



Hawai'i State Alternate Assessments

Independent Field Test for Writing Test Coordinator 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 Coordinators (TCs) with information needed to complete necessary tasks before, during, and after the administration of the Hawai'i State Alternate Assessments (HSA-Alt).

Additional Relevant Documents

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

- **Fall 2016 HSA-Alt Test Administration Manual:** This manual includes information about policies and procedures for Test Administrators, Test Coordinators, and others involved in test administration.
- **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 in the *Fall 2016 HSA-Alt Test Administration Manual (TAM)*.

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. HDOE 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?**

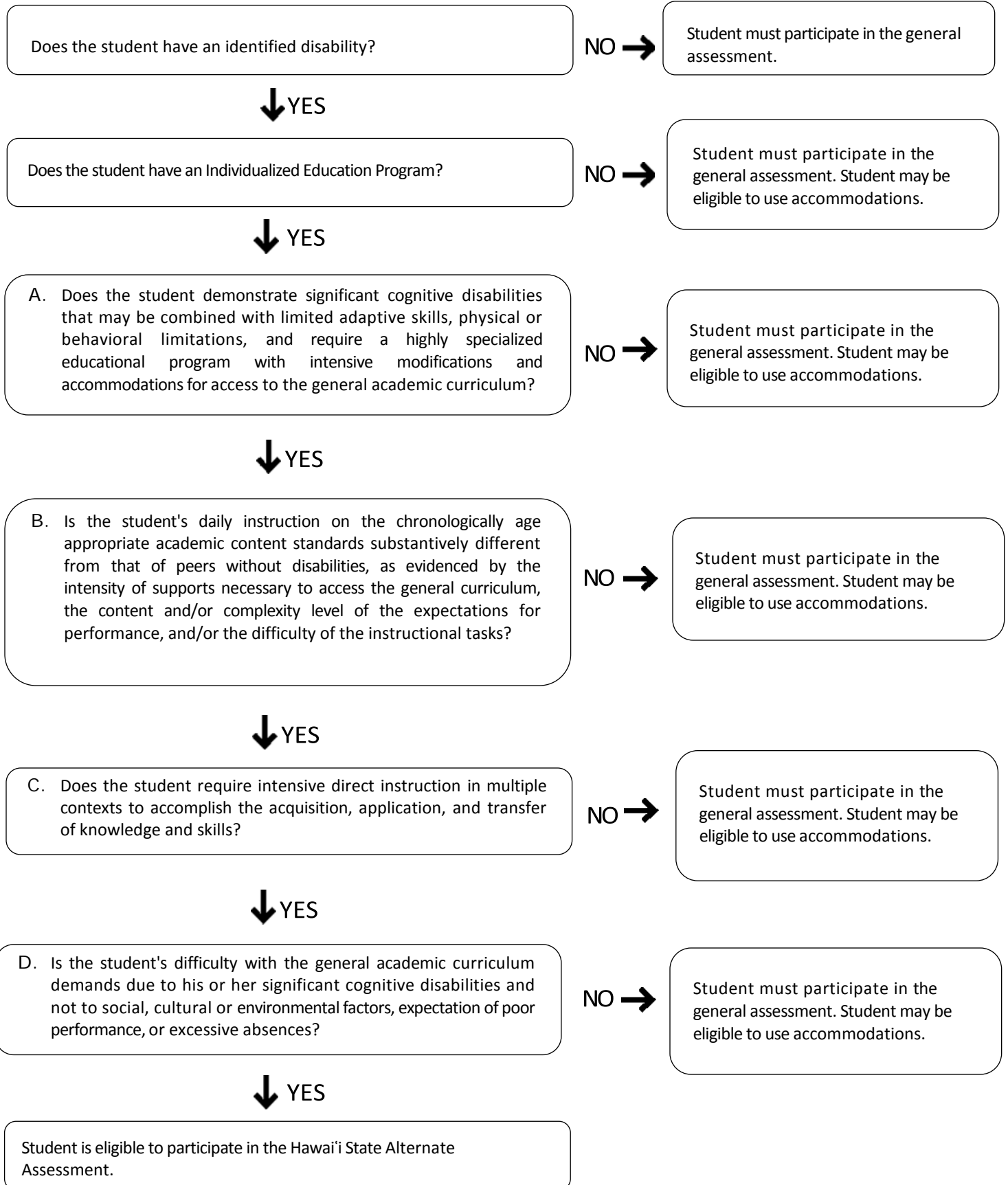
If the answer to any of these questions is "Yes" then the student should not participate in the HSA-Alt.

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 a 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.

TCs will be responsible for receiving the printed manipulatives shipped from AIR and distributing them to TAs in their school who will be administering the HSA-Alt.

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. **Printed manipulatives provided by AIR for the online assessment should be securely disposed of (by shredding) by the Test Coordinator.**

Physical manipulatives provided by the Test Administrator, 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 the *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.

Test Coordinator Responsibilities

The TC is responsible for the following tasks:

Before Administration

- Ensuring that all TAs have been entered into TIDE under the "TA" user role (see the *HSAP TIDE User Guide* available on the HSA-Alt portal on the Resources >> Test Coordinators >> Test Administration >> Online Administration page).
- Ensuring that all TAs are trained and meet the HIDOE requirements.
- Receiving the Fall 2016 HSA-Alt Independent Field Test for Writing printed manipulatives and inventorying the materials against the School Packing List and the Teacher Security Checklist.
 - Distributing the HSA-Alt printed manipulatives received from AIR to each TA responsible for a student who is eligible to take the Fall 2016 HSA-Alt Independent Field Test for Writing.
 - Reminding TAs that they must inventory the materials against the Teacher Security Checklist and that discrepancies must be reported to the TC immediately.

During Administration

- Implementing security procedures and reminding staff that the HSA-Alt is subject to Hawai'i test security regulations.
- Working with the school's Technology Coordinator(s) and staff and all HSA-Alt TAs to ensure that necessary device operating system and secure browsers are installed on each student's or TA's iPad or tablet and any other technical issues are resolved. (The AIRSecureTest app can be downloaded and/or updated in the App Store.)
- Handling testing problems as needed and reporting Testing Incidents to the HIDOE Assessment Section via the "Test Improperities" section in the Test Information Distribution Engine (TIDE) system.
- Reviewing with TAs the information in the "**Return of Assessment Materials**" section of this manual as necessary to ensure the proper packaging and return of secure testing materials to the TC.

After Administration

- Collecting HSA-Alt printed physical manipulatives from TAs at the end of the test administration window and following up on materials not submitted by the deadline.
- Shredding or otherwise securely disposing of the printed physical manipulatives used for the Fall 2016 HSA-Alt Independent Field Test for Writing. These printed physical manipulatives **do not** need to be returned to AIR.

Test Materials Handling

IMPORTANT: Please read these directions before distributing any test materials to TAs.

Receiving Materials

All schools will receive some printed manipulatives from AIR to distribute to TAs for use during the Fall 2016 HSA-Alt Independent Field Test for Writing.

The school shipment of printed manipulatives includes a:

- School Packing List,
- Teacher Security Checklist,
- List of Test Kit Materials and TA/TC Responsibilities, and
- A printed manipulatives package for each HSA-Alt TA at the school.

Materials are packed/shipped to schools by AIR. **Note:** The printed manipulatives used for online testing **should not** be returned to AIR at the end of testing. They should be shredded or otherwise securely disposed of at the school.

You must verify the materials received in the school box(es) against the School Packing List, Teacher Security Checklist, and the List of Test Kit Materials. If there is any discrepancy, please contact the HSAP Help Desk.

When preparing for the distribution of test materials, remember the following:

- The TC will receive test materials from AIR and will distribute them to TAs.
- The TC will verify that materials for each TA match the Teacher Security Checklist and the List of Test Kit Materials. NOTE: one test kit, per grade band, is issued to each TA (not one kit per student).
- TAs will be responsible for the security of all test materials before, during, and after the test administration.
- The TC will distribute the test materials to the TAs prior to the opening of the testing window to allow time to review the materials prior to the first day of testing in order to develop appropriate accommodations as needed.
- All HSA-Alt materials must be kept in a securely locked storage space when the test is not being administered. This securely locked storage space can be in the teacher's classroom.

If the TA is missing any of the test materials, please call the HSAP Help Desk to request replacement materials.

Disposing of Materials after the Administration

When online test administration is complete, the TA returns the HSA-Alt test materials to the TC. TCs should plan to receive all materials from the TAs by **October 31, 2016**. The TC is responsible for ensuring that materials are shredded or otherwise disposed of securely at the school. TCs **do not** need to return printed manipulatives to AIR.

**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: 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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