



Hawai'i State Alternate Assessments

Independent Field Test for Writing Test Administration Manual Fall 2016

Hawai'i Department of Education

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Descriptions of the operation of the Test Delivery System, Test Information Distribution Engine, Online Reporting System, and related systems are property of the American Institutes for Research (AIR) and are used with permission of AIR under Contract Number CO-60111.

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Hawai'i State Alternate Assessments Independent Field Test (IFT) for Writing

Fall 2016 Important Dates

Test Administration Face to Face Training*	September 6 – 30, 2016 (at various locations)
TA Certification Course available online**	September 6, 2016
Test materials due in schools	by September 21, 2016
HSA-Alt Independent Field Test for Writing test administration window	September 26 – October 28, 2016
TA returns HSA-Alt materials to TC for disposal	by October 31, 2016

*For TAs administering the HSA-Alt for the first time in SY 2015 – 2016.

**For TAs who have administered the HSA-Alt during previous school years.

Common Acronyms

AIR – American Institutes for Research

HSA-Alt – Hawai'i State Alternate Assessments

TC – Test Coordinator

TA – Test Administrator

TDS – Test Delivery System

TIDE – Test Information Distribution Engine

Test Administrator Training

All Test Administrators must either attend a Face to Face training session in September 2016 or complete the online TA Certification Course for Online Administration in order to access the TA Live Site for test administration. The TA Certification Course for Online Administration is available via the HSA-Alt portal website homepage at alohahsap.org.

This manual provides Test Administrators (TAs) with specific information needed to complete necessary tasks before, during, and after the administration of the Hawai'i State Alternate Assessments (HSA-Alt). It is imperative that those involved in the administration of the assessment consult this manual and attend the required training session(s) for instructions on completing all assessment materials and activities.

Additional Relevant Documents

Test Administrators also need to review the following documents, which are posted in the Resources >> Test Administrators >> Test Administration >> Online Administration section of the HSA-Alt portal at the alohahsap.org website.

- **Fall 2016 Guide to Navigating the Online HSA-Alt Administration:** This user guide provides instructions on how to administer the online HSA-Alt, using the Test Administration Site (TA Live Site) and Student Testing Site.
- **2016-2017 HSAP TIDE User Guide:** This document provides instructions on navigating and entering information into TIDE.
- **HSA-Alt Content Specifications:** These documents provide information on the ELA and Mathematics content specifications for the Hawai'i Common Core Standards, and the Science content specifications for the HCPS III Science Standards.

Contact Information

Test Coordinators and Test Administrators should contact the Hawai'i Statewide Assessment Program (HSAP) Help Desk at the American Institutes for Research (AIR) if they have questions about the following:

- Administering the assessments using the online Test Delivery System
- Accessing and using other HSAP online systems

Test Administrators should contact their Test Coordinator if they have questions about the following:

- Access to the Test Information Distribution Engine (TIDE)
- Test security and testing incidents
- Ordering, receiving, or returning printed manipulatives needed for online testing

The Help Desk will be open Monday-Friday from 7:30 a.m. to 4:00 p.m. HST (except holidays). During these hours, staff will respond to your calls, voice mail messages, and emails as promptly as possible based on the order in which they are received.

HSAP Help Desk Contact Information
Phone: 1-866-648-3712 Fax: 1-877-231-7813 Email: hsaphelpdesk@air.org

Contact the Hawai'i Department of Education's Assessment Section staff if you have questions about the following:

- Participation criteria
- State and federal regulations regarding the HSA-Alt
- Content Specifications

Assessment Section Contact Information
HSA-Alt Test Development Specialists: Carol Anton, Paul Dumas, and Karen Tohinaka
Phone: 1-808-733-4100 Fax: 1-808-733-4483 Email: hsa-alt@notes.k12.hi.us

Introduction

Background

The reauthorization of the 1997 Individuals with Disabilities Education Act (IDEA, 2004) established a legal requirement to include students with disabilities in general statewide and district wide assessment programs with appropriate accommodations and modifications in administration, if necessary. Further, IDEA 1997 included a requirement for states to develop alternate assessments and guidelines for participation in alternate assessments for the small percentage of students whose disabilities preclude them from participation in the general assessments, even with accommodations. The purpose of these amendments to IDEA was to emphasize the need to improve educational outcomes for students with disabilities.

The Elementary and Secondary Education Act, reauthorized in December, 2015 as the Every Student Succeeds Act (ESEA-2002, ESSA-2015) expands the requirements of IDEA. ESSA contains specific language with regard to accountability and inclusion of students with disabilities in state assessment and accountability programs. ESSA also requires that parents be informed of the potential consequences, such as potential limitations on postsecondary opportunities, for their child if he or she is being assessed against alternate achievement standards. For additional information on the federal regulations (ESSA, IDEA, and Section 504) see the section titled, **Including All Students with Disabilities in State Accountability Assessments**, on pages 16–21.

Purpose

The HSA-Alt is a system of assessments based on alternate academic achievement standards and is designed for students with significant cognitive disabilities. The purpose of the HSA-Alt is to maximize access to the alternate assessments for students with significant cognitive disabilities, ensure that all students with disabilities are included in Hawai'i's statewide assessments, and that they are included in the educational accountability system. The results of the assessments can inform instruction in the classroom by providing data that guides decision making. 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. Scores resulting from the HSA-Alt will serve to inform stakeholders (such as parents, teachers, schools, complex areas, HIDOE, and community members) about student achievement.

Summary of HSA-Alt Development

The HSA-Alt tasks/content blocks and items were written by collaborative teams at AIR, the HSA-Alt testing contractor. The collaborative teams included both (a) experienced assessment item writers with a background in education and expertise in the assigned content area and (b) specialists in alternate assessment with experience teaching students with significant disabilities. Members of these collaborative teams were trained on aspects of task, item, and test design that are unique to students with significant cognitive disabilities. All writers were monitored and supported by a team of senior test development specialists. This work was then reviewed at various stages by Hawai'i special and general education teachers, HIDOE staff,

editorial staff, psychometric experts, and other specialists in alternate assessment and instruction for students with significant cognitive disabilities.

Content Specifications

The content specifications (formerly known as extensions) are the foundation for the development of the assessment tasks for the HSA-Alt. HIDOE and AIR staff prioritized the content that is important now and in the future for students with significant cognitive disabilities. This was done to comply with IDEA and ESSA requirements that the alternate assessment link to the grade-level content standards, although at less complex skill levels. The content specifications give both task writers and teachers the specificity necessary to translate the standards into meaningful assessment tasks for students with significant cognitive disabilities.

The content specifications range in complexity from high to low. The content specifications reflect different entry points linking to the state standards, based on students' various ability and communication levels. The content specifications are designed to assist teachers in providing access to the assessment items for students with significant cognitive disabilities. The content specifications are designed with the understanding that a student's communication and cognitive levels are not always the same. Students' communication skills can fall in a range from abstract to concrete to pre-symbolic.

HSA-Alt Participation Guidelines

There are three ways in which a student can participate in the Hawai'i Statewide Assessment Program:

1. Take the Smarter Balanced Assessments, HSA Science Assessments, and/or End-of-Course Exams without accommodations
2. Take the Smarter Balanced Assessments, HSA Science Assessments, and/or End-of-Course Exams with allowable accommodations
3. Take the HSA Alternate Assessments (HSA-Alt) in ELA, Mathematics, and/or Science, as appropriate to the grade level of the student

A student's Individualized Education Program (IEP) team decides which form of the assessment is appropriate for the student. No one person on the team can make the decision. Instead, the responsibility lies with the entire team. If an IEP team is considering the use of the HSA-Alt for a student as a means of participating in the state assessment system, four participation criteria must be met. Three documents are provided to assist an IEP team in completing this task. The documents include the Participation Criteria Checklist, Decision Making Questions and Examples, and the Decision Making Flow Chart.

Once an IEP team determines that a student meets the criteria for participation in the alternate assessment and that this is the most appropriate assessment option for the student, the IEP Care Coordinator (who is often the student's classroom teacher) will need to document this decision in the HDOE Electronic Comprehensive Student Support System database (eCSSS). For further information on updating the student's eCSSS file, please contact your school's Student Services Coordinator (SSC).

Participation Criteria for the HSA-Alt

Criteria	Indicate Yes or No
<p>(A) The student demonstrates significant cognitive disabilities that may be combined with limited adaptive skills, physical or behavioral limitations, and requires a highly specialized educational program with intensive modifications and accommodations for access to the general academic curriculum.</p>	
<p>(B) The student's daily instruction on the chronologically age appropriate academic content standards and the grade level benchmarks is substantively different from that of peers without disabilities, as evidenced by the intensity of supports necessary to access the general curriculum, the content and/or complexity level of the expectations for performance, and/or the difficulty of the instructional tasks. (In some cases, students who might participate appropriately in the HSA-Alt might not have historically been involved in the grade-level general curriculum based on academic content standards and benchmarks.)</p>	
<p>(C) The student requires intensive direct instruction in multiple contexts to accomplish the acquisition, application, and transfer of knowledge and skills.</p>	
<p>(D) The student's difficulty with the general academic curriculum demands is due to his or her significant cognitive disabilities and not to social, cultural, or environmental factors; expectation of poor performance; or excessive absences.</p>	

Decision Making Questions and Examples

An IEP team may use the following questions and examples for each participation criterion to assist in the completion of the Participation Criteria Checklist.

The examples provided illustrate the types of **typical** educational situations that are important to consider when making decisions about alternate assessment participation for a student.

Appropriate decisions should not be based upon one isolated incident, but based upon a more longitudinal and overall look at a student's educational performance.

(A) The student demonstrates significant cognitive disabilities that may be combined with limited adaptive skills, physical or behavioral limitations, and requires a highly specialized educational program with intensive modifications and accommodations for access to the general academic curriculum.

The IEP team must consider the following:

- **Does this student generally exhibit the learning characteristics of a student with a significant cognitive disability?** These learning characteristics are generally evidenced in how the student communicates, responds to the environment, and learns. A student who is appropriately identified to be assessed by the HSA-Alt is expected to have significantly accommodated receptive and expressive communication systems (e.g., supplemented by pictures/symbols, assistive technology devices, etc.), expectations for performances that are significantly modified by reductions in difficulty and/or complexity from grade-level expectations, and materials which have been significantly modified in order to provide meaningful access to the general curriculum. These accommodations/modifications make how the student communicates, responds to the environment, and learns look significantly different from those same characteristics of peers without disabilities. An IQ score is not an acceptable criterion to determine if a student should participate in the HSA-Alt. The HSA-Alt has been developed solely for use by students who would be expected to score significantly lower than their peers without disabilities on standardized tests of knowledge and cognition (or may not achieve a valid score at all).
- **Does this student perform significantly lower than peers without disabilities on adaptive behavior scales?** Are there longitudinal data indicating this situation? A student who performs significantly lower might still be included in the general assessment with or without accommodations.

Examples for Criterion A

At 13 years of age, Sandra is currently able to identify familiar pictures and picture symbols and has an emerging sight word vocabulary of around 35 words. She can answer basic recall questions regarding short passages of text that have been read to her and she speaks using two and three word phrases. Sandra can independently write her personal information and can copy text. She can click and drag using a mouse on the computer and can type, but only when provided a model. Because the expectations for Sandra's performance are generally reduced in terms of difficulty and complexity and she requires significant modifications to instructional materials and instructional delivery, the **IEP team determines that Sandra meets Criterion A of the HSA-Alt Participation Criteria.**

Roger, who is 13 years old, uses an augmentative communication device with voice and print output to take part in classroom discussions and instructional activities as well as to participate in the statewide assessment. He reads (using large print version) and answers questions at grade level. Even though Roger's communication is supplemented by the use of assistive technology and he

requires adaptations to materials, he does not exhibit the characteristics of a student with a significant cognitive disability. **Therefore, his IEP team determines Roger does not meet Criterion A of the HSA-Alt Participation Criteria.** Instead, the team determines he would be most appropriately assessed using the general assessment with accommodations.

(B) The student's daily instruction on the chronologically age appropriate academic content standards is substantively different from that of peers without disabilities, as evidenced by the intensity of supports necessary to access the general curriculum, the content and/or complexity level of the expectations for performance, and/or the difficulty of the instructional tasks. (In some cases, students who might participate appropriately in the HSA-Alt might not have historically been involved in the grade level general curriculum based upon academic content standards.)

The IEP team must consider the following:

- **Does the student require intensive supports in order to access the grade-level general curriculum?** A student who is appropriately assessed by the alternate assessment will need significant supports in order to access the instructional content, respond to instructional tasks and materials, and maintain interest.

Examples for Criterion B

During typical 7th grade instruction, Raymond needs pictures to supplement grade level text to overcome the print-only barrier to comprehend reading material. He needs an eye gaze board to respond to questions about grade level content, and content-related concrete objects to manipulate during specific instructional times and activities (lecture, large group discussion) along with a positive behavior support plan. In regards to the intensity of the instructional supports necessary to access the general curriculum, the **IEP team determines that Raymond meets Criterion B of the HSA-Alt Participation Criteria.**

Sylvia needs consistently delivered verbal cues to remain on task during most instructional activities. While reading text, she does need to have some grade level vocabulary words highlighted to aid her comprehension, in addition to having some text read to her. Even though Sylvia does need some support that would not typically be provided for her peers without identified disabilities, her **IEP team determines that she does not meet Criterion B of the HSA-Alt Participation Criteria** and instead determines she would be most appropriately assessed using the general assessment with accommodations.

- **Does the student require a substantial change to the content and or complexity levels of most standards?** The student might be expected to achieve only part or a component of a particular standard. The student might be expected to perform at a different level of cognitive demand from what is specified in the standard. It is important that the IEP team makes decisions like this based upon the highest expectations possible for the student in question.

Examples for Criterion B

While the grade level standard of 4.MD.1 specifies that students should "Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec," nine-year-old Jackson is expected to use only metric units when measuring length as the base ten causes less confusion for him. He is also only expected to measure length and perimeter, but not

area, as he is working on addition and is not working on the concept of multiplication. His **IEP team determines that Jackson does meet Criterion B of the HSA-Alt Participation Criteria.**

Christopher, who is 9-years-old, is expected to use both customary and metric units when measuring. Even though he does make frequent calculation errors, Christopher understands both the concepts of addition and multiplication, so he is expected to learn to measure all the components of 4.MD.1. Because Christopher does not require substantial changes to either the content or performance level of most standards, his **IEP team determines he does not meet Criterion B of the HSA-Alt Participation Criteria.** The team decides Christopher should participate in the general assessment with no accommodations.

- **Does the student require a reduction in the difficulty of most instructional tasks?** The student might need to perform tasks that are simpler in expectations, shorter, more concrete, more explicitly structured, have fewer options to choose from, etc.

Examples for Criterion B

When other 8th grade students are interpreting information from a pie chart showing the results of a school-wide survey of favorite music genres, Caroline's teacher makes adaptations to the chart, such as only comparing the results of three genres that are the most obviously discrepant in terms of quantity. A pie chart representing those three response categories has been cut apart so that Caroline can overlay the sections to make her comparisons, and it is expected that Caroline can make distinctions such as "most" and "least" as opposed to specific numerical or percentage differentiations. Because these adaptations to the instructional task are typically necessary for Caroline, her **IEP team determines that she meets Criterion B of the HSA-Alt Participation Criteria.**

For tasks that involve calculation, Wilson uses a calculator but otherwise requires no additional adaptations in terms of the difficulty of the task expected of all other students. His **IEP team determines Wilson does not meet Criterion B of the HSA-Alt Participation Criteria** and should take the general assessment with appropriate allowable accommodations.

(C) The student requires intensive direct instruction in multiple contexts to accomplish the acquisition, application, and transfer of knowledge and skills.

The IEP team must consider the following:

- **When the student is required to generalize skills, concepts, or knowledge across other school, home, and/or community contexts, is he or she able to do that automatically?** It is typical that most students who would be appropriately assessed by the alternate assessment cannot perform a skill or concept in a different or new context.
- **If the student does not generalize skills, concepts, or knowledge, does he or she need direct instruction in multiple contexts to transfer that learning into each context itself?** A student may need to have direct, intense instruction in several different contexts in order to transfer skills and concepts learned in a specific environment or situation.

Examples for Criterion C

In his 11th grade ELA class, Paul has learned several grade level vocabulary words from his adapted biography of Gregor Mendel. But in his biological science class, he is unable to recognize those same words in the science text or on informational posters. In fact, he needs direct instruction on those same words in both the text and on several posters. His **IEP team determines that Paul does**

meet Criterion C of the HSA-Alt Participation Criteria.

Ansina has learned to compare data sets using a graphing calculator to determine which fast food restaurant generally has the lowest prices. When asked to determine which electronics store has the lowest prices, she needs to be reminded of the data comparison process, and when asked to do the same comparison between grocery stores, she uses the process independently even though she makes some errors. Because she does not require direct instruction to generalize skills, concepts, or knowledge, her **IEP team determines that Ansina does not meet Criterion C of the HSA-Alt Participation Criteria.** The team decides she should take part in the general assessment with accommodations.

(D) The student's difficulty with the general academic curriculum demands is due to his or her significant cognitive disabilities and not to social, cultural or environmental factors, expectation of poor performance, or excessive absences.

The IEP team must consider the following:

- **Are cultural, social, and economic issues the cause of the low achievement?**
- **Is the decision about assessment participation based upon past behavioral issues and low academic performances or expectations?**
- **Is the student's specific learning disability, emotional disability, deaf/hard of hearing disability, or visual disability including blindness the primary factor impacting the ability to learn, rather than cognition?**
- **Is the past history of special education participation (disability category, type of service delivery, placement, etc.) affecting the decision?**
- **Has the student missed a lot of school and that is the cause of the low achievement?**

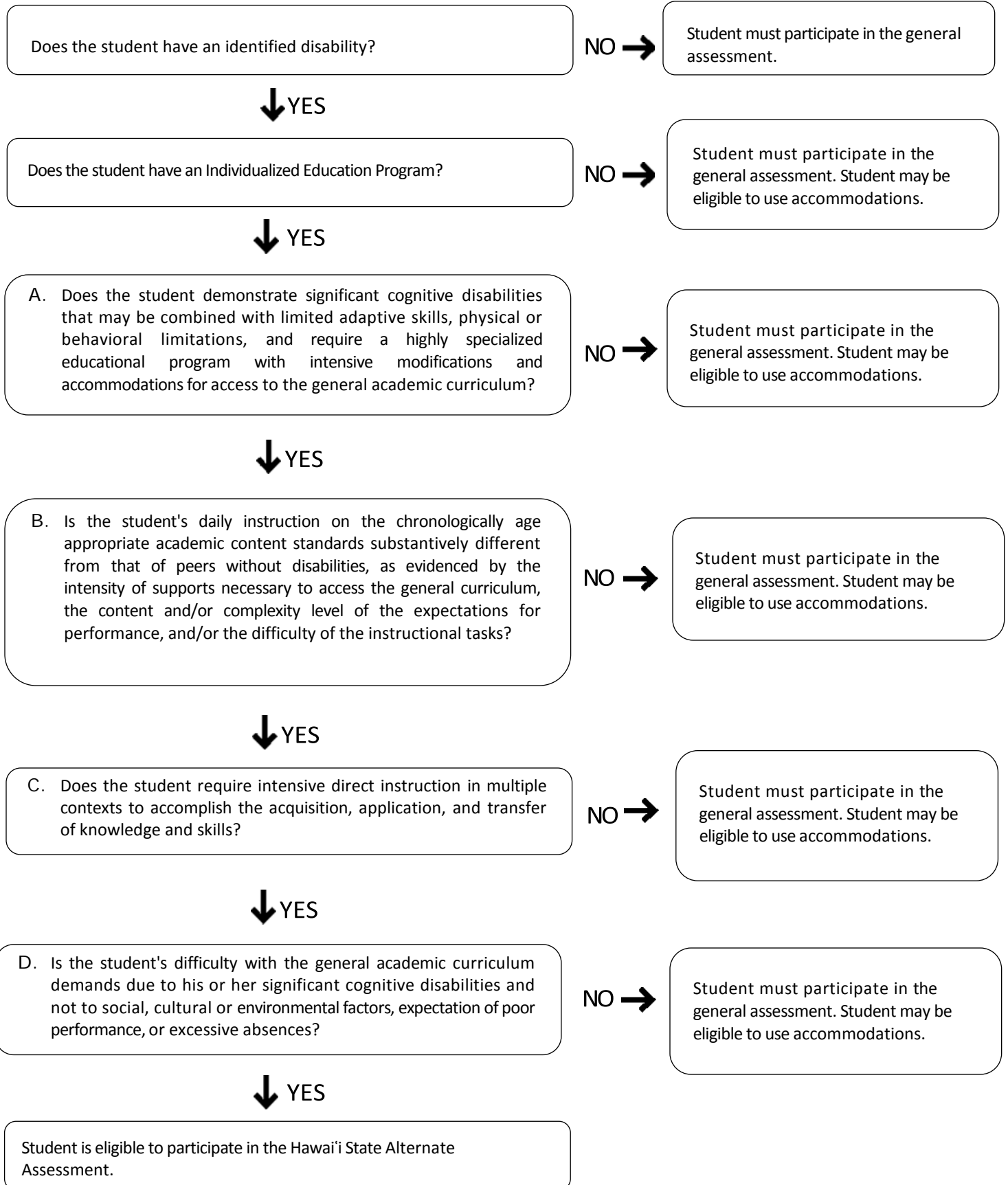
If the answer to any of these questions is "Yes" then the student should not participate in the HSA-Alt.

Examples for Criterion D

Rochelle has vision and hearing impairments, which are believed to be corrected to within normal ranges, although the exact extent of the impairment/correction is not known. This is because standard tests have resulted in inconclusive results. Regardless of her sensory impairments, she still exhibits the learning characteristics of a student with a significant cognitive disability as defined in Criterion A. Her **IEP team determines that Rochelle does meet Criterion D of the HSA-Alt Participation Criteria.**

Elaine has a seizure disorder that is only partially corrected with medication. In addition, she also has a disorder of her immune system that causes her to miss many days of school each year. Her frequent absences have negatively affected her performance on classroom-based and large-scale assessments. Because of the effect her absences have had on her performance, **her IEP team determines Elaine does not meet Criterion D of the HSA-Alt Participation Criteria.** Instead, the IEP team members decide that she should participate in the general assessment with no accommodations and will determine ways to provide her with the appropriate instruction, such as web-based technologies.

HSA-Alt Decision Making Flow Chart



Online Test Delivery System and 1 to 1 iPad Program

The HSA-Alt Independent Field Test (IFT) for Writing will be delivered to students via the online Test Delivery System, which will be accessed by using the HSAP Secure Browser on an iPad (or other tablet device). **The online Test Delivery System will be the sole method of test administration for the HSA-Alt Independent Field Test for Writing in Fall 2016; there will be no paper/pencil testing materials available for this field test.**

To promote the use of a digital interface for the assessment, the Assessment Section implemented a program supporting a one-to-one iPad project for students who have been identified in their IEPs as eligible to take the HSA-Alt. During the 2014-15 school year, one iPad was assigned to each eligible student in the tested grades, 3 through 8 and 11. Upon request, the iPad tablets were distributed to the teachers who serve as Test Administrators for the HSA-Alt eligible students. Each iPad became the property of the school at which the student is enrolled and will follow the student, from grade to grade, as long as the student remains enrolled at that school and meets the participation guidelines for the HSA-Alt. All maintenance and upkeep of the iPad becomes the responsibility of the receiving schools.

This one-year program was extended, but revised during the 2015-2016 school year, to assure that each Test Administrator could receive at least one iPad for testing purposes. To request an iPad for a Test Administrator who will need to use an iPad during the administration of the fall 2016 online HSA-Alt Independent Field Test for Writing and spring operational HSA-Alt Assessments, TAs must send the 10-digit SSID for each eligible student, the name of each student's TA plus the school name and school 3-digit code, to hsa-alt@notes.k12.hi.us (contact information is provided on page 3 of this manual).

Physical Manipulatives and Online Testing

Due to the construct of specific tasks and items within the HSA-Alt Independent Field Test for Writing, TAs will be required at certain times to use physical manipulatives, such as a banana, a spoon, or a clock, during the online administration of the HSA-Alt to students. These manipulatives include some printed items (such as posters and sentence strips) that will be shipped to each school by AIR, as well as the physical items each TA will be instructed to provide during the online administration. A list of all physical manipulatives for the Fall 2016 HSA-Alt Independent Field Test for Writing may be found in Appendix A of this manual.

TAs will be responsible for receiving the printed manipulatives from their school's TC once they have been shipped and delivered to each school by AIR.

Content Areas to Be Assessed

Independent Field Test for Writing Forms

The Fall 2016 HSA-Alt Independent Field Test for Writing administration includes the following test forms:

Writing
Grades 4–6
Grades 7–9
Grade 12

NOTE: Grade 12 students who were eligible to participate in the Spring 2016 HSA-Alt Independent Field Test for Writing, but did not complete that test form, will also be asked to complete the Spring 2016 Grade 11 test form during the Fall 2016 test window. School Test Coordinators will be contacted directly by the Assessment Section if one of their students meets this criterion.

Test Security Guidelines

The HSA-Alt test materials, including the online tasks and items, printed materials (e.g., posters and sentence strips), and artifacts produced as a result of test administration, are secure. To maintain the validity of the tests administered in the statewide assessment system, security of the test questions and test materials is absolutely necessary. When security is breached, the tests (individually or as a group) no longer possess the important characteristic of validity. If one student, school, or complex area has advantages not awarded to another, the test is no longer standardized and loses the important distinction of being appropriate for program accountability. The following measures are required to preserve the security of the statewide assessment program. Test Coordinators (TCs), school administrators, Test Administrators (TAs), and all personnel handling test materials are charged with following these guidelines to preserve the integrity of the testing program.

All online items are secure and should not be photographed, printed, or reproduced in any way. Physical manipulatives, such as a banana, a spoon, or a clock, are no longer secure after the close of the testing window. HIDOE encourages teachers to design and present instruction that focuses on the academic knowledge and skills that are addressed in the Hawai'i Common Core Standards in ELA and Mathematics and the Hawai'i Content and Performance Standards in Science.

Online and printed test materials (printed manipulatives, such as posters and sentence strips) must be kept secure before, during, and after testing sessions. Students should not be provided with any access to test materials before test administration. Such exposure to the test will invalidate its data results. Printed test materials should not be taken off school grounds unless approved by the TC (e.g., to deliver the assessment to a student who receives homebound

instruction). When testing is completed, the printed test materials must be returned to the TC for secure disposal (e.g., by shredding).

HSA-Alt Code of Ethics

The HSA-Alt is Hawai'i's alternate assessment based on alternate academic achievement standards and is part of the Hawai'i State Assessment Program. It is to be considered a secure test. Each person who administers the HSA-Alt is responsible for understanding and following security procedures while also following the highest professional ethics.

The specific test security requirements include those listed below.

- The HSA-Alt must be administered by a certified Test Administrator, who will most likely be the student's classroom teacher. Classroom aides or paraprofessionals may not administer the HSA-Alt.
- Activities that are created or implemented for the sole purpose of increasing test scores and do not contribute to the student's overall education are considered to be in violation of ethical assessment administration. Examples of such activities include:
 - Practicing specific assessment tasks
 - Displaying posters or charts containing information for the purpose of aiding students during the test administration
- All assessment work shall be completed entirely by the student with necessary supports and accommodations. All responses must be the student's own, using familiar communication systems. The work must reflect independent student performance and understanding while using supports and accommodations that allow the student to show understanding of the content.
 - The use of any accommodation/assistive device that is not a regular part of daily instruction (e.g., the student uses a communication system for the assessment entry, but does not use the same system as a regular part of his or her instructional day) is not allowed.
- There should be no fabrication or manipulation of student work or performance data.
- All procedures outlined in the administration guidelines are designed to ensure a fair and valid assessment for students and must be followed.

Test Administrator Requirements

Only Hawai'i Department of Education (HIDOE) trained personnel may administer the Fall 2016 HSA-Alt Independent Field Test for Writing online using the Test Delivery System. The following table lists the personnel who may serve as Test Administrators.

Personnel Who May Serve as Test Administrators for the HSA-Alt	
Personnel	Requirements
<i>Special education teacher, including those hired (full or part time) by a private recruiting agency</i>	<i>Must have a teacher license or credential (for Hawai'i or another state)</i>
<i>General education teacher (full or part time)</i>	<i>Must have a Hawai'i teacher license or credential</i>
<i>School counselor</i>	<i>Must have a master's degree in counseling</i>
<i>Instructors</i>	<i>Must be teaching a class independently in a content area where there is a shortage of Hawai'i licensed or credentialed teachers</i>
<i>Long-term substitute teachers</i>	<i>Not required to have a Hawai'i teacher license or credential if they are teaching a class independently</i>
<i>Identified public charter school employee</i>	<i>Qualified teaching staff member</i>
<i>District resource teacher</i>	<i>Hawai'i State Alternate Assessment Support Team member</i>
<i>Test Coordinator</i>	<i>Must have any one of the above requirements</i>

Each HSA-Alt TA must

- be familiar with this *Test Administration Manual (TAM)*;
- be trained in and knowledgeable about proper test administration and test security; and
- have attended the HIDOE-sponsored face-to-face training for Online Administration (for TAs who will be administering the HSA-Alt for the first time in fall 2016); **OR**
- have completed the online TA Certification Course.

TAs may not administer the assessments to close relatives (e.g., children, grandchildren).

If the assessments are administered in a location other than the school, the TA must meet the criteria specified above.

Assessment Design

Key Features of the Administration

Each task begins with an introductory statement that establishes the context for what the student will be doing. There is a clear progression within each task from one item to the next.

The online Test Delivery System uses scripted directions to pose specifically worded questions to the student. Students taking the online test, independently, respond by touching the iPad screen to select the response option.

Students taking the online test 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, or an augmentative communication device. Once the student has communicated a response, the TA may need to assist the student in touching the on-screen response option or may touch the response indicated if the student is unable to do so, even with assistance.

If the student responds incorrectly on a 1-point item, the online Test Delivery System will automatically move to the next item. If the student responds incorrectly on a 2-point item, the online Test Delivery System will automatically remove the incorrect response option and repeat the question to the student.

If no response is indicated or recorded by the student, the TA will need to access the TA Navigation Bar in the secure browser to manually advance the test to the next question. Manually advancing the test via the TA Navigation Bar will trigger the online Testing System to record a "no response" for the skipped item.

Depending on the design of a particular item, the TA may be required to use physical manipulatives to administer an item to help a student respond. TAs will be alerted by a red STOP sign on the testing site, which indicates the next item to be administered requires the use of a physical manipulative. These items may be Engagement Items or regular test items. Some materials are provided by AIR and some materials that are readily available in the classroom and school must be provided by the TA. Appendix A has a complete list of physical manipulatives used for online testing.

Engagement Scoring Rubric

Although most HSA-Alt items appear in the format described above, a number of items in the HSA-Alt are designed for students who are at the engagement and pre-symbolic level of communication and cognitive functioning. These engagement items are scored with a holistic rubric.

The TA scores engagement items by making a judgment on the basis of the scoring rubric. TAs will administer the item to the student using physical and/or printed manipulatives and will enter the student's score, based on the rubric, into the online Test Delivery System. For more

information of administering engagement items within the online assessment please see the *Fall 2016 Guide to Navigating the Online HSA-Alt Administration*.

Access Limitations

There are no items with access limitations in the Fall 2016 HSA-Alt Independent Field Test for Writing.

Online Administration Procedures

The online Test Delivery System will be the only method of test administration for all HSA-Alt eligible students taking the Independent Field Test for Writing in fall 2016.

TAs will be ready to administer the HSA-Alt using the online Test Delivery System after following a few basic steps:

- Verify that they are entered into the TIDE system as a TA user.
- Attend a HIDOE-sponsored face-to-face training (for TAs who have not previously administered the Online HSA-Alt), or complete the online TA certification course for Online Administration (for TAs who have previously administered the Online HSA-Alt or who are unable to attend a face-to-face training).
- Become familiar with the Test Delivery System and administering assessments using the TA Live Site.
- Verify that the most current HSAP Secure Browser is installed on each TA's or student's iPad. (The AIRSecureTest app can be downloaded and/or updated in the App Store.)
- Verify that they have all necessary physical and printed manipulatives (see Appendix A for a list of manipulatives for each grade band).

Test Administrators need to refer to the *Fall 2016 Guide to Navigating the Online HSA-Alt Administration* manual and the *HSA-Alt Online Testing Quick Start Guide Fall 2016* for complete information about online administration procedures. Both of these documents are available on the Resources >> Test Administrators >> Test Administration >> Online Administration section of the HSA-Alt portal website at alohahsap.org.

Actively Monitor Student Testing

TAs should actively monitor student testing and assist students in navigating the online administration as needed.

Administering Engagement Items or Other Test Items Using Physical and Printed Manipulatives

TAs may need to present various physical and printed manipulatives to the student for some items in the HSA-Alt, also known as Engagement Items, and other test items that require printed manipulatives (e.g., posters). The necessary printed materials for these items will be shipped to each school by AIR. For additional information on the scoring rubric please see the "Engagement Scoring Rubric" section above.

Recording No Response

The online Test Delivery System for the HSA-Alt allows the TA to record a "No Response" for a question if a student is non-responsive. **"No response" means a student has not given any response to a particular item.** If a student is non responsive to a particular question, the TA will need to collect the iPad from the student in order to access the TA Navigation Bar and click **[Next]** to navigate to the next task/item in the assessment. The system will automatically record a "No response" for the skipped item. The TA should then hide the TA Navigation Bar once more and return the iPad to the student to continue testing.

For additional information on accessing the TA Navigation Bar please see the *Fall 2016 Guide to Navigating the Online HSA-Alt Administration*, available on the Resources >> Test Administrators >> Test Administration>> Online Administration section of the HSA-Alt portal website at alohahsap.org.

Return of Assessment Materials

After the assessment is complete, gather all printed manipulatives and any artifacts produced as part of the assessment and return them to the school's TC no later than **October 31, 2016**.

Including All Students with Disabilities in State Accountability Assessments

Both federal and state laws require that all students with disabilities be administered assessments intended to hold schools accountable for the academic performance of students. Individualized Education Program (IEP) team members must actively engage in a planning process that addresses:

- the assurance of the provision of accommodations to facilitate student access to grade-level instruction and state assessments; and
- the use of alternate assessments to assess the achievement of students with the most significant cognitive disabilities.

Laws and Regulations on Inclusion in Student Assessments: General Overview

Federal and state laws require that all students participate in certain tests in the Hawai'i Statewide Assessment Program, depending on the assessment and the student's instructional program. This section reviews those requirements to ensure that appropriate and effective accommodations enable students to demonstrate their academic achievement.

Elementary and Secondary Education Act, reauthorized as Every Student Succeeds Act (ESSA) in December 2015

Educating all students to high standards is the primary purpose of state assessment system requirements. Assessment systems must meet a set of "inclusion" requirements. Section 1111 (b) (3) (F) of Title I, affirms that state assessments shall provide for:

- the participation in such assessments by all students; and
- the reasonable adaptations and accommodations for students with diverse learning needs, necessary to measure the achievement of such students relative to state content standards;

The following points must be present to meet the compliance requirement under Title I:

- "Each state must have a comprehensive policy governing the use of testing accommodations." States have flexibility in selecting appropriate accommodation(s) based upon the needs of the individual student.
- For students with disabilities, whose IEP or Section 504 placement teams have determined that the standard state assessment would not appropriately show what those students know and are able to do, each state must have a statewide alternate assessment system or a comprehensive state policy governing locally developed alternate assessments.
- Each state must include in its accountability system all students in the grades being assessed.

Individuals with Disabilities Education Improvement Act of 2004 (IDEA)

The Individuals with Disabilities Education Act (IDEA) Part B regulations governs the provision of services to students with disabilities. State education agencies, school districts, and charter schools receive federal funding to implement and develop special education programs and

appropriate individualized education programs to students who qualify under the 13 categories of disabilities as defined by the IDEA. IDEA (B) regulations include guidance that specifically addresses participation and access to state- and district-wide assessments with accommodations for students with disabilities when appropriate. These guidelines ensure that school districts and charter schools provide students with disabilities the same opportunities for participation and access to the general education curriculum as their peers. The IEP must include a statement of the required accommodations that the IEP team recommends to measure the academic achievement and functional performance of a student. If the IEP team determines that an alternate assessment is appropriate, a statement must be provided describing the reasons for recommending the alternate assessment.

Section 504 of the Rehabilitation Act of 1973

Section 504 is a federal civil rights law under the Rehabilitation Act of 1973. Students in public schools, including charter schools and private schools that receive direct or indirect federal funding, are protected by Section 504, which prohibits discrimination on the basis of disability. Section 504 is designed to provide equitable access for students through a Section 504 Accommodations Plan. Section 504 provides a service option available to students with disabilities who do not qualify under the IDEA. However, a Section 504 evaluation must show that a student has a mental or physical impairment that substantially limits one or more major life activities.

A few examples of students with a Section 504 Plan who may receive assessment accommodations include, but are not limited to, students with the following conditions:

- Allergies or asthma
- Attention difficulties
- Communicable diseases (example: hepatitis)
- Chronic illness
- Drug or alcoholic addictions, as long as they are not currently using illegal drugs
- Physical limitations
- Environmental illnesses
- Hearing or vision issues

If a student is identified under Section 504, then the Section 504 team develops the student's accommodation plan. The Section 504 team makes the decision regarding the *reasonable* accommodations that a student may need during the Hawai'i Statewide Assessments and documents them in the student's Section 504 Plan.

What Are Accommodations?

Accommodations are practices and procedures in the areas of presentation, response, and engagement that provide equitable access during instruction and assessments for students with disabilities. Accommodations are intended to reduce or even eliminate the effects of a student's disability; they do not reduce the learning expectations. The accommodations provided to a student must be the same for classroom instruction, classroom assessments, and state assessments.

Typically, accommodation use does not begin and end in school. Students who use accommodations will generally also need them at home, in the community, and, as they get older, in postsecondary education and at work. Accommodations for instruction and assessment are integrally intertwined.

Who Selects Assessment Accommodations?

The applicable education team, including the teacher who is primarily responsible for instruction in the content area being assessed, determines which accommodations a student may receive.

- A student with an IEP (including an ELL with an IEP) receives the allowable accommodations in his or her IEP as determined by the properly-composed IEP team who select assessment accommodations and document them in the IEP. It is important that IEP team members are well informed about a student's needs and the allowable accommodations available in the assessment content areas prior to the selection meeting. Accommodations selected for assessment must have instructional relevance and be associated with a specific skill deficit. The IEP team should be able to explain how a student's skill deficit affects the ability to demonstrate mastery of content areas assessed and how the accommodation will improve access to the assessment.

The ESSA Standards and Assessments Peer Review requires that accommodations that are used for assessment must be consistent with those used for instruction.

- All tasks and items may be read and reread by the audio playback function in the online Testing System to all students taking the HSA-Alt.
- The HSA-Alt is not timed and may be completed over multiple sessions. Testing can stop at any point (mid-administration, if necessary) and may be completed over several days.

An allowable accommodation should have been used in daily instruction for a sufficient period of time prior to testing for a student to become comfortable with it. Using an accommodation during assessment that is not used during instruction might be detrimental to the student's performance on the assessment.

Accommodations are selected on a case-by-case basis. Therefore, it is not allowable to indiscriminately provide an accommodation because it is typically administered to a group of students. Please note that decisions about selecting and using accommodations should be shared with a student's teachers as well as a student's parents/guardians.

The HSA-Alt is designed to incorporate many of the supports that a student may need as built into the assessment design (e.g., picture arrays, oral reading of passages). The allowable accommodations listed on the following pages provide students with the opportunity to gain access to an item and make a response (Kleinert & Kearns, 2010).

The following accommodations are available in the online Test Delivery System:

- **Zoom in:** Students can make test questions, text, or graphics larger by clicking on the Zoom icon that has four levels of magnification.
- **Color Contrast:** TAs and/or TCs may select an alternate background color to be displayed on the computer screen.
- **Audio Playback of Items, Stimuli, and Response Options:** Audio playback of all items, stimuli, and response options is automatically enabled for all HSA-Alt students and is required for the online administration of the HSA-Alt assessments.

Accommodation Category	Consider the Following Accommodations
<p style="text-align: center;">Presentation</p> <p>Presentation accommodations allow students to access information in ways that do not require them to visually read standard print. These alternate modes of access are auditory, multisensory, and visual.</p>	<ul style="list-style-type: none"> • Magnification devices • Enhanced lighting • Human bilingual reader • Audio amplification device (e.g., auditory trainer) • Sign language • Answer options indicated with a pen light • Concrete objects for answer options • Visual cues that do not lead the student to the correct answer • Gestures (e.g., pointing to stimulus and/or response options) • Repetition of questions and responses • Sign language interpreter • Special acoustics, such as buffers • Answer options presented on an overhead projector • Intermittent verbal, picture symbol, sign language, or physical prompts to refocus attention to the test • Adaptive or special furniture or equipment
<p style="text-align: center;">Response</p> <p>Response accommodations allow students to complete assignments, tests, and activities in different ways or to solve or organize problems by using some type of assistive device or organizer.</p>	<ul style="list-style-type: none"> • Augmentative device (e.g., BIG Mack, Jelly Bean switch, Dynovox, iPad) • Calculation devices (e.g., talking calculator with enlarged keys, abacus) unless otherwise indicated in the adaptive instructions • Student's response mode that is used during instruction • Answer option spoken aloud • Sign language • Pointing to select answer option • Eye-gaze to select answer option • Answer option picked up by the student and given/handed to the Test Administrator • Visual organizer • Graphic organizer • Highlighting of key words in the reading passage by the student

Accommodation Category	Consider the Following Accommodations
<p style="text-align: center;">Setting</p> <p>Setting accommodations change the location in which students participate in the HSA-Alt. The assessment may be given in a location other than the classroom to reduce distractions or to increase physical access or access to special equipment.</p>	<ul style="list-style-type: none"> • Change location so that the student is not distracted and does not distract others • Allow the student to become familiar with the room if testing in an unfamiliar location in the school • Administer the assessment when no other students are present
<p style="text-align: center;">Timing or Scheduling</p> <p>Timing accommodations give students the time and the breaks they need to complete the HSA-Alt. Other changes may include the particular time of day, the day of the week, or the number of days over which the assessment takes place.</p>	<ul style="list-style-type: none"> • Administer the assessment during the student's optimal time of day • Administer the assessment when the remainder of the students are participating in another school activity (e.g., during music, P.E.) • Allow extended breaks • Cue the student to begin working and stay on task

Stimulus and Response: Substitutions

The stimulus materials identified in each task are intended for students who have significant cognitive disabilities. In recognition of the need to depart on occasion from the standard stimulus and response materials, the chart below shows suggested substitutions and alternatives that are based on the student's degree of vision, hearing, or physical mobility.

Student Characteristic	The TA can adapt stimulus/response materials by doing the following:
Limited in reach or touch	Use iPad (or other device) in conjunction with switches or other assistive technology
Limited in visual or tactile field	Position iPad (or other device) level with student's eyes and then move within student's reach
Apraxia/motor planning problems or sensory integration challenges	<p>Rehearse movement needed for response; use an object for pointing; provide tactile and kinesthetic supports (e.g., pacing board)</p> <p>Provide frequent breaks; offer visual supports; allow/encourage movement; allow unrelated manipulative (e.g., rubber band in free hand) to aid concentration, supported seating, weighted vests, sensory diet before testing; reduce "noise" such as environmental sound, tactile and olfactory input, light</p>

Student Characteristic	The TA can adapt stimulus/response materials by doing the following:
Orthopedic impairment	Use assistive technology, visual cues, gestures (e.g., point to materials); change location to increase physical access; change location to access special equipment; offer adjustable height desk, appropriate specialized seating, slant top surface, assistive technology, extended time, multiple or frequent breaks

Assistive Technology

Assistive technology (AT) that is stated in the student's IEP and is used during instruction may be used to assist the student in accessing the HSA-Alt using the online Test Delivery System. The online HSA-Alt is accessible on devices other than an iPad, however, AIR recommends using an iPad to access the online HSA-Alt because the item layout and resolution have been designed and optimized for the iPad display. TAs should note that providing an accommodation or access to AT only during the assessment will not ensure that the student will be able to use the AT effectively. Before the assessment, a student needs opportunities to use the technology during daily instruction to ensure that he or she can use it appropriately and effectively.

Technology affords many ways to adapt student response on the iPad. The TA should consider both high-tech and low-tech resources that aid presentation (input) and response (output). Any assistive technology that does not unfairly advantage or disadvantage a student may be used, including, but not limited to, the following:

- Screen magnifier or screen magnification software
- Arm support
- Mouth stick, head pointer with standard or alternative keyboard
- Voice output device, both single and multiple message
- Tactile/voice output measuring devices (e.g., clock, ruler)
- Overhead projector

**APPENDIX A: List of Physical Manipulatives for the Fall 2016
Independent Field Test for Writing**

Printed Manipulatives Provided by AIR

Subject	Grade Band	Task Number	Task Name	Material	Quantity
Writing	4-6	1	Pets	Poster	1
Writing	4-6	2	Facts about George Washington and John Adams	Poster	1

Subject	Grade Band	Task Number	Task Name	Material	Quantity
Writing	7-9	2	A Story About Della	Poster	1

APPENDIX B: HSA-Alt Dos and Don'ts

What Teachers or Test Administrators Should Do	What Teachers or Test Administrators Should Not Do
Test Preparation	
Do determine whether you are going to accept what the student says or what the student points to as the correct answer and do this throughout the assessment administration.	Do not accept a different response mode on each item.
Accommodations	
Do provide accommodations that are listed in the student's IEP and that are used during instruction.	Do not change the accommodations provided during the administration.
Do gather all teacher-provided materials listed in the appendix of the <i>Test Administration Manual (TAM)</i> .	Do not wait until the day of administration to locate assessment materials.
Do determine where you will administer the assessment (e.g., library, testing room, classroom).	Do not administer the assessment within the hearing of other students.
Do make sure that assistive technology or communication devices are working appropriately. Do consider administering the assessment to students who require the use of assistive technology at the beginning of the test window to allow time for malfunctions in their equipment.	Do not wait until the day of the assessment to check the availability of communication devices.
Test Administration	
Do attend a state-sponsored training session or become certified to administer the assessment using the online certification course.	Do not administer this assessment if you have not become certified to do so.
Do take breaks as needed.	Do not teach the skill while administering the task.
Do encourage your student to begin working and stay on task.	Do not repeat a question after the student has given his or her answer.
Returning Test Materials	
Do return all printed manipulatives and any student-generated items to your TC.	Do not return physical manipulatives provided by the TA.

What Teachers or Test Administrators Should Do	What Teachers or Test Administrators Should Not Do
Resources	
Do call HIDOE for questions regarding the Content Specifications and instructional ideas.	Do not call the HSAP Help Desk for instructional support.
Do call HIDOE with questions regarding participation criteria, regulations or policy issues.	Do not call HIDOE with questions regarding online test interface issues.
Do call the HSAP Help Desk for questions regarding the online Test Delivery System and secure browsers.	Do not call HIDOE with questions regarding the online Test Delivery System and secure browsers.

APPENDIX C: Change Log

This Change Log can be used to identify specific changes that are made to any of the information included in the original document throughout the HSA-Alt Independent Field Test for Writing test window in fall 2016.

Change	Section	Date
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