



Hawai'i State Alternate Assessments

Test Administration Manual Spring 2017

Updated March 24, 2017

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 English Language Arts (ELA), Mathematics, and Science

Spring 2017 Important Dates

| | |
|---|---|
| Test Administration Face to Face Training* | February 9-28 2017 (at various locations) |
| TA Certification Course available online** | February 1, 2017 |
| Test materials due in schools (online administration) | February 15, 2017 |
| Online HSA-Alt for ELA, Mathematics, and Science test administration window | February 22 – May 26, 2017 |
| Paper/Pencil HSA-Alt for ELA, Mathematics, and Science test administration window (for students with an approved exception from online testing) | February 22 – May 19, 2017 |
| TA returns HSA-Alt paper/pencil test kit materials to TC | by May 22, 2017 |
| TA returns HSA-Alt online administration materials to TC | by May 27, 2017 |

**For TAs administering the HSA-Alt for the first time in spring 2017.*

***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 January-February 2017 or complete the online TA Certification Course for Online Administration in order to access the TA Live Site for online test administration. The TA Certification Course for Online Administration is available via the HSA-Alt portal website homepage at alohahsap.org.

Test Administrators who will be administering the paper/pencil assessment to students approved for the paper/pencil test kit exception will need to complete the online TA

Certification Course for Paper/Pencil Administration in order to access the Data Entry Interface (DEI) to enter students' paper/pencil test scores. The TA Certification Course for Paper/Pencil Administration is available via the HSA-Alt portal website homepage at alohahsap.org. For additional information about the Test Administrator requirements for paper/pencil administration, including training requirements, please see the *HSA-Alt Paper/Pencil Directions for Administration*, available in the Resources section of the HSA-Alt portal website at alohahsap.org.

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

Additional Relevant Documents

Test Administrators who will be administering the HSA-Alt online (the default test administration format) also need to review the following documents, which are posted in the Resources >> Test Administrators >> Test Administration >> Online Administration section of the HSA-Alt portal at the alohahsap.org website.

- **Spring 2017 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 Hawaii Common Core Standards, and the Science content specifications for the HCPS III Science Standards.

Test Administrators who will be administering an HSA-Alt paper/pencil test to a student approved for the paper/pencil test kit exception will need to review the following documents, which are posted in the Resources >> Test Administrators >> Test Administration >> Paper/Pencil Administration section of the HSA-Alt portal at the alohahsap.org website.

- **Spring 2017 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 in spring 2017.
- **Spring 2017 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.
- **HSA-Alt Content Specifications:** These documents provide information on the ELA and Mathematics content specifications for the Hawaii 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 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.

| 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
- Requesting the Paper/Pencil Exception and Second Rater requirements
- State and federal regulations regarding the HSA-Alt
- Content specifications

| Assessment Section Contact Information |
|---|
| HSA-Alt Test Development Specialists: Carol Anton and Paul Dumas |
| 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 23–28 in this document. A letter template (Parent IDEA Letter) for schools to provide to parents about a student’s participation in the HSA-Alt assessments can be found in the HSA-Alt portal in the Resources section (alohahsap.org/HSA_ALT/resources/?section=4).

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). Typically, this student population consists of about 1% of the total student population. Scores resulting from the HSA-Alt will serve to inform stakeholders (such as parents, teachers, schools, complex areas, HIDOE, and community members) about student achievement.

Summary of HSA-Alt Development

The HSA-Alt tasks/content blocks and items were written by collaborative teams at AIR, the HSA-Alt testing contractor. The collaborative teams included both (a) experienced assessment item writers with a background in education and expertise in the assigned content area and (b) specialists in alternate assessment with experience teaching students with significant disabilities. Members of these collaborative teams were trained on aspects of task, item, and test design that are unique to students with significant cognitive disabilities. All writers were

monitored and supported by a team of senior test development specialists. This work was then reviewed at various stages by Hawai'i special and general education teachers, HIDOE staff, editorial staff, psychometric experts, and other specialists in alternate assessment and instruction for students with significant cognitive disabilities.

Content Specifications

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

The content specifications range in complexity from high to low. The content specifications reflect different entry points into 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 English Language Arts (ELA), 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 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?**

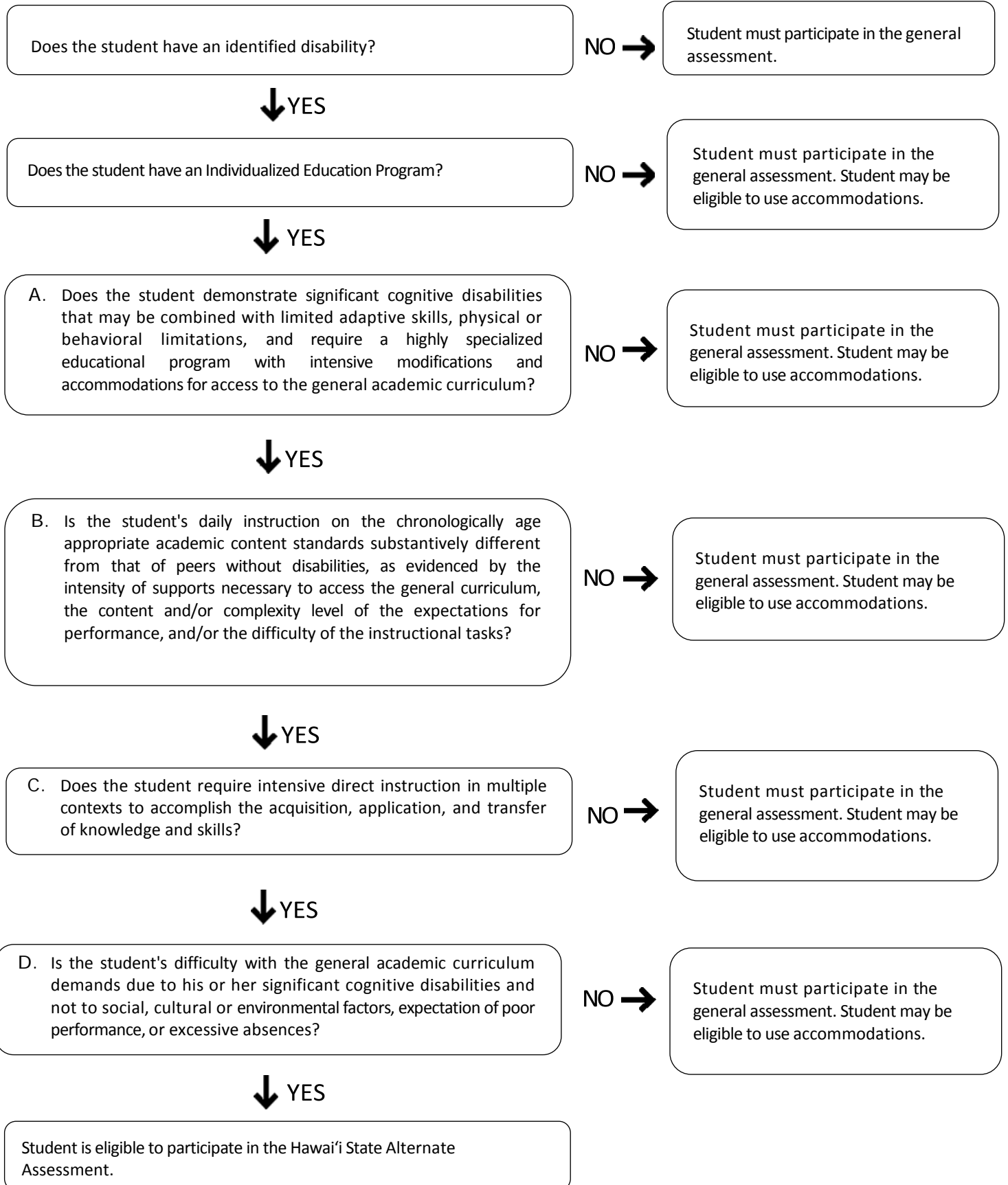
If the answer to any of these questions is "Yes" then the student should not participate in the HSA-Alt.

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



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 ELA 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 F 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.

Students Who Will Not Participate

For 2016–2017, the following student populations will not participate in the Hawai'i State Alternate Assessments. **Note:** Schools must refer to the 2016-2017 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.

- **An English Language Learner (ELL) Program student whose first enrollment in a U.S. school was within this school year, based on the information provided by their parents when the students were enrolled.**
 - ELL students who enrolled within the last twelve months prior to the beginning of testing in a U.S. school have a one-time exemption. These students may instead participate in their state's English language proficiency assessment consistent with state and federal policy. Test Coordinators are asked to work with their ELL coordinator, office staff, or registrar to confirm the accuracy of the first year ELL information entered in Infinite Campus before confirming a student's status in TIDE.
 - This exemption applies to the HSA-Alt English Language Arts (ELA) assessment **only**. ELL students who meet this requirement must still participate in the HSA-Alt Mathematics assessment (for students in Grades 3-8 and 11) and the HSA-Alt Science assessment (for students in Grades 4, 8 and 11).
- **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 2016-2017 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 is responsible for providing documentation of students who do not participate in testing. This information is reported using the Non-Participation feature found in the After Testing section of TIDE at www.hitide.org.

Online Test Delivery System and 1 to 1 iPad Program

The HSA-Alt for ELA, Mathematics, and Science will be delivered to students via the online Test Delivery System, which will be accessed by using the HSAP Secure Browser on an iPad (or other digital device, such as a computer or tablet device). **The online Test Delivery System will be the default method of test administration for all HSA-Alt eligible students in spring 2017.** Printed test kits will not be provided to HSA-Alt students in spring 2017 unless a TC has requested and been approved for the paper/pencil exception for a specific student for the HSA-Alt in ELA, Mathematics, and Science.

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 iPads for a Test Administrator who will need to use an iPad during the administration of the spring 2017 online HSA-Alt, TCs 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 (contact information is provided on page 3 of this manual). Requests may be fulfilled until our current supply of iPads is exhausted.

Physical Manipulatives and Online Testing

Due to the construct of specific tasks/content blocks and items within the HSA-Alt for ELA, 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 may also 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 spring 2017 HSA-Alt for ELA, Mathematics, and Science may be found in Appendix A of this manual.

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

Content Areas to Be Assessed

English Language Arts (ELA) and Mathematics (for grades 3–5, 6–8, and 11) and Science (grades 4, 8, and 11) will be assessed during the spring 2017 testing window.

HSA-Alt Forms

The spring 2017 HSA-Alt test administration includes the following test forms:

| ELA | Mathematics | Science |
|------------|-------------|----------|
| Grades 3–5 | Grades 3–5 | Grade 4 |
| Grades 6–8 | Grades 6–8 | Grade 8 |
| Grade 11 | Grade 11 | 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 ELA, 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 and printed test items, including printed manipulatives, 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. For both online and paper/pencil testing, teacher provided physical manipulatives, such as a banana, a spoon, or a clock, are no longer secure after the close of the testing window. HIDOE encourages teachers to design and present instruction that focuses on the academic knowledge and skills that are addressed in the Hawaii Common Core Standards in ELA and Mathematics and the Hawai'i Content and Performance Standards in Science (HCPS III).

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.

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.

Security of the Test Environment

This table describes security requirements for the test environment during various stages of testing. The test environment refers to all aspects of the testing situation while students are testing and includes what a student can see, hear, or access (including access via technology).

| Requirement | Description |
|--|--|
| BEFORE TESTING | |
| Instructional materials removed or covered | Instructional materials must be removed or covered, including but not limited to information that might assist students in answering questions that is displayed on bulletin boards, chalkboards or dry-erase boards, or on charts (e.g., wall charts that contain literary definitions, maps, mathematics formulas, etc.). |
| Student seating | Students must be seated so there is enough space between them to |

| Requirement | Description |
|---|--|
| | minimize opportunities to look at each other’s work, or they should be provided with table-top partitions. |
| Signage | If helpful, place a “TESTING—DO NOT DISTURB” sign on the door or post signs in halls and entrances rerouting hallway traffic in order to promote optimum testing conditions. |
| DURING TESTING | |
| Quiet environment | Provide a quiet environment void of talking or other distractions that might interfere with a student’s ability to concentrate or might compromise the testing situation. If students are tested in a small group setting, headphones or earbuds must be used to assure that other students cannot hear the audio portion of the test. |
| Student supervision | Students are actively supervised and are prohibited from access to unauthorized electronic devices that allow availability to outside information, communication among students, or photographing or copying test content. This includes any device with cellular, messaging, or wireless capabilities, but is not limited to cell phones, personal digital assistants (PDAs), iPods, cameras, and electronic translation devices. |
| Access to allowable resources only | Students must only have access to and use of those allowable resources identified in the TAM, the Guide to Navigating the HSA-Alt or the HSA-Alt Directions for Administration (for the paper-pencil administration) that are permitted for each specific test (or portion of a test). |
| Access to assessments | Unauthorized staff or other adults must not be in the room during testing. Only students who are testing can view items. Students who are not being tested must not have access to secure testing materials including test items. |
| Testing through secure browser | Administration of the HSA-Alt Online assessments is permitted only through the Student Interface via the secure browser. |
| DURING AND AFTER TESTING | |
| No copies of test materials | Unless needed as an accommodation, no copies of the test items, stimuli, reading passages, response options, or printed manipulatives may be made or otherwise retained. |
| No access to digital, electronic, or manual devices | No digital, electronic, or manual device may be used to record or retain test items, reading passages, response options, or printed manipulatives. Similarly, these materials must not be discussed with or released to anyone via any media, including fax, email, social media websites, etc. |
| No use of student monitoring software | Use of student monitoring software (such as Hapara and similar software/applications) is prohibited during testing. The software may be installed on tablets used for testing (such as Chromebooks) but the test coordinator, technology coordinator, and/or others who may have access to the parent computer may not use the program to monitor students during testing. |

| Requirement | Description |
|---|--|
| No retaining, discussing, or releasing test materials | Descriptions of test items, stimuli, printed reading passages, response options, or printed manipulatives must not be retained, discussed, or released to anyone. |
| No discussing or analyzing test materials | Principals, TCs, TAs, and other staff may not discuss or analyze test items, stimuli, reading passages, response options, or printed manipulatives at any time, including before, during, or after testing. Certified Test Administrators may review test materials used for the Paper/Pencil administration, only as needed to prepare for test administration. |
| All test materials must remain secure at all times | Printed materials, scratch paper, and documents with student information must be kept in a securely locked room or locked cabinet that can be opened only with a key or keycard by staff responsible for test administration. |
| AFTER TESTING | |
| No test materials used for instruction | Test items, stimuli, reading passages, response options, or printed manipulatives must not be used for instruction. |
| Destroy test materials securely | Printed test materials and scratch paper must be collected and inventoried at the end testing and returned to the Test Coordinator. See Return of Assessment Materials for details. |

TAs and TCs or other individuals who have witnessed, been informed of, or suspect the possibility of a test security incident that could potentially affect the integrity of the assessments or the data should follow the steps outlined in the **Responding to Testing Improprieties, Irregularities, and Breaches** of this manual (below).

Responding to Testing Improprieties, Irregularities, and Breaches

Test security incidents, such as improprieties, irregularities, and breaches, are behaviors prohibited either because they give a student an unfair advantage or because they compromise the secure administration of the assessments. Whether intentional or by accident, failure to comply with security rules, either by staff or students, constitutes a test security incident. Improprieties, irregularities, and breaches need to be reported in accordance with the instructions in this section for each severity level. Definitions for test security incidents are provided in the table below.

This section refers to documentation and reporting of incidents involving test security. Refer to Appendix D for a list of test security incident levels and examples of types of issues.

Impact and Definitions

| Type | Definition |
|--------------------|--|
| Impropriety | An unusual circumstance that has a low impact on the individual or group of students who are testing and has a low risk of potentially affecting student |

| | |
|---------------------|--|
| | performance on the test, test security, or test validity. These circumstances can be corrected and contained at the state level. An impropriety should be reported to the School Principal and Test Coordinator (TC) immediately, and forwarded to the Assessment Section within 24 hours and entered into TIDE should a test impropriety request be required (see procedure outlined in <i>Reporting Timelines and Activities</i> below). |
| Irregularity | An unusual circumstance that impacts an individual or group of students who are testing and may potentially affect student performance on the test, test security, or test validity. These circumstances can be corrected and contained at the state level. An irregularity must be reported to the School Principal and TC immediately, and forwarded to the Assessment Section within 24 hours and entered into TIDE should a test impropriety request be required (see procedure outlined in <i>Reporting Timelines and Activities</i> below). |
| Breach | An event that poses a threat to the validity of the test. Examples may include such situations as a release of secure materials or a security/system risk. These circumstances may result in a decision to remove the test item(s) from the available secure bank. A breach incident must be reported to the School Principal and TC immediately and both the Complex Area Superintendent and Assessment Section (808-733-4100) should be immediately contacted by telephone. The information should be entered into TIDE within 24 hours should a test impropriety request be required (see procedure outlined in <i>Reporting Timelines and Activities</i> below). |

It is important for Test Administrators (TAs) to ensure the physical conditions in the testing room meet the criteria for a secure test environment. See **Security of the Test Environment** section above for more detail.

Reporting Timelines and Activities

Improprieties and Irregularities should be reported to the Assessment Section within 24 hours. These are to be reported using the Testing Incident Report Form found in Appendix E.

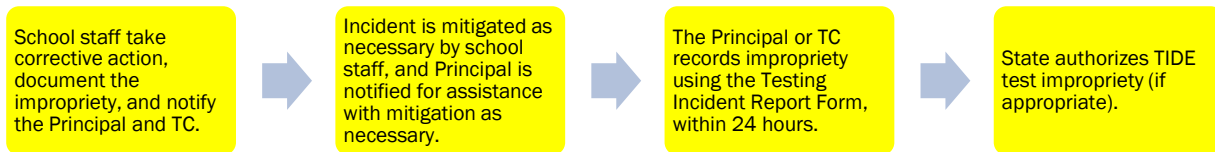
A *breach* poses a serious threat to the integrity of the assessment and requires that the incident is addressed to the extent possible at the school site, that it be reported to the appropriate school personnel right away, and that both the Complex Area Superintendent and Assessment Section be contacted by telephone. A more complete report of the incident should be submitted to the Assessment Section using the Testing Incident Report Form, found in Appendix E, by the end of the school day during which the incident occurs.

Test Security Required Action Steps

The Test Security Required Action Steps depict the required actions for each test security incident in a process flow diagram format.

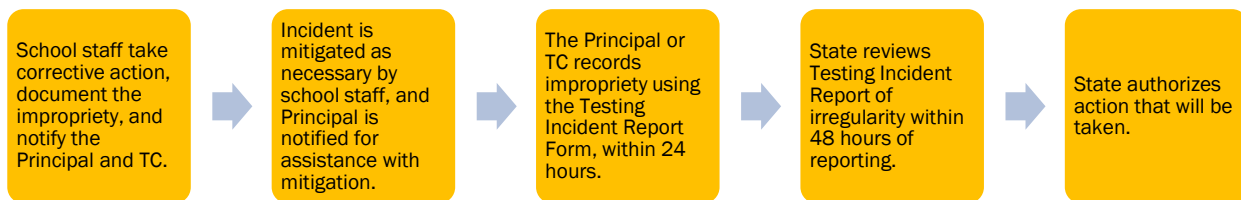
Impropriety

Unusual circumstance that has a low impact on the individual or group of students who are testing and has a low risk of potentially affecting student performance on the test, test security, or test validity. (Example: Student(s) leaving the testing room without authorization.)



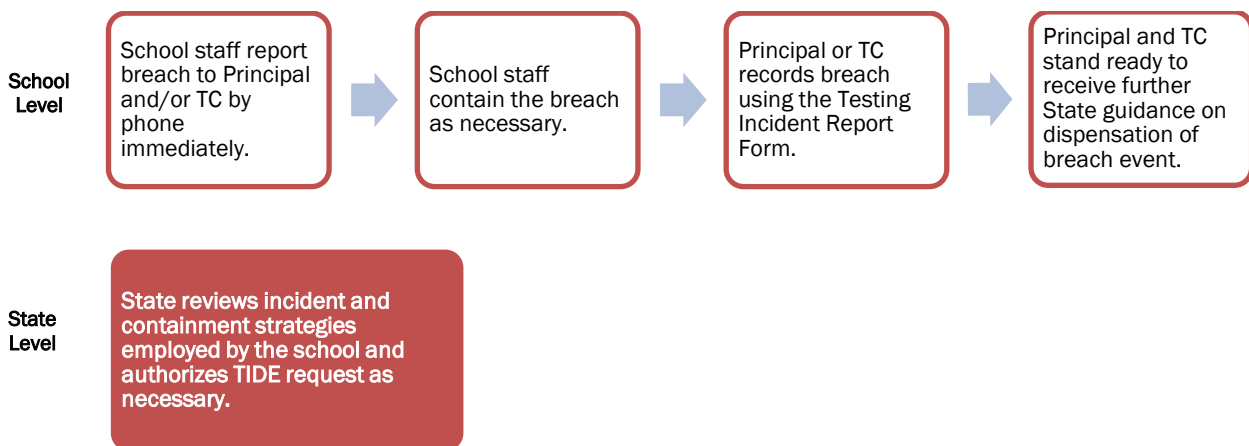
Irregularity

An unusual circumstance that impacts an individual or group of students who are testing and may potentially affect student performance on the test, test security, or test validity. These circumstances can be contained at the local level. (Example: Disruption during the test session such as a fire drill.)



Breach

A test administration event that poses a threat to the validity of the test. Breaches require immediate attention and escalation to the HIDOE Assessment Section at 808-733-4100. Examples may include such situations as exposure of secure materials or a repeatable security/system risk. These circumstances have external implications. (Example: Administrators modifying student answers, or test items shared in social media.)



Reporting Test Security Incidents

All staff members at a school are required to report test security incidents to the Principal. Test security incidents that do not involve the Test Coordinator should also be reported immediately to the Test Coordinator. Principals who have witnessed, been informed of, or suspect the possibility of a test security incident that could potentially impact the integrity of the assessments and test results should immediately contact the Assessment Section at 808-733-4100 or HSA/SAS/HIDOE@notes.k12.hi.us.

Principals and Test Coordinators should ensure that all test security incidents are reported to the Assessment Section with 24 hours using the Test Security Incident Report Form, found in Appendix E.

Test security incidents requiring specific actions to be taken regarding the test itself may need to be reported by the TC using the "Test Impropriety" tab in TIDE, in addition to reporting each incident using the Test Security Incident Report Form. These include incidents that result in a need to invalidate or restore individual student assessments. The Assessment Section will direct the TC to submit a "Test Impropriety" request in TIDE if necessary following submission and review of a Test Security Incident Report Form. All requests submitted via the "Test Impropriety" tab in TIDE must be approved by the state. In most instances, these requests will be submitted to address a test security impropriety, irregularity or breach.

The online process and conditions for the two types of Test Impropriety requests available for HSA-Alt assessments in TIDE are described below. The *TIDE User Guide* located at www.alohahsap.org/HSA_ALT contains specific instructions on submitting requests.

| Action Type | Description | Conditions for Use |
|---------------------|---|--|
| INVALIDATION | Invalidating a student's test eliminates the test. The test will not be scored. | <p>The State may invalidate a test if:</p> <ol style="list-style-type: none"> 1. There is a test security breach. 2. The test is administered in a manner inconsistent with this <i>Test Administration Manual (TAM)</i>. <p><i>Note 1: Invalidated tests will not be scored.</i></p> <p><i>Note 2: After reviewing the circumstances of an incident, a state may elect only to document the above conditions as testing irregularities, rather than to invalidate the test.</i></p> |
| RESTORE | Restoring a test returns a test from the Reset status to its prior status. This action can only be performed on tests that have been reset. | The State may only restore a test if a test was inadvertently or inappropriately reset. |

Test Administrator Requirements

Only Hawaii Department of Education (HIDOE) trained personnel may administer the spring 2017 HSA-Alt for each content area online using the Test Delivery System, or may administer and score the spring 2017 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 this *Test Administration Manual (TAM)*;
- be trained in and knowledgeable about proper test administration and test security; and
- have attended the HIDOE-sponsored face-to-face training for Online Administration (for TAs who will be administering the HSA-Alt for the first time in spring 2017); **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.

Requesting a Paper/Pencil Test Kit Exception

The HSA-Alt for ELA, Mathematics, and Science will be available in paper/pencil test kit form in spring 2017 as an approved exception **only**. TAs who would like to request approval of this exception for one or more of their students will need to contact their school TC. TCs will be responsible for requesting approval of this exception for any HSA-Alt eligible student in their school who is physically unable to 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, when provided the allowable supports (see pages 26-28). 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. Paper/pencil 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 2017 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. Forms should be completed and emailed to the AIR staff members listed at the bottom of the form.

Initial paper/pencil exception requests should be submitted by February 10, 2017 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 22, 2017.

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 result in test kits that arrive at the school address on file approximately 4-5 business days after the exception request is approved by the HIDOE Assessment Section. The final deadline for all paper/pencil exception requests to be submitted for Spring 2017 testing is **May 3, 2017**.

For additional information about administering the HSA-Alt using a paper/pencil test kit, including the use of Second Raters, please see the *HSA-Alt Paper/Pencil Directions for Administration* manual available on the HSA-Alt portal at alohahsap.org.

Assessment Design

Key Features of the Administration

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

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

Students taking the online test with TA assistance may respond using the mode of communication that they use during instruction. These response modes include, but are not limited to, an oral response, pointing, eye gaze, a response card, sign language, or an augmentative communication device. Once the student has communicated a response, the TA may need to assist the student in touching the on-screen response option or may touch the response indicated if the student is unable to do so, even with assistance.

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

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

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

Engagement Item Scoring Rubric

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

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

information of administering engagement items within the online assessment please see the *Spring 2017 Guide to Navigating the Online HSA-Alt Administration*.

Task Information for Online ELA and Mathematics and All Paper/Pencil Testing

Each grade or grade-band assessment contains a series of 12 operational tasks. Each operational task includes four to six items. The items become increasingly more complex and difficult within a task, and the tasks become increasingly more complex as the student moves through the assessment.

Students are not required to take every task in the assessment and will start the test at the point that is most appropriate for the student. The task at which the student begins the assessment is determined either by the student's HSA-Alt scores from the previous year or by an online Student Placement Questionnaire (SPQ), which will be automatically shown to the TA in the online Test Delivery System when scores from the previous year are not available. Specifically, students can enter the assessment at one of three different points: Task 1, Task 3, or Task 6.

For each starting point, students must complete a minimum number of tasks. The task at which the student exits the assessment is not predetermined and will be automatically monitored by the online Test Delivery System.

Content Block Information for Online Science

The online Science assessment is now adaptive, meaning that items are selected by the testing system based on the student's ability as demonstrated on the previously answered items. The items are grouped into segments aligned with the standards in HCPS III. Each segment contains items falling within the same content standard. There are 36 operational items in the grade 4 test and 40 items in the grade 8 and grade 11 tests. In addition, there may be items which are being field test items.

The student's starting point is determined by the Student Placement Questionnaire (SPQ). The SPQ appears at the beginning of the test when logging a student in for the first time. Test Administrators will need to complete the SPQ before the student can begin testing. Students will start the test by taking the item selected, based upon the SPQ results. Students whose SPQ score is at the lowest level will be administered Engagement Items. According to the student's response to the first item, the testing system will start the adaptive process of item selection and continue until the end of the test.

Access Limitations

If the task or item lists an access limitation for a student's disability (e.g., "blind" or "deaf"), the student will probably be better able to access the HSA-Alt Assessment using the paper/pencil version. The TA should request a paper/pencil test kit exception. The following 2017 online HSA-Alt grade or grade band content area tests contain access limited items:

Math Grades 6-8
Science Grade 4

Math Grade 11
Science Grade 8

Science Grade 11

Online Administration Procedures

The online Test Delivery System will continue to be the default method of test administration for all HSA-Alt eligible students in spring 2017.

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

- Verify that they are entered into the TIDE system as a TA user.
- Attend a HIDOE-sponsored face-to-face training (for TAs who have not previously administered the Online HSA-Alt), or complete the online TA certification course for Online Administration (for TAs who have previously administered the Online HSA-Alt or who are unable to attend a face-to-face training).
- Become familiar with the Test Delivery System and administering assessments using the TA Live Site.
- Verify that the most current HSAP Secure Browser is installed on each TA's or student's iPad. (The AIRSecureTest app can be downloaded and/or updated in the App Store.)
- Verify that they have all necessary physical and printed manipulatives (see Appendix A for a list of manipulatives for each content area and grade band).
- Complete the online Learner Characteristics Inventory (LCI) for each student to be tested (see "Complete Online LCI" below and Appendix B for additional information).
- Complete the online Starting Points Questionnaire (SPQ) if necessary for any student for whom a spring 2016 scale score is not available (see "Complete Online SPQ" below).

Test Administrators need to refer to the *Spring 2017 Guide to Navigating the Online HSA-Alt Administration* manual and the *HSA-Alt Online Testing Quick Start Guide Spring 2017* for complete information about online administration procedures. Both of these documents are available on the Resources >> Test Administrators >> Test Administration >> Online Administration section of the HSA-Alt portal website at alohahsap.org.

Complete Online LCI

Prior to the start of online testing, TAs **must** complete the online Learner Characteristics Inventory (LCI) for each student to be tested. Students will not be able to complete the login process and begin testing until the LCI has been submitted. **The online LCI needs to be entered only once each year for each student who will be tested.** After the online LCI has been entered during the student's first login it will no longer be displayed upon subsequent student logins during the testing window.

To complete the LCI via the Test Delivery System the TA must first set up a Test Session in the TA Live Site using the instructions in *Spring 2017 Guide to Navigating the Online HSA-Alt Administration* manual and must include "HSA-Alt LCI" as one of the tests to be administered in the session. Then, the TA will enter the student's information (First Name and SSID) on the login screen shown in the Secure Browser, along with the Test Session ID that has been generated. The Test Delivery System will then present a screen asking the TA to "Choose Your Test". The LCI will be the only test form available for entry with an active link; all other subject area test forms will be colored gray with deactivated links. TAs should click on the LCI test form and

answer the questions based on their knowledge and assessment of the student to be tested. Once the form has been completed and submitted, the online Test Delivery System will return the TA to the student login page to begin the login process for subject area testing.

Complete Online SPQ (if necessary)

Once a student is approved to begin testing, the online Test Delivery System will first attempt to determine the student's correct starting point based on the student's spring 2016 scale score which will be pulled automatically from the Online Reporting System.

If the student does not have a spring 2016 scale score for the subject area to be tested (this includes all grade 3 students, all students being tested in Science, and other students who may not have been eligible for the HSA-Alt in spring 2016), the online Test Delivery System will display an online Starting Point Questionnaire for the TA to complete prior to handing the iPad to the student to begin testing. TAs should complete the SPQ based on their knowledge and assessment of the student to be tested.

Once the online SPQ has been completed and submitted, the online Test Delivery System will determine the correct starting point for the student and will load the first test question. **TAs should not hand the iPad to the student for testing until they have confirmed the first HSA-Alt subject area test item has been loaded onto the screen.**

Actively Monitor Student Testing

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

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

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

Recording No Response

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

For additional information on accessing the TA Navigation Bar please see the *Spring 2017 Guide to Navigating the Online HSA-Alt Administration*, available on the Resources >> Test Administrators >> Test Administration>> Online Administration section of the HSA-Alt portal website at alohahsap.org.

Return of Assessment Materials

After the assessment administration is complete, gather all printed manipulatives and any artifacts produced as part of the assessment and return them to the school's TC no later than **May 27, 2017**.

Including All Students with Disabilities in State Accountability Assessments

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

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

For students who are unable to take the HSA-Alt via the online Test Delivery System due to the need for additional accommodations beyond those provided for online testing, the TA should contact the TC to request a paper/pencil test kit exception (see "Requesting a Paper/Pencil Test Kit Exception" above).

Laws and Regulations on Inclusion in Student Assessments: General Overview

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

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

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

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

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

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

Individuals with Disabilities Education Improvement Act of 2004 (IDEA)

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

Section 504 of the Rehabilitation Act of 1973

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

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

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

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

What Are Accommodations?

Accommodations are practices and procedures in the areas of presentation, response, and engagement that provide equitable access during instruction and assessments for students with

disabilities. Accommodations are intended to reduce or even eliminate the effects of a student's disability; they do not reduce the learning expectations. The accommodations provided to a student must be the same for classroom instruction, classroom assessments, and state assessments.

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

Who Selects Assessment Accommodations?

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

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

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

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

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

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

The HSA-Alt is designed to incorporate many of the supports that a student may need as built into the assessment design (e.g., picture arrays, oral reading of passages). The allowable

accommodations listed on the following pages provide students with the opportunity to gain access to an item and make a response (Kleinert & Kearns, 2010).

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

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

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

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

Stimulus and Response: Substitutions

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

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

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

Assistive Technology

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

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

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

APPENDIX A: List of Physical Manipulatives

Physical Manipulatives Provided by the Test Administrator: ELA (Online and Paper/Pencil Administrations)

| Subject | Grade Band | Task Number | Task Name | Material | Quantity |
|---------|------------|-------------|-----------------------------|----------|----------|
| ELA | 3-5 | 1 | The First Day of School | Backpack | 1 |
| ELA | 3-5 | 2 | Pushing and Pulling | Ball | 1 |
| ELA | 3-5 | 13* | The Grasshopper and the Ant | Book | 1 |

**For online administration only*

| Subject | Grade Band | Task Number | Task Name | Material | Quantity |
|---------|------------|-------------|-------------------|---------------|----------|
| ELA | 6-8 | 1 | Planting a Garden | Flower | 1 |
| ELA | 6-8 | 2 | Ice Falls | Ice Cube | 1 |
| ELA | 6-8 | 13* | A Clean Earth | Ball | 1 |
| ELA | 6-8 | 13* | A Clean Earth | Bottled Water | 1 |

**For online administration only*

| Subject | Grade Band | Task Number | Task Name | Material | Quantity |
|---------|------------|-------------|----------------|--------------------|----------|
| ELA | 11 | 1 | Mud Pie Recipe | Spoon for Stirring | 1 |
| ELA | 11 | 13* | Gina and Larry | Baseball | 1 |
| ELA | 11 | 13* | Gina and Larry | Safety Glasses | 1 |

**For online administration only*

**Printed Manipulatives Provided by AIR:
ELA (Posters for Online Administration*)**

| Subject | Grade Band | Task Number | Task Name | Material | Quantity |
|---------|------------|-------------|-----------------|-----------|----------|
| ELA | 3-5 | 7 | The Corner Café | Poster #1 | 1 |
| ELA | 3-5 | 7 | The Corner Café | Poster #2 | 1 |
| ELA | 3-5 | 10 | Pets | Poster | 1 |

| Subject | Grade Band | Task Number | Task Name | Material | Quantity |
|---------|------------|-------------|---------------------|----------|----------|
| ELA | 6-8 | 5 | A Story About Della | Poster | 1 |

| Subject | Grade Band | Task Number | Task Name | Material | Quantity |
|---------|------------|-------------|--------------------------|----------|----------|
| ELA | 11 | 11 | Main Street Dry Cleaners | Poster | 1 |

Printed materials for all paper/pencil test items will be provided in the paper/pencil test kit. The materials listed on this page are for **online administration items which require a printed poster.*

**Physical Manipulatives Provided by the Test Administrator:
Mathematics (Online and Paper/Pencil Administrations)**

| 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 |
| Math | 3-5 | 13* | Adding Pencils | Pencil | 5 |

‡For paper/pencil administration only

**For online 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 | Checkers | 20 |
| Math | 6–8 | 12 | Intersection Coordinates | Marking Chip‡ | 1 |
| Math | 6-8 | 13* | Rational Numbers | Blue Connecting Cube | 6 |
| Math | 6-8 | 13* | Rational Numbers | White Connecting Cube | 2 |

‡For paper/pencil administration only

**For online 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 (Posters for Online Administration*)**

| 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 |
| Math | 3-5 | 13 | Adding Pencils | Poster | 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 |
| Math | 6-8 | 13 | Rational Numbers | Response Card #1 | 1 |
| Math | 6-8 | 13 | Rational Numbers | Response Card #2 | 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 |

Printed materials for all paper/pencil test items will be provided in the paper/pencil test kit. The materials listed on this page are for **online administration items which require a printed poster.*

**Physical Manipulatives Provided by the Test Administrator:
Science (Online and Paper/Pencil Administrations)**

| 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 (e.g., posters or strips) are necessary for the spring 2017 online administration of the HSA-Alt Assessment for Science.

APPENDIX B: Learner Characteristics Inventory (LCI)

The purpose of the Learner Characteristics Inventory (LCI) is to assist states in describing the population of students who take alternate assessments on alternate achievement standards. These students represent less than 1% of the total student population and come from a variety of disability categories but represent students with the "most significant cognitive disabilities." Use this form to collect student LCI and assistive technology information for entry into the online Test Delivery System. Prior to the start of testing you will be required to enter this information for each student (just once). The form shown on the following pages is for illustrative purposes, only.

TAs must enter the learner characteristics for the student directly into the online Test Delivery System prior to the start of testing.

Learner Characteristics Inventory for Alternate Assessments on Alternate Achievement Standards

Kearns, J., Kleinert, H., Kleinert, J., & Towles-Reeves, E. (2006). Learner characteristics inventory. Lexington, KY: University of Kentucky, National Alternate Assessment Center.

1. Classroom Setting (check the best description)

- Special school
- Regular school, self contained classroom for almost all activities
- Regular school self contained classroom except for homeroom, lunch, and "specials"
- Self contained (children go to some general education academic classes but return to special education (61% or more of school day in special education classes)
- Resource room (e.g., children come for services and then go back to their general education classroom) (at least 40% of the school day in general education classes)
- Inclusive/Collaborative – students based in general education classes, special education services delivered in the general education class (at least 80% of the school day in general education classes)

2. Augmentative Communication System (check the best description)

Does your student use an augmentative communication system in addition to or in place of oral speech?

- No
- Yes; uses only one symbol or sign at a time and is able to use only a few symbols in total to express simple or early intents (e.g., drink, eat, toilet, greeting, preferred activity, refusal)
- Yes; can combine two symbols together to express broader intents such as social content, answer simple questions, etc. (e.g., expresses greetings, peer names, social exchanges, personal interests)
- Yes; uses mostly iconic symbols (clear representations) or signs together in sequence to express functional intents, extensive social interactions, academic content, and to respond consistently to answer questions
- Yes; uses multiple abstract symbols, signs, or print in sentences or phrases on the augmentative communication system to express a variety of academic, social, and self-initiated interactions

3. Speech Language as a Related Service (check the best description of the extent to which the student is receiving speech/language as a related service)

- Direct services for communication/language therapy (pull-out)
- Direct services integrated into student's routine/classroom-collaboration
- Consultation services only
- Student does not currently receive speech language as a related service

4. Expressive Communication (check one answer that best describes your student)

- Uses symbolic language to communicate: Student uses verbal or written words, signs, Braille, or language-based augmentative systems to request, initiate, and respond to questions, describe things or events, and express refusal.
- Uses intentional communication, but not at a symbolic language level: Student uses understandable communication through such modes as gestures, pictures, objects/textures, points, etc., to clearly express a variety of intentions.
- Student communicates primarily through cries, facial expressions, change in muscle tone, etc., but no clear use of objects/textures, regularized gestures, pictures, signs, etc., to communicate.

5. Receptive Language (check the best description)

- Independently follows 1–2 step directions presented through words (e.g., words may be spoken, signed, printed, or any combination) and does NOT need additional cues.
- Requires additional cues (e.g., gestures, pictures, objects, or demonstrations/models) to follow 1–2 step directions.
- Alerts to sensory input from another person (auditory, visual, touch, movement) BUT requires actual physical assistance to follow simple directions.
- Uncertain response to sensory stimuli (e.g., sound/voice; sight/gesture; touch; movement; smell).

6. Vision (check the best description)

- Vision within normal limits.
- Corrected vision within normal limits.
- Low vision; uses vision for some activities of daily living.
- No functional use of vision for activities of daily living, or unable to determine functional use of vision.

7. Hearing (check the best description)

- Hearing within normal limits.
- Corrected hearing loss within normal limits.
- Hearing loss aided, but still with a significant loss.
- Profound loss, even with aids.
- Unable to determine functional use of hearing.

8. Motor (check the best description)

- No significant motor dysfunction that requires adaptations.
- Requires adaptations to support motor functioning (e.g., walker, adapted utensils, and/or keyboard).
- Uses wheelchair, positioning equipment, and/or assistive devices for most activities.
- Needs personal assistance for most/all motor activities.

9. Engagement (check the best description)

- Initiates and sustains social interactions.
- Responds with social interaction, but does not initiate or sustain social interactions.
- Alerts to others.
- Does not alert to others.

10. Health Issues/Attendance (check the best description)

- Attends at least 90% of school days.
- Attends approximately 75% of school days; absences primarily due to health issues.
- Attends approximately 50% or less of school days; absences primarily due to health issues.
- Receives Homebound Instruction due to health issues.
- Highly irregular attendance or homebound instruction due to issues other than health.

11. Reading (check the best description)

- Reads fluently with critical understanding in print or Braille (e.g., to differentiate fact/opinion, point of view, emotional response, etc.).
- Reads fluently with basic (literal) understanding from paragraphs/short passages with narrative/informational texts in print or Braille.
- Reads basic sight words, simple sentences, directions, bullets, and/or lists in print or Braille.
- Aware of text/Braille, follows directionality, makes letter distinctions, or tells a story from the pictures that is not linked to the text.
- No observable awareness of print or Braille.

12. Mathematics (check the best description)

- Applies computational procedures to solve real-life or routine word problems from a variety of contexts.
- Does computational procedures with or without a calculator.
- Counts with 1:1 correspondence to at least 10, and/or makes numbered sets of items.
- Counts by rote to 5.
- No observable awareness or use of numbers.

Teacher Comments: Please share any additional information you would like for us to know about the learner characteristics of this student. Thank you for your time and honest answers.

Please check any assistive technology devices the student will use on the assessment.

- No assistive technology devices used
- Alternate computer input/access devices: keyboards including alternate keyboard layout, mouse, joystick, touch screen
- Portable electronic word processors, with or without voice output
- Alternate pointing system
- Augmentative communication devices, including a range of low and high tech, including talking switches and sign language
- Symbols of all types (e.g., objects, tactile, raised line drawings, photos, black/white & color, line drawings)
- Partner assisted scanning
- Calculator, all types
- Eye gaze board
- Colored overlays, visual screens or other visual supports
- Magnification devices/enlarged materials, including computer screen magnification
- Switches
- Braille
- Other

APPENDIX C: HSA-Alt Dos and Don'ts

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

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

APPENDIX D: Test Security Chart

The Test Security Chart shows the test security incident levels and examples of types of issues.

| Level of Severity & Potential Effect on Test Security | Types of Issues |
|---|--|
| LOW Impropriety | <p>Student(s) leave the test room without authorization.</p> <p>Test Administrator or Coordinator leaving related instructional materials on the walls in the testing room.</p> |
| MEDIUM Irregularity | <p>Student(s) accessing the Internet or any unauthorized software or applications during a testing event.</p> <p>Student(s) accessing or using unauthorized electronic equipment (e.g., cell phones, PDAs, iPods, or electronic translators) during testing.</p> <p>Disruptions to a test session such as a fire drill, school-wide power outage, earthquake, or other acts.</p> <p>Test Administrator or Coordinator failing to ensure administration and supervision of the HSA-Alt assessments by qualified, trained personnel.</p> <p>Test Administrator coaching or providing any other type of assistance to students that may affect their responses. This includes both verbal cues (e.g., interpreting, explaining, or paraphrasing the test items or prompts) and nonverbal cues (e.g., voice inflection, pointing, or nodding head) to the correct answer.</p> <p>Test Administrator providing students with materials or devices that are not allowed during test administration or allowing inappropriate designated supports and/or accommodations during test administration.</p> <p>Test Administrator uses student monitoring software during testing.</p> <p>Test Administrator providing a student access to another student's work/responses.</p> |
| HIGH BREACH | <p>Test Administrator or Coordinator modifying student responses or records at any time.</p> <p>The live Student Interface or TA Interface being used for practice instead of the Training or Practice Tests.</p> <p>Adult or student posting items or test materials on social media (Twitter, Facebook, etc.).</p> <p>Test Administrator allowing students to take home printed test items, reading passages, writing prompts, or scratch paper that was used during the test or failing to otherwise securely store test materials.</p> <p>Adult or student copying, discussing, or otherwise retaining test items, reading passages, or answers for any reason. This includes the use of photocopiers or digital, electronic, or manual devices to record or communicate a test item. This also includes using secure test items, modified secure test items, reading passages, or answer keys for instructional purposes.</p> <p>Secure test materials being shared with the media (such as the writing prompts, test items, or reading passages), or allowing media to observe a secure test administration.</p> <p>Adult or student improperly removing secure testing materials such as test items, stimuli, reading passages, writing prompts, or scratch paper from the testing environment.</p> |

APPENDIX E: Testing Incident Report Form

| 2016-2017 Hawai'i Statewide Assessment Program Testing Incident Report Form | | |
|--|--------------------------|---|
| School: | School Code: | Today's Date: |
| School Telephone Number: | Test Coordinator Name: | |
| Person Completing this Report: | Test Administrator Name: | |
| Severity Level: <input type="checkbox"/> Impropriety <input type="checkbox"/> Irregularity <input type="checkbox"/> Breach | | Initiated by: <input type="checkbox"/> Adult <input type="checkbox"/> Student |
| Assessment: <input type="checkbox"/> Smarter Balanced ELA/Literacy <input type="checkbox"/> Smarter Balanced Mathematics <input type="checkbox"/> HSA Science <input type="checkbox"/> Algebra I <input type="checkbox"/> Algebra II <input type="checkbox"/> Biology I <input type="checkbox"/> U.S. History <input type="checkbox"/> HSA-Alt <input type="checkbox"/> WIDA ACCESS 2.0 | | |
| Date and Time of Incident: | Grade Level: | Test Session ID: |

Description of Incident:

Description of Action Taken:

Adults Involved:

| Name | Assessment Role | Description of Involvement | Action Taken |
|------|-----------------|----------------------------|--------------|
| | | | |
| | | | |
| | | | |

Students Involved:

| SSID | Description of Involvement | Action Taken |
|------|----------------------------|--------------|
| | | |
| | | |
| | | |
| | | |

Attach additional sheets if necessary.

The completed form should be faxed to the Assessment Section at (808) 733-4483 or scanned and e-mailed to 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 F: 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 ELA 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 (the full Lotus Notes address is required).
The school Test Coordinator should retain the original form for documentation purposes.

APPENDIX G: 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.

| Change | Section | Date |
|--|--|-------------|
| Added information about testing incidents and test improprieties. | Test Security Guidelines | 11/30/16 |
| Added information about the use of student monitoring software during testing. | Security of the Test Environment Appendix D | 1/12/17 |
| Updated the lists of physical and printed manipulatives. | Appendix A | 1/12/17 |
| Updated the list of printed manipulatives for ELA and Math online administration. | Appendix A | 2/1/17 |
| Clarified information about the adaptive structure of the online Science assessment. | Assessment Design | 2/15/17 |
| Added first-year ELL students to the list of students who will not participate in the HSA-Alt ELA assessments. | Students Who Will Not Participate | 3/24/17 |