



# **Hawai'i State Alternate Assessments**

## **Test Coordinator Manual Spring 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 for Reading, Mathematics, and Science

## Spring 2016

### Important Dates

Test Administration Face to Face Training*	January 26 – February 12, 2016 (at various locations)
Test materials due in schools (online Reading and Mathematics)	February 12, 2016
Online HSA-Alt for Reading and Mathematics test administration window	February 19 – May 26, 2016
Paper/Pencil HSA-Alt for Reading, Mathematics, and Science test administration window (for students with an approved exception from online testing)	February 19 – May 19, 2016
Online HSA-Alt for Science test administration window	April 6 – May 26, 2016
Online HSA-Alt Independent Field Test for Writing test window (online administration only)	April 25 – May 26, 2016
TA returns HSA-Alt paper/pencil test kit materials to TC	by May 20, 2016
TA returns HSA-Alt online administration materials to TC	by May 27, 2016

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

### 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

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](http://alohahsap.org)

- **Spring 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.
- **Spring 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.
- **2015-2016 HSAP TIDE User Guide:** This document provides instructions on navigating and entering information into TIDE.
- **HSA-Alt Extensions:** These documents provide information on the Reading and Mathematics extensions to the Common Core State Standards, and the Science extensions to the HCPS III Standards.

In addition, Test Coordinators should review the following documents, which are posted in the Resources >> Test Coordinators >> Test Administration >> Paper/Pencil Administration section of the HSA-Alt portal website at [alohahsap.org](http://alohahsap.org)

- **Spring 2016 Paper/Pencil Test Kit Exception Request Form:** This form may be used by Test Coordinators to request a paper/pencil test kit exception for a student who is unable to access the HSA-Alt using the online administration.
- **Spring 2016 HSA-Alt Paper/Pencil Directions for Administration:** This manual provides instruction on the use of a paper/pencil test kit for the administration of the HSA-Alt for Reading, Mathematics, and Science.
- **Spring 2016 Data Entry Interface User Guide:** This user guide provides instructions on how to enter student assessment scores into the Data Entry Interface following paper/pencil test administration for students approved for the paper/pencil test kit exception.
- **2015-2016 HSA-Alt Proctor Acknowledgement Form:** This form should be used by proctors, translators, or behavioral assistants to document their knowledge and understanding of the test security and administration procedures for the Hawaii State Alternate Assessments.

## 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 and/or printed test kit materials for HSA-Alt eligible students approved for the paper/pencil exception

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.

<b>HSAP Help Desk Contact Information</b>
Phone: 1-866-648-3712 Fax: 1-877-231-7813 Email: <a href="mailto:hsaphelpdesk@air.org">hsaphelpdesk@air.org</a>

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

- Participation criteria
- Requesting the Paper/Pencil Exception and Second Rater Requirements
- State and federal regulations regarding the HSA-Alt
- Extensions

<b>Assessment Section Contact Information</b>
HSA-Alt Test Development Specialists: Carol Anton, Paul Dumas, Ben Meyer, and Karen Tohinaka
Phone: 1-808-733-4100 Fax: 1-808-733-4483 Email: <a href="mailto:hsa-alt@notes.k12.hi.us">hsa-alt@notes.k12.hi.us</a>

# 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 reauthorization of the Elementary and Secondary Education Act (ESEA, 2002) expands the requirements of IDEA. ESEA contains specific language with regard to accountability and inclusion of students with disabilities in state assessment and accountability programs. ESEA 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.

## 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 general education curriculum 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). 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.

## **Extensions**

The 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 ESEA requirements that the alternate assessment link to the grade-level content standards, although at less complex skill levels. The extensions give both task writers and teachers the specificity necessary to translate the standards into meaningful assessment tasks for students with significant cognitive disabilities.

The extensions range in complexity from high to low. The extensions reflect different entry points into the state standards, based on students' various ability and communication levels. The extensions are designed to assist teachers in providing access to the assessment items for students with significant cognitive disabilities. The extensions 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 Reading, Mathematics, and 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 HIDOE 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 8<sup>th</sup> 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 11<sup>th</sup> grade reading 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?**

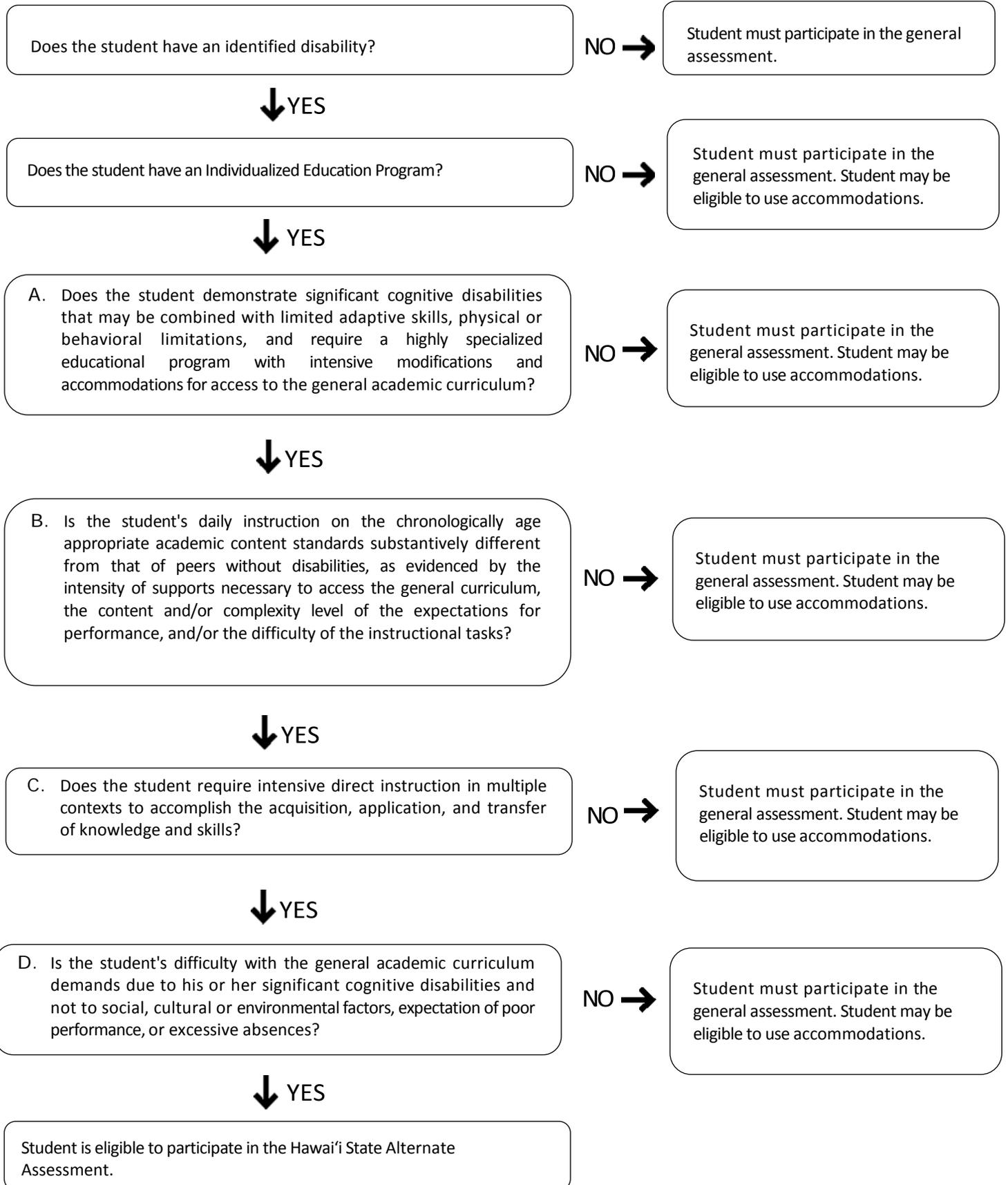
If the answer to any of these questions is "Yes" then the student should not participate in the HSA-Alt.

**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



### **Home-Schooled Students**

Schools need to send the home-school parent letter to the family of each student who is currently registered for home schooling. The parent letter indicates that the Department of Education provides free testing for home-schooled students in grades 3-8 and 11, who may take the Smarter Balanced ELA/Literacy and Mathematics Assessments, home-schooled students in grades 4 and 8, who may take the Hawai'i State Science Assessments, and home-schooled students in grades 3-8 and 11, who may take the HSA Alternate Assessments in Reading and Mathematics (grades 3-8 and 11) and in Science (grades 4, 8, and 11). Schools must offer these students one opportunity to take the Smarter Balanced Assessments, the Hawai'i State Science Assessment, and/or the HSA Alternate Assessments. For the purposes of assessment, these students are considered Courtesy Tested students, and their scores will not be included in the school's results.

A student's chronological age, adjusted grade placement by a public school or public charter school prior to a student's home-school status, or course credits must indicate that his or her current grade placement is 3-8 or 11 for a student to participate in the online HSA-Alt Assessments. Courtesy tested students must take the online version of the HSA-Alt Assessments.

Test Coordinators must fill out the courtesy testing request form in Appendix D and fax it to the Assessment Section at 808-733-4483 to request that a student's grade level and HSA-Alt eligibility be entered in TIDE. Do not ask parents to bring their home-schooled child to your school to be tested until an Assessment Section staff member informs the Test Coordinator that this student is able to access the secure online HSA-Alt Assessments.

### **Exempt Students**

For 2015-2016, the following student populations are exempt from participating in the Hawai'i State Alternate Assessments. **Note:** Schools must refer to the 2015-2016 Guide to Strive HI school accountability to obtain information about the participation requirements for each student population.

- **A student who has a significant medical emergency.**
  - A student who has a significant medical emergency must have a physician's signed report that describes the medical emergency that causes the student to be deemed medically unable to participate in the Hawai'i State Alternate Assessments during the appropriate testing windows. The definition of a physician includes a doctor of medicine licensed under Chapter 453, Hawai'i Revised Statutes or the applicable laws of the state where the student has been placed in order to implement the student's IEP; an osteopath licensed under Chapter 460, Hawai'i Revised Statutes or the applicable laws of the state where the student has been placed in order to implement the student's IEP; or a psychologist licensed under (i) chapter 465, Hawai'i Revised Statutes, or (ii) the applicable laws of the state where the student has been placed in order to implement the student's IEP.

- **A student who is receiving services at an out-of-state residential program.**
  - Students in out-of-state residential programs who are approved by the student's IEP or 504 Plan team, a hearings officer, or a judge cannot be tested because the Department of Education will not allow a student to be tested outside the state.
- **A student who meets the requirements of Regulation 4140, Exceptions to Compulsory School Attendance.**
  - These students will not be tested if they withdraw from the Hawai'i public school and public charter school system.

Each school is responsible for keeping an electronic or paper log throughout the 2015-2016 testing windows for all statewide student assessments and exams that includes the following information for each student who is enrolled and not tested:

1. Student's legal name
2. Student's current grade level
3. Student's 10 digit SSID number
4. Name of assessment or exam
5. Reason why the student was not tested during the testing window

Each school will be required to submit this information by the end of 2015-2016. Details regarding the procedure for submitting the information will be provided during spring 2016.

## Online Test Delivery System and 1 to 1 iPad Program

The HSA-Alt for Reading, Mathematics, and Science and 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 default method of test administration for all HSA-Alt eligible students in spring 2016.** Printed test kits will not be provided to HSA-Alt students in spring 2016 unless a TC has requested and been approved for the paper/pencil exception for a specific student for the HSA-Alt in Reading, Mathematics, and Science. The HSA-Alt Independent Field Test (IFT) for Writing will not offer a paper/pencil exception.

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 program will have been extended to the 2015-2016 school year, until current supplies of iPads purchased have been distributed.

TCs should check with their TAs to ensure all HSA-Alt eligible students in the school have received an iPad through this 1 to 1 program. To request iPads for students who are eligible and will need to use an iPad during the administration of the spring 2016 online HSA-Alt, TAs must send the 10-digit SSID for each student, the name of each student's TA plus the school name and school 3-digit code, to [hsa-alt@notes.k12.hi.us](mailto: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/content blocks and items within the HSA-Alt for Reading, Mathematics, and Science, 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 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 spring 2016 HSA-Alt for Reading, Mathematics, and Science 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

Reading and Mathematics (for grades 3–5, 6–8, and 11) and Science (grades 4, 8, and 11) will be assessed during the spring 2016 testing window. A separate Independent Field Test (IFT) for Writing will also be administered in spring 2016. This field test will only be available as an online administration.

### HSA-Alt Forms

The spring 2016 HSA-Alt test administration includes the following test forms:

Reading	Mathematics	Science
Grades 3–5	Grades 3–5	Grade 4
Grades 6–8	Grades 6–8	Grade 8
Grade 11	Grade 11	Grade 11

### Independent Field Test for Writing Forms

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

Writing
Grades 3–5
Grades 6–8
Grade 11

## Test Security Guidelines

The HSA-Alt test materials, including the online tasks/content blocks and items, printed test booklets, printed materials (e.g., storybooks in Reading, posters, sentence strips, and response option cards), 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), Second Raters, 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.

- For paper/pencil testing, all printed materials and manipulatives *are* secure and must be returned to AIR at the close of the testing window.

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

For both online and paper/pencil testing, 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. HDOE encourages teachers to design and present instruction that focuses on the academic knowledge and skills that are addressed in the Common Core State Standards in Reading and Mathematics and the Hawai'i Content and Performance Standards in Science.

Online and printed test materials 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).

### **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 spring 2016 HSA-Alt for each content area, online, using the Test Delivery System, or may administer and score the spring 2016 HSA-Alt in each content area via the paper/pencil exception (subject to HIDOE approval). The following table lists the personnel who may serve as Test Administrators (for online or paper/pencil test administration), or as Second Raters (for paper/pencil test administration only).

Personnel Who May Serve as Test Administrators or Second Raters 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 SY 2015–2016); **OR**
- have completed the appropriate online certification course:
  - HSA-Alt TA Certification Course for Online Administration
  - HSA-Alt TA Certification Course for Paper/Pencil Administration (only for those TAs who have student[s] approved for the paper/pencil exception).

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 and Second Raters have been entered into TIDE (see the *HSAP TIDE User Guide* available on the HSA-Alt portal on the Resources >> Test Coordinators >> Test Administration >> Online Administration page).
  - TAs who will be administering the HSA-Alt via the online Test Delivery System should be entered into TIDE under the "TA" user role.
  - Second Raters and TAs who will be administering the HSA-Alt using a paper/pencil test kit must be entered into TIDE under the "TA-ALT" user role.
- Ensuring that all TAs and Second Raters are trained and meet the HIDOE requirements.
- Requesting a paper/pencil test kit exception for students unable to test using the online Test Delivery System. Refer to instructions on page 19 of this manual.
- Receiving the HSA-Alt test kit materials for students approved for the paper/pencil exception and inventorying the materials against the School Packing List and Teacher Security Checklist.
  - Distributing the HSA-Alt test kit materials received from AIR to each TA responsible for a student who is approved for the paper/pencil exception.
  - Reminding TAs that they must inventory the materials against the Teacher Security Checklist and Test Kit Checklist (inside the kit), and that discrepancies must be reported to the TC immediately.
- Receiving the HSA-Alt printed manipulatives for students taking the HSA-Alt using the default online administration and inventorying the materials against the School Packing List and the Teacher Security Checklist.
  - Distributing the HSA-Alt printed manipulatives received from AIR for online administration to each TA responsible for a student who is eligible to take the HSA-Alt.
  - Reminding TAs that they must inventory the materials against the Teacher Security Checklist and that discrepancies must be reported to the TC immediately.
  - **NOTE:** The printed manipulatives shipped from AIR for the online administration of the HSA-Alt are different and separate from the test kit materials shipped from AIR for students approved for the paper/pencil exception. **Please take care to ensure the correct materials are distributed to TAs based on the method of test administration for their students.**

### 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 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 test kit materials and 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 online administration of the HSA-Alt. These printed physical manipulatives **do not** need to be returned to AIR.
- Returning all paper/pencil test kit materials to AIR.
  - Ensuring that all paper/pencil test kit materials meet the packaging requirements, placing the paper/pencil test kit materials in the boxes, sealing and labeling each box for return shipment, and shipping the boxed paper/pencil test kit materials to AIR.

## Requesting a Paper/Pencil Test Kit Exception

The HSA-Alt for Reading, Mathematics, and Science will be available in paper/pencil test kit form in spring 2016 as an approved exception **only**. TCs will be responsible for requesting approval of this exception for any HSA-Alt eligible student in their school who is physically unable to access the test using the online Test Delivery System on their iPad.

### Paper/Pencil Test Kit Guidelines

The purpose of the HSA-Alt iPad project is to help promote, to the greatest degree possible, support for equal access to HSA-Alt by assisting students with severe cognitive disabilities in acquiring independent skills using an assistive technology device.

Students who are eligible, shall take the HSA-Alt and will be able to access the assessment using the digital interface. However, it is recognized that students with certain disabilities will still require access using the paper and pencil test kit version of the assessment.

Some students with disabilities may better be able to access the assessment with the paper and pencil version of the HSA-Alt. If a student's IEP care coordinator determines the student requires the paper and pencil version of the HSA-Alt, due to the nature of his or her disability(ies), the student's Test Administrator will need to contact the school's Test Coordinator to order the test kit.

**Only TCs can submit a request for a paper/pencil test kit exception. Additional test kit materials will only be shipped for students approved for the paper/pencil exception.**

### Requesting Paper/Pencil Test Kits

To request a paper/pencil test kit for an HSA-Alt eligible student who is unable to test using an iPad, TCs must download the Spring 2016 Paper/Pencil Test Kit Exception Request Form from the Resources >> Test Administration >> Paper/Pencil Administration section of the HSA-Alt portal website at [alohahsap.org](http://alohahsap.org). Forms should be completed and emailed to the AIR staff members listed at the bottom of the form.

The TC and the student's TA will be contacted via email if/when the exception request has been approved, or if additional information is needed to evaluate the request. If the request is not approved, the TC and the student's TA will be notified via email with a response from the Assessment Section providing the reason for denial of the request.

Questions related to the approval of paper/pencil test kit exception requests should be directed to the HIDOE Assessment Section using the contact information on page 3 of this manual.

**All paper/pencil exception requests should be submitted via email by February 5, 2016** in order to ensure on-time delivery of the test kit materials to schools prior to the opening of the HSA-Alt test window on February 19, 2016.

If additional HSA-Alt eligible students are identified prior to or during the HSA-Alt testing

window as being unable to test using the online Test Delivery System, the TC will need to request an additional paper/pencil test kit exception. Requests placed during the testing window will arrive at the school address on file approximately 4-5 business days after the exception request is approved by the HIDOE Assessment Section.

## 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 HSA-Alt Online Administration for Mathematics.

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.

Schools with students who have been approved for the paper/pencil test kit exception will receive a separate shipment containing the complete test kit materials for those students.

The paper/pencil test kit shipment includes a:

- School Packing List,
- Teacher Security Checklist,
- List of Test Kit Materials and TC Responsibilities,
- TA Test Kit for each TA who has a student approved for the paper/pencil test administration (the TA Test Kit includes all test booklets, manipulatives, and Second Rater Student Score Answer Keys), and
- Return shipping label(s).

Materials are packed/shipped to schools by AIR. Likewise, paper/pencil test kit materials being returned will be packed by the school and shipped back to AIR. **Note:** The printed manipulatives used for online testing **should not** be returned to AIR. 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.
- 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 **May 27, 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.

## Return of Assessment Materials (Paper/Pencil Test Kits ONLY)

### Preparing Materials after the Administration

When paper/pencil test administration is complete, the TA prepares the HSA-Alt test materials for return to the TC. The TC is responsible for ensuring that paper/pencil test kit materials are returned to AIR on time. Once the TC receives the paper/pencil test kit materials from the TA, the TC must ensure the following:

- Test booklets, storybooks, printed manipulatives, and Second Rater Answer Keys have been put back into the TA kit box(es).
  - **Note: All printed material must be returned to AIR. TAs may keep the physical manipulatives (such as checkers).**
- The box must contain all of the materials listed on the white copy of the School Packing List. If all materials are present, sign the white copy of the School Packing List. Retain the yellow copy for your records.
- Place the materials returned by the TA and the signed, white copy of the School Packing List in the following order (from the top down):
  - Signed White Copy of Teacher Security Checklist (received from TA) **(TOP)**
  - Signed White Copy of School Packing List
  - HSA-Alt Second Rater Student Score Answer Keys (received from TA)
  - TA Kit Materials (received from TA)
  - Teacher or Student-generated testing materials **(BOTTOM)**

All HSA-Alt test kit materials for paper/pencil testing should be placed in the original boxes in which they were received. Filler material, such as newspaper, is used to fill each box to prevent materials from shifting during shipping.

TCs should plan to receive all paper/pencil test kit materials from the TAs by **May 23, 2016**.

### Shipping Materials (Paper/Pencil Test Kits Only)

Plan to receive the HSA-Alt paper/pencil test materials from TAs by **May 23, 2016**. TCs must ship the materials to AIR by **May 24, 2016** for processing. Take these steps prior to shipping paper/pencil test kit materials and printed manipulatives for online testing to AIR:

- Review the Teacher Security Checklists and List of Test Kit Materials and follow up on any missing materials.
- Verify that all secure materials are included and packed in their proper order in the correct return box(es).
- Be sure to enclose the signed (white) copies of the Teacher Security Checklist, and School Packing List.
- Seal each materials box using heavy-duty packaging tape. Be sure to check the bottom of the box because the tape may have come loose during previous shipping and handling.
- Affix the provided UPS label(s) to each box.

Schools with regular UPS deliveries should affix the provided UPS Return Service (RS) label(s), to each box being returned. (Please remove any other shipping labels.) Give the box(es) to your regular UPS delivery driver by **May 24, 2016**.

Schools that do not have regular UPS deliveries should contact the AIR Help Desk (1- 866-648-3712) by **May 24, 2016** to schedule a pickup.

## Second Rater Policy (Paper/Pencil Administration Only)

The policy below relates to the use of a Second Rater for students taking the HSA-Alt using the paper/pencil exception. A Second Rater is **not** required for students taking the HSA-Alt Assessments via the online Test Delivery System.

The Second Rater is an additional staff member who is required to observe and score an identified student's answers for each test item. The scores recorded by the Second Rater will then be compared to the TA scores. However, the TA and Second Rater do not consult each other during or after the test administration. This process will determine the inter-rater reliability of each content area assessment.

### Second Rater Eligibility Requirements

- All Second Raters must complete the online TA Certification Course for Paper/Pencil Administration available via the HSA-Alt portal website at [alohahsap.org](http://alohahsap.org).
- All Second Raters must be entered into TIDE under the TA-ALT user role by the school's Test Coordinator. This user role designation is required for Second Raters to be able to enter student test scores into the Data Entry Interface (DEI).
- Second Raters will be required for all students taking the HSA-Alt using a paper/pencil test kit across all grade bands and all content areas (Reading, Mathematics, and Science).
- The table on page 16 of this manual lists the personnel who may serve as Test Administrators or Second Raters.
  - If a school determines the need to designate a person who does not meet these requirements, the principal may submit a request for an alternative Second Rater to Carol Anton at the Assessment Section. These requests will be reviewed and a decision will be made on a case-by-case basis.

### Role of the Second Rater

The Second Rater observes while a Test Administrator administers each HSA-Alt content area assessment to a student. During this observation, the Second Rater uses the Second Rater Student Score Answer Key document to complete the HSA-Alt Second Rater Student Score Worksheet. Note that the HSA-Alt Second Rater Student Score Worksheet and Answer Keys are **secure documents** and must be returned to the TC after the Second Rater completes his or her observation. After test administration has been completed the Second Raters must enter their scores into the Data Entry Interface (DEI). As an alternative, the Second Rater may enter scores directly into the DEI while the test is being administered.

The Second Rater may ask the Test Administrator which task he or she will administer first and whether there are any accommodations or unique ways in which the student will respond to items. The Second Rater and Test Administrator may not discuss individual scores or student responses during or after the test administration (the Test Administrator can inform the Second Rater during the assessment if an item is being skipped due to access limitations).

**Use of Second Rater Scores**

The TA's score will be the score used for reporting purposes; the Second Rater's score is used only for the verification of inter-rater reliability. The TA and Second Rater do not discuss their scores. A discrepancy in the scores will not affect the student, the TA, or the Second Rater.

## APPENDIX A: List of Physical Manipulatives

### Physical Manipulatives Provided by the Test Administrator: Reading

Subject	Grade Band	Task Number	Task Name	Material	Quantity
Reading	3–5	1	Fruit	Banana	1
Reading	3–5	2	The First Day of School	Backpack	1

Subject	Grade Band	Task Number	Task Name	Material	Quantity
Reading	6–8	1	Fruit	Banana	1
Reading	6–8	2	Planting a Garden	Flower	1

Subject	Grade	Task Number	Task Name	Material	Quantity
Reading	11	1	Mud Pie Recipe	Spoon	1
Reading	11	2	Making Paper	Sheet of Paper	1

**NOTE:** No printed manipulatives will be provided by AIR for the online administration of the HSA-Alt Assessment for Reading.

## Physical Manipulatives Provided by the Test Administrator: Mathematics

Subject	Grade Band	Task Number	Task Name	Material	Quantity
Math	3–5	1	Clock Schedule	Clock	1
Math	3–5	2	Identify a Number	Marking Chip	1
Math	3–5	9	Ordered Pairs	Marking Chip*	1

*\*For paper/pencil administration only*

Subject	Grade Band	Task Number	Task Name	Material	Quantity
Math	6–8	1	Identify a Number	Marking Chip	1
Math	6–8	2	Unknown Value	Checker	25
Math	6–8	10	Intersection Coordinates	Marking Chip*	1

*\*For paper/pencil administration only*

Subject	Grade	Task Number	Task Name	Material	Quantity
Math	11	2	Coordinate Axes	Marking Chip*	1

*\*For paper/pencil administration only*

## Printed Manipulatives Provided by AIR: Mathematics

Subject	Grade Band	Task Number	Task Name	Material	Quantity
Math	3-5	1	Clock Schedule	Poster	1
Math	3-5	2	Identify a Number	Poster #1	1

Subject	Grade Band	Task Number	Task Name	Material	Quantity
Math	6-8	1	Identify a Number	Poster #1	1
Math	6-8	2	Unknown Value	Poster	1

Subject	Grade	Task Number	Task Name	Material	Quantity
Math	11	1	Constructing Lines	Poster #1	1
Math	11	1	Constructing Lines	Poster #2	1
Math	11	2	Coordinate Axes	Poster	1

### Physical Manipulatives Provided by the Test Administrator: Science

Subject	Grade	Content Block Name	Material	Quantity
Science	4	Organisms and Their Environment	Plant	1

Subject	Grade	Content Block Name	Material	Quantity
Science	8	Living Things Investigation	Potted Flowers	1
Science	8	Living Things Investigation	Cup of Water	1

Subject	Grade	Content Block Name	Material	Quantity
Science	11	Genetics	Plant	1
Science	11	Genetics	Seeds	1
Science	11	Genetics	DNA Model	1

**NOTE:** No printed manipulatives will be provided by AIR for the online administration of the HSA-Alt Assessment for Science.

## **APPENDIX B: Optional Scoring Worksheets For Paper/Pencil Administration**

While administering the HSA-Alt to a student approved for the paper/pencil exception, TAs and Second Raters may choose to record student scores on the **optional** student score worksheet. The worksheet on the following page can be duplicated as needed. TAs and Second Raters must be sure to record the student's name and grade and the subject being administered, on the worksheet.

**NOTE:** the worksheet is a generic form and the item numbers listed only reflect the maximum number of items that may be found on any of the tasks. Some tasks may have fewer items. Please be sure to enter the score for the correct item number into the worksheet.

TAs and/or Second Raters who use the optional student score worksheet **must** carefully enter the data they collected on the worksheet into the Data Entry Interface (TAs and Second Raters).

**Optional student score worksheets will not be scored but may be used to verify the student scores entered online by the TA. Optional student score worksheets are secure materials and need to be returned with all other printed test materials.**

## HSA-Alt Optional Student Score Worksheet

<b>Student Name:</b>	<b>Grade:</b>	<b>Content Area:</b>
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**Important:** Use this worksheet to record the student's scores as you administer the test. Enter N; 0, 1, 2, 3, 4; or A. **Scores recorded here must also be entered into the HSA-Alt Data Entry Interface (DEI).** This optional student score worksheet will not be scored by AIR.

Task #1	Task #2	Task #3	Task #4
Task Name	Task Name	Task Name	Task Name
Item 1	Item 1	Item 1	Item 1
Item 2	Item 2	Item 2	Item 2
Item 3	Item 3	Item 3	Item 3
Item 4	Item 4	Item 4	Item 4
Item 5	Item 5	Item 5	Item 5
Item 6	Item 6	Item 6	Item 6
Item 7	Item 7	Item 7	Item 7
Item 8	Item 8	Item 8	Item 8

Task #5	Task #6	Task #7	Task #8
Task Name	Task Name	Task Name	Task Name
Item 1	Item 1	Item 1	Item 1
Item 2	Item 2	Item 2	Item 2
Item 3	Item 3	Item 3	Item 3
Item 4	Item 4	Item 4	Item 4
Item 5	Item 5	Item 5	Item 5
Item 6	Item 6	Item 6	Item 6
Item 7	Item 7	Item 7	Item 7
Item 8	Item 8	Item 8	Item 8

Task #9	Task #10	Task #11	Task #12
Task Name	Task Name	Task Name	Task Name
Item 1	Item 1	Item 1	Item 1
Item 2	Item 2	Item 2	Item 2
Item 3	Item 3	Item 3	Item 3
Item 4	Item 4	Item 4	Item 4
Item 5	Item 5	Item 5	Item 5
Item 6	Item 6	Item 6	Item 6
Item 7	Item 7	Item 7	Item 7
Item 8	Item 8	Item 8	Item 8

## APPENDIX C: Data Entry Interface Overview

The Data Entry Interface (DEI) is the site that authorized TAs and Second Raters must log into in order to electronically submit scores for students they have observed during administration of the HSA-Alt Assessments using the paper/pencil test kit exception. TAs and Second Raters must use the Firefox web browser when accessing the DEI.

**NOTE:** Second Raters will only be allowed to begin entering a student's scores **after** the Test Administrator has completed the Learner Characteristics Inventory (LCI) for the student. Second Raters must check with their TA to ensure the LCI has been completed, prior to logging into the DEI for score entry.

**All TAs and Second Raters must be entered into TIDE with the TA-ALT user role in order to access the DEI. Prior to entering scores, all TAs and Second Raters using the DEI should contact their school's Test Coordinator to request addition to TIDE with the TA-ALT user role.**

The task items look like multiple-choice items, but instead of A, B, C, and D as answer options you will see 4, 3, 2, 1, 0, N (No Response), and A (Access Limited).

TAs and Second Raters should refer to the *Spring 2016 Data Entry Interface (DEI) User Guide* posted on the HSA-Alt portal website at [alohahsap.org](http://alohahsap.org) for detailed information about accessing and using the DEI.

# APPENDIX D: Courtesy Testing for Home-Schooled Students

## Verification of Student Status Form

Date: \_\_\_\_\_

Student Name: \_\_\_\_\_

10-digit Student ID: \_\_\_\_\_

Grade Level: \_\_\_\_\_

School Name: \_\_\_\_\_

School Code: \_\_\_\_\_

School Contact Person Name: \_\_\_\_\_

School Contact Person Email: \_\_\_\_\_

School Contact Person Phone: \_\_\_\_\_

Assessment(s):  
(check all that apply)     HSA-Alt Reading     HSA-Alt Mathematics     HSA-Alt Science

An Assessment Section staff member will inform the School Contact Person (listed above) whether this request has been approved or disapproved after it has been processed.

A home-schooled student cannot access the secure online HSA-Alt Assessments until the grade level provided by the school office staff or registrar and entered on this form, and the student's HSA-Alt eligibility, have been activated in TIDE by the Assessment Section.

Do not ask parents to bring their home-schooled child to your school to be tested until an Assessment Section staff member informs the School Contact Person (listed above) that the student can access the secure online testing site.

<i>Assessment Section Use Only</i>
Verified: Y or N Name and Date:

Fax the completed form to the Assessment Section at (808) 733-4483;  
or, scan and e-mail to [HSA/SAS/HIDOE@notes.k12.hi.us](mailto:HSA/SAS/HIDOE@notes.k12.hi.us) (the full Lotus Notes address is required).  
The school Test Coordinator should retain the original form for documentation purposes.

## APPENDIX E: 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 current school year.

<b>Change</b>	<b>Section</b>	<b>Date</b>
Added information regarding the HSA-Alt Independent Field Test for Writing	Important Dates, p. 1 Online Test Delivery System, p. 13 Content Areas to be Assessed, p. 14	11/30/15
Updated contact information for HIDOE Assessment Section	Contact Information, p. 3	11/30/15
Updated dates for submitting information on exempt students	Exempt Students, p. 12	5/2/16
Added information regarding Courtesy Testing for home-schooled students.	Home-Schooled Students, p. 12 Appendix D, p. 34	5/5/16