

Contributing Factors or “Red Flags” on the Road to HSA-Alt Student Identification¹

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

Characteristics of students with the most significant cognitive disability:

Students who are eligible for HSA-Alt testing may be from any of the disability categories listed in the IDEA. The three most prevalent disability categories for HSA-Alt identified students are the IDEA categories: intellectual disability, autism spectrum disorder, or multiple disabilities. HSA-Alt identified students are typically identified early (pre-K or K) and exhibit limited expressive and receptive communication capacities.

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