

# Hawaii State Alternate Assessment Stakeholder Meeting

November 18, 2017

## AGENDA

TIME	TOPIC
8:00	Registration and Breakfast
9:00	I. Opening Whole Group Session - <i>Ilima</i> <ul style="list-style-type: none"><li>• Purpose</li><li>• Alternate Assessments</li><li>• Participation Criteria<ol style="list-style-type: none"><li>1. Are students with significant cognitive disabilities able to demonstrate what they know and are able to do using this test design?</li><li>2. Does this test appear to be accessible to this population? Why or why not?</li><li>3. What are the strengths and weaknesses of this design?</li></ol></li></ul>
	Transition/Break
10:00	II. Morning Breakout Topic 1 <ol style="list-style-type: none"><li>a. Elementary – <i>Pakalana</i> (Sue, Donna)</li><li>b. Middle – <i>Anthurium</i> (Paul, Jennifer)</li><li>c. High School – <i>Ilima</i> (Dianne/Carol, Lily)<ol style="list-style-type: none"><li>1. Are students with significant cognitive disabilities able to demonstrate what they know and are able to do using this test design?</li><li>2. Does this test appear to be accessible to this population? Why or why not?</li><li>3. What are the strengths and weaknesses of this design?</li></ol></li></ol>
11:00	III. Morning Breakout Topic 2 <ol style="list-style-type: none"><li>a. Elementary: Assistive Technology to Augment Communication – <i>Pakalana</i> (Jason Julian - ATRC)<ol style="list-style-type: none"><li>1. How does communication impact learning and performance?</li><li>2. What value would the establishment of an effective communication system have for a student?</li></ol></li><li>b. Middle: Executive Functioning - <i>Anthurium</i> (Jenny Wells - UH Manoa)<ol style="list-style-type: none"><li>1. How can we support executive functioning in HSA-Alt students?</li><li>2. What level of executive functioning should we expect from students who take this assessment?</li></ol></li></ol>

TIME	TOPIC
	c. High School: Transition from High School to College and Career - <i>Ilima</i> (Brikena Haxhiraj - OCISS) <ol style="list-style-type: none"> <li>1. What does it mean to be college and career ready for this population?</li> <li>2. How can we prepare our students to be college and career ready?</li> </ol>
12:00	Lunch - <i>Ilima</i>
1:00	IV. Whole Group Session - <i>Ilima</i> HSA-Alt Test Development <ul style="list-style-type: none"> <li>• Test Development Process</li> <li>• CCSS -&gt; content specifications</li> <li>• Reporting student achievement of learning expectations               <ol style="list-style-type: none"> <li>1. What should students with significant cognitive disabilities be learning in the classroom?</li> <li>2. Do the content specifications seem reasonable as learning expectations for this population? Why or why not?</li> </ol> </li> </ul>
	Transition/Break
1:50	V. Afternoon Breakout - Content Areas <ol style="list-style-type: none"> <li>a. ELA – <i>Pakalana</i> (Carol, Donna)</li> <li>b. SCIENCE – <i>Anthurium</i> (Paul, Jennifer)</li> <li>c. MATH – <i>Ilima</i> (Dianne, Lily)               <ol style="list-style-type: none"> <li>1. What should students with significant cognitive disabilities be learning in the classroom?</li> <li>2. Do the content specifications seem reasonable as learning expectations for this population? Why or why not?</li> </ol> </li> </ol> Family Reports <ul style="list-style-type: none"> <li>• Overall Scale Score</li> <li>• Performance Level Descriptors</li> <li>• Next Steps</li> <li>• Etc.</li> </ul>
	Transition/Break
3:40-4:00	VI. Closing <ul style="list-style-type: none"> <li>• Final remarks</li> <li>• Next Steps</li> <li>• Debrief</li> </ul>