

---

## TEST DESIGN/ACCESS TO ONLINE FORM

---

### Elementary

Question 1 – Are students with significant cognitive disabilities able to demonstrate what they know and are able to do using this test design?

- Tests are not culturally based, e.g., using “farms” when children can’t relate to this situation. Another example in science section was using the “robin” instead of a bird Hawaiian children would be familiar with.
- Would like to see one-on-one with assessor giving student score right away
- Stories need to be updated, e.g., grandmother’s [clothing dating?]
- Assuming children were taught with these parameters, numbers, written in word form (why is the question written in word form “seven fifty-two” and the clock is numerical [analog] and the answers are 7:00, 7:30, and 8:00? Why not 7:52?
- Features for read aloud, etc. makes test more accessible
- Wish that test starts at a level that is too high. ↓ to accommodate more students.
- Build more adaptability so children can show what they do know.

Question 2 – Does this test appear to be accessible to this population? Why or why not?

- Accessibility – piece is given vertically and students don’t read that way. Streamline might be more accessible format. Less kids have to scroll the better.
- When student can’t see or touch, teacher just watched for response of child and then enter answer for students. Communicate child’s intent.
- At what point should you stop testing based on lack of English language proficiency?
- Can teacher use manipulatives? Yes, one or two provided, but not on all Q. Paper and pen[cil] is an accommodation alternative.
- What are response option? Teacher can do anything to support response options (w/in professional)

Question 3 – What are the Strengths/Weaknesses of this design?

- Strengths
  - Easy to administer
  - Clear instructions
  - Item bank getting bigger
  - Allows for individual pacing
  - Adaptable
  - Audio component + especially because can be repeated
- Weaknesses
  - Tools available in SBA are not available in this instrument
  - Why use analog clock when we are all using digital clock?

- Does this assess life skill competencies? Are we preparing for college or prep for life skills?
- Test not sensitive to each school's curriculum. In past would go to student's IEP and test students on what was there.
- Teachers might not know what is being assessed so they can better prepare the students?

## Middle

### **Are students with significant cognitive disabilities able to demonstrate what they know and are able to do using this test design?**

Q: What happens if you didn't hear the sound?

A: You can go back and adjust volume.

N: The statement should say to "enter" full screen mode, not "exit."

Q: My student is totally deaf. Do I press the ear and sign it to my student at the same time? Is it like this through whole test?

A: Yes. There is an option for a paper/pencil test. Helpful for students with visual challenges (puffy paint on shapes). It is a bit more difficult to go through. The signing option first to see if it works for your student.

What if they are not focused the day of the test?

They have good days/bad days?

If we have to pause, what happens?

If having an issue, pause test, come back at a different time.

We only have a window of time – if they can't focus at all during window, what do we do?

>2 month window, so you should be able to revisit.

Is there a time limit from start to finish, like SBA?

Yes, but it is the whole window time.

Think they can show what they've learned and it's a great test; one of the few ways to measure those who can't speak or have other issues.

Overall, I've seen it work well. The most challenging part is to figure out how child can express themselves effectively.

Format isn't easy; how to teach student in preparation for test – need to use ipad format to teach and assess.

Test design is appropriate for students with significant cognitive disorder if teacher could also infuse manipulatives (math portion).

- You can use them along with the HSA-Alt, although maybe only w/EL.
- We had to buy our own manipulatives.
- In test booklet, manipulatives listed are for the Engagement Items.

Question: With iPad version, can you use manipulatives with other than Engagement Items (as accommodation)?

-You can for sure do it with paper/pencil test.

**Does this test appear to be accessible to this population? Why or why not?**

**Q2**

Whether it is accessible is affected by the level of their disability.

Paper/pencil version can be for the most severe.

Is it accessible for the deaf student, for example?

>Would be a step-by-step process if you teach method same as you assess, it seems possible with ASL translation.

>Depending on levels of disability, our methods of teaching change and how we teach them to communicate with us is critical.

Paper/pencil version will work better for some students, especially with visual impairments (eye gazing) as an indicator of understanding.

-We can measure what’s happening.

-Score is less critical, the most important thing is they can participate.

**What are the strengths and weaknesses of this design?**

<b>Strengths</b>	<b>Weaknesses</b>
<ul style="list-style-type: none"> <li>- Ease for the teacher (less prep of test materials themselves)</li> <li>- Single focus on each test item.</li> <li>- Timeframe – can pause depending on student’s emotions and behavior.</li> <li>- Level of engagement setting prior to test item.</li> </ul>	<ul style="list-style-type: none"> <li>For blind students, design a “tap system.”</li> <li>-1 tap, 2 taps or verbal response to questions.</li> <li>Some language is not culturally relevant for particular areas.</li> <li>&gt;For Hawaiian immersion schools, can we have a version in Hawaiian?</li> <li>&gt;Some work has been done to address language to improve it.</li> </ul>

<p>- With success of format – it challenges teacher in teaching.</p> <p>&gt;What can I do to break down standards? Give instruction? Practice? (down arrow) at a pictorial system.</p> <p>Note: Just shifting the mindsets that these students can learn is huge.</p> <p>-For case of student who demonstrates through eye gazing, instructor could input answers as indicated by student (a blended model).</p>	<p>If students taking HSA-Alt, they <u>must</u> be having instruction with same technology.</p> <p>We don't quite have this in our system yet.</p> <p>It's been a challenge, we've been at it a while. 2<sup>nd</sup> – 5<sup>th</sup> “wonders” built but stuck now with tech use....starting to build stepping stones with middle school but still training teachers.</p> <p>(DOE has to embrace, train and allow digital assessment).</p> <p>Deaf students needing an interpreter.</p>
--	---

## High

### Are students with significant cognitive disabilities able to demonstrate what they know and are able to do using this test design?

#### High School Breakout: Questions, Answers, Comments

- Q: Do the instructions come in different languages?
- A: Only in English. Only 1,000 students, so need hasn't been there.
- C: Be sure the model and language align, e.g. “cubed” vs. 3<sup>rd</sup> power” (both were used)
- Q: For kids who are hearing impaired?
- A: Teacher can order paper/pencil version or a translator, etc.
- C: How long to wait between questions is based on the teacher's knowledge of students and whether or not they are engaged, thinking, etc.

#### High School Breakout: Discussion

- Some can use this design, but not those who can't attend.
- Foresee many questions from teachers on how long to wait. It's not in IEP: depends on teacher's awareness of kids.
- Some teachers want guidelines
- Q: A kid does several items, what if it is just prolonged stare and they take a break and come back, is that question lost?
- A: Yes
- C: Determining # of questions that are unresponded to and when to move to another method for the test.

- C: 40 questions is long; could take days or weeks, especially over many tests.
- Q: Application question: 1% cap; who made that cap?
- A: Fed govt cap
- Q: Can it be petitioned? What is best for students?
- A: State can't report more than 1% but can't limit by school. Can provide a waiver in advance. Primary key question is are we testing right students. If meet criteria then they qualify, no cap.
- Q: How many are now taking it?
- A: 1,000
- Make the test adaptive to student's level. Ideal is 20-25 test questions, e.g. ALEKS math (knowledge determines space)
- Cognitive fatigue is real for the students
- Do these students really understand these concepts? The test still looks at grade level content.
- C: Process hints from HTA charter school using online assessment it's a good resource, esp by level.
- Process – chronological age vs. developmental age level. . .we need meaningful testing for the child, as compared to grade-level focus.
- Some kids are all over the place in their knowledge and if the test cuts you off, you may not get full picture.
- One test for everybody is tough
- Guidelines that allow for more time are central and good training for test administrators so they understand parameters

## **Does this test appear to be accessible to this population? Why or why not?**

### **High School Breakout: Questions, Answers, Comments, Discussion**

- Most restrictive in terms of inclusion in general education.
- Many kids are facing behavioral challenges that push them out, but more support would enable them be more successful w/ inclusion.
- Note: varies by school
- Other teachers not trained on how to include and also how to accommodate in order to successfully accommodate.
- Not enough models to demonstrate how to do accommodate inclusion well
- No school is the same; no continuity; no directive.
- Peer-to-peer model is huge; but hard to get system to understand
- Q: Here SPED teachers are also care coordinators. When we talk time and effectiveness, shouldn't those be separated? If I never see partners how can I be a good care coordinator?
- A: More time structure into work day to do this model.
- Essentially inclusion is a foundation for college and career, and then build on successes / strengths.

## **What are the strengths and weaknesses of this design?**

### **High School Breakout: Questions, Answers, Comments, Discussion**

- Continuum of kids taking the test – mild, mod, etc. . .and the text-to-speech is good for many kids on the continuum and not overwhelmed by visual intensity.
- Accommodations built in and excellent; are teachers aware?
- Administrator is legally person to speak up, a systemic problem..

- Train administrators about SPED  
50/50 chance is not a good option and should be removed. I think it affects val
- 

## Topic Breakouts-

### Assistive Technology, Executive Functioning, College/Career Readiness

---

#### Elementary Group

#### Assistive technology breakout

Question 1 – How does communication impact learning and performance?

- Many elementary students haven't established a mode of communication, yet, so having a mode is essential to getting to assessment piece.
- Communication effective so they can acquire information and demonstrate what is learned.
- Not only students need communication, teachers also need to be able to communicate successfully – Two-way process

Question 2 (note: question was changed) What characteristics would an effective communication system have?

- It would be a system that would create a sense of belonging, responsibility, excellence, aloha. It would enhance total well-being and be culturally anchored (i.e., breath, "ha").
- It would be reliable i.e., the same or similar feedback every time.
- Capacity to learn and react to reoccurring behavior
- Demonstrate learning across settings (e.g., home)
- Have independent access
- Have ability to assess its value or performance
- Enhance children's ability to meet standards
- Portable and grow w/student, can expand to accommodate growth and development and growing needs
- Affordable

#### Middle Group

#### **Executive Functioning (EF)**

Q: Question A: Answer C: Comment

#### **Presentation Q and A:**

Q: Does EF get worse in high school?

A: Yes

Q: What about post high school?

A: There has not been much research in this area

Q: Is onset of Autism at a particular age?

Is that why we see the same EF functioning at preschool as normal but less EF functioning at older ages?

A: Perhaps

C: Some students have intact intellect but have EF issues (ADHD, etc.) This is a complex situation.

C: Autism is a preferred label for parents. I am interested in why this happens.

A: There has been a rise in Autism diagnoses and a decrease in “retardation” diagnoses over time. A shift. Of course diagnoses are still based on particular criteria and assessment of each individual and vary by degree of severity.

Q: The 1%, and Hawaii is above it, it that where this shows up. Modifications for EF?

A: The answer is more child by child. Modification changes content. The question is who could operate simply with all EF accommodations on the SBA?

### **Question 1: How can we support Executive Functioning in HSA-Alt Students?**

C: This allows us to move higher functioning students to SBA with all accommodations.

C: The goal is to keep as many students as possible in the general population with accommodations and trained/skilled staff to support.

Q: Academic content for science (e.g. vocabulary) is so intense. How do you modify that?

A: We are moving towards NGSS. In that, vocab will be a challenge for all students. Some terms have specific scientific meaning. Many other terms you could use several words for one complex one. Create differentiated curriculum and instruction.

Q: With pictures, could you help demonstrate understanding in a less complex way?

A: Yes, with accommodations.

C: Needs to be transferred to general education teachers – relevant to many students on the continuum. With accommodations a larger number of students can do SBA.

Q: EF is imbedded in some of the tests we do, eligibility test, etc. But I don't see the kind of tests you shared. How do we practice using other tests to evaluate students? We don't talk about things in this manner. We need to ask “what do we need to do to assist each student around EF? And get specific about this.

### **Question 2: What level of Executive Functioning should we expect from students who take this assessment?**

C: It's got to be individualized to the student.

C: Where would the measurable cutoff be? We don't have it to use during IEP meetings.

C: We need to determine the true 1% who have significant ID and EF issues.

Q: How does verification work?

A: In the Guide (UAAG), each accommodation has a description and suggestions for use – it tells you who it would be appropriate for. Design supports at the school level which need to be built into IEP (This is something being worked on). Accessibility Features and Accommodations – things all kids need access to and all can benefit from.

C: Test construct is important.

Q: Are there other ways to support them? Phone Apps perhaps?

A: The answer is elusive for the very severe groups. We want to continue to research strategies and methods – so far not much has been shown to improve EF in this population. Full support and modified curriculum does help.

## High Group

### Transition from High School to College and Career

Brikena Haxhiraj (OCISS) (30 min) - Ilima  
Facilitator-led discussion (30 min)

### How can we prepare our students to be college and career ready?

#### High School Breakout: Questions, Answers, Comments, Discussion

- C: Diploma requirements for graduation, and the alternatives for those who cannot. It's a very different pathway. HS is where it diverges.
- C: More colleges for certificate students. Can they get socialization and independent living and self-advocacy?
- UCLA's Pathways Program is excellent but expensive.
- UH has 18 month program.
- Socialization must start in Elem and Middle
- Vertical alignment in schools with profile
- Q: What abt kids who are already older?
- A: Team must be creative and make a plan for child to benefit.
- Checklist for IEP team
- Strong student profile
- Define what success is for each student. We talk abt college and career readiness, but college is not appropriate for all students and we don't need to add stigma. College can add debt if not successful; is that a benefit?

### What does it mean to be college and career ready for this population?

#### High School Breakout: Questions, Answers, Comments, Discussion

- See options. . .be strengths-based
- IEP Form doesn't reflect on growth from past and continuum of learning c
- ① Strengths ② Needs ③ Supports
- Integrate soft skills into IEP
- Hawaii uses standardized only & not available for soft skills
- Must use health/indep log area

- Tying functional skills to academic skills
- Must address functional skill – Federal OA
- Q: Computer limitation?
- A: No
- Start early
- Education parents – resources, training, expectations
- Get team involved
- Engage student in IEP
- Life / independent skills
- Get people to attend IEP
- Collaborate with agencies – other service providers
- ISP based on IEP

---

## CONTENT

---

### ELA

Question 1. What should they be learning?

Does anyone need to develop a topic? Is it relevant for SWSCD?

Content covered by assessment on Family Report\*

- Which skills are relevant for SWSCD students? If relevant, they should be learning it?
- Some skills might not be learned until later on
- Grade level standards make it difficult for some SWSCD students to achieve because they develop skills later
- Without bi-lingual translations students may not be able to achieve standards. Standardization of instruments for tests
- \* Priorities – remember details from their own experience, choosing an opinion (note: participant meant as opposed to being provided with a context to “write” about)
- if the child is not reading at grade level, it makes it difficult to achieve the standards (note: the participant was referring to the grade level of the passage that is being read to the student)
- how can we make the test questions a reflection of skills they need in their future (real life skills) and daily life skills? Translating slope of line to how much they have in bank accounts (+ or negative balance)
- would this test become obsolete because the population is so small? “No” – Carol’s answer
- Ideally develop individual small tests embedded in instruction that would be instituted throughout the year to measure achievement. Might be able to do this with adapted [adaptive] test, but this is more appropriate at the classroom level [classroom assessment]
- Currently, ELA tests are not adaptive, i.e., they don’t provide easier items if a child continues to make mistakes on items. Need a much bigger collection of questions (might be done nationally) to do this.

- Comparison between “Hybrid” (Validity not too bad, but reliability not good) and current test material
  - Maybe need something in between these two evaluation systems.
  - Reliability/Validity of current test has gone up, doesn’t impact instruction because child has moved on. More standardized.
- Relevancy needs to be assessed. Test should really measure what child is learning that will be important later in life (e.g., college, career)

## Math

- What should students with significant cognitive disabilities be learning in the classroom?
- Do the content specifications seem reasonable as learning expectations for this population? Why or why not?

### Example:

- What skills are being assessed?
  - Decomposing numbers
  - Word Problem
  - Fractions
  - Addition, w/unlike denominators
- Q: What constitutes a word problem?
- A: Variation w/in the range
- A: usually requires determining the task required
- Q: What is the purpose of a word problem?
- A: Both apply in real life and decoding the words to identify the process needed , e.g. addition, subtraction
- Q: When students take ALT test, are manipulatives available?
- A: Currently only for paper/pencil forms and administration can request an accommodation that can be provided if in IEP.
- Q: If a visual is in the test, why not aligned materials/manipulatives available to the test?
- C: It would be helpful for SPED teacher to see the content specification when planning what to teach.
- C: Teaching to standards, not specifically these questions
- C: Yeah, but the essence need to be understood and accessible
- C: Build into IEP- set objectives that align

### Question 1:

- A: Children with severe cognitive disabilities learn things to help with life – functional, independent living skills, not necessarily every functional skills.
- Integrate life skills with function like money and fractions.

- Keep it basic; keep it simple; applicable outside of school
- Most of us are nondisabled people trying to set a test for disabled people; we are doing our best, but we have to learn too
- Common Core may not be appropriate to the population or how do we make it appropriate?
- Fold in college and career readiness; what will they be doing?
  - -How do we get that info?
- In the past just one functional area testing was onerous
- Time (telling } what's necessary? It's (time)  
 -Analog }  
 -Digital } complicated
- Start with standard...what is the real life application of that?
- Formatting consistency for model representation
  - there is also an argument for variability
  - does it affect by level of children's ability

### Question 2

- Too algebraic; too symbolic, too abstract
- Too glued to the Common Core
- 3 – Identifying; 2 – Solve; 1 – apply it something
- Given 1000 population...seems only level 3 would be appropriate
- I like different levels
- Moving to 4 levels, consistent with other standards

## Science

### Questions on presentation:

Q: If you have a student that is so low cognitively, w/ no word recognition, more symbolic, would test admin be able to bring in obj to model it?

A: If using iPad, no. If using paper/pencil test, yes. It is more flexible for lowest functioning & visual impairments.

Q: If visually & hearing impaired, avail in braille?

A: Not avail in braille but doesn't mean couldn't be

A: If use pen & pencil, you can bring supplies in to create tactile options

C: Issues abt color (waves/wavelength) & sound are challenging to test for these populations, but we're trying.

C: There is more prep involved

Q: If the student answers questions right, goes up a level, then some wrong, goes down... does that happen automatically?

A: Yes – it adapts

Q: For elem & middle tests, on items instructed on in that yr?

A: Currently yes but will change w/ NGSS

C: An issue is 11<sup>th</sup> g – assumes exposure to bio in 9<sup>th</sup> then two years later, tested on it and asked to recall. Difficult.

C: Generally, this pop. Is getting bio concepts in 10<sup>th</sup>, but may be changeable. Not likely before we change to NSSS tho.

Q1: Students learn things that are more functionally based (water-ice) etc... but not more abstr. Concepts.

- Get the essence of things
- Food change is something they observe in real life, like the instruction materials
- If content connects to their life-reality-based “hooks” (e.g. some families collect limu in Kihei)
- Connect more to Hawaii – dolphins vs. fish, plumeria flowers –culturally-based questions/comparisons
- Ability to come up with visuals is a challenge re: limits of system (Pic sims contract)
- How do we think outside the box to give students who need visuals these visuals
- Picture symbols used in instruction, we could add these pictures (e.g. plumeria) & over time the students would recognize

Q: Do we have a test for Haw’n immersion?

A: No – only at ELL level

C: There are Haw’n language assessments in Math, ELA, and 4<sup>th</sup> grade Science (KA’EO)

- Working on other grades but none for Alt students

Q: Dual Test-Taking (e.g. Samoan & English)

- Things like temperature could go under independent living (within paradigms of our programs) – relative to food prep, etc...
- Currently, there are ways to create “hooks” – except for DNA model/DNA/RNA comparison (pundit squares)
- Curriculum does hit quite a bit of these things – e.g. germs (bacteria)... the categories are there

Q2:

- Pictures have a lot of meaning & kids can relate to them
- Info that goes up to mod high w/ pic-support – pics help kids understand. Those w/ no pics would be pretty challenging
- If they are getting “exceeds” on Alt test we should look at whether they qualify for test

- Some parents request HSA-Alt because they feel that their child will do better on it.
- That's not right! The parents would rather they "exceed" on lower standards than struggle on approp. Level test. Often it is a behavioral issue

Q: Can teachers use a real object?

A: Yes – on paper/pencil test. Decision-making built around student. P/P test more diff, esp. for teachers.

- May change w/ NGSS, which is more phenomenon based (e.g. watch ice cube melt)
- When I was teaching, what drew students in to Science was "Brain Pop" comic style; on assessment visuals are similar so it works better for them.

C: We can use physical experiences to demonstrate concepts – compression/depression (lokahi circle).

- Note, but then you need to test via these methods too

C: we're hoping to eventually incorporate folks who work w/ these students on design side as well as review side

C: Learning takes place where we can see each others ideas/teacher-made questions

C: KA'EO – go tha (?) "other" tab to get to Nat'v Haw'n version. Working in a pool of others states to get more items but our culturally-based info may or may not translate across states

C: working on phenomenon specifically related to HI

- Some others may be able to use (e.g. volcanos, whales, coral bleaching)

C: What scares teachers is going to all the different trags (?) about so many things – how to make room more comfortable, etc.... This is one more thing to address

A: But at least tings are more aligned now, test admin can see test and better understand how to teach appropriately to help student understand & be able to answer ?'s

C: We give parents oppty to come & participate but some don't want to. Too bad because they could be helping students more.

- Parent-Teacher conferences are essential
- My experience has been parents care less about marks, more about safety, inclusion, social interaction, acceptance as part of classroom & school cmtty

C: I don't like how the item specifications are done – prefer the "crosswalk" version – easier to use them the way written now, original grid is easier/more useful

---

## Family Reports

---

## ELA Group

### Question 2 – Family Reports +/-

+

- Report is in color
- Section on Performance Level is great because these are items she can put in IEP. Also, Next Steps will go into the (needs) PLEP level of IEP.
- Provided opportunity for district person to give feedback on child
- Report is online for teacher to access
- Next Steps are great because they provide recommendations to parents about how they can help their child
- Tells you how your chil'd scores compare with several other different populations (state/complex area).

Δ

- Create strategies for teachers to use the analysis from this report
- Need to tell parents somewhere on the report that this is not the same complexity that their peers are being compared to (note: participants did not have a copy of the Superintendent's letter, which does explain that the expectations differ. Displayed it on the screen for them from the website.)
- Would like parents to know that participation in this assessment does not prohibit the student from graduating with a high school diploma (note: explained that this is covered in the parent IDEA letter, but teachers did not think it was being sent home at every school)
- Because reports are given to the student in HS, they sometimes don't get home. Send reports directly to parents.
- Great to go over with parents when possible (note: meaning teachers should review the reports with parents).

## Math Group

### Family Report

Q: 10 in grade band or in grade

A: grade band

Q: Is family report provided in other language

A: No

+	-
It's visual	Make available in multiple languages
The Next steps	Correct typo on sample handout
The Performance Level	Make the glossary more prominent; edit—tighten up
The glossary	Bullet next steps
I like they are in color; use it consistently	Visual is not to scale gaps are inconsistent

	Include child's score in the comparison table
	Alternate assessment- highlight it (underneath the student's score) – may not align to report card
	Proficiency as a word may be misleading

-Hybrid model...LOTS of work and no feedback on what we (teachers) were doing  
 -Brian reviewed a couple of other models, but this group had not discussed them

Q: Earlier this morning referred to quarterly assessment

A: Developmental communication 3 times per year. It's a co-created model we are exploring now with developmental communication as a goal; very specific data and checklist; help assure communication supports are understood and provided. All grade levels. Just starting.

C – 3x vs. IEP 4 times

C – 1<sup>st</sup> assess/inventory could be 1<sup>st</sup> and 3 assessments

C – Wouldn't be required; a tool or resource to assess child's needs

C – Affirm...school speech pathologist and assistive technology has been a BIG success this year.

(Amanda from school in Kauai)

C: LAMP is great

## Science Group

### Question 2 – Family Reports +/-

+

- Graphic that shows where student is (especially for non-English speaking)
- Chart with temperature gauge provide a lot of information
- Gives websites to access – could at least get explanations translated
- Paper form good for those not tech savvy folks and can go through it with kids
- Next steps - helps parents know what they can do at home to support child
- Performance level highlights strengths the child has that they could reinforce – is a positive message to parents – your child can do this
- Like the color

Δ

- Consider making available in other languages (non-English)
- Kind of dense and wordy – could add a page and make font larger
- Not reader friendly
- Another graphic format might be helpful – more vertical
- Performance level larger
- Use some bullet points
- Summarize or remove science concepts being assessed (link to website for more information)
- Too much information and busy on the page
- Don't be so wordy

General discussion in science breakout followed input of the Family Report:

Q: [are the family reports] Available in other languages?

A: not at this time

Standards-based grading happens in elementary, in transition – some subjects in middle and high, only

- Not in line with how tests rate performance %'s different
- Issues around how homework connects to preparing for tests (not collecting it)
- Have to get teachers to grade on (evidence) standards, not attendance or other factors
- Should do formatives (bell ringers) etc. – requires mindset shift