



# Hawaii State Alternate Assessments

## Test Coordinator Manual Spring 2020

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### **Hawaii Department of Education**

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# Hawaii State Alternate Assessments for English Language Arts (ELA), Mathematics, and Science (NGSS)

## Spring 2020 Major Changes to the HSA-Alt Assessments

Major Change	Spring 2019
<p><b><u>Additional HSA-Alt Accommodations</u></b> (more information available on pages 39-47 of the <i>HSA-Alt Test Administration Manual</i>)</p>	<p>Two additional accommodations have been added to the list of accommodations available for the HSA-Alt Assessments in Spring 2020:</p> <ul style="list-style-type: none"> <li>• <b>American Sign Language</b> (Non-Embedded)</li> <li>• Alternate Response Options</li> <li>• Calculator</li> <li>• Concrete materials</li> <li>• <b>Multiplication Table</b></li> <li>• Paper/Pencil Test</li> <li>• Read Aloud</li> <li>• Reinforcement System</li> <li>• Scribe*</li> <li>• Tactile Sensitivity (Paper/Pencil Form only)</li> <li>• Visual Descriptions</li> </ul> <p><u>If the accommodations listed above are found in the student IEP, the student must receive these accommodations during HSA-Alt testing. Failure to provide accommodations documented in the IEP constitutes a testing irregularity and invalidation of student test results.</u></p> <p>*Scribe Accommodation is now required for Test Administrators (TAs) who will be directly entering a student’s response (or a “No Response”) into the online Test Delivery System.</p>
<p><b><u>Setting HSA-Alt Accommodations in TIDE Prior to Testing</u></b></p>	<p>The eleven HSA-Alt accommodations shown listed above should be set in the TIDE system for students identified for each accommodation, prior to the start of testing. Full directions for setting non-embedded accommodations in TIDE for the HSA-Alt can be found in the <i>TIDE User Guide</i> available at <a href="http://alohahsap.org">alohahsap.org</a>.</p>
<p><b><u>Mandatory Test Administrator Training for HSA-Alt TAs</u></b></p>	<p>All HSA-Alt Test Administrators, both new and returning, will be required to attend a face-to-face training session in January/February 2020. Face-to-face training will be required to ensure standardization of test administration across the state and fidelity of results.</p>
<p><b><u>Shift to Next Generation Science Standards for Science Assessments, and to Grade 5 Science Assessment for Elementary School</u></b></p>	<p>The Next Generation Science Standards (NGSS) were adopted by the Board of Education in February 2016 and are to be fully implemented in schools by the 2019-20 school year. As a result, the HSA Science Assessments, Biology 1 End-of-Course Examination, and HSA Alternate Assessments for Science beginning this school year will be based upon the NGSS and no longer aligned with the Hawaii Content and Performance Standards III for Science. These tests will be referred to as HSA Science (NGSS), Biology 1 EOC Exam (NGSS), and HSA-Alt Science (NGSS) respectively. The tested grade for Elementary School Science will shift to Grade 5 beginning in the 2019-20 school year.</p>

<p><b><u>1% Waiver Cap Initiative</u></b></p>	<p>The Assessment Section is implementing the HIDOE 1% Cap Action Plan to address overages in participation in the HSA-Alt. These actions are intended to bring HIDOE into federal compliance for HSA-Alt participation rates and ensure the appropriate identification of students for alternate testing. The Assessment Section has implemented a tiered model of support that is based upon the degree of overage in HSA-Alt participation at the school level. Support to schools varies depending on the degree of over-identification with tiered levels of oversight and monitoring reflecting the school’s over-identification rate. More information is available in the “Alternate Assessment One Percent Cap” memo posted on the Resources &gt; Hawaii DOE Memos page at <a href="https://hsa-alt.alohahsap.org">https://hsa-alt.alohahsap.org</a>.</p>
<p><b><u>Updated Hawaii Observational Rating Assessment (HIORA)</u></b></p>	<p>The Hawaii Observational Rating Assessment (HIORA) for ELA and Math has been updated to further clarify the question about daily student instruction equivalent to the grade-level performance expectations seen in the HSA-Alt Range Performance Level Descriptors.</p> <p>Additionally, a new HIORA has been developed for Science (NGSS) in grades 5, 8, and 11. Test Administrators will be required to complete the HIORA for each subject area (ELA, Math and Science [NGSS]) prior to the start of subject area testing for students in grade 5, 8, and 11.</p> <p>The HIORA is the second section of the Learner Characteristic’s Inventory (LCI). The LCI must be completed for all HSA-Alt-identified students prior to the start of subject area HSA-Alt testing.</p>
<p><b><u>Workplace Opportunity and Innovation Act Appendix Added to Range Performance Level Descriptors</u></b></p>	<p>New this year within the HSA-Alt Range Performance Level Descriptor documents, is the inclusion of an appendix of work-related standards for each content area. This appendix includes helpful examples of how students would demonstrate knowledge of the identified work-related standards on the job.</p>

## Review of Significant Spring 2019 Changes to the HSA-Alt Assessments

<p><b><u>Additional Guidelines for the Read Aloud, Scribe, and Visual Descriptions Accommodations</u></b></p>	<p>The Read Aloud, Scribe, and Visual Descriptions accommodations require TAs to follow specific guidelines regarding these accommodations and sign the <i>HSA-Alt Test Security and Confidentiality Form</i>. This form verifies that the TA has read and understands the administrative rules that apply for the specific accommodation(s).</p>
<p><b><u>Early Stopping Rule</u></b></p>	<p>An early stopping rule is available for students who are non-responsive to the first eight items on each content area test. Students and TAs must follow the administration guidelines as outlined on pages 37-38 of the <i>HSA-Alt Test Administration Manual</i>.</p>

## Spring 2020 Important Dates

Mandatory HSA-Alt Test Administration Face-to-Face Training*	January-February 2020 TBD (at various locations)
TA Certification Course available online**	Early January 2020
<b>Online HSA-Alt for ELA, Mathematics, and Science (NGSS) test administration window</b>	<b>February 20 – May 28, 2020</b>
Paper/Pencil HSA-Alt for ELA, Mathematics, and Science (NGSS) test administration window (for students with an approved accommodation request)	February 20 – May 22, 2020
TA returns HSA-Alt paper/pencil test kit materials to TC	By May 27, 2020

\*Available for TAs as a refresher course after attending face-to-face training.

### Common Acronyms

**AIR** – American Institutes for Research

**HSA-Alt** – Hawaii State Alternate Assessments

**TC** – Test Coordinator

**TA** – Test Administrator

**TDS** – Test Delivery System

**TIDE** – Test Information Distribution Engine

## Test Administrator Training

**All HSA-Alt Test Administrators, including TAs who will administer the paper/pencil assessment to students approved for the paper/pencil test kit accommodation, are required to attend a face-to-face training session in January/February 2020. This face-to-face training is required in order to access the TA Live Site for test administration.** The online HSA-Alt TA Certification Course will also be made available but is only recommended as a refresher course for Test Administrators who have already received the face-to-face training. The online HSA-Alt TA Certification Course will be available via the HSA-Alt portal website homepage at [alohahsap.org](http://alohahsap.org) in early January 2020.

The paper/pencil HSA-Alt Assessments will be digitally delivered via the online testing interface in Spring 2020 with only the answer option cards and test visuals provided as printed materials for this fixed form of the assessment. Student responses for the paper/pencil test will be directly entered into the online test delivery system using the TA's computer or iPad after the student selects their answer to each item using the paper answer option cards that are provided. In addition to attending a face-to-face training, paper/pencil TAs will also need to review the *HSA-Alt Spring 2020 Instructions for Use of Printed Response Option Cards and Test Visuals for Students with a Verified Paper/Pencil Accommodation*, which will be available in the Resources section of the HSA-Alt portal website at [alohahsap.org](http://alohahsap.org) in February 2020. The *HSA-Alt Spring 2020 Instructions for Use of Printed Response Option Cards and Test Visuals for Students*

*with a Verified Paper/Pencil Accommodation* will provide specific guidelines for administering the HSA-Alt Assessments using the paper response option cards and visuals and entering the student responses directly into the online interface using the TA's computer or iPad. The delivery of the paper/pencil form of the assessment will require the setting of the following accommodations, Paper/Pencil test and Scribe, as well as Alternate Response Option and Visual Descriptions accommodations in some cases. See the section titled **Accommodations for the HSA-Alt** in the *HSA-Alt Test Administration Manual*.

This manual provides Test Coordinators (TCs) with specific information needed to complete necessary tasks before, during, and after the administration of the Hawaii 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 at the [alohahsap.org](http://alohahsap.org) website.

- **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 2020 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. This manual will be available in early February 2020.
- **2019-2020 HSAP TIDE User Guide:** This document provides instructions on navigating and entering information into TIDE. This manual will be available in August 2019.

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 at the [alohahsap.org](http://alohahsap.org) website.

- **HSA-Alt Spring 2020 Instructions for Use of Printed Response Option Cards and Test Visuals for Students with a Verified Paper/Pencil Accommodation:** This document provides instruction on the use of a paper/pencil test kit for the administration of the HSA-Alt for ELA, Mathematics, and Science (NGSS) in Spring 2020. This document will be available in February 2020.



## Contact Information

Test Coordinators and Test Administrators should contact the Hawaii 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)
- Setting non-embedded HSA-Alt accommodations in TIDE
- Completing the *Additional Accommodations, Early Stopping Rule, HSA-Alt Test Security and Confidentiality*, and/or *Paper/Pencil Test Request* forms
- Test security and testing incidents
- Ordering, receiving, or returning 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: <a href="mailto:hsaphelpdesk@air.org">hsaphelpdesk@air.org</a>

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

- State and federal regulations regarding the HSA-Alt
- Accessibility Supports for the HSA-Alt
- Requesting the Paper/Pencil accommodation
- Submitting *Additional Accommodations, Early Stopping Rule, HSA-Alt Test Security and Confidentiality*, and/or *Paper/Pencil Test Request* forms
- 1% Cap Waiver Plan Initiatives
- HSA-Alt Student Identification Process including:
  - HSA-Alt Participation Guidelines
  - HSA-Alt Training Test
  - HSA-Alt Range Performance Level Descriptors (ELA, Mathematics, and Science [NGSS])
  - HSA-Alt Score Report

**Assessment Section Contact Information**

HSA-Alt Test Development Specialists:  
Susan Forbes, Paul Dumas, Dianne Morada, and Kelsie Pualoa

Phone: 1-808-307-3636

Fax: 1-808-733-4483

Email: [hsa-alt@notes.k12.hi.us](mailto: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 *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 on the HSA-Alt portal in the Resources section (<https://hsa-alt.alohahsap.org/resources/students-and-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 Hawaii'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 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 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 Hawaii 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.

### **Range Performance Level Descriptors**

The Range Performance Level Descriptors (PLDs) for each content area serve as the content specifications (formerly known as extensions) and are the foundation for the development of the assessment items 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 Range PLDs give both item writers and teachers the specificity necessary to translate the standards into meaningful assessment items for students with significant cognitive disabilities.

The Range PLDs range in complexity from high to low. The Range PLDs reflect different entry points into the state standards, based on students' various ability and communication levels. The Range PLDs are designed to assist teachers in providing access to the assessment items for students with significant cognitive disabilities. The Range PLDs 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 Hawaii Statewide Assessment Program:

1. Take the Smarter Balanced Assessments, HSA Science (NGSS) Assessments, and/or End-of-Course Exams without accommodations
2. Take the Smarter Balanced Assessments, HSA Science (NGSS) 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 (NGSS), 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, the *HSA-Alt Student Identification Process Memo* available on the HSA-Alt portal in the Resources section (<https://hsa-alt.alohahsap.org/resources/hawaii-doe-memos/>) recommends that the following information be shared with parents.

- a. HSA-Alt Participation Criteria found in one of the following documents:
  - i. HSA-Alt Participation Guidelines
  - ii. Factors and Red Flags on the Road to Appropriate HSA-Alt Student Identification
  - iii. HSA-Alt Decision Making Flow Chart
  - iv. HSA-Alt Decision Making Questions and Examples
- b. HSA-Alt Training Test
- c. HSA-Alt Range Performance Level Descriptors (ELA, Mathematics and Science [NGSS])
- d. HSA-Alt Score Report

The four-step process outlined above shall be revisited each year as part of the annual IEP.

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

Four criteria form the basis for alternate test participation in Hawaii. A student with an IEP must meet all four criteria in order to be considered for the HSA-Alt or the WIDA Alternate ACCESS for ELLs. This evidence-based checklist should be used by IEP teams when making an alternate test student identification decision for either the HSA-Alt or the WIDA Alternate ACCESS for ELLs.

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.

Decisions for determining participation in a Hawaii alternate assessment must not be based solely on any of the following:

1. A disability category or label
2. Low reading level/achievement level
3. English Language Learner (ELL) status/Native language difference
4. Expected poor performance on the general education assessment
5. Impact of student scores on school test results
6. Anticipated student's disruptive behavior
7. Anticipated emotional distress
8. Educational environment or instructional setting
9. Percent of time receiving special education
10. Services that the student receives
11. Need for accommodations
12. Administrator decision

## Factors and Red Flags on the Road to Appropriate HSA-Alt Student Identification

The following chart is another helpful guide for IEP teams to use when determining whether a student meets the criteria for the HSA-Alt Assessment.

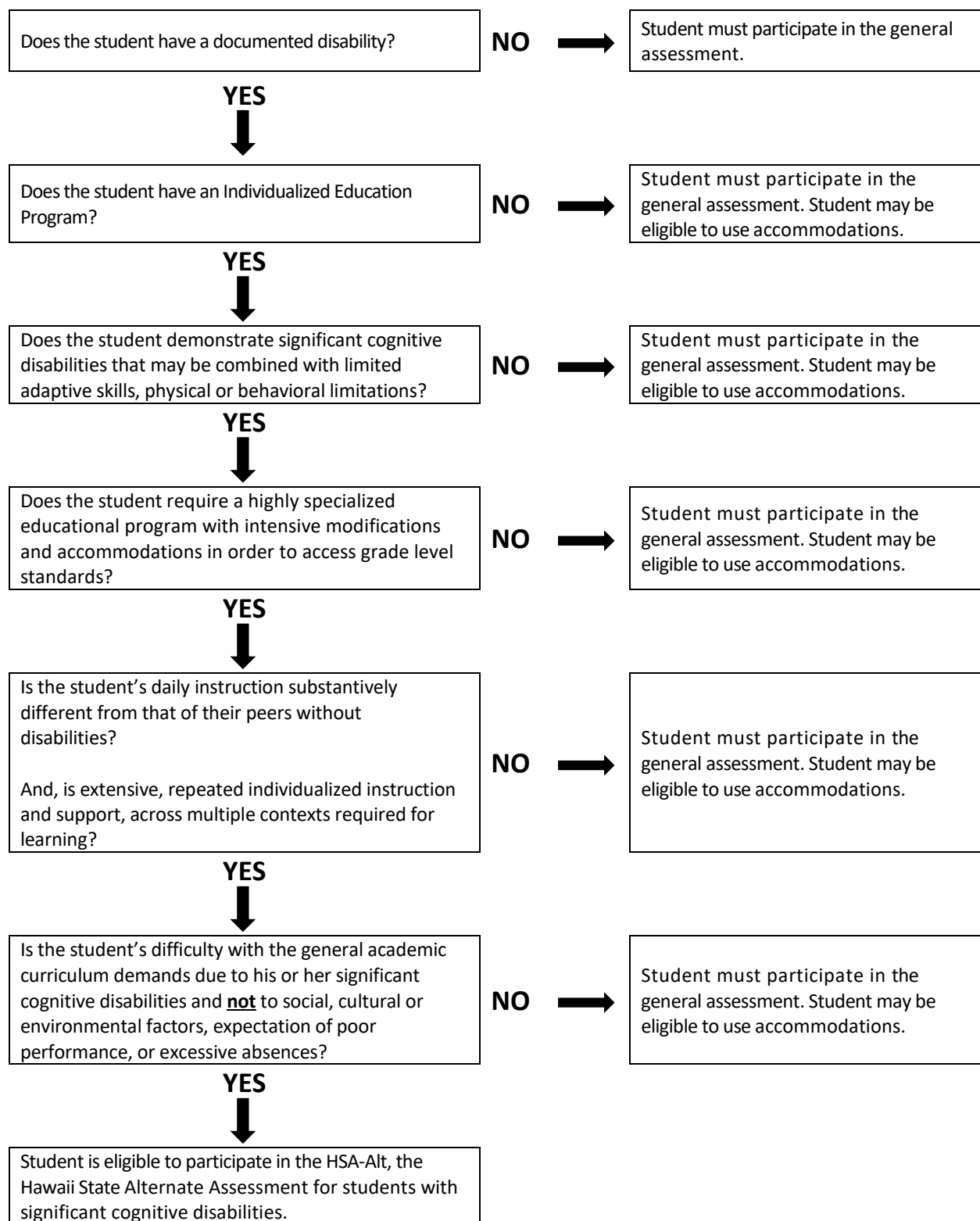
<b>Contributing Factors:</b> *Part of Hawaii State Participation Guidelines	<b>Red Flags:</b> Do NOT use as contributing factors
<ul style="list-style-type: none"> <li>• <b>IEP Team decision*</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Individual/Administrator decision</b></li> <li>• <b>Concern about meeting 1% Cap</b></li> </ul>
<ul style="list-style-type: none"> <li>• <b>Student with most significant cognitive disability*</b></li> </ul> <p><i>Def. "A student with a most significant cognitive disability is one who has records that indicate a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior. This is NOT determined by an IQ test score, but rather by a holistic understanding of a student."</i><sup>1</sup></p>	<ul style="list-style-type: none"> <li>• <b>Social, cultural, environmental factors*</b></li> <li>• <b>Low expectations for performance*</b></li> <li>• <b>Excessive absences*</b></li> <li>• <b>Socio-economic status</b></li> <li>• <b>Poor academic preparation</b></li> <li>• <b>Language/English Learner (EL) status</b></li> </ul>
<ul style="list-style-type: none"> <li>• <b>Limited adaptive behavior*</b></li> </ul> <p><i>Def. "Adaptive behavior is the essential actions required by an individual to live independently and to function safely in daily life."</i></p>	<ul style="list-style-type: none"> <li>• <b>Anticipated disruptive behavior</b></li> </ul>
<ul style="list-style-type: none"> <li>• <b>Need for modified curriculum*</b></li> </ul> <p><i>Range Performance Level Descriptors</i></p>	<ul style="list-style-type: none"> <li>• <b>Anticipated emotional duress</b></li> </ul>
<ul style="list-style-type: none"> <li>• <b>Need for extensive, repeated, individualized instruction*</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Need for accommodations or specialized services</b></li> </ul>
<ul style="list-style-type: none"> <li>• <b>Range Performance Level Descriptors are at an appropriate instructional level for student</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Augmentative assistive communication</b></li> </ul>
<ul style="list-style-type: none"> <li>• <b>HSA-Alt is an appropriate test for student</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Instructional setting; e.g., FSC setting</b></li> </ul>
<ul style="list-style-type: none"> <li>• <b>Range Performance Level Descriptors are at an appropriate instructional level for student</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Poor academic preparation; three or more grade levels below peers</b></li> </ul>
<ul style="list-style-type: none"> <li>• <b>HSA-Alt is an appropriate test for student</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Low reading level</b></li> </ul>
	<ul style="list-style-type: none"> <li>• <b>General assessment is "too hard"</b></li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Impact of test scores on accountability system</b></li> </ul>

### Characteristics of students with the most significant cognitive disability:

Students who are eligible for HSA-Alt testing may be from any of the disability categories listed in the IDEA. The three most prevalent disability categories for HSA-Alt identified students are the IDEA categories: intellectual disability, autism spectrum disorder, or multiple disabilities. HSA-Alt identified students are typically identified early (pre-K or K) and exhibit limited expressive and receptive communication capacities.

<sup>1</sup> Adapted from [Guidance for IEP Teams on Participation Decisions for the Multi-State Alternate Assessment](#), August 2016

## HSA-Alt Decision Making Flow Chart





## **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 over time, 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., supplementation with 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 system causes less confusion for him. He is also only expected to measure length and perimeter. For the concept of area, because Jackson is not currently working on multiplication, he uses strategies such as repeated addition to find the area of tiled rectangular interiors. 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. However, 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.

### **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 5 and 8, who may take the Hawaii State Science (NGSS) 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 (NGSS) (Grades 5, 8, and 11). Schools must offer these students one opportunity to take the Smarter Balanced Assessments, the Hawaii State Science (NGSS) 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 2019–2020, the following student populations will not participate in the Hawaii State Alternate Assessments. **Note:** Schools must refer to the 2019-2020 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 Hawaii State Alternate Assessments during the appropriate testing windows. The definition of a physician includes a doctor of medicine licensed under Chapter 453, Hawaii 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, Hawaii 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, Hawaii 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 Learner (EL) 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.**
  - EL 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 EL coordinator, office staff, or registrar to confirm the accuracy of the first year EL 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**. EL 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 (NGSS) assessment (for students in Grades 5, 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 Hawaii public school and public charter school system.

Each school is responsible for keeping an electronic or paper log throughout the 2019-2020 testing windows for each student who is enrolled and not tested on all required statewide assessments. This information is reported using the Non-Participation feature found in the After Testing section of TIDE at [www.hitide.org](http://www.hitide.org) at or near the end of the respective test windows.

## Online Test Delivery System

The HSA-Alt for ELA, Mathematics, and Science (NGSS) 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 used to deliver all forms of the HSA-Alt, including the paper/pencil form to eligible students in Spring 2020.** (Printed materials for the paper/pencil test kits will be limited to answer option cards and test visuals; items will be delivered via the online system). To receive printed answer option cards and test visuals, the paper/pencil accommodation must be requested and verified. Test Coordinators must submit the paper/pencil accommodation verification request for a specific student well in advance of testing so that the printed materials can be received in time for testing.

## Content Areas to Be Assessed

English Language Arts (ELA) and Mathematics (grade-level assessments for Grades 3–8, and 11) and Science (grade-level assessments for Grades 5, 8, and 11) will be assessed during the Spring 2020 testing window.

### **Shift from HCPS III to Next Generation Science Standard (NGSS) Assessments for HSA-Alt in Science (NGSS)**

The Next Generation Science Standards (NGSS) were adopted by the Board of Education in February 2016 and are to be fully implemented in schools by the 2019-20 school year. As a result, the HSA Science Assessments, Biology 1 End-of-Course Examination, and HSA Alternate Assessments for Science beginning this school year will be based upon the NGSS and no longer aligned with the Hawaii Content and Performance Standards III for Science. These tests will be referred to as HSA Science (NGSS), Biology 1 EOC Exam (NGSS), and HSA-Alt Science (NGSS) respectively. The tested grade for Elementary School Science will shift to Grade 5 beginning in the 2019-20 school year.

## Test Security Guidelines

The HSA-Alt test materials, including the online items, paper/pencil test materials, 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) are no longer valid- one student, school, or complex area may have accrued advantages not awarded to another, the test is no longer standardized, and is no longer appropriate for program accountability. The following measures are required to preserve the security of the statewide assessment program. Test Coordinators (TCs), school administrators, Test Administrators (TAs), and all personnel handling test materials are charged with following these guidelines to preserve the integrity of the testing program.

All online and printed test items are secure and must be handled appropriately before, during, and after testing sessions. No test materials should not be photographed, printed, or reproduced in any way. Students should not be provided with any access to test materials before test administration. Such exposure to the test will invalidate test results. 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 complete, all printed test materials must be returned to the TC. For paper/pencil form testing, *all* printed materials are secure and must be returned to AIR at the close of the testing window.

### HSA-Alt Code of Ethics

The HSA-Alt is Hawaii's alternate assessment based on alternate academic achievement standards and is part of the Hawaii 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.

HSA-Alt Code of Ethics
Exhibit the highest degree of professional ethics.
Plan for and include appropriate IEP-aligned accessibility supports during testing, including consideration of a student's familiar communication system. <ul style="list-style-type: none"><li>• <b>Students must receive all accommodations listed in their IEP during summative testing.</b></li></ul>
Provide HSA-Alt students with online training test opportunities prior to testing. <ul style="list-style-type: none"><li>• Demonstrate tool use: ear icons for reading the prompt and answer options, and speaker icons for re-reading ELA passages.</li><li>• Consider modeling metacognitive test-taking strategies for students.</li></ul>
Follow all test security and test administration procedures.



The specific test security and administration 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 items
  - 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 is not allowed; e.g., the student uses an accommodation during testing, but does not use the same accommodation as a regular part of the instructional day.
- 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
<b>BEFORE TESTING</b>	
Instructional materials removed or covered	Instructional materials <b>must be removed or covered. Materials include, but are not limited to</b> , 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.).
Designated area for backpacks, cell phones, etc.	The TA should prepare a designated location in the classroom for students to place their backpacks and purses, along with 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.

Requirement	Description
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.
<b>DURING TESTING</b>	
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.
Student supervision	Students are actively supervised by a certified test administrator and are prohibited from access to unauthorized electronic devices that allow availability to outside information, communication among students or with other individuals outside the test environment, or photographing or copying test content. This includes any device with cellular, messaging, or wireless capabilities, but is not limited to cell phones, smart watches, personal digital assistants (PDAs), iPods, cameras, smart watches, and electronic translation devices.
Access to allowable resources only	Students must only have access to and use of those allowable resources identified by Smarter Balanced (see section 9.1 <i>Establishing Appropriate Testing Conditions</i> for examples) that are permitted for each specific test (or portion of a test). This includes access to medical devices, which may be integrated into other technology devices. Use of such devices may require additional monitoring to maintain test security. For more information about the use of medical devices in the testing environment, please refer to the <i>Usability, Accessibility, and Accommodations Guidelines</i> .
Access to assessments	Unauthorized staff or other adults must not be in the room during testing. Students who are not participating in testing may not be in the room where a test is being administered and must not have access to secure testing materials including test items. Students should only be able to see test items on their own screens. Adults and non-testing students should not be able to view the assessment. Trained Test Administrators (TAs) may have limited exposure to items in the course of properly administering the assessments; however, even TAs and other trained staff may not actively review or analyze any test items.
Testing through secure browser	Administration of the Smarter Balanced assessments is permitted only through the Student Interface via the secure browser.
<b>DURING AND AFTER TESTING</b>	
No copies of test materials	Unless needed as a print-on-demand or braille accommodation, no copies of the test items, stimuli, reading passages, performance task materials, or writing prompts 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, or writing prompts. Similarly, these materials must not be discussed with or released to anyone via any media, including fax, email, social media websites, etc. Students who

Requirement	Description
	require access to medical monitoring devices during testing should be tested in a separate setting.
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.
<b>AFTER TESTING</b>	
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 the <b>Return of Assessment Materials</b> section of this manual 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 A for a list of test security incident levels and examples of types of issues.

### Impact and Definitions

Type	Definition
<b>Impropriety</b>	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).
<b>Irregularity</b>	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).
<b>Breach</b>	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 (808-307-3636) 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 the **Security of the Test Environment** section above for more detail.

### Reporting Timelines and Activities

*Improprieties and Irregularities* should be reported to the Assessment Section by the end of the school day. These are to be reported using the *Testing Incident Report Form* found in Appendix B.

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 B, by the end of the school day during which the incident occurs.

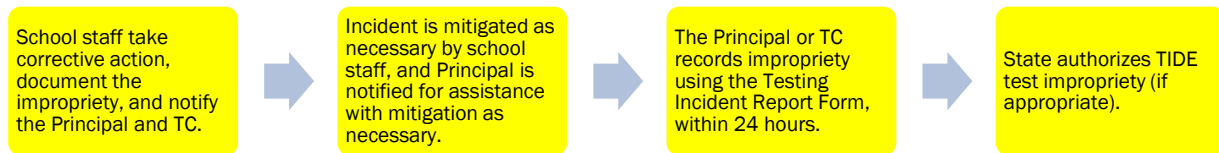
## Test Security Required Action Steps

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

### Impropriety

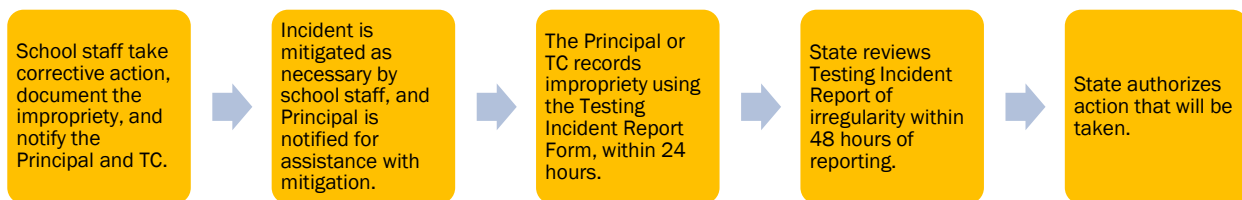
Unusual circumstance that has a low impact on the individual or group of students who are testing and has a low risk of potentially affecting student performance on the test, test security, or test validity. (Example: Student(s) leaving the testing room without authorization.)

A specific example of a test impropriety for the HSA-Alt is entering eight “No Responses” for the first eight items on the test without having a Test Session Observer present. (If a student does not respond to the first four items, the TA must pause the test and find a Test Session Observer who will verify the student response for the next four items. See the Early Stopping Rule conditions on pages 37-38 of the *HSA-Alt Test Administration Manual* for more information on this policy.)



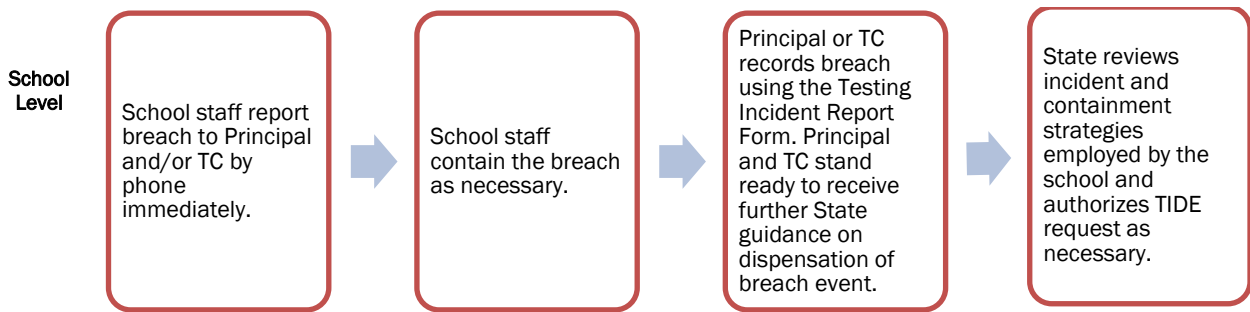
### Irregularity

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: Not providing students with the accommodations listed in the student IEP during testing. Not providing accommodations listed in the student IEP will result in a test reset with the student needing to retest with the listed accommodations.)



### Breach

A test administration event that poses a threat to the validity of the test. Breaches require immediate attention and escalation to the HDOE Assessment Section at 808-307-3636. 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 808-307-3636 or [HSA/SAS/HIDOE@notes.k12.hi.us](mailto: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 B. This form can also be downloaded from the Test Administration Forms page on the HSA-Alt portal website at [alohahsap.org](http://alohahsap.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 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.

A toll-free, anonymous tip line for reporting test security concerns has been established at 1-866-648-3712. Principals, teachers, and Test Coordinators should share this information with their school community.

### Testing Incident Actions

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](http://alohahsap.org) contains specific instructions on submitting requests.

Action Type	Description	Conditions for Use
<b>INVALIDATION</b>	Invalidating a student's test eliminates the test. The test will not be scored and the student will be counted as a non-participant.	<p>The State may invalidate a test if:</p> <ol style="list-style-type: none"> <li>1. There is a test security breach.</li> <li>2. The test is administered in a manner inconsistent with this <i>Test Administration Manual (TAM)</i>.</li> <li>3. There is a test session in which a student deliberately does not attempt to respond appropriately to items.</li> </ol> <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>
<b>RESET</b>	Resetting a test removes that test from the system and enables the student to start a new test.	The State may reset a test if a student is not provided with the accommodations listed in the student's IEP. The student will then need to retest with the listed accommodations.
<b>RESTORE</b>	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 HSA-Alt for each content area online using the Test Delivery System, or may administer the 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).

<b>Personnel Who May Serve as Test Administrators for the HSA-Alt</b>	
<b>Personnel</b>	<b>Requirements</b>
<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 Hawaii or another state)</i>
<i>General education teacher (full or part time)</i>	<i>Must have a Hawaii 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 Hawaii licensed or credentialed teachers</i>
<i>Long-term substitute teachers</i>	<i>Not required to have a Hawaii 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>Hawaii 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 TAs who need an additional refresher course prior to testing, the online version of the TA Certification Course will also be available.)

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

- Reading the *HSA-Alt Test Administration Manual* and familiarizing themselves with new policies regarding HSA-Alt accommodation identification and provision, the online presentation pairing of paper-based answer option cards and test visuals that will be used for this year's HSA-Alt paper/pencil test form, and the Early Stopping Rule conditions that allow non-responsive students to exit the test after the first eight items are delivered with no response observed.
- Ensuring that all TAs have been entered into TIDE with the "TA" user role (see the *HSAP TIDE User Guide* available on the HSA-Alt portal in the Resources >> Test Administration >> Online Administration section).
- Ensuring that all TAs are trained and meet the HIDOE requirements.
- Ensuring that all TAs enter student accommodations in TIDE. For a list of available HSA-Alt universal tools and accommodations, and information on the policies and procedures for support provision, see the section titled, **Including All Students with Disabilities in State Accountability Assessments** on pages 39-47 of the *HSA-Alt Test Administration Manual*.
- Collaborating with all teachers and/or TAs who work with students who take the HSA-Alt to ensure that all necessary testing forms are submitted: the *Paper/Pencil Test Kit Request Form* to receive the paper/pencil test kit accommodation, the *Early Stopping Rule Form* to enact the Early Stopping Rule, and/or the *Test Security and Confidentiality Form* to provide the Read Aloud, Scribe, or Visual Descriptions accommodations.
- Requesting a paper/pencil test kit accommodation for identified students. Refer to instructions on pages 32-33 of this manual.
- Ensuring that all teachers and/or TAs who institute the Early Stopping Rule for a non-responsive student have followed the procedures found on pages 37-38 of the *HSA-Alt Test Administration Manual*. This includes making sure that at least two different test sessions on two different days are used to administer the first eight items on the test (all eight items must elicit no response from the student with the TA entering "No Response" into the test interface) and that an Observer is present for a minimum of four of the eight items.
- Ensuring that all teachers and/or TAs who plan to provide the Read Aloud, Scribe, and/or Visual Translations accommodations read the specific guidelines for these accommodations before signing off on the *HSA-Alt Test Security and Confidentiality Form* (see Appendix E). For additional details about these three accommodations, see the section titled, **Accommodations for the HSA-Alt** on pages 44-47 of the *HSA-Alt Test Administration 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 22, 2020.

### **During Administration**

- 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, tablet, or computer (PCs, Macs, and Chrome books can also be used for HSA-Alt administration) and any other technical issues are resolved. (The AIRSecureTest app can be downloaded and/or updated in the App Store.)
- Helping to assist the TAs and/or teachers to arrange testing room locations that are ideal for student performance, including consideration for the best time of day to support student performance and the need to arrange more than one time in the day for testing when the Early Stopping Rule is enacted over two days.
- Supporting the TAs and/or teachers in arranging support of and coverage during testing, including the recruitment of an Observer for Early Stopping Rule enactment.
- Making sure that student accommodations that are set in TIDE are provided during testing.
- Implementing security procedures and reminding staff that the HSA-Alt is subject to Hawaii test security regulations.
- 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 paper/pencil testing materials to the TC.

### **After Administration**

- Collecting HSA-Alt paper/pencil test kit materials 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 envelopes, sealing and labeling each envelope for return shipment, and contacting the HSAP Help Desk at 1-866-648-3712 or [hsaphelpdesk@air.org](mailto:hsaphelpdesk@air.org) to arrange return shipment of the materials to AIR.

## Requesting a Paper/Pencil Test Kit Accommodation

The HSA-Alt for ELA, Mathematics, and Science (NGSS) will be available in paper/pencil test kit format in Spring 2020 as an approved accommodation **only**. TAs who would like to request approval of this accommodation for one or more of their students will need to contact their school Test Coordinator (TC). TCs will be responsible for requesting approval of this accommodation for any HSA-Alt eligible student in their school who is identified for the paper/pencil test kit accommodation.

### 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 39-47 of the *HSA-Alt Test Administration Manual*). However, it is recognized that students with certain disabilities will still require access using the paper and pencil test kit version of the assessment. For the 2019-2020 school year, the paper and pencil test kit version of the assessment will be limited to printed answer option cards and test visuals. Students will be presented items using the online interface.

Some students with disabilities may be better able to demonstrate what they know using 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 *Paper/Pencil Test Kit Accommodation Request Form* found in Appendix G. Forms should be completed and emailed to the AIR staff member(s) 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 HIDOE Assessment Section using the contact information on page 7 of this manual.

**Initial paper/pencil accommodation requests should be submitted by February 1, 2019** 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, 2020.

If additional HSA-Alt eligible students are identified prior to or during the HSA-Alt testing window as requiring the paper/pencil test kit accommodation, 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 2020 testing is **April 24, 2020** (four weeks prior to the close of the paper/pencil test window).

## Test Materials Handling

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

### Receiving Materials

Schools with students who have been approved for the paper/pencil test kit accommodation will receive a 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; and
- TA Test Kit for each TA who has a student approved for the paper/pencil test administration (the TA Test Kit includes paper answer option cards and test visuals for each content area test).

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.

You must verify the materials received in the school envelope(s) 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 with students approved for the paper/pencil test kit accommodation.
- 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, 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 paper/pencil 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.**

## 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:

- All paper answer option cards and test visuals for each content area have been put back into the TA kit envelope(s).
  - **Note: All printed material must be returned to AIR.**
- The envelope 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
  - 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 envelopes in which they were received.

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

Plan to receive the HSA-Alt paper/pencil test materials from TAs by **May 26, 2019**. TCs must ship the materials to AIR by **May 27, 2020** for processing. Take these steps prior to shipping paper/pencil test kit materials 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 envelope(s).
- Be sure to enclose the signed (white) copies of the Teacher Security Checklist, and School Packing List.
- Seal each envelope.
- Contact the HSAP Help Desk (1-866-648-3712 or [hsaphelpdesk@air.org](mailto:hsaphelpdesk@air.org)) by **May 27, 2020** to arrange return shipment.

## APPENDIX A: 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
<b>LOW Impropriety</b>	Student(s) leave the test room without authorization.
	Test Administrator or Coordinator leaving related instructional materials on the walls in the testing room.
	Test Observer is not present for four of the first eight items delivered in an Early Stopping Rule case. A Test Observer must be present for a minimum of four of the first eight content area test items in order for an Early Stopping Rule determination based on student "No Response" to be valid.
<b>MEDIUM Irregularity</b>	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 accommodations during test administration.
	Test Administrator not providing students with accommodations during testing that are listed in the student IEP.
	Test Administrator uses student monitoring software during testing.
Test Administrator providing a student access to another student's work/responses.	
<b>HIGH BREACH</b>	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 B: Testing Incident Report Form

2019-2020 Hawaii 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 (NGSS) <input type="checkbox"/> Algebra 1 EOC <input type="checkbox"/> Algebra 2 EOC <input type="checkbox"/> Biology 1 EOC (NGSS) <input type="checkbox"/> HSA-Alt <input type="checkbox"/> ACCESS for ELs <input type="checkbox"/> KĀ'EO		
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

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

Fax the completed form (and additional sheets as necessary) to the Assessment Section at (808) 733-4483.  
The school Test Coordinator should retain the original form for documentation purposes.



## APPENDIX C: Additional Accommodations Verification Form

A separate form for each additional accommodation that is not included in the list of eleven HSA-Alt accommodations found on page 1 must be submitted and approved or disapproved prior to testing a student.

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

Student Name: \_\_\_\_\_ 10-digit Student ID: \_\_\_\_\_ Grade Level: \_\_\_\_\_

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

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

School Contact Tel No: \_\_\_\_\_ School Contact Person E-mail: \_\_\_\_\_

Check each criterion that applies to this additional accommodation request.

- Based on student's identified learning needs
- Currently provided during classroom instruction
- Agreed upon by the staff members who provide services of the student
- Stated in the student's IEP or 504 Plan with agreement by team to request from the Assessment Section

More detailed information about the student's need for additional accommodations may be requested by the Assessment Section if deemed necessary.

In the space below, list the name of this additional accommodation (as documented in the IEP/504 Plan) and state the reason the student needs it:

The principal and all teachers who provide classroom instruction for the student must sign this form to verify that the student meets the criteria listed above for this additional designated support or accommodation.

Print Name	Signature	Title
		Principal
		Teacher
		Teacher

*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.  
The school Test Coordinator should retain the original form for documentation purposes.

## APPENDIX D: Early Stopping Rule Verification Form

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

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

10-Digit Student ID #: \_\_\_\_\_

### **Test Administrator Section**

I verify that the above listed student has met the Early Stopping Rule criteria listed below for the HSA-Alt in the following content area(s) (check all that apply):

- English Language Arts (ELA)     Mathematics     Science (NGSS)

I verify that the following conditions were met:

1. The student did not respond to the first eight items in the assessment(s).
2. The eight items were administered across two different sessions on two different days at two different times in the day.
3. The "No Response" option was entered for the student by me, as the Test Administrator, for each of the eight items.
4. I provided the student with appropriate communication and accessibility supports during testing and sufficient response time.
5. A Test Session Observer was present and observing the student for response for at least four of the eight items that were delivered.

Print Name: \_\_\_\_\_

Signature: \_\_\_\_\_

### **Test Session Observer Section**

I verify that the above listed student did not exhibit a response for at least four of the eight items that were delivered for the following content area(s) (check all that apply):

- English Language Arts (ELA)     Mathematics     Science (NGSS)

I verify that the following conditions were met:

1. I was present and observing the student for a response for at least four items in this content area.
2. I did not observe the student respond to any of the items that were presented by the Test Administrator in this content area test.
3. I believe that the Test Administrator provided the student with appropriate communication and accessibility supports during testing and sufficient response time.

Print Name: \_\_\_\_\_

Signature: \_\_\_\_\_

<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.  
The school Test Coordinator should retain the original form for documentation purposes.

## APPENDIX E: HSA-Alt Test Security and Confidentiality Form

This signed *HSA-Alt Test Security and Confidentiality* form is required of all HSA-Alt Test Administrators who will be administering the HSA-Alt to a student with any of the following accommodations: Read Aloud, Scribe, and/or Visual Descriptions. **An *HSA-Alt Accommodation Verification Request* form must also be submitted and verified for the student prior to the start of testing.**

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

Student Name: \_\_\_\_\_ 10-Digit Student ID #: \_\_\_\_\_

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

Test Administrator Name: \_\_\_\_\_

By signing below I confirm and acknowledge the following:

- The above listed student has received accommodation verification from the HIDOE Assessment Section for the following HSA-Alt accommodations (check all that apply):
  - Read Aloud
  - Scribe
  - Visual Descriptions
- I have read and understand the following guidelines (check all that apply):
  - HSA-Alt Guidelines for Read Aloud, Test Reader
  - Scribing Protocol for HSA-Alt Assessments
  - HSA-Alt Visual Descriptions Protocol
- I have read and understand the test administration policies and procedures that pertain to the corresponding accommodations (Read Aloud, Scribe, and/or Visual Descriptions) in the *HSA-Alt Test Administration Manual*.
- I agree to adhere to the applicable guidelines, protocols, policies and procedures referenced above at all times during HSA-Alt testing for the above listed student.

Print Name	Signature

*Assessment Section Use Only*

Verified: Y or N  
Name and Date:

Fax the completed form to the Assessment Section at (808) 733-4483.  
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):  
(check all that apply)  HSA-Alt ELA  HSA-Alt Mathematics  HSA-Alt Science (NGSS)

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 elementary school office staff or secondary school registrar as 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.

*Assessment Section Use Only*

Verified: Y or N  
Name and Date:

Fax the completed form to the Assessment Section at (808) 733-4483.  
The school Test Coordinator should retain the original form for documentation purposes.

## APPENDIX G: Paper/Pencil Test Kit Accommodation Request Form

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

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

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

School Test Coordinator (TC) Name: \_\_\_\_\_

TC Email: \_\_\_\_\_

TC Phone: \_\_\_\_\_

Student's SSID #: \_\_\_\_\_

Student's Grade Level: \_\_\_\_\_

Student's Test Administrator Name: \_\_\_\_\_

State the rationale for requesting the Paper/Pencil Test Kit Exception for the above student for HSA-Alt testing. Please refer to the Paper/Pencil Test Kit Guidelines in the *HSA-Alt Test Administration Manual*:

School Test Coordinators must **email** completed forms to:  
Emily MacGillivray at [emacgillivray@air.org](mailto:emacgillivray@air.org)

**Forms must be submitted by April 24, 2020.**

The School Test Coordinator will be contacted via email if additional information is needed and when a final determination of approval is made by the Hawaii Department of Education's Assessment Section.

## APPENDIX H: Test Security and Administration Procedures Acknowledgement Form for Proctors, Translators, Skills Trainers, and Behavioral Assistants

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

Test Coordinator Name: \_\_\_\_\_

*Note: This form is only for proctors, translators, skills trainers, or behavioral assistants. Test Administrators (TAs) do not need to sign this form. TAs will acknowledge their understanding of test security and administration procedures through the online TA Certification Course; this course is not provided for proctors, translators, skills trainers, or behavioral assistants who are present in the testing room. The school TC should keep this form for their records. It does not need to be submitted to the Hawaii Department of Education.*

### Role of a Proctor, Translator, Skills Trainer, or Behavioral Assistant

A proctor or behavioral assistant may sit with a student or walk around the testing room to assist the Test Administrator in monitoring students' behavior and inform the Test Administrator if any student is confused or does not understand some of the online testing procedures, is ill, disruptive, or appears to be cheating. A translator may use the testing script to translate the directions, item stems, and response options, as directed by the Test Administrator, during the administration of an assessment. A skills trainer or behavioral assistant is assigned to sit next to a student who needs one-on-one support throughout each school day to manage his/her behavior and assist in focusing the student on the current task that needs to be completed. A skills trainer or behavioral assistant may not complete any of the tasks that are appropriate for a proctor but must adhere to all test security and administration procedures while present in the testing room with the assigned student. Only Hawaii Department of Education employees, e.g., educational assistants, part-time teachers, para professional teachers, project teachers, may serve as proctors. Before serving as a proctor, translator, skills trainer, or behavioral assistant for an assessment, the Test Coordinator should review the test security and student confidentiality requirements included in the *HSA-Alt Test Administration Manual* with each qualified person who will be present in a testing room and have him/her sign this form.

**By signing this form, I acknowledge that I understand all the required test security procedures documented in the Test Security guidelines in the *HSA-Alt Test Administration Manual*.**

Proctor/Translator/Skills Trainer/Behavioral Assistant Name	Title or Position	Signature	Date

Test Coordinators should keep a copy of the completed form for their records.

## 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