



Hawai'i State Alternate Assessments

Test Coordinator Manual Spring 2018

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 2018 Important Dates

Test Administration Face to Face Training*	February 2018 TBD (at various locations)
TA Certification Course available online**	February 1, 2018
Test materials due in schools (online administration)	February 14, 2018
Online HSA-Alt for ELA, Mathematics, and Science test administration window	February 20 – May 31, 2018
Paper/Pencil HSA-Alt for ELA, Mathematics, and Science test administration window (for students with an approved accommodation request)	February 20 – May 25, 2018
TA returns HSA-Alt paper/pencil test kit materials to TC	by May 29, 2018
TCs return HSA-Alt paper/pencil test kit materials to AIR	by May 30, 2018
TA returns HSA-Alt online administration materials to TC	by June 1, 2018

**For TAs administering the HSA-Alt for the first time in spring 2018.*

***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 February 2018 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 accommodation 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 Coordinators (TCs) with specific information needed to complete necessary tasks before, during, and after the administration of the Hawai'i State Alternate Assessments (HSA-Alt).

Additional Relevant Documents

Test Coordinators should also review the following documents related to online test administration (the default test administration format), which are posted in the Resources >> Test Administration >> Online Administration section of the HSA-Alt portal website at alohahsap.org

- **Spring 2018 HSA-Alt Test Administration Manual:** This manual includes information about policies and procedures for Test Administrators, Test Coordinators, and others involved in test administration.
- **Spring 2018 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.
- **2017-2018 HSAP TIDE User Guide:** This document provides instructions on navigating and entering information into TIDE.
- **2017-2018 HSA-Alt Proctor Acknowledgement Form:** This form should be used by proctors, translators, or behavioral assistants to document their knowledge and understanding of the test security and administration procedures for the Hawaii State Alternate Assessments.

In addition, Test Coordinators should review the following documents related to paper/pencil administration, which are posted in the Resources >> Test Administration >> Paper/Pencil Administration section of the HSA-Alt portal website at alohahsap.org

- **Spring 2018 Paper/Pencil Test Kit Accommodation Request Form:** This form may be used by Test Coordinators to request a paper/pencil test kit accommodation for a student who is unable to access the HSA-Alt using the online administration.
- **Spring 2018 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 ELA, Mathematics, and Science.
- **Spring 2018 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 accommodation.

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 accommodation

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 accommodation and Second Rater requirements
- State and federal regulations regarding the HSA-Alt
- Content specifications for the HSA-Alt

Assessment Section Contact Information
HSA-Alt Test Development Specialists: Susan Forbes, 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) see the section titled, **Including All Students with Disabilities in State Accountability Assessments** in the *Spring 2018 HSA-Alt Test Administration Manual (TAM)*. 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 (http://alohahsap.org/HSA_ALT/resources/?section=1-families)

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 for students with significant cognitive disabilities to the general education curriculum and to ensure that all of Hawai'i's students, including those with the most significant cognitive disability, are included in statewide assessments, and are part of the state 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

HSA-Alt participation is based upon four criteria. A student with an IEP must meet all four criteria in order to be considered for the alternate assessment. This document may be used as both a working definition of: “Students With a Significant Cognitive Disability” and as a four-point checklist for providing evidence of meeting/not meeting Hawaii State criteria for HSA-Alt participation.

Criteria	Yes	No	Evidence
(A) The student demonstrates significant cognitive disabilities that may be combined with limited adaptive skills, physical or behavioral limitations.			
(B) The student requires a highly specialized educational program with intensive modifications and supports in order to access grade level academic standards.			
(C) The student's daily instruction is substantively different from that of their peers without disabilities and requires extensive, repeated individualized instruction and support, across multiple settings.			
(D) The student's difficulty with the demands of the general academic curriculum is not due to social, cultural or environmental factors; expectation of poor performance; or excessive absences.			

Reference: “An Introduction to Alternate Assessments” H. Kleinert, R. Quenemoen, M. Thurlow from *Alternate Assessment for Students with Significant Cognitive Disabilities*. 2010.

Decision Making Questions and Case Study Examples

An IEP team may use the following questions and case study examples that highlight the HSA-Alt participation criteria to assist in determining alternate assessment eligibility.

The examples provided illustrate some *typical* educational situations that might be encountered when making decisions about alternate assessment participation for a student with an Individualized Education Program (IEP). Appropriate decision-making requires the consideration of all four criteria, with all four criteria needed for eligibility. Decisions should be based upon a preponderance of evidence with longitudinal data on intervention, student response, and growth overtime, rather than upon an isolated incident or limited educational records. It is estimated that only about 1% of the total student population meet the eligibility criteria.

(A) The student demonstrates significant cognitive disabilities that may be combined with limited adaptive skills, physical or behavioral limitations.

The IEP team must consider the following:

- **Does this student demonstrate significant cognitive disability? What are the student’s physical, behavioral, and adaptive skill limitations?** Students who are properly identified for the HSA-Alt are expected to have severe limitations in cognitive capacity and functioning. While an IQ score is not an acceptable criterion to determine if a student should participate in the HSA-Alt, students who take the Alt would be expected to score significantly lower than their peers without disabilities on standardized tests of knowledge and cognition (or would possibly not even achieve a valid score at all). Student limitations are generally evidenced in how the student communicates and responds to the environment. These limitations are evidenced by the need for significantly accommodated receptive and expressive communication systems (e.g., supplemented by pictures/symbols, assistive technology devices, etc.)
- **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.

(B) The student requires a highly specialized educational program with intensive modifications and supports in order to access to grade level academic 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 instructional content, respond to instructional tasks, and maintain interest.
- **Does the student require a substantial change to the content and or complexity level of most standards?** Modifications of grade-level content standards are typically needed for students with severe cognitive disability (SWSCD); learning program modifications for SWSCD typically include reductions in depth, breadth, and complexity of grade-level targets.

(C) The student's daily instruction is substantively different from that of peers without disabilities and requires extensive, repeated individualized instruction and support across multiple settings.

The IEP team must consider the following:

- **How does the student's daily instruction differ from peers? Are communication and attention supports, accommodations, and modifications in grade level content a must for this student? Does the student require a reduction in the difficulty of most instructional tasks?** Communication and attention supports, accommodations, and modifications that typically mark instruction, make how the HSA-Alt student communicates, responds to the environment, and learns look significantly different from the instruction of peers without disabilities. The student consistently receives instruction and assessments that are reduced in expectation; e.g., shorter, more concrete, more explicitly structured, with fewer options to choose from, etc.
- **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?** SWSCD typically cannot perform a skill or concept in a new or different context. Each setting requires a complete re-teaching of the target skill.

(D) The student's difficulty with the demands of the general academic curriculum is not due 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 or low performance 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?**
- **Is the past history of special education participation (disability category, type of service delivery, placement, etc.) affecting the decision?**
- **Is the student frequently absent from school and is that the cause of the low achievement?**

A student must meet All Four Participation Criteria in order to participate in the HSA-Alt. See the Case Study Examples below for an illustration of how to apply these criteria.

Case Study Examples

Example 1- 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 of severely limited cognitive functioning, reductions in depth, breadth, and complexity for performance, and the requirement for significant modifications to instructional materials and instructional delivery, the **IEP team determines that Sandra meets HSA-Alt Participation Criteria A-C**. In addition **Criterion D** is met because social, cultural or environmental factors, expectation of poor performance, or excessive absences are not primary contributing factors for her current difficulty.

Example 2- 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 and he is not eligible to take the alternate assessment.** Instead, the team determines he would be most appropriately assessed using the general assessment with accommodations.

Example 3- 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. Because of severely limited cognitive functioning, reductions in depth, breadth, and complexity for performance, and the intensity of the instructional supports necessary to access the general curriculum, the **IEP team determines that Raymond meets HSA-Alt Participation Criteria A-C**. In addition **Criterion D** is met because social, cultural or environmental factors, expectation of poor performance, or excessive absences are not primary contributing factors for his current difficulty.

Example 4- 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 instructional support that would not typically be provided for her peers without identified disabilities, her **IEP team determines that she does not meet HSA-Alt Participation Criteria A and B** and instead determines she would be most appropriately assessed using the general assessment with accommodations.

Example 5- 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 not meet HSA-Alt Participation Criteria A and B** and instead determines he would be most appropriately assessed using the general assessment with no accommodations.

Example 6- 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 of the severely limited cognitive demand of tasks posed and the consistent use of accommodations and modifications to adapt curriculum and instruction for Caroline, her **IEP team determines that she meets HSA-Alt Participation Criteria A-C**. In addition, **Criterion D** is met because social, cultural or environmental factors, expectation of poor performance, or excessive absences are not primary contributing factors for her current difficulty.

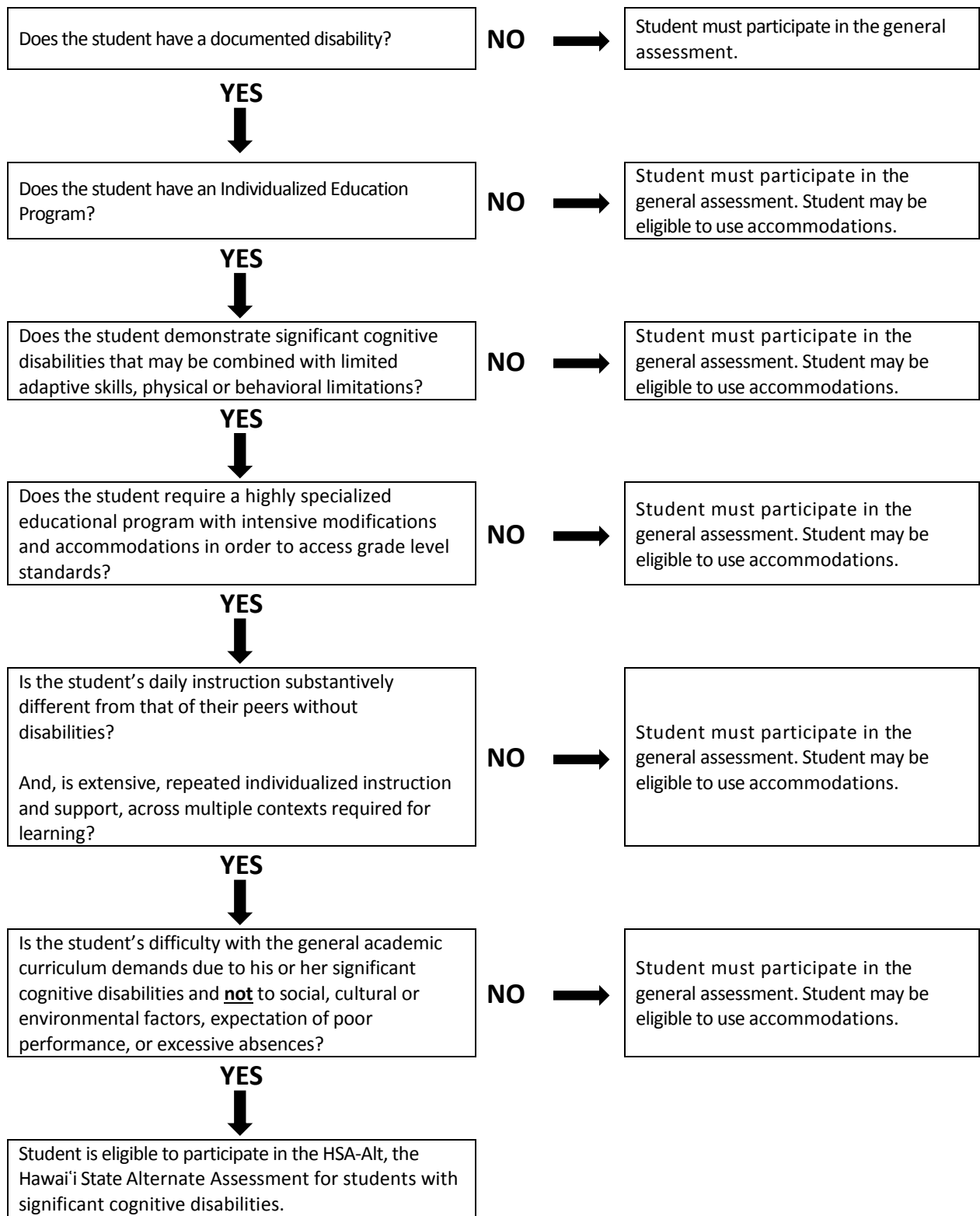
Example 7- For tasks that involve calculation, eighth grader, Wilson uses a calculator but otherwise requires no additional adaptations in terms of the difficulty of the task expected of all other students. His **IEP team determines Wilson does not meet HSA-Alt Participation Criteria A and B**, and he should take the general assessment with appropriate allowable accommodations.

Example 8- 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 meets HSA-Alt Participation Criterion C, however they must gather additional documentation of Paul’s current cognitive functioning, adaptive behavior, use of instructional/assessment program supports, accommodations, and modifications, as well his attendance record prior to reaching a decision on HSA-Alt eligibility.**

Example 9- 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 Criteria A-C. Her IEP team determines, however, that **Rochelle does meet Criterion D of the HSA-Alt Participation Criteria because environmental factors may be the cause of her current low performance.** The team decides for the time being that she should take part in the general assessment with accommodations and priority should be given to a fuller assessment of her possible vision disability.

Example 10- 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 HSA-Alt Participation Criterion D because of the potential deleterious impact of her repeated absence from school.** Instead, the IEP team members decide that Elaine should participate in the general assessment with no accommodations and will determine ways to provide her with the appropriate instruction, through methods 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 2017-2018, the following student populations will not participate in the Hawai'i State Alternate Assessments. **Note:** Schools must refer to the 2017-2018 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 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 2017-2018 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

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 2018.** Printed test kits will not be provided to HSA-Alt students in spring 2018 unless a TC has requested and been approved for the paper/pencil accommodation for a specific student for the HSA-Alt in ELA, Mathematics, and Science.

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 2018 HSA-Alt for ELA, Mathematics, and Science may be found in Appendix A of this manual.

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

Content Areas to Be Assessed

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 2018 testing window.

HSA-Alt Forms

The spring 2018 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 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. Printed manipulatives provided by AIR for the online assessment should be securely disposed of (by shredding) by the Test Coordinator.

For both online and paper/pencil testing, physical manipulatives provided by the Test Administrator, such as a banana, a spoon, or a clock, are no longer secure after the close of the testing window.

Online and printed test materials must be kept secure before, during, and after testing sessions. Students should not be provided with any access to test materials before test administration. Such exposure to the test will invalidate test 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,

Requirement	Description
	mathematics formulas, etc.).
Designated area for backpacks, cell phones, etc.	The TA should prepare a designated location in the classroom for students to place their backpacks, purses, cell phones, and other electronic devices. This location should be inaccessible to students during testing.
Student seating	Students must be seated so there is enough space between them to 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 by the Hawai'i Department of Education 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 the student who is testing and the TA administering the test to the student can view HSA-Alt items. Students who are not being tested must not have access to secure testing materials including test items. TAs and other trained staff may not actively analyze any 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,	No digital, electronic, or manual device may be used to record or retain

Requirement	Description
electronic, or manual devices	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.
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 a Test Administrator or Test Coordinator 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/return 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** section 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. 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 testing incident 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 testing incident 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 testing incident 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.

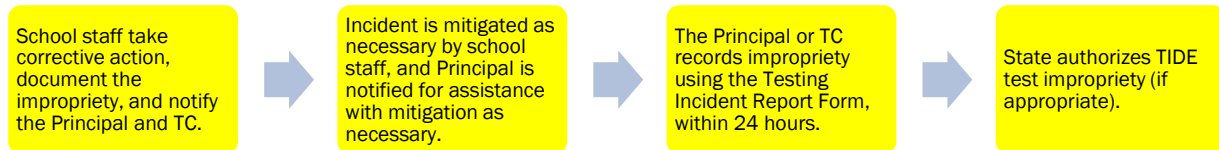
A *breach* poses a serious threat to the integrity of the assessment and requires that the incident is addressed to the extent possible at the school site, that it be reported to the appropriate school personnel right away, and that both the Complex Area Superintendent and Assessment Section be contacted 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.

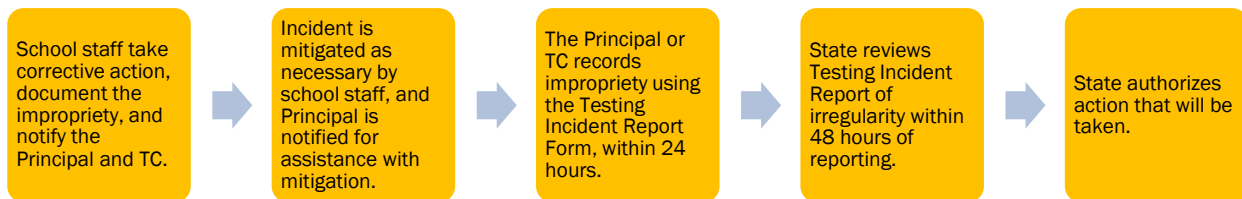
Impropriety

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.)



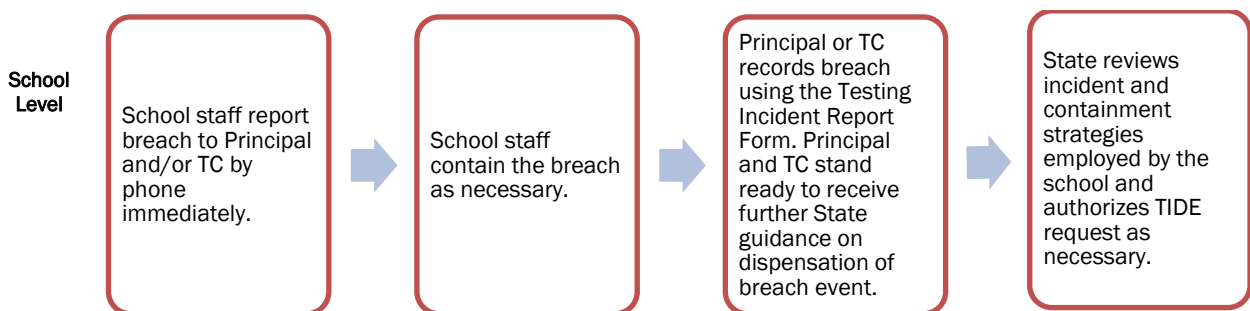
Irregularity

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. This form can also be downloaded from the General Resources tab in TIDE at www.hitide.org.

Test security incidents requiring specific actions to be taken regarding the test itself may need to be reported by the TC using the "Testing Incidents" 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 "Testing Incidents" request in TIDE if necessary following submission and review of a Test Security Incident Report Form. **All requests submitted via the "Testing Incidents Tab" 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 Testing Incident requests available for HSA-Alt assessments in TIDE are described below. The *TIDE User Guide* located at alohahsap.org 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 and the student will be counted as a non-participant.	The State may invalidate a test if: <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>.3. There is a test session in which a student deliberately does not attempt to respond appropriately to items. <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 Hawai'i Department of Education (HIDOE) trained personnel may administer the spring 2018 HSA-Alt for each content area, online, using the Test Delivery System, or may administer and score the spring 2018 HSA-Alt in each content area via the paper/pencil accommodation (subject to HIDOE approval). The following table lists the personnel who may serve as Test Administrators (for online or paper/pencil test administration), or as Second Raters (for paper/pencil test administration only).

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

Each HSA-Alt TA must

- be familiar with the *Test Administration Manual (TAM)*;
- be trained in and knowledgeable about proper test administration and test security; and
- have attended the HIDOE-sponsored face-to-face training for Online Administration (for TAs who will be administering the HSA-Alt for the first time in spring 2018); **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 accommodation).

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

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

Test Coordinator Responsibilities

The TC is responsible for the following tasks:

Before Administration

- Ensuring that all TAs and Second Raters have been entered into TIDE (see the *HSAP TIDE User Guide* available on the HSA-Alt portal on the Resources >> Test Administration >> Online Administration page).
 - TAs who will be administering the HSA-Alt via the online Test Delivery System should be entered into TIDE under the "TA" user role.
 - Second Raters and TAs who will be administering the HSA-Alt using a paper/pencil test kit must be entered into TIDE under the "TA-ALT" user role.
- Ensuring that all TAs and Second Raters are trained and meet the HIDOE requirements.
- Requesting a paper/pencil test kit accommodation for students unable to test using the online Test Delivery System. Refer to instructions on pages 27-28 of this manual.
- Receiving the HSA-Alt test kit materials for students approved for the paper/pencil accommodation and inventorying the materials against the School Packing List and Teacher Security Checklist.
 - Distributing the HSA-Alt test kit materials received from AIR to each TA responsible for a student who is approved for the paper/pencil accommodation.
 - Reminding TAs that they must inventory the materials against the Teacher Security Checklist and Test Kit Checklist (inside the kit), and that discrepancies must be reported to the TC immediately.
 - Reminding TAs that the HSA-Alt paper/pencil test window closes on May 26, 2018.
 - Retaining the UPS return shipment label and placing it in a safe location to use when returning the paper/pencil test kit materials to AIR at the conclusion of HSA-Alt paper/pencil testing at the school.
- Receiving the HSA-Alt printed manipulatives for students taking the HSA-Alt using the default online administration and inventorying the materials against the School Packing List and the Teacher Security Checklist.
 - Distributing the HSA-Alt printed manipulatives received from AIR for online administration to each TA responsible for a student who is eligible to take the HSA-Alt.
 - Reminding TAs that they must inventory the materials against the Teacher Security Checklist and that discrepancies must be reported to the TC immediately.
 - **NOTE:** The printed manipulatives shipped from AIR for the online administration of the HSA-Alt are different and separate from the test kit materials shipped from AIR for students approved for the paper/pencil accommodation. **Please take care to ensure the correct materials are distributed to TAs based on the method of test administration for their students.**

During Administration

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

After Administration

- Collecting HSA-Alt paper/pencil test kit materials and printed physical manipulatives from TAs at the end of the test administration window and following up on materials not submitted by the deadline.
- Returning all paper/pencil test kit materials to AIR.
 - Ensuring that all paper/pencil test kit materials meet the packaging requirements, placing the paper/pencil test kit materials in the boxes, sealing and labeling each box for return shipment, and shipping the boxed paper/pencil test kit materials to AIR using the pre-paid UPS label provided with the original shipment of materials.
- Shredding or otherwise securely disposing of the printed physical manipulatives used for the online administration of the HSA-Alt. These printed physical manipulatives **do not** need to be returned to AIR.

Requesting a Paper/Pencil Test Kit Accommodation

The HSA-Alt for ELA, Mathematics, and Science will be available in paper/pencil test kit form in spring 2018 as an approved accommodation **only**. TCs will be responsible for requesting approval of this accommodation for any HSA-Alt eligible student in their school who is physically unable to access the test using the online Test Delivery System on their iPad.

Paper/Pencil Test Kit Guidelines

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

Students who are eligible, shall take the HSA-Alt and will be able to access the assessment using the digital interface, when provided the allowable supports (see list of some of the accessibility supports that can be provided found on pages 36-38 of the *Spring 2018 HSA-Alt Test Administration Manual (TAM)*). 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 be better 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 accommodation. Paper/pencil test kit materials will only be shipped for students approved for the paper/pencil accommodation.

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 2018 Paper/Pencil Test Kit Accommodation 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.

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

Questions related to the approval of paper/pencil test kit accommodation requests should be directed to the HDOE Assessment Section using the contact information on page 4 of this manual.

Initial paper/pencil accommodation requests should be submitted via email by February 9, 2018 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 20, 2018.

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 additional paper/pencil test kit accommodations. 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 accommodation request is approved by the HIDOE Assessment Section. The final deadline for all paper/pencil accommodation requests to be submitted for Spring 2018 testing is **May 7, 2018**.

Test Materials Handling

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

Receiving Materials

All schools will receive some printed manipulatives from AIR to distribute to TAs for use during the HSA-Alt Online Administration.

The school shipment of printed manipulatives includes a:

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

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

The paper/pencil test kit shipment includes a:

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

Materials are packed/shipped to schools by AIR. Likewise, paper/pencil test kit materials being returned will be packed by the school and shipped back to AIR. **Note:** The printed manipulatives used for online testing **should not** be returned to AIR. They should be shredded or otherwise securely disposed of at the school.

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

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

- The TC will receive test materials from AIR and will distribute them to TAs.
- The TC will verify that materials for each TA match the Teacher Security Checklist and the List of Test Kit Materials. **NOTE:** one test kit, per grade band, is issued to each TA (not one kit per student).
- TAs will be responsible for the security of all test materials before, during, and after the test administration.

- The TC will distribute the test materials to the TAs prior to the opening of the testing window to allow time to review the materials prior to the first day of testing in order to develop appropriate accommodations as needed.
- All HSA-Alt materials must be kept in a securely locked storage space when the test is not being administered. This securely locked storage space can be in the teacher's classroom.

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

Disposing of Online Testing Materials after the Administration

When online test administration is complete, the TA returns the HSA-Alt test materials to the TC. TCs should plan to receive all materials from the TAs by **June 1, 2018**. The TC is responsible for ensuring that materials are shredded or otherwise disposed of securely at the school. TCs **do not** need to return printed manipulatives to AIR.

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

Preparing Materials after the Administration

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

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

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

Shipping Materials (Paper/Pencil Test Kits Only)

Plan to receive the HSA-Alt paper/pencil test materials from TAs by **May 29, 2018**. TCs must ship the materials to AIR by **May 30, 2018** for processing. Take these steps prior to shipping paper/pencil test kit materials and printed manipulatives for online testing to AIR:

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

Schools with regular UPS deliveries should affix the provided UPS Return Service (RS) label(s), to each box being returned. (Please remove any other shipping labels.) Give the box(es) to your regular UPS delivery driver by **May 30, 2018**.

Schools that do not have regular UPS deliveries should contact the AIR Help Desk (1- 866-648-3712) by **May 30, 2018** to schedule a pickup.

Second Rater Policy (Paper/Pencil Administration Only)

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

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

Second Rater Eligibility Requirements

- All Second Raters must complete the online TA Certification Course for Paper/Pencil Administration available via the HSA-Alt portal website at alohahsap.org.
- All Second Raters must be entered into TIDE under the TA-ALT user role by the school's Test Coordinator. This user role designation is required for Second Raters to be able to enter student test scores into the Data Entry Interface (DEI).
- Second Raters will be required for all students taking the HSA-Alt using a paper/pencil test kit across all grade bands and all content areas (ELA, Mathematics, and Science).
- The table on page 24 of this manual lists the personnel who may serve as Test Administrators or Second Raters.
 - If a school determines the need to designate a person who does not meet these requirements, the principal may submit a request for an alternative Second Rater to the Assessment Section. These requests will be reviewed and a decision will be made on a case-by-case basis.

Role of the Second Rater

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

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

Use of Second Rater Scores

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

APPENDIX A: List of Physical Manipulatives

Physical Manipulatives Provided by the Test Administrator: 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

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

Subject	Grade Band	Task Number	Task Name	Material	Quantity
ELA	11	1	Mud Pie Recipe	Spoon for Stirring	1

**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
ELA	3-5	Field Test	Groceries	Poster #1	1
ELA	3-5	Field Test	Groceries	Poster #2	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

‡For paper/pencil administration only

Subject	Grade Band	Task Number	Task Name	Material	Quantity
Math	6–8	1	Identify a Number	Marking Chip	1
Math	6–8	2	Unknown Value	Checkers	20
Math	6–8	12	Intersection Coordinates	Marking Chip‡	1

‡For paper/pencil administration only

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

‡For paper/pencil administration only

**Printed Manipulatives Provided by AIR:
Mathematics (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

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

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

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 2018 online administration of the HSA-Alt Assessment for Science.

APPENDIX B: Optional Scoring Worksheets for Paper/Pencil Administration

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

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

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

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

HSA-Alt Optional Student Score Worksheet

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

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

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

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

APPENDIX C: Data Entry Interface Overview

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

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

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

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

TAs and Second Raters should refer to the *Spring 2018 Data Entry Interface (DEI) User Guide* posted on the HSA-Alt portal website at alohahsap.org for detailed information about accessing and using the DEI.

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	Student(s) leave the test room without authorization.
	Test Administrator or Coordinator leaving related instructional materials on the walls in the testing room.
MEDIUM Irregularity	Student(s) cheating or providing answers to each other, including passing notes, giving help to other students during testing, or using hand-held electronic devices to exchange information.
	Student(s) accessing the Internet or any unauthorized software or applications during a testing event.
	Student(s) accessing or using unauthorized electronic equipment (e.g., cell phones, PDAs, iPods, or electronic translators) during testing.
	Disruptions to a test session such as a fire drill, school-wide power outage, earthquake, or other acts.
	Test Administrator or Coordinator failing to ensure administration and supervision of the HSA-Alt assessments by qualified, trained personnel.
	Test Administrator or Coordinator giving out his or her username/password (via email or otherwise), including to other authorized users.
	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.
	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.
	Test Administrator uses student monitoring software during testing.
	Test Administrator providing a student access to another student's work/responses.
HIGH BREACH	Test Administrator or Coordinator modifying student responses or records at any time.
	The live Student Interface or TA Interface being used for practice instead of the Training or Practice Tests.
	Adult or student posting items or test materials on social media (Twitter, Facebook, etc.).
	Test Administrator allowing students to take home printed test items, reading passages, printed manipulatives, or scratch paper that was used during the test or failing to otherwise securely store test materials.
	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, printed manipulatives, or answer keys for instructional purposes.
	Secure test materials being shared with the media (such as printed manipulatives, test items, or reading passages), or allowing media to observe a secure test administration.
	Adult or student improperly removing secure testing materials such as test items, stimuli, reading passages, writing prompts, or scratch paper from the testing environment.

APPENDIX E: Testing Incident Report Form

2017-2018 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 Coordinator E-mail:	
	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 CAT <input type="checkbox"/> Smarter Balanced ELA/Literacy PT <input type="checkbox"/> Smarter Balanced Mathematics CAT <input type="checkbox"/> HSA Science Bridge <input type="checkbox"/> Algebra 1 EOC <input type="checkbox"/> Algebra 2 EOC <input type="checkbox"/> Biology 1 EOC <input type="checkbox"/> HSA-Alt <input type="checkbox"/> ACCESS for ELLs		
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

Assessment Section Use Only

Verified: Y or N

Name and Date:

Fax the completed form (and additional sheets as necessary) to the Assessment Section at (808) 733-4483; or, scan and send in an encrypted 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 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 Telephone Number: _____

School Contact E-mail: _____

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

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 are entered on this form, and the student's HSA-Alt eligibility has 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