

Universal Tools for the HSA-Alt

The universal tools that are available for the HSA-Alt are listed below. For the HSA-Alt, there are only three universal tools that can be managed in TIDE: *Expandable Passages*, *Suppress Score*, and *Zoom*.

Universal Tool	Description
Adjust the volume for listening passages	All students can adjust the volume on their headphones for the listening passages.
Breaks	Breaks may be given as often as necessary at the discretion of the test administrator to reduce cognitive fatigue when students experience heavy assessment demands.
Expandable Passages and Stimuli	This tool provides a streamlined interface of the test stimulus window allowing items to be displayed full-screen. It is one of only three universal tools that can be set in TIDE; the default position for this tool in TIDE is <i>ON</i> .
No Response	If no response is indicated or recorded by the student, the TA will need to access the TA Navigation Bar in the secure browser to manually advance the test to the next question. Manually advancing the test via the TA Navigation Bar will trigger the online Testing System to record a "no response" for the item.
Refocusing prompts or gestures	TA may provide intermittent visual, tactile, physical, or auditory prompts for the purpose of refocusing the student's attention to the task at hand. The prompts must not provide any cues as to the correct response.
Repetition	Students may have all parts of the assessment presented to them as many times as is necessary, including passages/stimuli, question stem, and response options.
Text-to-speech (Audio Playback)	Text is read aloud to the student via embedded text-to-speech technology that includes audio playback of all items, passages/stimuli, and response options. Although test administration is designed primarily for one-to-one testing, some students who are able to navigate the test delivery system, independently, may be able to be tested in a small group setting. Therefore, these students need to either use headphones or be tested in a separate setting (see <i>Separate Setting</i> , designated support).
Timing or Scheduling	Students can be tested during their optimal time of day. Scheduling should account for a student who requires frequent breaks and rest periods, over an extended time period.
Scratch paper	Scratch paper to make notes, write computations, or record responses may be made available. Assistive technology devices, including low-tech assistive technology (Math Window), are permitted to make notes. The assistive technology device needs to be consistent with the student's IEP or 504 plan. Access to internet must be disabled on assistive technology devices. All scratch paper must be collected and disposed of at the end of each test session to maintain test security. Digital notes entered into an assistive device, if used, need to be deleted.
Suppress Score	Student test results are not shown on screen at the end of the test; for the HSA-Alt the default position for this universal tool is <i>OFF</i> with student results automatically shown on screen when the test is submitted.
Zoom	Students may make test questions, text, or graphics larger by clicking on the Zoom icon that has four levels of magnification; for the HSA-Alt the default position for this universal tool is <i>Level 1</i> .

Designated Supports for the HSA-Alt - Both Test Forms: Online and Paper/Pencil

The designated supports that are available for both HSA-Alt test forms- Online and Paper and Pencil are listed below. Designated supports for the alternate assessment do not need to be set in TIDE.

Designated Support- Online and Paper/Pencil	Description
Adjusted visual or tactile field	Test administration display items or devices can be positioned to place the display and/or response options within the student's optimal field of vision and/or reach.
Altered setting	Provide for reduction in lighting, environmental sound or noise, visual stimuli or other features of the setting for students who are subject to sensory overstimulation. Provide for adaptive or special furniture or equipment for students who require it.
Alternate Response Options	Students taking the online test with TA assistance may respond using the mode of communication that they use during instruction. These response modes include, but are not limited to, an oral response, pointing, eye gaze, a response card, sign language, switches, or an augmentative communication device. Once the student has communicated a response, the TA may need to assist the student in touching the on-screen response option or may touch the response indicated if the student is unable to do so, even with assistance.
Calculators (mathematics assessment)	Students who regularly use a calculator during instruction may use the calculator during the administration of the mathematics assessment items, unless the item specifically does not allow for the use of a calculator.
Highlight text	Highlight text with flashlight, pointer, highlight marker, or other means of focusing student's attention to the response options. Focusing attention must not prompt the student to the correct answer.
Magnification	Magnification allows increasing the size to a level not provided for by the zoom universal tool. This may include projection if testing is carried out in a separate setting. It may also include the use of a magnifying lens overlay.
Noise Buffers	Ear muffers, white noise, and/or other equipment used to block external sounds.
Scribe	Students indicate their responses to a human who records (paper and pencil tests) or enters the response into the test delivery system (online tests) verbatim. The scribe must follow the administration guidelines provided in the test administration manual.
Sensory integration challenges	Allow/encourage movement and/or allow unrelated manipulative (e.g., fidget tools, rubber bands) in free hand to aid concentration.
Separate Setting	Test location is altered so that the student is tested in a setting different from that made available for most students. The HSA-Alt is designed to be primarily administered in a one-to-one setting. Students who are easily distracted in the regular classroom setting, may need an alternate location to be able to take the assessment. Text to Speech is a universal tool for these assessments, therefore students need to either use headphones or be tested in a separate setting. Allow students time to become familiar with the new testing location.

Designated Supports for the HSA-Alt - Paper/Pencil Form Only

There are distinct supports that are only available on the Paper and Pencil Form of the HSA-Alt; these are listed below. Designated supports for the alternate assessment do not need to be set in TIDE.

Paper/Pencil Form Designated Support	Description
Color overlays (Paper/Pencil Form only)	Color transparencies are placed over a paper-based assessment. This support also may be needed by some students with visual impairments or other print disabilities. Choice of color should be informed by evidence of those colors that meet the student's needs.
Concrete objects representing response options (Paper/Pencil Form only)	Students who are visually impaired or at a pre-symbolic communication level may require concrete objects in place of response option cards. TA may substitute concrete objects for response cards, if the objects meet the criteria. The objects must all be similar in size and color, so as not to cue the student to the correct answer.
Describe visuals (Paper/Pencil Form only)	Students who are visually impaired may require TA description of charts and graphs in order to access the assessment materials. Descriptions provided must not cue students to the current answer.
Masking (Paper/Pencil Form only)	Masking involves blocking off content that is not of immediate need or that may be distracting to the student. Students are able to focus their attention on a specific part of a test item by masking. Masking allows the TA to hide and reveal portions of the stimulus, individual answer options, as well as all printed manipulatives, such as posters, as needed.
Read Aloud (Paper/Pencil Form only)	Text is read aloud to the student by a trained and qualified human reader who follows the administration guidelines provided in the <i>HSA-Alt Test Administration Manual</i> and <i>Paper/Pencil Directions for Administration</i> . All portions of the content are to be read aloud, following the script provided.
Sign Language Interpreter (Paper/Pencil Form only)	Students who are deaf or hard of hearing and have a sign language interpreter assigned to them for classroom instruction, may have all parts of the assessment signed to them by that interpreter.
Tactile sensitivity (Paper/Pencil Form only)	Replace the provided item with an analogous item that is less slippery, fuzzy, rough, and so forth; eliminate unnecessary stimuli.
Translated test directions and items (Paper/Pencil Form only)	Students who have limited English language skills can receive test directions and items in another language if this support is provided by a bi-literate adult trained in the administration of the HSA-Alt.

Accommodations for the HSA-Alt

There is only one accommodation for the HSA-Alt, namely, the HSA-Alt Paper-Pencil Test Kit. Requests for the use of the Paper-Pencil Test Kit accommodation on the HSA-Alt must be directed to the Assessment Section. The School's Test Coordinator should submit this request well in advance of testing. Upon approval, Test Kits will be mailed directly to the school.

Accommodation	Description
Paper/Pencil Test	Some students with disabilities may be better able to access the assessment with the paper and pencil version of the HSA-Alt rather than the online version. If a student's IEP care coordinator determines the student would be best served by the paper and pencil version of the HSA-Alt, due to the nature of his or her characteristics and needs, the student's Test Administrator will need to contact the school's Test Coordinator to order the Paper and Pencil test kit.