

## Contributing Factors or “Red Flags” on the Road to HSA-Alt Student Identification<sup>1</sup>

Contributing Factors: *Part of Hawaii State Participation Guidelines	Red Flags: Do NOT use as contributing factors
<ul style="list-style-type: none"> <li>• <b>IEP Team decision*</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Individual/Administrator decision</b></li> <li>• <b>Concern about meeting 1% Cap</b></li> </ul>
<ul style="list-style-type: none"> <li>• <b>Student with most significant cognitive disability*</b> <i>Def. “A student with a most significant cognitive disability is one who has records that indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior. This is NOT determined by an IQ test score, but rather by a holistic understanding of a student.”<sup>1</sup></i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Social, cultural, environmental factors*</b></li> <li>• <b>Low expectations for performance*</b></li> <li>• <b>Excessive absences*</b></li> <li>• <b>Socio-economic status</b></li> <li>• <b>Poor academic preparation</b></li> <li>• <b>Language/English Learner (EL) status</b></li> </ul>
<ul style="list-style-type: none"> <li>• <b>Limited adaptive behavior*</b> <i>Def. “Adaptive behavior is the essential actions required by an individual to live independently and to function safely in daily life.”</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Anticipated disruptive behavior</b></li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Anticipated emotional duress</b></li> </ul>
<ul style="list-style-type: none"> <li>• <b>Need for modified curriculum*</b> <i>Range Performance Level Descriptors</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Need for accommodations or specialized services</b></li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Augmentative assistive communication</b></li> </ul>
<ul style="list-style-type: none"> <li>• <b>Need for extensive, repeated, individualized instruction*</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Instructional setting; e.g., FSC setting</b></li> </ul>
<ul style="list-style-type: none"> <li>• <b>Range Performance Level Descriptors are at an appropriate instructional level for student</b></li> <li>• <b>HSA-Alt is an appropriate test for student</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Poor academic preparation; three or more grade levels below peers</b></li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Low reading level</b></li> </ul>
	<ul style="list-style-type: none"> <li>• <b>General assessment is “too hard”</b></li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Impact of test scores on accountability system</b></li> </ul>

Characteristics of students with the most significant cognitive disability:

Students who take the HSA-Alt generally belong to one of three disability categories: intellectual disability (ID), autism spectrum disorder (ASD), or multiple disabilities (MD). They are typically identified early (pre-K or K) and have received extensive, intensive services since early childhood. Limited expressive and receptive communication capacities are common.

<sup>1</sup> Adapted from [Guidance for IEP Teams on Participation Decisions for the Multi-State Alternate Assessment](#), August 2016