Supports	✓	✓	✓	✓	✓
	Multiplication Table				✓	✓
	Noise Buffers	✓	✓	✓	✓	✓
	Read Aloud	✓ ³	✓	✓	✓	✓
	Read Aloud in Spanish			✓	✓	
	Scribe	✓	✓ ⁴	✓	✓	✓
	Separate Setting	✓	✓	✓	✓	✓
	Simplified Test Directions	✓	✓	✓	✓	✓

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	Translated Student Interface Messages	✓	✓	✓	✓	✓
	Translations (Glossary)			✓ ⁵		

¹ For the ELA CAT, TTS as a designated support does not include the audio delivery of the reading passages. For the audio delivery of the reading passages, see the [TTS accommodation](#).

² For ELA PT full write only

³ For the ELA CAT, Read Aloud as a designated support does not include the human reader delivery of the CAT reading passages. For the human reader delivery of the reading passages, see the [Read Aloud accommodation](#).

⁴ For all items except the ELA performance task full write. See the [Scribe accommodation](#) for the ELA performance task full write.

⁵ For math items on the paper-pencil test.

	Note: Designated supports need to be identified prior to assessment administration. Embedded and non-embedded supports must be entered into TIDE. Materials, if any are needed, for a non-embedded designated support must be acquired prior to testing.
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Who Makes Decisions About Designated Supports?

Informed adults make decisions about designated supports. Ideally, the decisions are made by all **educators familiar with the student’s characteristics and needs**, as well as those supports that the **student has been using during instruction**. Student input to the decision, particularly for older students, is also recommended. School Assessment Teams may establish their own internal processes for determining designated supports. **Regardless of the process used, all embedded designated supports must be activated prior to testing by entering the information in the TIDE.** The TIDE system allows the following user roles access to set designated supports for students: Test Administrators, Test Coordinators, and School Administrators.

Embedded Designated Supports

[Table 5](#) lists the embedded designated supports available to all students for whom the need has been indicated. It includes a description of each support along with recommendations for when the support might be needed.

Table 5: Embedded Designated Supports

Designated Support	Description	Recommendations for Use
Color contrast (all assessments)	Enable students to adjust screen background or font color, based on student needs or preferences. This may include reversing the colors for the entire interface or choosing the color of font and background.	<ul style="list-style-type: none"> Students with attention difficulties may need this support for viewing test content. Students with visual impairments or other print disabilities (including learning disabilities). Choice of colors should be informed by evidence that color selections meet the student’s needs.
Mouse Pointer (Size and Color) (all assessments)	Allows the mouse pointer to be set to a larger size and also for the color to be changed.	<ul style="list-style-type: none"> Students who are visually impaired and need additional enlargement or a mouse in a different color to more readily find their mouse pointer on the screen will benefit from the Mouse Pointer support. Students who have visual perception challenges will also find this beneficial.

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<p>Masking (all assessments)</p>	<p>Masking involves blocking off content that is not of immediate need or that may be distracting to the student. Students are able to focus their attention on a specific part of a test item by masking.</p>	<ul style="list-style-type: none"> ● Students with attention difficulties may need to mask content not of immediate need or that may be distracting during the assessment. ● Students with print disabilities (including learning disabilities) or visual impairments. Masking allows students to hide and reveal individual answer options, as well as all navigational buttons and menus.
<p>Streamline (all assessments)</p>	<p>This designated support provides a streamlined interface for test delivery in which the information found in the two-panel side-by-side presentation is shown within a single panel on screen. Stimulus information is presented followed by question and answer options in one continuous stream.</p>	<ul style="list-style-type: none"> ● This designated support may benefit students who have specific learning and/or reading disabilities and/or visual impairment. Students should have familiarity interacting with items in streamline format
<p>Text-to-speech (all assessments and assessment components except the ELA-CAT reading passages)</p>	<p>Text is read aloud to the student via embedded text-to-speech technology. The student is able to control the speed as well as raise or lower the volume of the voice via a volume control.</p>	<ul style="list-style-type: none"> ● Students who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. ● This support also may be needed by students with reading-related disabilities, or by students who are blind and do not yet have adequate braille skills. ● Students would need to use this support regularly during instruction to meaningfully benefit from it on an assessment. ● Students who use text-to-speech will need headphones unless tested individually in a separate setting.
<p>Translations (glossaries)</p> <p>(Smarter Balanced math assessments, grades 3–8 and 11)</p>	<p>Translated glossaries are a language support. The translated glossaries are provided for selected construct-irrelevant terms for math. Translations for these terms appear on the computer screen when students click on them. Students with the language glossary setting enabled can view the translated glossary. Students can also select the audio icon next to the glossary term and listen to the audio recording of the glossary.</p>	<ul style="list-style-type: none"> ● Students who are advancing toward English language proficiency (including non-ELs, ELs, and ELs with disabilities) can use the translation glossary for specific items. ● The use of this support may result in the student needing additional overall time to complete the assessment.
<p>Translations (dual language)</p> <p>(Smarter Balanced math assessments, grades 3–8 and 11, HSA Science grades 5 and 8, and the Biology EOC Spanish only)</p>	<p>Dual language translations are a linguistic support that is available for some students; dual language translations provide the full translation of each English test item and stimulus.</p> <p>To request the setting of the Translations (dual language) designated support, email the Assessment Section, hsa@k12.hi.us or contact the HSAP Help Desk, 1-866-648-3712.</p>	<ul style="list-style-type: none"> ● For students whose primary language is not English and who use dual language supports in the classroom, use of the dual language translation may be appropriate. ● Students participate in the assessment regardless of the language. ● This support will increase reading load and cognitive load. ● The use of this support may result in the student needing additional overall time to complete the assessment.

Crosswalk of Accessibility Features Across State Assessments in Hawai‘i

Turn off any universal tools (all assessments)	Disabling any universal tools that might be distracting or that students do not need to use, or are unable to use.	<ul style="list-style-type: none"> Students who are easily distracted (whether or not designated as having attention difficulties or disabilities) may be overwhelmed by some of the universal tools. Knowing which specific tools may be distracting is important for determining which tools to turn off.
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Non-embedded Designated Supports

Some designated supports may need to be provided outside of the online delivery system. These supports, shown in [Table 6](#), are to be provided locally for those students who are unable to use the designated supports when provided electronically.

Table 6: Non-embedded Designated Supports

Designated Support	Description	Recommendations for Use
100s Number Table (HSA Science and Biology, Algebra 1 and Algebra 2 EOC Exams)	A paper-based table listing numbers from 1 – 100 available on alohahsap.org for reference.	<ul style="list-style-type: none"> Students with visual processing or spatial perception needs or emerging numeracy skills may find this support beneficial. A 100s Number Table may support students in performing math calculations on the Algebra 1 and 2 EOCs and help students to demonstrate science understanding when presented items requiring the application of math skills within the context of solving a problem or designing a solution. (This same support is considered an accommodation for the SB math assessment.)
Abacus (HSA Science and Biology, Algebra 1 and Algebra 2 EOC Exams)	This tool may be used in place of scratch paper for students who prefer to use an abacus to perform math calculations.	<ul style="list-style-type: none"> Some students, including students with visual or processing impairments or tactile modality preferences, who know how to use an abacus, may use an abacus in place of scratch paper. (This same support is considered an accommodation for the SB math assessment.)
Amplification (all assessments)	The student adjusts the volume control beyond the computer’s built-in settings using headphones or other non-embedded devices.	<ul style="list-style-type: none"> Students may use amplification assistive technology (e.g., headphones, FM System, noise buffers, white noise machines) to increase the volume provided in the assessment platform. Use of this resource likely requires a separate setting.
Bilingual dictionary (ELA-performance task full write, HSA Science, and Biology, Algebra 1 and Algebra 2 EOC Exams)	A bilingual/dual language word-to-word dictionary is a language support. A bilingual/dual language word-to-word dictionary can be provided for HSA Science and the EOCs as well as the full write portion (segment 2) of an ELA performance task.	<ul style="list-style-type: none"> For students whose primary language is not English and who use dual language supports in the classroom, use of a bilingual/dual language word-to-word dictionary may be appropriate. The use of this support may result in the student needing additional overall time to complete the assessment.

Crosswalk of Accessibility Features Across State Assessments in Hawai'i

<p>Calculator, specialized (HSA Science tests and the Biology 1, Algebra 1, and Algebra 2 EOC exams)</p>	<p>A non-embedded stand-alone calculator for students needing a specialized calculator. When the embedded digital calculator is not appropriate for a student, the student may use a specialized calculator. Examples of specialized calculators include: a large button/large display calculator, a calculator built into an assistive technology device, an adapted keyboard calculator, a voice activated calculator, a talking calculator, or a braille calculator. If an assistive technology device is used, it must be consistent with the student's IEP/504 Plan and access to the internet must be disabled on the assistive technology device that is used.</p> <p>In addition, for the Algebra 1 and 2 EOCs, Test Administrators will need to monitor student's specialized calculator functionality to ensure that the student's specialized calculator does not exceed the functionality of the on-screen digital calculator that is provided as a universal tool. Each segment of the Algebra 1 and 2 EOCs will have available a specific level of calculator functionality, either a scientific/graphing/regression calculator or a basic scientific calculator. TAs must ensure that students who receive the specialized calculator designated support do not use a calculator with greater functionality than what is being provided as a universal tool on a given test segment.</p>	<ul style="list-style-type: none"> ● Students with motor or visual impairments who are unable to use the embedded calculator will be able to use the calculator that they typically use. ● Students who have a condition or disability that prevents them from accessing the embedded on-screen digital calculator for all items found on the state tests in science and the Algebra 1 and 2 EOCs. ● (This same support is considered an accommodation for the SB math assessment.)
<p>Color contrast (all assessments)</p>	<p>Test content of online items may be printed with different colors.</p>	<ul style="list-style-type: none"> ● Students with attention difficulties may need this support for viewing the test when digitally-provided color contrasts do not meet their needs. ● Some students with visual impairments or other print disabilities (including learning disabilities) also may need this support. Choice of colors should be informed by evidence of those colors that meet the student's needs.
<p>Color overlays (all assessments)</p>	<p>Color transparencies are placed over a paper-based assessment.</p>	<ul style="list-style-type: none"> ● Students with attention difficulties may need this support to view test content. ● This support also may be needed by some students with visual impairments or other print disabilities (including learning disabilities). Choice of color should be informed by evidence of those colors that meet the student's needs.

Crosswalk of Accessibility Features Across State Assessments in Hawai'i

<p>Magnification (all assessments)</p>	<p>The size of specific areas of the screen (e.g., text, formulas, tables, graphics, navigation buttons, and mouse pointer) as well may be adjusted by the student with an assistive technology device. Magnification allows increasing the size and changing the color contrast, including the size and color of the mouse pointer, to a level not provided for by the Zoom universal tool, color contrast designated support, and/or mouse pointer designated support.</p>	<ul style="list-style-type: none"> ● Students used to viewing enlarged text or graphics, or navigation buttons may need magnification to comfortably view content. ● This support also may meet the needs of students with visual impairments and other print disabilities. ● The use of this designated support may result in the student needing additional overall time to complete the assessment.
<p>Medical supports (all assessments)</p>	<p>Students may have access to an electronic device for medical purposes (e.g., Glucose Monitor). The device may include a cell phone, and should only support the student during testing for medical reasons.</p>	<ul style="list-style-type: none"> ● Students' health is the highest priority. Use of electronic devices require testing in a separate setting to avoid distractions to other test takers and to ensure test security. The test administrator must closely monitor the use of the device to maintain test security.
<p>Multiplication Table (HSA Science tests and Biology 1, Algebra 1 and Algebra 2 EOC exams)</p>	<p>A 12 by 12 grid showing products from 1 to 144. This non-embedded accommodation is provided onsite as a standardized paper print copy. The multiplication table available on alohahsap.org should be used during state testing.</p>	<ul style="list-style-type: none"> ● For students who have a calculation disability, struggle to fluently recall multiplication facts, or use a multiplication table to find factors and products. A multiplication table may support students in performing math calculations on the Algebra 1 and 2 EOCs (which allow the use of a calculator on all items). For the science assessments, the multiplication table may help students to demonstrate science understanding when students are presented items requiring the application of math skills within the context of solving a problem or designing a solution. ● (This same support is considered an accommodation for the SB math assessment.)
<p>Read Aloud (all assessments and assessment components, except ELA-CAT reading passages)</p>	<p>Text is read aloud to the student by a trained and qualified human reader who follows the administration guidelines provided in the relevant <i>Test Administration Manuals</i> and Guidelines for Read Aloud, Test Reader. All or portions of the content may be read aloud.</p>	<ul style="list-style-type: none"> ● Students who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. ● This support also may be needed by students with reading-related disabilities, or by students who are blind and do not yet have adequate braille skills. ● If not used regularly during instruction, this support is likely to be confusing and may impede the performance on assessments. ● Readers should be provided to students on an individual basis – not to a group of students. ● A student should have the option of asking a reader to slow down or repeat text. ● The use of this support may result in the student needing additional overall time to complete the assessment and/or the use of a separate setting.

Crosswalk of Accessibility Features Across State Assessments in Hawai'i

<p>Read Aloud in Spanish (Smarter Balanced math assessments, grades 3–8 and 11, HSA Science grades 5 and 8, and the Biology EOC Exam)</p>	<p>Spanish text is read aloud to the student by a trained and qualified human reader who follows the administration guidelines provided in the <i>Smarter Balanced Test Administration Manual</i> and Guidelines for Read Aloud, Test Reader. All or portions of the content may be read aloud.</p>	<ul style="list-style-type: none"> ● Students receiving the Translations (dual language) Designated Support and who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. ● This support also may be needed by students with reading-related disabilities. ● If not used regularly during instruction, this support is likely to be confusing and may impede the performance on assessments. ● A student should have the option of asking a reader to slow down or repeat text. ● The use of this support may result in the student needing additional overall time to complete the assessment and/or the use of a separate setting.
<p>Scribe (all assessments and assessment components, except ELA performance task full write)</p>	<p>Students dictate their responses to a human who records verbatim what they dictate. The scribe must be trained and qualified, and must follow the administration guidelines provided in the test administration manuals.</p>	<ul style="list-style-type: none"> ● Students who have documented motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that make it difficult to produce responses may need to dictate their responses to a human, who then records the students' responses verbatim. ● The use of this support may result in the student needing additional overall time to complete the assessment.
<p>Separate Setting (all assessments)</p>	<p>Test location is altered so that the student is tested in a setting different from that made available for most students.</p> <p>This incorporates being seated near the TA, being tested in a small group, or being tested individually.</p>	<ul style="list-style-type: none"> ● Students receiving scribe, read aloud, print on demand, braille, on-site interpreter, and, in some cases, alternate response options as supports will also need the Separate Setting designated support. ● Students who are easily distracted in the presence of other students or may distract others, for example, may need an alternate location to be able to take the assessment. ● Some students may benefit from being in an environment that allows for movement, such as being able to walk around.

Crosswalk of Accessibility Features Across State Assessments in Hawai'i

<p>Separate Setting (all assessments)</p> <p>(cont.)</p>		<ul style="list-style-type: none"> ● In some instances, students may need to interact with instructional or test content outside of school, such as in a hospital or their home. ● The separate setting may be in a different room that allows them to work individually or among a smaller group or to use a device requiring voicing (e.g., a Whisper Phone) or use Amplification. It may also include the use of a calming device or support (e.g. fidgets) as recommended by educators and/or specialists. ● The separate setting may be in the same room but in a specific location (for example, away from windows, doors, or pencil sharpeners, in a study carrel, near the test administrator, or in the front of a testing room).
<p>Simplified Test Directions (all assessments)</p>	<p>The test administrator simplifies or paraphrases the test directions found in the test administration manual according to the <i>Simplified Test Directions Guidelines</i>.</p>	<ul style="list-style-type: none"> ● Students who need additional support understanding the test directions may be provided with Simplified Test Directions as a designated support allowable across the Smarter Balanced, HSA Science Assessments (NGSS), and the End-of-Course exams. This could include students with difficulties in auditory processing, short-term memory, attention, or decoding. ● This designated support may require testing in a separate setting to avoid distracting other test takers.
<p>Translated Student Interface Messages (all assessments)</p>	<p>PDF of student interface messages translated in each of the languages currently supported. Bilingual adult can read to student.</p>	<ul style="list-style-type: none"> ● Students who have limited English language skills (whether or not designated as ELs or ELs with disabilities) can use the translated student interface messages. ● A bi-literate adult trained in the test administration manual can read the test directions to the student. ● The use of this support may result in the student needing additional overall time to complete the assessment.
<p>Translations (glossaries)</p> <p>(Smarter Balanced math assessments, grades 3–8 and 11, paper/pencil assessment form)</p>	<p>Translated glossaries are a language support. Translated glossaries are provided for selected construct-irrelevant terms for math. Glossary terms are listed by item and include the English term and its translated equivalent.</p>	<ul style="list-style-type: none"> ● Students who have limited English language skills can use the translated glossary for specific items. ● The use of this support may result in the student needing additional overall time to complete the assessment.

Section III: Accommodations on the Smarter Balanced and Science Assessments and End-of-Course Exams

What Are Accommodations?

Accommodations are changes in procedures or materials that increase equitable access during the HSAP assessments. The state test accommodations described in this section are not modifications. State test accommodations are intended to remove obstacles to student demonstration of knowledge and skills resulting from student disability, without altering the assessed construct (*Standards for Educational and Psychological Testing, 2014*).

Accommodations yield valid scores **when they are used in a manner consistent with the *Crosswalk***. They allow students to show what they know and can do. Both embedded and non-embedded accommodations are available for students with documented evidence of need as stated in their Individualized Educational Plans (IEPs) or 504 Plans. Follow the guidance provided in the [Hawai'i State Test Accommodation Guides](#) and [Guidance Brief: IEP/504 Teams Considering the Math Manipulatives \(MMs\) State Test Temporary Accommodations](#) regarding evidence needed to verify test accommodation requests. The one exception to the IEP/504 Plan requirement is a student with a temporary physical injury (e.g., broken hand or arm) that impairs their ability to produce a typed response. These students may use the speech-to-text or the scribe accommodation for state testing. Students should be familiar with the use of state test accommodations before testing because some accommodations could increase cognitive load or create other challenges for students with limited exposure to them.

Table 7: Accommodations on HSAP Assessments

<i>Accommodations</i>		SB ELA CAT	SB ELA PT	SB Math	HSA Science and Biology EOC	Alg 1 and 2 EOCs
Embedded	American Sign Language (ASL)	√ ¹		√ ¹		
	Braille	√	√	√	√	
	Braille Transcript	√ ²				
	Closed Captioning	√ ²				
	Text-to-Speech	√ ³				
Non-embedded	100s Number Table			√		
	Abacus			√		
	Alternate Response Options	√	√	√	√	√
	Braille (paper/pencil assessment)	√	√	√		
	Calculator (Specialized)			√		
	Math Manipulatives ⁴			√		√
	Multiplication Table			√		
	Print on Demand	√	√	√	√	√
	Read Aloud	√ ³				

Crosswalk of Accessibility Features Across State Assessments in Hawai'i

	Scribe ⁶		√ ⁵			
	Speech-to-Text ⁶	✓	✓	✓	✓	✓
	Word Prediction ⁶		✓			

¹ For ELA listening items and math items

² For ELA listening passages/items

³ For ELA CAT reading passages. All other HSAP assessments allow the TTS and Read Aloud support at the designated support level. For more information on the appropriate use/assignment of the TTS and RA accommodations, refer to the [Hawaii State Test Accommodation Guides \(TTS/RA\)](#) or the [Smarter Balanced Guidelines for Choosing TTS/RA Accommodation \(Grades 3-5\)](#).

⁴ For math and Algebra EOC items. Hawai'i has use of Math Manipulatives (MM) as accommodations for state testing in SY 2022-2023, consult [Appendix C: Guidance Brief: IEP/504 Teams Considering the Math Manipulatives \(MMs\) State Test Temporary Accommodations](#) for more information.

⁵ For ELA performance task full write.

⁶ Scribe is available at the designated support level while STT and WP are not available at the designated support level. For more information on the appropriate use/assignment of the Scribe, STT, and WP accommodations, refer to the [Hawaii State Test Accommodation Guides \(Scribe, STT, and WP\)](#).

Upon verification of need for state testing, the embedded accommodations will be set in the Test Information Distribution Engine (TIDE) by the Assessment Section to make them available for state testing. Please note that state test accommodations requiring the use of assistive technology devices must be compatible with the Test Delivery System and must be set in TIDE to be operational. Refer to the [Assistive Technology Manual](#) for guidance on enabling assistive technology programs and equipment for state testing. For non-embedded accommodations, the school Test Coordinator and Test Administrators must coordinate to provide the verified accommodation materials (e.g., calculator (specialized) or multiplication table) to eligible students in applicable test sessions to ensure compliance with federal and state testing policies.

Who Makes Decisions About Accommodations?

School IEP/504 Plan Teams meet to discuss and recommend state test accommodation(s) for students with IEP/504 Plans before state testing. IEP teams and educators make decisions about accommodations for both instruction and statewide assessments. These teams (or educators for 504 Plans) provide the evidence of need for accommodations in IEP/504 records and ensure that the student's needs **fall within the recommendations for use set forth in the *Crosswalk***.



Note: Hawai'i has developed State Test Accommodation Guides to support school IEP/504 Plan Team's selection of appropriate accommodations on statewide assessments. These guidelines and their guiding questions should be utilized to determine accommodations for each assessment that do not invalidate the score. These State Test Accommodation Guidelines were developed to ensure that. **IEP Teams should select, for each assessment, only those accommodations for which a student meets the recommendations for use guidelines.** (Authority: 20 U.S.C. 1412(a)(16)) [72 FR 17781, Apr. 9, 2007]

In the Hawai'i State process for determining state test accommodation recommendations, the IEP/504 Team uses the [Hawaii State Test Accommodation Guides](#) and their complementary decision-making tables as a tool to engage in dialogue and make state test accommodation recommendations. Refer to the [State Test Accommodations Identification and Verification Request Process for Test Coordinators and School Assessment Teams](#) for guidance. When the IEP/504 Plan Team decides to recommend accommodation(s) for a student to participate in state testing, a communication of this recommendation is provided to the school's Test Coordinator.

The school's Test Coordinator is then responsible for submitting the [SY 2022-2023 Hawai'i State Test Accommodation Verification Request Form](#) electronically to the Hawai'i State Department of Education (Department) Assessment Section for verification and processing.

The Assessment Section recommends that test accommodation verification requests be submitted one month prior to the opening of the test window to provide sufficient time for verification reviews and ensure the appropriate provision of accommodations for state testing. In all cases, state test accommodation requests should be submitted to the Assessment Section no later than **14** days prior to state testing

For more information regarding accessibility and accommodations for state testing, refer to the resources available in the [Accessibility and Accommodations](#) folder on the Resources page of the Smarter Balanced Assessments portal on alohahsap.org.

Embedded Accommodations

[Table 8](#) lists the embedded accommodations available for the HSAP assessments for those students for whom the accommodations are documented on an IEP or 504 Plan. The table includes a description of each accommodation along with recommendations for when the accommodation might be needed and how it can be used. For those accommodations whose appropriate use may be unclear, a description of considerations about the use of the accommodation is provided.

Table 8: Embedded Accommodations

Accommodation	Description	Recommendations for Use
American Sign Language (ASL) (ELA CAT, listening items , grades 3–8 and 11 and Smarter Balanced math items, grades 3–8 and 11)	Test content is translated into ASL video. ASL human signer and the signed test content are viewed on the same screen. Students may view portions of the ASL video as often as needed.	<ul style="list-style-type: none"> ● Some students who are deaf or hard of hearing and who typically use ASL may need this accommodation when accessing text-based content in the assessment. ● The use of this accommodation may result in the student needing additional overall time to complete the assessment. ● For many students who are deaf or hard of hearing, viewing signs is the only way to access information presented orally. ● Some students who are hard of hearing will be able to listen to information presented orally if provided with appropriate amplification and a setting in which extraneous sounds do not interfere with clear presentation of the audio presentation in a listening test.

Crosswalk of Accessibility Features Across State Assessments in Hawai'i

<p>Braille (all HSAP assessments except the Algebra EOC exams)</p>	<p>A raised-dot code that individuals read with the fingertips. Graphic material (e.g., maps, charts, graphs, diagrams, and illustrations) is presented in a raised format (paper or thermoform). Contracted and non-contracted braille is available; Nemeth code is available for math.</p>	<ul style="list-style-type: none"> ● Students with visual impairments may read text via braille. ● Tactile overlays and graphics also may be used to assist the student in accessing content through touch (requires setting Emboss and Emboss Request Type accommodations in TIDE). ● Due to limitations with refreshable braille technology and math braille codes, refreshable braille is available only for ELA. ● For math, science, and EOCs, braille will be presented via embosser; embosser-created braille can be used for ELA also. For math and ELA, alternative text descriptions are embedded in the assessment for all graphics. ● The type of braille presented to the student (contracted or non-contracted) is set in TIDE. ● The use of this accommodation may result in the student needing additional overall time to complete the assessment.
<p>Braille Transcript (ELA CAT, listening passages)</p>	<p>A braille transcript of the closed captioning created for the listening passages. The braille transcripts are available in the following braille codes:</p> <p>ELA</p> <ul style="list-style-type: none"> ● UEB uncontracted ● UEB contracted 	<ul style="list-style-type: none"> ● Students may have difficulty hearing the listening portion of the passage and also do not have enough functional vision to read the closed captioning provided for the passage. These students who are visually impaired or blind and deaf or hard of hearing AND who use braille may have access to Braille Transcripts. These students must be registered in TIDE for both Braille and Closed Captioning. The use of this accommodation may result in the student needing additional overall time to complete the assessment.
<p>Closed Captioning (ELA CAT, listening items)</p>	<p>Printed text that appears on the computer screen as audio materials are presented.</p>	<ul style="list-style-type: none"> ● Students who are deaf or hard of hearing and who typically access information presented via audio by reading words that appear in synchrony with the audio presentation may need this support to access audio content. ● For many students who are deaf or hard of hearing, viewing words (sometimes in combination with reading lips and ASL) is how they access information presented orally. ● It is important to note, however, that some students who are hard of hearing will be able to listen to information presented orally if provided with appropriate amplification and a setting in which extraneous sounds do not interfere with clear presentation of the audio presentation in a listening test.

Crosswalk of Accessibility Features Across State Assessments in Hawai'i

<p>Text-to-Speech (ELA CAT, Reading Passages)</p>	<p>Text is read aloud to the student via embedded text-to-speech technology. The student is able to control the speed as well as raise or lower the volume of the voice via a volume control.</p>	<ul style="list-style-type: none"> ● This accommodation is appropriate for a very small number of students. ● Text-to-Speech for reading passages is available as an accommodation for students whose need is documented in an IEP or 504 Plan and supported by strong evidence. Evidence of the need for text-to-speech must be documented in the IEP ((Present Levels of Educational Performance (PLEP), Services, Standards and Goals, and Statewide Assessment). It is necessary to show in the student's IEP: <ol style="list-style-type: none"> 1. The student cannot see the text or utilize braille; e.g., a recently blind student who is unfamiliar with or not yet proficient in braille; 2. The student exhibits such difficulties as difficulty learning letters or letter sounds, difficulty in learning sight words, and difficulty in phoneme blending; or 3. The student has exhibited extremely limited to no growth in decoding and fluency skills over time despite extensive, repeated interventions that have been undertaken and implemented over several years to remediate the reading disability. (These interventions must be shown to have been intensive and varied with modifications over time if shown to be ineffective. In other words, if one intervention is ineffective, other interventions should have been attempted.) ● The text-to-speech accommodation for reading passages is intended to provide access to the text, not to make up for being a slow reader. Being a slow reader does not mean that the student should receive the text-to-speech for the Smarter Balanced ELA reading assessment. ● Students who use text-to-speech for the reading passages will need headphones unless tested individually in a separate setting. ● See the Hawai'i State Test Accommodation Guides page of the alohahsap.org portal for specific information and criteria for the Text-to-Speech Accommodation.
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Non-embedded Accommodations

[Table 9](#) lists the non-embedded accommodations available for the HSAP assessments for those students for whom the accommodations are documented on an IEP or 504 Plan. The table includes a description of each accommodation, along with recommendations for when the accommodation might be needed and how it can be used. For those accommodations that may be considered controversial, a description of considerations about the use of the accommodation is provided.

Crosswalk of Accessibility Features Across State Assessments in Hawai'i

Table 9: Non-embedded Accommodations Available

Accommodation	Description	Recommendations for Use
100s Number Table (Smarter Balanced math assessment, grades 3–8 and 11)	A paper-based table listing numbers from 1 – 100 available on alohahsap.org for reference.	<ul style="list-style-type: none"> Students with visual processing or spatial perception needs.
Abacus (Smarter Balanced math assessment, grades 3–8 and 11)	This tool may be used in place of scratch paper for students who typically use an abacus.	<ul style="list-style-type: none"> Some students, including students with visual impairments or with documented processing impairments, may use an abacus in place of using scratch paper.
Alternate response options (all assessments)	Alternate response options include but are not limited to adapted keyboards, large keyboards, StickyKeys, MouseKeys, FilterKeys, adapted mouse, touch screen, head wand, and switches.	<ul style="list-style-type: none"> Students with some physical disabilities (including both fine motor and gross motor skills) may need to use the alternate response options accommodation. Some alternate response options are external devices that must be plugged into and be compatible with the test delivery platform. Consult the Assistive Technology Manual to ensure functionality during state testing.
Braille (all Smarter Balanced assessments, paper/pencil assessment form)	<p>A raised-dot code that individuals read with the fingertips. Graphic material (e.g., maps, charts, graphs, diagrams, and illustrations) is presented in a raised format (paper or thermoform). Braille codes available on paper/pencil are provided below:</p> <p>ELA</p> <ul style="list-style-type: none"> UEB uncontracted UEB contracted <p>Mathematics</p> <ul style="list-style-type: none"> UEB Contracted with Nemeth UEB Uncontracted with Nemeth UEB Contracted with UEB Math UEB Uncontracted with UEB Math 	<ul style="list-style-type: none"> Students with visual impairments may read text via braille. Tactile overlays and graphics also may be used to assist the student in accessing content through touch. The use of this accommodation may result in the student needing additional overall time to complete the assessment.
<p>Calculator (calculator-allowed items on the Smarter Balanced math assessment, grades 6–8 and 11)</p> <ul style="list-style-type: none"> “Calculator-allowed” items are marked with this symbol:  <p>Calculator</p>	<p>A non-embedded stand-alone calculator for students needing a specialized calculator. When the embedded digital calculator is not appropriate for a student, the student may use a specialized calculator. Examples of specialized calculators include: a large button/large display calculator, a calculator built into an assistive technology device, an adapted keyboard calculator, a voice activated calculator, a talking calculator, or a braille calculator. If an assistive technology device is used it must be consistent with the student’s IEP/504 Plan. In addition, access to the internet must be disabled on any assistive technology device used.</p>	<ul style="list-style-type: none"> Students with motor or visual impairments that prevent them from accessing the embedded on-screen digital calculator (for use only on calculator allowed test items). For the SB math assessments, Test Administrators must ensure that students only use their specialized calculator on calculator-allowed items. One-on-one or small group proctoring is recommended. See the Hawai'i State Test Accommodation Guides page of the alohahsap.org portal for specific information and criteria for the Calculator Accommodation.

Crosswalk of Accessibility Features Across State Assessments in Hawai'i

<p>Math Manipulatives (for HSAP math assessments and Algebra 1 and 2 End-of-Course Exams)</p>	<p>The MMs accommodations allow eligible students with IEPs and 504 Plans to represent their understanding of mathematical concepts using visual and tactile concrete materials. This is the list of approved non-embedded math manipulatives that may be provided on-site (up to four MMs may be selected for a student): Algebra Tiles (recommended for Grade 6 and above), Base Ten Blocks, Colored Tiles, Geoblocks Set, Geoboards and Geobands, Multi-Link Cubes, Pop Cubes, or Similar Cubes, Multi-Sensory Learning (MSL) Kit, One-Inch Blocks, Pattern Blocks, Transparent Sheets, and Two-Color Counters. Other MMs accommodations not listed can be requested for verification.</p>	<ul style="list-style-type: none"> ● Students with a documented visual or cognitive disability who demonstrate understanding of mathematical concepts with concrete materials. ● Administration of MMs accommodations: <ol style="list-style-type: none"> 1. Students are tested separately from other students who are not using MM(s) during state testing. 2. MMs are made available to the student in an organized manner in the student's testing area prior to testing (e.g., in a bag, bin, or tray). 3. MMs must not have numbers, formulas, or other features that might compromise the math constructs being measured. 4. Students must select and use the MM(s) independently without prompting or direction. ● Refer to <i>Guidance Brief: IEP/504 Teams Considering the Math Manipulatives (MMs) State Test Temporary Accommodations</i> for more guidance on the use, administration, and accommodation verification of MMs.
<p>Multiplication Table (all items on the Smarter Balanced math assessment, grades 3–8 and 11)</p>	<p>A 12 by 12 grid showing products from 1 to 144. This non-embedded accommodation is provided onsite as a standardized paper print copy. The multiplication table available on alohahsap.org should be used during state testing.</p>	<ul style="list-style-type: none"> ● For students with a documented and persistent calculation disability that significantly impacts their basic computational ability. This disability must significantly impede student ability to demonstrate conceptual and procedural understanding of mathematics. ● For students whose basic computational ability is significantly impacted, this accommodation allows students to demonstrate their understanding of when multiplication should be applied. ● See the Hawai'i State Test Accommodation Guides page of the alohahsap.org portal for specific information and criteria for the Multiplication Table Accommodation.
<p>Print on Demand (all assessments)</p>	<p>Paper copies of either passages/ stimuli and/or items are printed for students. Test items are printed one at a time. For those students needing a paper copy of a passage or stimulus, permission for the students to request printing must first be set in TIDE.</p>	<ul style="list-style-type: none"> ● A very small percentage of students should need this accommodation. ● Some students with disabilities may need paper copies of either passages/stimuli and/or items. ● The use of this accommodation will likely result in the student needing additional time to complete the assessment, due to the need to print each test item(s) one at a time. ● Print on Demand accommodation should not be considered as an option for students who simply prefer a paper-and-pencil form. ● See the Hawai'i State Test Accommodation Guides page of the alohahsap.org portal for specific information and criteria for the Print on Demand Accommodation.

Crosswalk of Accessibility Features Across State Assessments in Hawai'i

<p>Read Aloud (ELA CAT, Reading Passages)</p> <p>(Read Aloud is available as a designated support for the remainder of the ELA CAT and all other HSAP assessments)</p>	<p>Text is read aloud to the student via an external screen reader or by a trained and qualified human reader who follows the administration guidelines provided in the relevant <i>Test Administration Manuals</i> and in the Guidelines for Read Aloud, Test Reader. All or portions of the content may be read aloud. Members can refer to the Guidelines for Choosing the Read Aloud Accommodation when deciding if this accommodation is appropriate for a student.</p>	<ul style="list-style-type: none"> ● This accommodation is appropriate for a very small number of students. ● Read Aloud for reading passages is available as an accommodation for students whose need is documented in an IEP or 504 Plan and supported by strong evidence. Evidence of the need for Read Aloud must be documented in the IEP ((Present Levels of Educational Performance (PLEP), Services, Standards and Goals, and Statewide Assessment). It is necessary to show in the student's IEP: <ol style="list-style-type: none"> 1. The student cannot see the text or utilize braille; e.g., a recently blind student who is unfamiliar with or not yet proficient in braille; 2. The student exhibits such difficulties as difficulty learning letters or letter sounds, difficulty in learning sight words, and difficulty in phoneme blending; or 3. The student has exhibited extremely limited to no growth in decoding and fluency skills over time despite extensive, repeated interventions that have been undertaken and implemented over several years to remediate the reading disability. (These interventions must be shown to have been intensive and varied with modifications over time if shown to be ineffective. In other words, if one intervention is ineffective, other interventions should have been attempted.) ● The Read Aloud for reading passages accommodation is intended to provide access to the text, not to make up for being a slow reader. Being a slow reader does not mean that the student should receive the Read Aloud for reading passages accommodation for the Smarter Balanced ELA reading assessment. ● Students who use this accommodation will need to be tested individually in a separate setting. ● See the Hawai'i State Test Accommodation Guides page of the alohahsap.org portal for specific information and criteria for the Read Aloud Accommodation.
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Crosswalk of Accessibility Features Across State Assessments in Hawai'i

<p>Scribe (ELA performance task full write)</p> <p>(Scribe is available as a designated support for the ELA CAT and segment 1 of the ELA PT as well as all other HSAP assessments)</p>	<p>Students dictate their responses to a human who records verbatim what they dictate. The scribe must be trained and qualified, and must follow the administration guidelines provided in the <i>Test Administration Manuals</i> and the Scribing Protocol.</p>	<ul style="list-style-type: none"> ● Students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that makes it difficult to produce responses may need to dictate their responses to a human, who then records the students' responses verbatim. ● The use of this accommodation may result in the student needing overall additional time to complete the assessment. ● For many of these students, dictating to a human scribe is the only way to demonstrate their composition skills. It is important that these students be able to develop planning notes via the human scribe, and to view what they produce while composing via dictation to the scribe. ● See the Hawai'i State Test Accommodation Guides page of the alohahsap.org portal for specific information and criteria for the Scribe Accommodation.
<p>Speech-to-text (all assessments)</p>	<p>Voice recognition allows students to use their voices as input devices to the computer, to dictate responses or give commands (e.g., opening application programs, pulling down menus, and saving work). Voice recognition software generally can recognize speech up to 160 words per minute. Students may use their own assistive technology devices.</p> <p>Speech-to-text software requires that the student go back through all generated text to correct errors in transcription, including use of writing conventions.</p>	<ul style="list-style-type: none"> ● Students who have motor or processing disabilities or who have had a recent injury (such as a broken hand or arm) that make it difficult to produce text or commands using computer keys may need alternative ways to work with computers. ● For many of these students, using voice recognition software is the only way to demonstrate their composition skills. ● Speech-to-text software requires that the student go back through all generated text to correct errors in transcription, including use of writing conventions. ● Students will need to be familiar with the software, and have had many opportunities to use it prior to testing. ● If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes. ● See the Hawai'i State Test Accommodation Guides page of the alohahsap.org portal for specific information and criteria for the Speech-to-Text Accommodation.
<p>Word Prediction (ELA PT- Part 1 and Part 2)</p>	<p>Word prediction allows students to begin writing a word and choose from a list of words that have been predicted from word frequency and syntax rules.</p> <p>Word prediction is delivered by a non-embedded software program. The program must use prediction. Functionality such as phrase prediction and next word as well as expanded dictionaries must be deactivated.</p>	<ul style="list-style-type: none"> ● Students who have documented motor or orthopedic impairments or severe learning disabilities that prevent them from recalling, processing, or expressing written language (or typed response) may use word prediction. ● Students will need to be familiar with the software, and have had many opportunities to use it daily. ● See the Hawai'i State Test Accommodation Guides page of the alohahsap.org portal for specific information and criteria for the Word Prediction (WP) Accommodation.

Unique Accommodation Requests

The accommodations listed in [Tables 8](#) and [9](#) are intended to address the needs of most students with disabilities on the statewide (general) assessments; however, occasionally a student may have unique needs that are not addressed through the identified accommodations and supports listed in this guide. If a student is currently receiving an accommodation that is not included on the HSAP accommodations list, the school may request the accommodation in question be verified for student use on the statewide assessments. This is accomplished by submitting the [Unique State Test Accommodation Verification Request Form](#) to the Assessment Section for verification of student need and appropriate provision for state testing.

Section IV: Hawai'i State Alternate Assessments

The Purpose of the Hawai'i State Alternate Assessments

The Hawai'i State Alternate Assessments, commonly referred as the HSA-Alt, is a system of assessments based on alternate academic achievement standards and designed for students with the most significant cognitive disabilities. The HSA-Alt is only for those students with documented significant cognitive disabilities and adaptive behavior deficits who require extensive support across multiple settings (such as home, school, and community). Typically, this student population consists of about 1% of the total student population.

The purposes of the HSA-Alt are to maximize access to the general education curriculum for students with significant cognitive disabilities and ensure all students with disabilities are included in Hawai'i's statewide assessments and educational accountability system. The results of the assessments can inform instruction in the classroom by providing data that guides decision making. Results from the HSA-Alt also serve to inform stakeholders including parents, schools, complex areas, Department, and community members about student achievement.

HSA-Alt Classroom Embedded Assessments (CEAs), a pilot of classroom-based tasks and items for HSA-Alt students in ELA, mathematics, and science, are available to students in Grades 5 (or 6), 8 and 11. The second-year pilot administration includes a test design that provides teachers instructional support via a standards-based engagement activity, standard refresher lesson, and performance task incorporating hands-on materials. This instructional explication of the standard is followed by a typical summative assessment item type, a multiple-choice item. The intent of the multiple-choice item is to serve as a bridge to the year-end test format. For more information, refer to the [HSA-Alt CEAs Test Administration Manual](#).

Like the summative version, the test default mode of delivery for the CEAs is the online test delivery system. This system can be accessed via the CAI secure browser on an iPad (or other electronic device, such as a computer or tablet). Additionally, the teaching activities and the Performance-based Tasks (PTs) for each CEA test may be accessed as individual PDF documents in the Hawai'i TIDE site at www.hitide.org under the "General Resources" section. These PDF versions of the teaching activities and Performance-based Tasks (PTs) for each CEA test are allowed to be used in the classroom with students, without accessing the online Test Delivery System.

For the summative test, which is restricted to multiple-choice or multi-select items, a paper/pencil form of assessment is available. The paper/pencil form of the summative provides access to students with certain disabilities, e.g., blindness/visual impairments or language barriers best supported by the presence of a human translator during the math and science assessments. The paper/pencil test form allows for the tactile enhancement of the answer option cards or pre-session review of items by the test translator.

Other ways the HSA-Alt CEAs differ from the summative assessment include teacher delivery of item scripts (there is no audio playback for items in the CEAs), the use of hands-on materials, teacher ability to administer one or more sections of the CEA tests (not all CEA items are required to be completed for test submission), and teacher ratings of student engagement/correctness and student level of independence during the CEAs performance tasks.

For more information on the HSA-Alt Classroom Embedded Assessments and the HSA-Alt summative assessments, refer to their respective [Test Administration Manual](#).

Universal Tools, Designated Supports, and Accommodations for the HSA-Alt

Universal Tools

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

Table 10: HSA-Alt Universal Tools

HSA-Alt Universal Tool	Description
Adjust the volume for listening passages (summative assessments only)	All students can adjust the volume on their headphones for the listening passages.
Adjusted visual or tactile field	Test administration display items or devices can be positioned to place the display and/or response options within the student's optimal field of vision and/or reach.
Altered setting	Provide for reduction in lighting, environmental sound or noise, visual stimuli or other features of the setting for students who are subject to sensory overstimulation. Provide for adaptive or special furniture or equipment for students who require it.
Audio Playback (summative assessments)	Text is read aloud to the student via embedded audio files that includes audio playback of all items, passages/stimuli, and response options. Although test administration is designed primarily for one-to-one testing, some students who are able to navigate the test delivery system independently, may be able to be tested in a small group setting. Therefore, these students need to either use headphones or be tested in a separate setting (see Separate Setting).
Breaks	Breaks may be given as often as necessary at the discretion of the test administrator to reduce cognitive fatigue when students experience heavy assessment demands.
Calculators (Embedded)	All students may access the online Desmos basic calculator tool available in the HSA-Alt mathematics tests.
Calculators (Hand-held)	Students who use a calculator during instruction may use the calculator during the administration of the assessment.

Crosswalk of Accessibility Features Across State Assessments in Hawai'i

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

Crosswalk of Accessibility Features Across State Assessments in Hawai'i

Scratch paper	Scratch paper to make notes, write computations, or record responses may be made available. Assistive technology devices, including low-tech assistive technology (Math Window), are permitted to make notes. The assistive technology device needs to be consistent with the student's IEP or 504 Plan. Access to the internet must be disabled on assistive technology devices. All scratch paper must be collected and disposed of at the end of each test session to maintain test security. Digital notes entered into an assistive device, if used, need to be deleted.
Separate Setting	Test location is altered so that the student is tested in a setting different from that made available for most students. The HSA-Alt is designed to be primarily administered in a one-to-one setting. Students who are easily distracted in the regular classroom setting, may need an alternate location to be able to take the assessment. Text to Speech is a universal tool for these assessments, therefore students need to either use headphones or be tested in a separate setting. Allow students time to become familiar with the new testing location.
Suppress Score	Student test results are not shown on screen at the end of the test; for the HSA-Alt the default position for this universal tool is <i>OFF</i> with student results automatically shown on screen when the test is submitted.
Timing or Scheduling	Students can be tested during their optimal time of day. Scheduling should account for a student who requires frequent breaks and rest periods, over an extended time period.
Translated student interface messages	Students who have limited English language skills can receive student interface messages in another language if this support is provided by a bi-literate adult trained in the administration of the HSA-Alt.
Zoom	Students may make test questions, text, or graphics larger by clicking on the Zoom icon that has four levels of magnification; for the HSA-Alt the default level is <i>Level 1</i> .

Designated Supports

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

For a description of the Translated Test designated support see the table directly below. Please note that the Translated Test designated support also requires the submittal and approval of

the Paper/Pencil test kit request for a student. See *Table 12: HSA-Alt Accommodations* for a description of the Paper/Pencil accommodation and specific guidelines regarding Paper/Pencil test kit requests.

Table 11: HSA-Alt Designated Support

Designated Support	Description
Translated test (math and science assessments)	<p>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 HSA-Alt English Language Arts (ELA) assessment is not allowed.</p> <p>The translator must be a bi-literate adult trained in the administration of the HSA-Alt. Translators may translate the test directions, test items, and response options for these assessments. They must provide a word for word translation not deviating from the presented stimulus, item, and audio script. All translators must sign the HSA-Alt Test Security and Confidentiality Form found as Appendix J in the HSA-Alt Test Administration Manual.</p> <p>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>

Accommodations

Accommodations for the HSA-Alt do not require the submission of an HSA-Alt Accommodation Verification Form. TAs are able to set the accommodations that their students need directly in TIDE with one exception. The one exception is the Paper/Pencil accommodation, which will continue to be set by the Assessment Section after receiving the Paper/Pencil Test Kit Request and verification of student need in their IEP.

All accommodations should continue to be recorded in the IEP. If an accommodation that the student requires is not found in the list of HSA-Alt Accommodations found below, the school's Test Coordinator should submit the Unique Accommodations Verification Request Form found in Appendix K of the [HSA-Alt Summative Test Administration Manual](#).

Please be advised that the following HSA-Alt designated support and HSA-Alt accommodations – Translated Test, Paper/Pencil Test, Read Aloud, Scribe, and Visual Descriptions – require test administrators and schools to take additional steps prior to testing.

Table 12: HSA-Alt Accommodations

HSA-Alt Accommodation	Description
Alternate Response Options	<p>Students taking the HSA-Alt with TA assistance may respond using the mode of communication that they use during instruction. These response modes include, but are not limited to, an oral response, pointing, eye gaze, a response card, sign language, switches, or an augmentative communication device. Once the student has communicated a response, the TA may enter the student's response into the system. Consistent</p>

Crosswalk of Accessibility Features Across State Assessments in Hawai'i

	<p>criteria must be used as basis for student response; i.e., TA cannot take orally provided answers on the first item and then switch response on the next.</p>
American Sign Language (non-embedded)	<p>Students who cannot hear the audio for the assessment, may have their TA repeat the audio script using American Sign Language. TAs must take care to precisely follow the audio script that is provided for the test item component: passage, stimulus, question, and answer option card descriptions.</p>
Calculator	<p>Students who have calculator use documented in their IEP and who regularly use a calculator during instruction must have the calculator available to them during the administration of the assessment. The difference between the Calculator Accommodation and the Calculator Universal Tool is that the Calculator Accommodation is specifically listed as an accommodation in the student's IEP.</p>
Concrete materials	<p>Students are provided with the customary concrete materials that are used for daily math instruction and assessment. These materials may include but are not limited to: base-10 blocks, counters, open number lines, pattern blocks, Unifix cubes, etc. For the paper-and-pencil form concrete materials may also be substituted for response cards, if the presented objects are uniform in size and color and do cue the student to the correct answer.</p>
Digital Math Manipulatives	<p>Students are provided access to the virtual platform with digital math manipulatives such as unifix cubes, ten frames, fraction tiles, and number lines to use during the math assessment. Teachers may support in selecting the math manipulative the student selects for a presented problem. Teachers may not manipulate the digital math manipulatives for a student.</p>
Multiplication Table	<p>Students who need a multiplication table to solve math problems and who consistently use the table during instruction and assessment of math, may use a multiplication table on the assessment.</p>
Paper/Pencil Test (summative assessments)	<p>Some students with disabilities, such as visual impairment or blindness, and alternate-identified EL students who need language support may be better able to access the assessment with the paper/pencil version of the HSA-Alt. For students with sight limitations, the paper/pencil test version allows the teacher or test administrator to prepare tactilely-enhanced versions of the test visuals and answer options. For EL students who require the Translated Test Designated Support, the Paper/Pencil Test Accommodation allows the test translator to preview and prepare word-for-word translations of the math and science assessments prior to test administration. If a student's IEP care coordinator determines a student would be best served by the paper/pencil version of the HSA-Alt, due to his or her specific needs, the student's Test Administrator will need to contact the school's Test Coordinator to order the Paper/Pencil test kit.</p>

Crosswalk of Accessibility Features Across State Assessments in Hawai'i

<p>Read Aloud (summative assessments)</p>	<p>The Read Aloud accommodation may be needed during the assessment for students who require a slower audio delivery speed than is currently available via the online platform. If this accommodation is provided to a student, the in-test audio must first be played for the student via the Test Delivery System with the TA listening carefully to the script as it is read aloud. The TA may then carefully reread or restate the passage, question, and/or answer option(s) exactly as read aloud by the in-test audio. TAs must not make any changes, additions or deletions, intonation, or emphases that might inadvertently lead a student to the correct response.</p> <p>All TAs who deliver the Read Aloud Accommodation during testing must follow the <i>HSA-Alt Guidelines for Read Aloud, Test Reader</i> found in the <i>HSA-Alt Summative Test Administration Manual</i>.</p> <p>The Read Aloud accommodation is not required for the optional HSA-Alt Classroom Embedded Assessments (CEAs) because the CEAs, by design, have the teacher read all items to or with the student.</p>
<p>Reinforcement System</p>	<p>Students who receive a positive reinforcement system on a daily basis should receive this same support during summative testing. Reinforcement system support use must be documented in the IEP. Document this support in the Supplementary Aides and Services section on the Services page. (Follow a student's Behavior Intervention Plan or Behavior Support Plan.)</p>
<p>Scribe</p>	<p>Students either indicate their response or do not respond to a test item and the Test Administrator then enters a [No Response] or the student's indicated response into the data entry interface. Responses must be entered as directly observed or represented verbatim. If a TA anticipates that their student will be non-responsive during testing the Scribe accommodation should be requested so that the [No Response] option may be entered by the TA for items to which the student is non-responsive.</p> <p>The TA must follow the <i>HSA-Alt Scribing Protocol</i> and sign the HSA-Alt Test Security and Confidentiality Form found in the <i>HSA-Alt Summative Test Administration Manual</i>.</p>
<p>Tactile sensitivity (paper/pencil form of summative assessments)</p>	<p>Students are provided with an analogous response option with enhanced/reduced features so as to address specific tactile sensitivity: slippery, fuzzy, rough, etc.</p>
<p>Visual Descriptions</p>	<p>Students who are visually impaired may require TA description of charts and graphs in order to access the assessment materials. Descriptions provided must not cue students to the correct answer. Those TAs providing their students with a visual description of charts and graphs must follow the <i>HSA-Alt Visual Descriptions Protocol</i> and sign the HSA-Alt Test Security and Confidentiality Form found in the <i>HSA-Alt Summative Test Administration Manual</i>.</p>

Section V: Kaiapuni Assessment of Educational Outcomes Assessments (KĀ‘EO)

The Purpose of the Kaiapuni Assessment of Educational Outcomes Assessments

Hawai‘i has designated Hawaiian as one of its two official state languages. In 1987, the Department established the Hawaiian Studies Program and the Hawaiian Language Immersion Program, Ka Papahana Kaiapuni. There are currently 26 Kaiapuni schools where students receive instruction exclusively in Hawaiian through Grade 4, with English introduced in Grade 5. The Kaiapuni Assessment of Educational Outcomes Assessments (KĀ‘EO) are assessments developed and delivered in Hawaiian to assess Hawaiian Language Arts and math in Grades 3 - 8 and science in Grades 5 and 8. These assessments comply with student testing requirements stipulated under the Every Student Succeeds Act (ESSA).

This assessment is managed and delivered through the University of Hawai‘i at Mānoa. The information contained in the tables in this section is summarized from the [Test Administration Manual for the Kaiapuni Assessment of Educational Outcomes \(KĀ‘EO\)](#). Those administering the KĀ‘EO assessments should consult the full document which can be found at <https://kaiapuni-wp.coe.hawaii.edu/kumu/>.

To set designated supports (DSs) for students who will be administered the KĀ‘EO assessments, please submit the [KĀ‘EO Designated Supports Request Form \(SY 2022-2023\)](#) electronically to set the DS(s) that are available in the KĀ‘EO test delivery system (refer to [Table 14](#) below). The [Kaiapuni Help Desk](#) will set the requested designated support for the student as soon as possible and notify Test Coordinators when the DS(s) are enabled.

As of SY 2022-2023, please submit all KĀ‘EO accommodations verifications requests through the [KĀ‘EO Accommodations Verification Request Form \(SY 2022-2023\)](#). Be sure to review the list of available accommodations for the KĀ‘EO assessments before submitting this form (refer to [Table 15](#) below). If students require accommodations (as documented in their IEPs or Section 504 Plans) that are not available in the KĀ‘EO test delivery system or as a non-embedded accommodation for the KĀ‘EO assessments, then these students will be administered the grade-level Smarter Balanced (SB) summative assessments with the appropriate SB state test accommodations.

Universal Tools

Table 13: KĀ‘EO Universal Tools

KĀ‘EO Universal Tool	Description
Adjust the volume for listening passages	All students can adjust the volume on their headphones for the listening passages.
Designate a question for later review	Students can select any question that they would like to return to for later review.
Mark for Review	Students can select any question that they would like to return to for later review.

Crosswalk of Accessibility Features Across State Assessments in Hawai'i

Scratch Paper	Any student may use plain sheets of paper to record notes, calculations, or responses.
Visual Progress	There will be a list of the question numbers at the bottom of each test page where students can monitor their progress visually on the screen.
Volume for listening passages	All students can adjust the volume on their headphones for the listening passages.
Zoom	Students can use the magnifier feature in their web browser on the tests to increase the size of the text and graphics including reading passages, items, and response options.

Designated Supports

Table 14: KĀ'EO Designated Supports

KĀ'EO Designated Support	Description
Color Overlays	Enables the student or proctor to adjust the screen background to create a light yellow overlay which covers sections of the screen for focused reading. A student who meets the criteria for the Print on Demand accommodation may place color transparencies over the printed stimuli, items, and answer options in an Assessment if these color transparencies are used during classroom instruction.
Masking (embedded)	Masking involves blocking off content that is not of immediate need or that may be distracting to the student.
Magnification (embedded)	A student may adjust the size of specific areas on the screen, e.g., text, formulas, tables, graphics, and navigation buttons using the native functionality available on all supported operating systems.
Noise Buffers	A student wears equipment, e.g., ear muffs, white noise, to block external sounds and will need to wear headphones unless tested individually in a separate setting.
Read Aloud	Students who are struggling readers may have all or portions of an assessment or exam read aloud, e.g., stimuli, and/or items by a trained and qualified TA human reader. The reader should review and adhere to the Oral Reading (Read Aloud Guidelines) and adjust to ensure that the designated support is provided in Hawaiian.
Scribe	A student who has documented significant motor or processing difficulties, or who has had a recent injury, such as a broken hand or arm, that makes it difficult to produce responses may dictate his or her responses to a trained and qualified TA human scribe who records the responses verbatim. The scribe must independently review the Scribe Protocol and adjust to ensure that the designated support is provided in Hawaiian.
Separate Setting	Test location is altered so that the student is tested in a setting different from the setting made available for most students. Four previous settings that were accommodations are included. These are Read Aloud to Self; Being Seated Near TA; Being Tested Individually; and Being Tested in a Small Group.

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Simplified Test Directions	This designated support provides a streamlined interface of the test in which the items are displayed below the stimuli. This support may benefit a small number of students who have specific learning and/or reading disabilities and/or visual impairment in which the text is presented in a more sequential format.
Streamline (embedded)	Students who need additional support understanding the test directions may be provided with Simplified Test Directions as a designated. This could include students with difficulties in auditory processing, short-term memory, attention, or decoding. This designated support may require testing in a separate setting to avoid distracting other test takers.
Text-to-Speech (all assessments and assessment components except the KĀ'EO HLA reading passages)	<p>Text is read aloud to the student via embedded text-to-speech technology. The student is able to raise or lower the volume of the voice via a volume control.</p> <ul style="list-style-type: none"> • Students who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. • This support also may be needed by students with reading-related disabilities, or by students who are blind and do not yet have adequate braille skills. • Students would need to use this support regularly during instruction to meaningfully benefit from it on an assessment. • Students who use text-to-speech will need headphones unless tested individually in a separate setting.
Zoom (embedded)	Functionality to increase the font size for the entire assessment or exam is native to all web browsers supported by this testing application.

Accommodations

Table 15: KĀ'EO Accommodations

KĀ'EO Accommodation	Description
100s Number Table	A table listing numbers from 1-100 is a non-embedded accommodation only for students with visual processing or spatial perception needs as documented in their IEP or 504 Plan.
Alternate Response Options	Students with some physical disabilities, including both fine motor and gross motor skills, may need to use adapted keyboards, large keyboards, StickyKeys, MouseKeys, FilterKeys, adapted mouse, touch screen, head wand, and switches.
American Sign Language or Closed Captioning	Contact the KĀ'EO Help Desk for more information regarding these accommodations.
Braille	Please contact the KĀ'EO Help Desk if you need more information about this accommodation.
Multiplication Table	A single-digit (1-9) multiplication table is a non-embedded accommodation only for students with a documented and persistent calculation disability.
Paper/Pencil Test	A printed version of the test will be provided upon request.

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<p>Print on Request</p>	<p>A student may request printed copies of individual test items and stimuli based on a documented need. A request must be made for this accommodation for a student using the Appendix B form in the Test Administration Manual. Please call the Help Desk for additional information.</p>
<p>Read Aloud for HLA Reading Passages</p>	<p>This accommodation is appropriate for a very small number of students. Read Aloud for reading passages is available as an accommodation for students whose need is documented in an IEP or 504 Plan and supported by strong evidence of the persistence of the disability despite intensive, targeted instruction.</p> <p>Text is read aloud to the student by a trained and qualified human reader who follows the administration guidelines provided in Test Administration Manual. The reader should review and adhere to the Oral Reading (Read Aloud Guidelines) and adjust to ensure that the designated support is provided in Hawaiian.</p>
<p>Scribe (for student essays)</p>	<p>This accommodation is for students who have documented significant motor or processing difficulties, or who have had a recent injury that makes it difficult to produce responses.</p> <p>The student may dictate his or her responses to a trained and qualified TA human scribe who records the responses verbatim. The scribe must independently review the Scribe Protocol and adjust to ensure that the designated support is provided in Hawaiian.</p>
<p>Speech to Text</p>	<p>This accommodation is for students who have motor or processing disabilities or who have had a recent injury that makes it difficult to produce text or commands using computer keys.</p> <p>Voice recognition allows students to use their voices as input devices to the computer, to dictate responses or give commands (e.g., opening application programs, pulling down menus, and saving work). Students may use their own assistive technology devices.</p> <p>Speech-to-text software requires that the student go back through all generated text to correct errors in transcription, including use of writing conventions.</p>
<p>Text-to-speech (HLA KĀ'EO Reading Passages)</p>	<p>Text is read aloud to the student via embedded text-to-speech technology. The student is able to raise or lower the volume of the voice via a volume control.</p> <ul style="list-style-type: none"> • This accommodation is appropriate for a very small number of students. • Text-to-Speech for reading passages is available as an accommodation for students whose need is documented in an IEP or 504 Plan and supported by strong evidence. Evidence of the need for text-to-speech must be documented in the IEP ((Present Levels of Educational Performance (PLEP), Services, Standards and Goals, and Statewide Assessment). It is necessary to show in the student's IEP: <ol style="list-style-type: none"> 1. The student cannot see the text or utilize braille; e.g., a recently blind student who is unfamiliar with or not yet proficient in braille; 2. The student exhibits such difficulties as difficulty learning letters or letter sounds, difficulty in learning sight words, and difficulty in phoneme blending; or 3. The student has exhibited extremely limited to no growth in decoding and fluency skills over time despite extensive, repeated interventions that have been undertaken and implemented over several years to remediate the reading disability. (These interventions must be shown to have been

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	<p>intensive and varied with modifications over time if shown to be ineffective. In other words, if one intervention is ineffective, other interventions should have been attempted.)</p> <ul style="list-style-type: none">• The text-to-speech accommodation for reading passages is intended to provide access to the text, not to make up for being a slow reader. Being a slow reader does not mean that the student should receive the text-to-speech for the Smarter Balanced ELA reading assessment.• Students who use text-to-speech for the reading passages will need headphones unless tested individually in a separate setting.• See the Hawai'i State Test Accommodation Guides page of the alohahsap.org portal for specific information and criteria for the Text-to-Speech Accommodation.
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If a student uses an accommodation that is not listed above, an accommodation can be requested by using the Unique State Test Accommodation Verification Request Form.

Section VI: The ACCESS for ELLs

The Purpose of the ACCESS for ELLs

The ACCESS for ELLs Summative Assessment is a secure large-scale English language proficiency assessment administered to Kindergarten through 12th grade students who have been identified as English learners (ELs). ACCESS for ELLs, which meets federal requirements for the monitoring and reporting of ELs’ progress toward English language proficiency, is administered annually by the Department to all EL students. ELs are assessed in listening, speaking, reading, and writing. The results generate information that assists in determining whether ELs have attained the language proficiency needed to participate meaningfully in content area classrooms, provides the Department and schools with information that will help them evaluate the effectiveness of their EL programs, provides teachers with information they can use to enhance instruction and learning in programs for their ELs, and helps students and families understand students’ current level of English language proficiency.

This assessment is managed and delivered through ACCESS for ELLs test delivery system. The information contained in the tables in this section is summarized from the 2022-2023 *WIDA Accessibility and Accommodations Manual*. Those administering the ACCESS for ELLs assessment should consult the full document which can be found at the WIDA portal in the Resources Section.

Universal Tools

Universal tools are available to all students taking ACCESS for ELLs, Kindergarten ACCESS for ELLs, WIDA Screener, and Alternate ACCESS for ELLs in order to address their individual accessibility needs. These may either be embedded in the online test or provided by test administrators during testing. Universal tools do not affect the construct being measured on the assessment.

Table 16: ACCESS for ELLs Universal Tools Available to All Students

ACCESS Universal Tool	Description
Audio aids	<p>Audio aids include amplification devices, noise buffers, and white noise machines. These tools can be provided by the school or by the student. These tools are generally appropriate only if the student typically uses such devices during instruction or assessment, and they must be compatible with the requirements of the test. For example, noise-reducing headphones must still allow the student to hear test items that are read aloud by a test administrator or presented as recorded audio.</p> <p>Online test: If the headphones and headset required for testing are not compatible with a personal audio amplification device, such as a hearing aid or cochlear implants, test the student individually in a separate room and use the speakers in the testing device or external speakers.</p> <p>Paper-based test: Noise canceling headphones, earplugs, earphones, or other noise buffers not connected to an audio device may be used during paper-based testing for Reading, Writing, and Speaking. For the Listening test, students may need to use the noise buffers connected directly to the</p>

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	<p>device used to play the Listening and Speaking CD. Noise buffers may not be compatible with some oral presentation accommodations such as the Human Reader accommodations.</p>
Color contrast	<p>Students can use transparent color overlays to alter how they see the test content in a test booklet or on a screen. These tools, provided by the school or by the student, can increase contrast or otherwise allow students to better see the test content.</p> <p>Online test: This is an embedded tool. A variety of defined color adjustment options are built into the test platform and grouped into color contrast settings, which adjust all colors on the screen, and color overlay settings, which change the background color.</p> <p>Paper-based test: See Color overlay</p>
Color overlay	<p>A tool that the student can use that changes the contrast between the text and the background color.</p> <p>Online test: This is an embedded tool.</p> <p>Students may also use external color overlays provided by the school or student.</p> <p>Paper-based test: Students may use a full page or a partial page semi-transparent color overlay (e.g., a color acetate transparency).</p>
Highlighters, colored pencils, or crayons	<p>A tool that the student can use to mark specific text. Students can use a variety of tools to mark specific text</p> <p>Online test: This is an embedded tool. A highlighter tool is built into the test platform. Mouse control is needed to use this tool.</p> <p>Paper-based test: Students can use their preferred writing tool(s) to mark specific text in the test booklet. Students can use any tool for highlighting, but responses must be marked with a number 2 pencil only</p>
Keyboard Navigation	<p>Students can move from screen to screen and make selections in the online test platform using a keyboard instead of a mouse.</p> <p>Online test: Keyboard navigation does not allow students to manipulate interactive items or the built-in universal tools. Explore this option yourself before introducing it to students.</p> <p>Paper-based test: Does not apply.</p>
Line guide or tracking tool	<p>Students can use a variety of tools to guide their eyes while reading. Tracking tools used in the classroom, such as note cards, bookmarks, or sentence highlighting strips, can be used during testing as long as they do not contain text or notation in any language.</p> <p>Online test: A line guide tool is built into the test platform. Activate the tool, and then drag the graphic that appears on the screen to move the line guide. Mouse control is needed to use this tool</p> <p>Paper-based test: : Any line guide tool that adheres to the test booklet, such as highlighting tape, must be removed before the test booklet is returned.</p>
Low-vision aids or magnification devices	<p>Students can interact with enlarged graphics and text to complete testing. Explore your options for enlargement well in advance of testing to determine what works best for the student</p> <p>Online Test: : A magnifier tool is built into the test platform. Students must</p>

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	<p>scroll to see all the content when the test is magnified, and they must return to the default size to use other tools, such as the highlighter. A large monitor might display a big enough text size to minimize the need for the magnifier tool.</p> <p>Paper-based test: Students can use a low-vision device with a regular or large print test booklet. Answers recorded in a large print booklet must be transcribed.</p>
Sticky notes	<p>A sticky notes tool is built into the test platform for the Writing test. Activate the tool, and then click on the screen to create a small box in which to type notes. Sticky notes can be closed and reopened, and they stay on the screen on which they're created as the student moves through the test. Sticky notes can be used instead of or in addition to physical scratch paper.</p> <p>Online test: Students select the sticky notes button located at the bottom of the screen and a blank box pops-up on screen. Students may type notes in the box. Sticky notes do not maintain content between screens.</p> <p>Paper-based test: See Scratch paper.</p>
Scratch paper	<p>Students can make notes, draft text, or sketch diagrams as they test. This content is never scored. Scratch paper can be any blank writing surface, including plain or color paper, grid paper, ruled paper, braille paper, raised-line paper, or even a dry-erase board. Do not provide any graphic organizers. Scratch paper can be used on any domain test, but WIDA recommends that students use scratch paper only for the Writing test. Students can use any writing utensil on scratch paper, but responses must always be marked with a number 2 pencil. Used scratch paper is considered secure test material. Test administrators must collect used scratch paper and completely erase dry-erase boards at the end of each domain test. Scratch paper must be securely destroyed.</p>

Some universal tools may need to be provided outside of the computer test administration system.

Administrative Considerations

Individualized administration procedures give educators the flexibility they need to provide optimal testing conditions. These considerations can be extended to any test taker and, in most cases, must be facilitated by the test administrator. Critically, the administrative considerations described in this document do not change what the test measures or the way scores are interpreted and used. These are similar to the Designated Supports available for the Smarter Balanced and other HSAP assessments.

Table 17: ACCESS for ELLs Administrative Considerations

ACCESS Administrative Considerations	Description
Test Timing and Scheduling	Note: The online testing platform will automatically log students out of the session after 30 minutes of inactivity
Supervised Breaks	Any student may take a break at any point, as needed. These breaks might be planned in advance based on student-specific needs, such as a tendency to quickly become fatigued or anxious during testing.

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	Whenever possible, keep the student in the testing environment during breaks. Have the student pause the online test or close any open test booklets before standing up, stretching, or walking around the room. If the student must leave the testing environment, for example to go to the restroom, access medical equipment, or take a sensory break, ensure the student is escorted and that interaction with other students is minimized. This administrative consideration must not interfere with the testing experience of any other student.
Short Segments	In the rare circumstance that a student needs longer breaks than described above, you can administer the test in multiple short administration sessions that are predetermined and based on breaks in classroom instruction familiar to the student. Each language domain test should be completed within one school day. WIDA recommends using the paper-format test with this administration format. Test administrators must collect and securely store all test materials between testing segments.
Extended Testing Time	WIDA's assessments are not timed tests. Timing guidance is provided for scheduling and planning purposes and is not intended to be a strict limit. Typically, a planned extended testing session is one and a half times the recommended testing time. However, any student who is actively engaged in testing can continue working up to the end of the school day. Note that for the Speaking test, extended speaking response time is an available accommodation.
Test Environment	
Adaptive and Specialized Equipment or Furniture	Students who routinely use adaptive or specialized furniture or equipment—such as special seating, weighted vests, fidget tools, noise-reducing headphones, specialized lighting or acoustics, or adaptive keyboards— should have access to this equipment during testing. If the student's use of this equipment will be a distraction to other students, arrange an individual test administration.
Alternative Microphone	Students who are uncomfortable using a headset may use an alternative, such as the microphone built into the testing device or an external microphone that is connected to the testing device and compatible with the test platform. If the student's use of an alternative microphone setup will be a distraction to other students, arrange an individual test administration. Test the technology set-up and provide students an opportunity to practice prior to testing day.
Familiar Test Administrator	The test can be administered by any person the student is comfortable with, provided the individual is trained and certified to administer the test.
Specific Seating	Seat students any place in the testing environment that helps them hear, see, focus, or otherwise engage with the test. For example, students might do their best when seated near or away from a window or vent, or near the test administrator. Seating arrangements must ensure the student can access test materials, hear the test administrator and any recorded audio, and be monitored.
Individual or Small Group Setting	Test students in any group size that makes them most comfortable, that reflects their typical classroom environment, or that follows any group size guidelines documented in an IEP or 504 Plan.
Test Content Presentation	
Testing Format (paper vs online)	Depending on state testing policies, students may use either the online or paper format of the test to address individual student needs. For example, you can give a student the paper test even though students

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	<p>throughout the school or district typically test in the online test platform.</p> <p>Keep in mind:</p> <ul style="list-style-type: none"> • A paper-based format is available for students taking the online test to handwrite answers on the Writing test in grades 4-12. See the test-specific Test Administrator Manual for details and check your state’s testing policies before offering this option. <p>When students take Alternate ACCESS for ELLs, test administrators may adapt the Listening, Reading, and Speaking Test Booklet to present item responses in a format that meets individual student needs. See the Test Administrator Manual for details.</p>
Redirection	<p>Quietly, without disturbing other test takers, direct the student’s attention to the test when the student is demonstrating off-task behavior. Do not coach the student on test-taking skills or offer guidance on how to respond to a question. You can redirect the student in English or in the student’s home language</p>
Encouragement	<p>Quietly, without disturbing other test takers, offer verbal praise for on-task behavior. For example, say “Good job!” after the student completes an item or a section of the test. Offer encouragement regardless of the accuracy of a student’s answer. Encouragement must not be tied to the student’s test performance.</p>
Read Aloud to Self	<p>Students may read any part of the test aloud to themselves, with or without the use of a device such as a whisper or fluency phone. If the student’s reading will be a distraction to other students, arrange an individual test administration.</p>
Test Item Response	
Monitor Placement of Responses	<p>Test administrators may monitor students as they test to ensure that answers are marked in the correct location. For example, test administrators can intervene to ensure students do not mistakenly select or change an answer while using keyboard navigation in the online test platform, or to ensure students do not skip questions or mistakenly mark the wrong location in a paper test booklet.</p> <ul style="list-style-type: none"> • Don’t confirm or correct students’ responses. Never provide or change a response for a student. <p>Don’t answer questions about content or language. Instead, remind students to do their best.</p>

Accommodations

Accommodations during ACCESS for ELLs and Alternate ACCESS for ELLs are available only to ELs with disabilities when specified in the student’s IEP or 504 Plan, and only when the student requires the accommodation(s) to participate in the assessment meaningfully and appropriately. Decisions about accommodations appropriate for all four domains of the ACCESS for ELLs assessment– Listening, Reading, Speaking, and Writing – should be based on the needs of individual students, rather than based on the nature or disability type. IEP teams and 504 Plan committees make decisions about accommodations. Accommodation decisions may not be made unilaterally by a teacher or other school employee outside of the IEP process.

Students should typically receive only those accommodations that are in use for daily instruction (with rare exceptions) and that are needed in order to participate meaningfully in the English language proficiency assessment. The appropriate use of accommodations for ELs with disabilities should ensure (or at least increase the likelihood) that the student’s disability will not

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prevent the student from demonstrating his or her English language proficiency during the assessment. Accommodations do not reduce learning expectations, and may not be used to compensate for a student’s lack of knowledge and/or skills, or because of a lack of appropriate instruction in (or lack of access to) complex academic language associated with any content area. Neither should accommodation selection be based on a “more-is-better” approach in an attempt to provide every possible advantage on the assessment, nor should students be provided with unnecessary accommodations. An abundance of unnecessary accommodations may actually hinder the student’s performance.

Table 18: ACCESS for ELLs Accommodations

ACCESS Accommodation	ACCESS for ELLs Test Domains				Key Information
	Listening	Reading	Speaking	Writing	
Extended testing of a test domain multiple days (EM)	✓	✓	✓	✓	Must provide written request and evidence supporting the need due to a student’s illness, disability, or extended interruption in testing, to the state assessment office.
Extended Speaking test response time (ES)	N/A	N/A	✓	N/A	This feature provides twice the programmed time to complete. Must be pre-selected in AMS.
In person human reader (IR)	✓	No	✓	✓	The reader must read answer choice text exactly as it appears on screen.
Repeat in person human reader (RP)	✓	No	✓	✓	Option to repeat 1x only. The reader must read text exactly as it appears on screen.
Interpreter signs test <u>directions</u> in ASL (SD)	✓	✓	✓	✓	Directions refer to administration logistics, test directions and practice items provided prior to the first test item.
Large Print	✓	✓	✓	✓	Student responses recorded on large print materials must be transcribed verbatim into the scannable test booklets for scoring.
Manual control of item audio (MC)	✓	No	✓	✓	Allows the play button to be enabled by the student one time but cannot be paused or stopped. Must be pre-selected in AMS.
Repeat item audio (RA)	✓	No	✓	✓	Listening audio may be repeated only one time. Speaking and Writing audio can be repeated multiple times. Must be pre-selected in AMS.

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Scribed response (SR)	✓	✓	N/A	✓	For students who are unable to write due to a disability. TA types student responses as the student dictates responses directly into the test platform.
Student responds using a recording device, which is played back and transcribed by the student (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 onscreen as soon as possible after testing by TA.

Table 19: ACCESS for ELLs Accommodations–Paper Testing

ACCESS Accommodation	ACCESS for ELLs Test Domains				Key Information
	Listening	Reading	Speaking	Writing	
Braille with Tactile Graphics (Braille Writer/Braille Note-taker)	✓	✓	No	✓	(Grades 1- 12) Must be ordered in either contracted or uncontracted UEB.
Extended testing of a test domain multiple days (EM)	✓	✓	✓	✓	Must provide written request and evidence supporting the need due to a student's illness, disability, or extended interruption in testing, to the state assessment office.
Extended Speaking test response time (ES)	N/A	N/A	✓	N/A	This feature provides twice the recommended time to complete.
In person Human reader for items (IR)	✓	No	✓	✓	The reader must read item text exactly as it appears in the test book. Dialogue in the Listening and Speaking Human Reader Accommodation Script may require two trained Test Administrators.
Repeat in-person Human reader (RP)	✓	No	✓	✓	Oral repetition of Listening, Speaking, and Writing test items by in- person human reader. Listening items may be repeated only 1x.

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Interpreter signs test <u>directions</u> in ASL (SD)	✓	✓	✓	✓	Directions refer to administration logistics, test directions and practice items provided prior to the first test item.
Large Print (LP)	✓	✓	✓	✓	18 point font. Responses must be transcribed.
Manual control of item audio (MC)	✓	No	✓	N/A	Allows the TA to ask if the student is ready before each item audio is played.
Repeat item audio (RA)	✓	No	✓	N/A	TA may repeat item audio files. Listening items may be repeated only one time. Speaking items can be repeated multiple times.
Scribed response (SR)	✓	✓	N/A	✓	For students who are unable to write due to a disability. TA writes student responses as the student dictates responses directly into the test book during testing.
Student responds using a recording device, which is played back and transcribed by the student (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 the test booklet as soon as possible after testing by TA.

Table 20: ACCESS for ELLs Accommodations–Kindergarten Testing

ACCESS Accommodation	ACCESS for ELLs Test Domains				Key Information
	Listening	Reading	Speaking	Writing	
Extended testing of a test domain multiple days (EM)	✓	✓	✓	✓	Must provide written request and evidence supporting the need due to a student's illness, disability, or extended interruption in testing, to the state assessment office.
Interpreter signs test <u>directions</u> in ASL (SD)	✓	✓	✓	✓	Directions refer to administration logistics, test directions and practice items provided prior to the first test item.

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Large Print (LP)	✓	✓	✓	✓	Response options may be further enlarged at the local level if allowable per state policy. All student response booklets, storybook, and cards are already in 18 point font or larger.
Scribed response (SR)	N/A	N/A	N/A	✓	For students who are unable to write due to a disability. TA writes student responses as the student dictates responses directly into the test book during testing.
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 the test booklet as soon as possible after testing by TA.

Alternate ACCESS for ELLs

An ELL who is identified with a significant cognitive disability, who is unable to take ACCESS for ELLs, even with accommodations, should be considered for Alternate ACCESS for ELLs. Alternate ACCESS for ELLs is intended for ELLs with significant cognitive disabilities who participate, or who would be likely to participate, in their state's alternate assessment, the Hawaii State Assessment- Alternate (HSA-Alt). Students who take the Alternate ACCESS for ELLs must meet the Hawaii State Alternate Assessment participation criteria. The Alternate ACCESS for ELLs is available for grade level clusters 1–2, 3–5, 6–8, and 9–12.

WIDA-recommended participation criteria for Alternate ACCESS for ELLs include:

- The student is classified as ELL.
- The student meets the state criteria for alternate test participation found in the [HSA-Alt Participation Guidelines](#)
- The student has a significant cognitive disability and receives special education services.
- The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade- and age-appropriate curriculum.
- The student is or will be participating in his or her statewide alternate assessment based on alternate achievement standards.

Administrative procedures of Alternate ACCESS for ELLs incorporate the following; therefore, they do not need to be recorded in WIDA AMS or on the student test booklet:

- Extended testing of a test domain over multiple days
- Extended Speaking test response time
- Extended testing time within the school day
- Human Reader for items
- Human Reader for response options

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- Human Reader for repeat of paper-based test items
- Human Reader for repeat of response options one time

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.

Section VII: The ACT

The Department offers the ACT with Writing College and Career Readiness Assessments on a statewide basis for all grade 11 students. This enables secondary public and public charter schools to monitor and measure student progress toward readiness for post-secondary opportunities. The assessment assesses college and career readiness in language arts, including reading and writing, mathematics, and science content knowledge and skills. Schools may also choose to administer either the online or paper versions of the assessments.

This assessment is managed and delivered by ACT. Those administering the ACT should consult the: [Accommodations and English Learner Supports for State and District Testing page](#).

Comprehensive information about the various accommodations and supports offered by ACT can be found within the [Accommodations stage](#) of the ACT hosted state testing website.

The ACT offers three categories of accommodations for students: local test arrangements, which may be provided to any examinee with an identified need; ACT-Authorized accommodations, which change the testing situation but still allow for results to be reported to colleges and other agencies; and Non-College Reportable accommodations, which yield results that can be used for state and school purposes but will not be available to be reported to colleges and other agencies.

Table 22: ACT Local Test Arrangements

Local Test Arrangements
<p>Paper Testing:</p> <ul style="list-style-type: none"> ● wheelchair accessible room ● seating near the front of room ● lrlen filters/color overlays ● individual or small group testing ● food, drink, or access to medication for examinees with medical needs ● written verbal instructions and visual notification of time ● sign language interpreter (not a relative, not for test items) ● examinee circling multiple-choice answers in the test booklet and staff transferring answers to an answer document
<p>Online Testing</p> <ul style="list-style-type: none"> ● wheelchair accessible room ● seating near the front of room ● individual or small group testing ● food, drink, or access to medication for examinees with medical needs ● written verbal instructions and visual notification of time ● sign language interpreter (not a relative, not for test items) ● use of an answer eliminator ● answer masking ● browser zoom ● keyboard navigation ● line reader magnifier

ACT-Authorized accommodations are available for examinees with a professional diagnosis and a current Individualized Education Program (IEP), Section 504 Plan, or official accommodations plan.

Table 23: ACT-Authorized Accommodations

ACT-Authorized Accommodations
Paper and Online Testing <ul style="list-style-type: none"> ● double time over multiple days ● triple time over multiple days ● standard time over multiple days ● single session with authorized stop-the-clock breaks ● time-and-a-half, single session, self-paced ● time-and-a-half over multiple days ● standard time for multiple-choice tests and double time for writing test, single session
Paper Only <ul style="list-style-type: none"> ● braille (UEB), large type, DVDs, or a reader ● scribe or computer for the writing test ● scribe to grid multiple-choice answers, if examinee is not able to circle answers in the test booklet
Online Only <ul style="list-style-type: none"> ● text-to-speech

Non-college reportable accommodations are available for examinees with an IEP, Section 504 Plan, official accommodations plan, or exceptions statement; those whose request for ACT- authorized accommodations cannot be approved; and, those receiving services solely for limited English proficiency.

Table 24: ACT-Non-College Reportable Accommodations

Non-College Reportable Accommodations
Paper Testing <ul style="list-style-type: none"> ● more than standard time on the multiple-choice, and/or writing test ● testing over multiple days ● additional or stop-the-clock breaks ● alternate formats or response modes: <ul style="list-style-type: none"> ● large type, DVDs, or a reader ● scribe or computer for the writing test ● scribe to grid multiple-choice answers, if examinee is not able to circle answers in the test booklet ● translation into a foreign language, if included in your testing program
Online testing is not available for students with accommodations in the non-college reportable category.

ACT has adopted the following guiding principles for responding to requests from examinees identified as English learners for test supports:

1. Requirements and procedures for test supports must ensure fairness for all examinees, both those seeking supports and those testing under standard conditions.
2. Supports must be appropriate and reasonable for those with English learner needs.
3. Documentation of English learner status must meet guidelines established herein. Examinees must provide information about prior supports received in a similar setting, such as in academic classes and other testing situations.

Table 25: ACT-Authorized English Learner Supports

ACT-Authorized English Learner Supports
<p>Criteria for Establishing English Learner Status</p> <p>ACT follows criteria outlined in US federal law for establishing English learner status, mainly criteria identified in the Every Student Succeeds Act (ESSA).</p> <p>To be eligible for supports on the basis of English learning needs, an examinee must provide proof of enrollment at a school located within the United States, US territories, or Puerto Rico and documentation of one or more of the following:</p> <ul style="list-style-type: none"> ● Limited English Proficiency ● Participation in an English language Acquisition program ● Current supports received in school for English learner needs. ● http://www.act.org/content/act/en/products-and-services/the-act/registration/accommodations/policy-for-el-supports-documentation.html
<p>ACT-Authorized English Learner Supports</p> <ul style="list-style-type: none"> ● English learners may utilize one or all of following supports if approved by ACT: <ul style="list-style-type: none"> ● Extended Time, not to exceed time-and-a-half ● Approved word-to-word bilingual dictionary (no definitions) ● Test directions in the native language ● Testing in a familiar environment/small group

Appendices

Appendix A: Comparison of the eCSSS Accommodations for Statewide Assessments and HSAP Tools, Supports, and Accommodations

It should be noted that, in some cases, an identified “accommodation” in an IEP or 504 Plan, for example in the Hawai'i Department of Education's Electronic Comprehensive Student Support System (eCSSS), may be classified as a “designated support” in the *Crosswalk*.

eCSSS Accommodations for Statewide Assessments	HSAP Tools, Supports, and Accommodations
100's Number Table	The 100's Number Table is an accommodation available for the Smarter Balanced math assessments in Grades 3–8 and 11. The 100's Number Table is a designated support for the Algebra 1 and Algebra 2 EOC tests and HSA Science assessments, including the Biology EOC test.
Abacus	The abacus is an accommodation available for the Smarter Balanced math assessments in Grades 3–8 and 11. And, the abacus is a designated support for the Biology 1, Algebra 1 and Algebra 2 EOC exams and HSA Science tests.
Alternate Response Options	Alternate Response Options are allowed as an accommodation for all HSAP assessments.
American Sign Language (ASL)	ASL is available as an accommodation for the Grades 3–8 and 11 math assessments and for listening items on the Grades 3–8 and 11 ELA assessments.
Braille Version	Braille is available as an accommodation for all HSAP assessments. Further information can be found in this document.
Calculator (Grades 6 and above)	<p>The specialized calculator is an accommodation available for the Smarter Balanced math assessments for Grades 6–8 and 11. The specialized calculator allows students with a disability that impacts their ability to use the onscreen calculator access to a specialized calculator. For the Smarter Balanced math assessments in Grades 6-8, and 11, it is essential for Test Administrators to ensure that the specialized calculator is only available for “calculator-allowed” items. See the Hawai'i State Test Accommodation Guides page of the alohahsap.org portal for specific information and criteria for the Calculator Accommodation.</p> <p>The specialized calculator is a designated support for the Biology 1, Algebra 1 and Algebra 2 EOC exams and HSA Science assessments.</p>
Closed Captioning	Closed Captioning is available as an accommodation for listening items on the Grades 3–8 and 11 ELA assessments.
Math Manipulatives (for HSAP math assessments and Algebra 1 and 2 End-of-Course Exams)	<p>Math Manipulatives (MMs) are available for SY 2022-2023 for all grade levels for the HSAP math assessments and Algebra 1 and 2 End-of-Course Exams.</p> <p>MMs are non-embedded accommodations. MMs are visual and tactile concrete materials that are used to represent mathematical concepts and demonstrate understanding of mathematics. MMs are available to students with a visual or cognitive need and a documented use of MMs in their IEPs/504 Plans. Refer to the Guidance Brief: IEP/504 Teams Considering the Math Manipulatives (MMs) State Test Temporary Accommodations for more information on the use, provision, and accommodation verification of MMs.</p>

Crosswalk of Accessibility Features Across State Assessments in Hawai'i

Multiplication Table	<p>The Multiplication Table is an accommodation for the Smarter Balanced mathematics assessments in Grades 3 – 8 and 11. See the Hawai'i State Test Accommodation Guides page of the alohahsap.org portal for specific information and criteria for the Multiplication Table Accommodation.</p> <p>The Multiplication Table is a designated support for the Biology 1, Algebra 1 and Algebra 2 EOC exams and HSA Science tests.</p>
Noise Buffers	<p>Noise Buffers are a designated support which can be provided to any student with a demonstrated need including those with IEPs and 504 Plans.</p>
Print on Demand	<p>The Print on Demand is an accommodation available for all HSAP assessments. See the Hawai'i State Test Accommodation Guides page of the alohahsap.org portal for specific information and criteria for the Print on Demand Accommodation.</p>
Read Aloud	<p>Read Aloud is available as a designated support on all HSAP assessments and assessment components/parts, except the ELA CAT reading passages.</p> <p>The Read Aloud accommodation expands the level of support provided by the Read Aloud designated support to include reading passages on the ELA CAT. See the Hawai'i State Test Accommodation Guides page of the alohahsap.org portal for specific information and criteria for the Read Aloud Accommodation.</p>
Scribe	<p>Scribe is available as a designated support on all HSAP assessments and assessment components/parts, except writing items on the Grades 3–8 and 11 ELA Performance Task full-write.</p> <p>Scribe is available as an accommodation for the ELA Performance Task full-write for Grade 3–8 and 11 IDEA/504 students and students who have had a recent injury. See the Hawai'i State Test Accommodation Guides page of the alohahsap.org portal for specific information and criteria for the Scribe Accommodation.</p>
Separate Setting/Small Group Setting	<p>Separate Setting, which includes being seated near the TA, being tested in a small group, and being tested individually, is a designated support which can be provided to any student with a demonstrated need. The student may or may not have an IEP or 504 Plan; this is not part of the requirement.</p>
Speech-to-Text	<p>Speech to Text is allowed as an accommodation on all HSAP assessments. IDEA/504 students and students who have had a recent injury may be provided with this support given sufficient documented need. See the Hawai'i State Test Accommodation Guides page of the alohahsap.org portal for specific information and criteria for the Speech to Text Accommodation.</p>
Streamline	<p>Streamline is an available designated support for all HSAP assessments.</p>
Text-to-Speech	<p>Text-to-Speech, as a designated support, is available to any student with a demonstrated need. As a designated support, Text-to-Speech is available on all HSAP assessments and assessment components/parts, except the ELA Reading passages.</p> <p>Text-to-Speech, as an accommodation, is available to students whose need is documented in an IEP or 504 Plan. As an accommodation, Text-to-Speech provides the audio delivery of the reading passages found on the ELA CAT.</p> <p>See the Hawai'i State Test Accommodation Guides page of the alohahsap.org portal for specific information and criteria for the Text-To-Speech Accommodation.</p>

Appendix B: Related Resources

The following related resources can be found in the [Accessibility and Accommodations](#) folder on the Resources page at alohahsap.org.

<p>Accessibility and Accommodations Webinars</p>	<p>This webinar series provides training and information about the new Hawaii State test accommodation request process, overviews the accessibility supports available for state testing, and then reviews information in each of the newly released State Test Accommodations Guides: Text-To-Speech, Read Aloud, Speech-To-Text, Scribe, Multiplication Table, Calculator (Specialized), Print-On-Demand, Word Prediction, and the Low-Risk Accommodations (e.g., ASL, Braille, Braille Transcript, Closed Captioning, etc.)</p>
<p>Assistive Technology Manual Sample Printer Output File (PRN) Sample Braille Ready Format (BRF) File</p>	<p>This manual provides information on administering the Hawai'i Statewide Assessments to students who require the use of any assistive technologies, includes Braille students. Sample BRF and PRN files are available for configuring printing software.</p>
<p>Guidance Brief: IEP/504 Teams Considering the Math Manipulatives (MMs) State Test Temporary Accommodations</p>	<p>This guidance brief provides information for school IEP and 504 Plan Teams regarding the use, provision, and accommodation verification of MMs for state testing.</p>
<p>Hawaii State Test Accommodation Guides</p>	<p>The Hawaii State Test Accommodation Guides provide information for School IEP and 504 Plan Teams to determine student eligibility for the following assessment accommodations:</p> <ul style="list-style-type: none"> ● Calculator ● Low-Risk Accommodations (100s Number Table, Abacus, Alternate Response Options, American Sign Language, various Braille forms, and Closed Captioning) ● Multiplication Table ● Print on Demand ● Scribe ● Speech-to-Text ● Text-to-Speech and Read Aloud ● Word Prediction
<p>Hawaii State Test Accommodations Identification and Request Process for Test Coordinators and School Assessment Teams</p>	<p>This document provides information on the test accommodations identification and request process for Test Coordinators and school assessment teams for school year 2022-2023.</p>
<p>Hawaii State Test Accommodation Request Form 2022-2023 (Online Version)</p>	<p>The online SY 2022-2023 Hawaii State Test Accommodation Request Form may be used to submit electronic accommodation requests to the Department Assessment Section.</p>
<p>Instructions for Using Embedded Glossaries</p>	<p>This document provides instructions for Test Administrators and students to access the embedded glossaries.</p>

Crosswalk of Accessibility Features Across State Assessments in Hawai'i

Smarter Balanced 100s Number Table	A table listing numbers from 1–100 is a non-embedded accommodation for all grades on all mathematics items in the Smarter Balanced mathematics assessment. The 100s Number Table is also available as a designated support for all grades on all items in the Biology 1, Algebra 1 and 2 EOC exams and the HSA science tests. This table may be printed for students with an IEP/504 Team state test accommodation decision favoring the use of this support on the SB math test. This table may also be printed for any student with the designated support set in TIDE for the Algebra 1 and 2 EOC tests and the HSA Science and Biology EOC test.
Smarter Balanced Guidelines for Choosing TTS/RA Accommodation (Grades 3 - 5)	This document from Smarter Balanced describes the guidelines for choosing the text-to-speech or read aloud accommodation for reading passages on the Smarter Balanced ELA/Literacy Summative and Interim Assessments for students with disabilities in grades 3 - 5.
Smarter Balanced Multiplication Table	A 12 X 12 grid multiplication table is a non-embedded accommodation for Smarter Balanced (SB) math in grades 3 – 8 and 11. The multiplication table may be used on all items in the SB math assessment. The multiplication table is available as a designated support for the Algebra 1 and 2 EOC tests and the HSA Science and Biology EOC tests. The multiplication table may be printed for 1) IEP/504 students with an IEP/504 Team accommodation decision favoring the use of this support for the SB math test and 2) any student with the designated support set in TIDE for the Algebra 1 and 2 EOC tests and the HSA Science and Biology EOC tests.
Test Administration – Guidelines for Read Aloud, Test Reader	A test reader is an adult who provides an oral presentation of the assessment text to the eligible student. The test reader must be trained and qualified and must follow the <i>Test Administration Guidelines for Read Aloud, Test Reader</i> . The Security/Confidentiality Agreement on page 18 in these Guidelines must be signed by the test reader and the school Test Coordinator and submitted to the Assessment Section before the student is tested.
Test Administration – Guidelines for Simplified Test Directions	These guidelines are intended for Test Administrators for implementation of the newly added Smarter Balanced designated support, Simplified Test Directions.
Test Administration- Scribing Protocol	Scribes are allowable for Smarter Balanced ELA/Literacy and Mathematics Assessments, Hawai'i State Science (NGSS) Assessments (HSA Science [NGSS]), and End-of-Course (EOC) Exams as a non-embedded designated support for non-ELA writing items and a documented non-embedded accommodation for ELA writing items.
Translated Student Interface Messages	PDF of directions translated in each of the languages currently supported. A bi-literate adult trained in the test administration manual can read the test directions to the student. Students who have limited English language skills (whether or not designated as ELs or ELs with disabilities) can use the translated student interface messages.
Usability, Accessibility, and Accommodations Guidelines	These guidelines present the current universal tools, designated supports, and accommodations adopted by the Smarter Balanced states to ensure valid assessment results for all students taking its ELA and mathematics assessments.

Crosswalk of Accessibility Features Across State Assessments in Hawai'i

The following resources can be found on the websites of the agencies administering the KĀ'EO, Access for ELLs, and ACT assessments.

KĀ'EO	The Test Administration Manual for the Kaiapuni Assessment of Educational Outcomes contains information regarding the accessibility supports available to students taking these tests. The manual can be found at https://kaiapuni-wp.coe.hawaii.edu/kumu/
ACCESS for ELLs	The full details regarding supports for students taking ACCESS for ELLs can be found in the WIDA Accessibility and Accommodations Supplement. Those administering the ACCESS for ELLs assessment should consult the full document which can be found at https://wida.wisc.edu/assess/accessibility .
ACT	Further information related to the accommodations and ELL supports available on the ACT can be found at http://www.act.org/content/act/en/products-and-services/the-act/registration/accommodations.html

Appendix C: Hawai'i State Assessment Program Guidance Brief: IEP/504 Teams Considering the Math Manipulatives (MMs) State Test Temporary Accommodations (August 2022)

The Smarter Balanced Consortium granted the Hawai'i State Department of Education (Department) temporary approval to use Math Manipulatives (MMs) as accommodations for statewide testing in SY 2022-2023.

Math Manipulatives are non-embedded accommodations available for use on the Smarter Balanced Math Assessments and the Algebra 1 and 2 End-of-Course (EOC) Exams. The MMs accommodations allow eligible students with IEPs and 504 Plans to represent their understanding of mathematical concepts using visual and tactile concrete materials. Without this accommodation, eligible IEP/504 Plan students would not be able to demonstrate their conceptual understanding and fluency in mathematics.

The rationale for the limited term approval is to allow IEP/504 Plan students access to the construct of measure, support the use of concrete materials to build their conceptual understanding of mathematics, and provide an opportunity for the Department to collect data to support the continued use of MMs as state test accommodations.

Documented Need for the Math Manipulatives (MMs) State Test Accommodations

State test accommodations are intended to remove obstacles to student demonstration of knowledge and skills resulting from student disability without altering the assessed construct (*Standards for Educational and Psychological Testing, 2014*). State test accommodations are not intended to reduce expectations for learning, modify the curriculum, or artificially inflate a student's test score.

The MMs as state test accommodations are available to IEP/504 Plan students who:

1. have a documented visual or cognitive need for the use of MMs in their IEP or 504 Plan; and
2. use MM(s) to solve math tasks during classroom instruction and assessment.

Construct Measured by the State Tests in Mathematics

Statewide assessments measure our students against established standards and grade-level expectations for achievement. In Hawai'i, the Common Core and Next Generation Science Standards are used as the metric. The Smarter Balanced Mathematics Assessment measures student performance in mathematics based on four "claims" or domains: *Concepts and Procedures*, *Problem Solving*, *Communicating Reasoning*, and *Modeling and Data*. For an understanding of how these claims are used as a basis to generate a grade-level proficiency score for the state test in mathematics, refer to the [Smarter Balanced Mathematics Summative Assessment Blueprints](#) and the [Algebra 1 and Algebra 2 EOC Exam Blueprints](#).

List of Pre-Approved Math Manipulatives (MMs) State Test Accommodations

The list of pre-approved MMs state test accommodations is provided below. School IEP/504 Plan Teams may recommend up to a maximum of **four** MMs from the pre-approved list for a student. If a MM test accommodation recommended by the Team is not on the list, the Test Coordinator may add the unlisted MM(s) in the [SY 2022-2023 Hawai'i State Test Accommodation Verification Request Form](#) (or <https://www.surveymonkey.com/r/ACCOM2022-23>). The Assessment Section will consult with the Exceptional Support Branch and/or the Office of Curriculum and Instructional Design to ensure that requests for the unlisted MMs as accommodations for state testing are appropriate. For more information about requesting state test accommodations, refer to the section on *Requesting Math Manipulatives (MMs) State Test Accommodations* below.

1. Algebra Tiles (recommended for Grade 6 and above)
2. Base Ten Blocks
3. Colored Tiles
4. Geoblocks Set
5. Geoboards and Geobands
6. Multi-Link Cubes, Pop Cubes, or Similar Cubes
7. Multi-Sensory Learning (MSL) Kit
8. One-Inch Blocks
9. Pattern Blocks
10. Transparent Sheets
11. Two-Color Counters

Administration of the Math Manipulatives (MMs) State Test Accommodations

This non-embedded accommodation is available at all grade-levels and may be used on all items found on the Smarter Balanced Math Assessments and the Algebra 1 and 2 EOC exams. Student use of the MMs is not limited to specific problems on the math assessments and the Algebra EOC exams. Students are allowed to use the MM(s) on all items, including items that do not allow the use of a calculator.

The administration of the MMs accommodations must follow the administration guidelines and procedures below, in addition to those outlined in the *Smarter Balanced Summative Test Administration Manual 2022-2023* (TAM) and/or the *Hawai'i State Science (NGSS) Assessments and End-of-Course Exams Test Administration Manual 2022-2023*. The guidance includes the following:

1. Students are tested separately from other students who are not using MM(s) during state testing.
2. MMs are made available to the student in an organized manner in the student's testing area prior to testing (e.g., in a bag, bin, or tray).
3. **MMs must not have numbers, formulas, or other features that might compromise the math constructs being measured.**
4. Students must select and use the MM(s) independently without prompting or direction.

Please note the use of the MMs accommodations may require the student to be provided additional time for state testing.

Documented Familiarity with the Math Manipulatives (MMs) State Test Accommodations

The student IEP or 504 Plan must identify the MM and document its use in classroom instruction and assessment to be considered for state testing. Further, students should have familiarity with the MM and be able to use it independently as no external assistance is allowed when this accommodation is provided during state testing.

Requesting Math Manipulatives (MMs) State Test Accommodations

The standard process for requesting and verifying state test accommodations applies to MMs accommodations. If the IEP/504 Plan Team recommends the use of MMs accommodations for an eligible student, the test coordinator or other authorized school contact completes and submits the [SY 2022-2023 Hawai'i State Test Accommodation Verification Request Form](#) to the Assessment Section by the deadlines described below.

Student Care Coordinators must be sure to document evidence to support student need for MMs state test accommodations in the student's IEP or 504 record. The specific MM(s) used by the student in classroom instruction and assessment must be identified in their IEP/504 Plan. For more information about documenting evidence in the [electronic Comprehensive Student Support System](#) (eCSSS), refer to the [eCSSS Directions](#).

The [State Test Accommodations Verification Request Form](#) should be submitted one month prior to the opening of the test window. Please note that state test accommodation requests for interim or summative assessments should be submitted no later than 14 days prior to testing.

For more information about other accessibility supports available for interim or summative testing: universal tools, designated supports, and accommodation, refer to the [Hawai'i State Test Accommodation Guides](#), [Crosswalk of Accessibility Features Across State Assessments in Hawai'i \(CAF\)](#), and [Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines 2022-2023 \(UAAG\)](#). These resources can be found in the [Accessibility and Accommodations](#) folder on the Resources page of the [alohahsap.org](#) website.

If you have any questions about this guidance brief, please email Elaine Lee at Elaine.Lee@k12.hi.us or call the Assessment Section at (808) 307-3636.

Appendix D: Revision Log

Updates to the HSAP *Crosswalk of Accessibility Supports Across State Assessments in Hawai'i* are documented in this Revision Log.

Section	Page(s)	Clarification: Description of Changes	Date