

HAWAII STATE DEPARTMENT OF EDUCATION
PROCUREMENT AND CONTRACTS BRANCH

March 22, 2024

REQUEST FOR PROPOSALS

RFP D24-098

SEALED PROPOSALS

TO DEVELOP AND IMPLEMENT THE HAWAII STATE ALTERNATE ASSESSMENT
FOR THE HAWAII STATE DEPARTMENT OF EDUCATION

**will be received through the State of Hawaii eProcurement System (HlePRO) at
<https://hiepro.ehawaii.gov> until 4:30 p.m., Hawaii Standard Time (HST)**

on

April 23, 2024,

or such later date as may be established by an addendum to this Request for Proposals (RFP)

Offerors interested in responding to this electronic solicitation must be registered on the HlePRO (<https://hiepro.ehawaii.gov>) in order to participate in this procurement. Registration is free. Once registered, Offerors can login to view and respond to the HlePRO solicitation.

A Pre-Proposal Conference will be held on March 28, 2024 at 9:00 a.m. (HST). Attendance is optional but highly recommended. Refer to RFP Section 1.11, Pre-Proposal Virtual Conference for more information.

Questions relating to this solicitation may be directed to Nicole Agena, Procurement and Contracts Support Specialist, at telephone (808) 675-0130, via facsimile (808) 675-0133, or via email at nicole.agena@k12.hi.us.

1. OVERVIEW OF PROCUREMENT PROCESS

1.1 Definitions and Acronyms

The following definitions apply to this solicitation.

- 1.1.1 **Contract or Vendor List** means the combination of the signed agreement, solicitation, including the scope of work, the special conditions, the general conditions, and any addenda to the solicitation; the offer and any best and final offer(s); and any amendments to the contract; and any terms implied by law.
- 1.1.2 **CONTRACTOR** means an individual, partnership, firm, organization, corporation, joint venture or other legal entity having a contract with the Hawaii State Department of Education and undertaking the execution of work under the terms of the contract and acting directly or through its agents, employees or sub-contractors.
- 1.1.3 **Department** or **STATE** means the Hawaii State Department of Education.
- 1.1.4 **General Conditions** means the General Conditions issued by the Department of the Attorney General of the State of Hawaii, referred to as Form AG-008, as revised, and included herein by reference. The applicable Form AG-008, as revised, included by reference, is the form in effect at the date the solicitation is issued.
- 1.1.5 **HAR** means **Hawaii Administrative Rules**.
- 1.1.6 **HRS** means **Hawaii Revised Statutes**.
- 1.1.7 **Offer** means a proposal submitted in response to this solicitation.
- 1.1.8 **Offeror** means any individual, partnership, firm, organization, corporation, joint venture, or other legal entity, submitting an offer in response to this solicitation.
- 1.1.9 **Project** means this RFP to develop a resulting Contract or Vendor List of the goods and/or services specified.
- 1.1.10 **Proposal** means the document submitted by an offeror in response to this solicitation.
- 1.1.11 **RFP** means **Request for Proposals**, the entire solicitation document, including all parts, sections, exhibits, attachments, and Addenda, whether attached or incorporated by reference.
- 1.1.12 **STATE** or **Department** means the Hawaii State Department of Education.

1.2 RFP Organization

This RFP is organized as follows:

- Section 1. Overview of Procurement Process. Provides Offerors with a general overview of the RFP process.
- Section 2. Purpose and Overview. Provides Offerors with general information about the objectives of this project and RFP, and critical success factors.
- Section 3. Scope of Work and Requirements. Provides Offerors with a general description of the tasks to be performed, delineates Hawaii State Department of Education and CONTRACTOR's responsibilities, stipulates Offeror qualifications, and defines deliverables.

- Section 4. Proposal. Describes the required format and content for the Offeror's submittal, and establishes requirements for the Price Proposal.
- Section 5. Proposal Evaluation. Describes how proposals will be evaluated by the Hawaii State Department of Education.
- Appendix A. Offeror Identification and Information Form
- Appendix B. Offeror Reference Form
- Appendix C. Price Proposal
- Appendix D. Contract Minimum and Special Conditions
- Appendix E. State of Hawaii's General Conditions
- Exhibit A. ALT MOU Style Guide
- Exhibit B. Hawaii State Alternate Assessments Summative Test Administration Manual 2023-2024
- Exhibit C. Hawaii Alternate Assessments (HSA-ALT) Summative Test Scoring Specifications
- Exhibit D: Smarter Balanced Resources
- Exhibit E: Guidelines for Access to Student Assessment Material for the Hawaii State Assessment Program
- Exhibit F: Supporting Materials – Current Status of research and best practice in alternative assessment, how that is reflected in this RFP
- Exhibit G. Participation Guidelines
- Exhibit H. HIDOE Guidelines on Educator/Stakeholder Committees
- Exhibit I. Glossary

1.3 Procurement Authority

This procurement is being conducted as a competitive sealed proposals procurement in accordance with the procedures set forth in §103D-303, HRS and Title 3, Subtitle 11, Chapter 122, Subchapter 6, HAR. The relevant provisions of §103D, HRS, and their associated HAR, are incorporated by reference and made a part of this RFP.

1.4 Issuing Office and RFP Contact Person

The following person from the issuing office listed below is the sole point of contact for this RFP. Communication with any other contact person from the date of release of this RFP until the selection of the successful Offeror(s) without approval, may result in disqualification.

RFP Point of Contact: Nicole Agena
 Email: nicole.agena@k12.hi.us
 Phone: (808) 675-0130
 Fax: (808) 675-0133

Issuing Office:
 Hawaii State Department of Education
 Procurement and Contracts Branch
 Waipahu Civic Center
 94-275 Mokuola Street, Room 200
 Waipahu, Hawaii 96797

1.5 Procurement Timetable

Except as noted, the following schedule represents the STATE’s best estimate. All times indicated are Hawaii Standard Time (HST). If any component of this schedule is delayed, the rest of the schedule will likely be amended by the same number of days, however the STATE reserves the right to amend or revise the timetable without prior written notice when such revision or amendment is in the STATE’s best interest.

Activity	Estimated Dates
Public Notice announcing Request for Proposals (RFP)	March 22, 2024
Pre-Proposal Conference	9:00 a.m., March 28, 2024
Deadline for submission of written questions	On or before 4:00 p.m., April 2, 2024
STATE’s responses to written questions	on or about April 5, 2024
Proposal Due Date/Time Proposals will be received through the State of Hawaii eProcurement System (HlePRO) at https://hiepro.ehawaii.gov until 4:30 p.m., Hawaii Standard Time (HST) THERE ARE NO EXCEPTIONS TO THIS PROPOSAL DUE DATE UNLESS THE DATE IS AMENDED IN WRITING BY THE PROCUREMENT AND CONTRACTS BRANCH.	4:30 p.m., April 23, 2024
Evaluation of Proposals	April 24 through May 8, 2024
Determination of Priority-Listed Offerors (if necessary)	To be determined, if necessary
Best and Final Offers (if necessary)	To be determined, if necessary
Contract Award	June 2024
Contract Commencement Date/Notice to Proceed	July 2024

1.6 Cancellation of RFP; Rejection of Proposals

This RFP may be cancelled and any or all proposals may be rejected in whole or in part, when it is determined to be in the best interest of the STATE.

1.7 Electronic Procurement

1.7.1 The STATE utilizes the Hawaii State eProcurement (HlePRO) System to promote an open and transparent system for vendors to compete for contracts electronically. Offerors interested in responding to this solicitation must be registered on HlePRO. Registration information is available at the State Procurement Office (SPO) website: <https://hiepro.ehawaii.gov>, select HlePRO Vendor Registration and then Vendor Registration Guide.

1.7.2 The STATE will use HlePRO to issue the RFP, receive Offers, and issue Addenda to the RFP. Addenda and the other information and materials shall be provided by the STATE through HlePRO, including additions or changes with respect to the dates specified herein. The STATE is not responsible for any delay or failure of any Offeror to receive any materials regarding this RFP on a timely basis.

- 1.7.3 As part of this procurement process, Offerors are informed that awards made for this solicitation, if any, shall be done through the HlePRO and shall, therefore, be subject to a mandatory .75% (.0075) transaction fee, not to exceed \$5,000 for the total contract term, payable to Tyler Hawaii, the vendor administering HlePRO. The mandatory fee (.75%) is applicable for sales calculated on a quarterly basis for the first year only. This transaction fee shall be based on the total sales made against this contract, payable to Tyler Hawaii, the vendor administering HlePRO.
- 1.7.4 HlePRO Special Instructions. Offeror shall review all special instructions located in HlePRO. Offerors are responsible for ensuring that all necessary files are attached to their offer prior to the proposal deadline.
- 1.7.5 Payment to Tyler Hawaii. HlePRO is administered by Tyler Hawaii. Tyler Hawaii shall invoice the Contractor(s) directly for payment of transaction fees. Payment must be made to Tyler Hawaii within thirty (30) days from receipt of invoice. Tyler Hawaii is an intended third-party beneficiary of transaction fees, which are used to fund the operation, maintenance and future enhancements of the HlePRO system.

Offerors are advised that they should not wait until the last minute to submit their proposal on HlePRO. Offerors should allow ample time to review their submitted proposal, including attachments, prior to the proposal deadline.

1.8 Required Review and/or Written Questions

It is the Offeror's responsibility to carefully review this solicitation for defects and questionable or objectionable matter. Solicitation documents include this RFP, any attachments, plans referred to herein, and any other relevant documentation.

Comments concerning defects, discrepancies, omissions, questionable or objectionable matter, or questions related to this RFP must be made in writing to allow issuance of any necessary amendments to the RFP. It will also help prevent exposure of Offeror's proposal prepared in response to a defective or inaccurate solicitation upon which award could not be made.

Comments related to this solicitation shall be communicated in writing to the RFP Contact Person identified via fax or e-mail by the date and time established for submission of written questions to ensure an official response. The STATE will not respond to verbal or informal questions.

Such comments shall contain pertinent information to identify the prospective Offeror, its telephone number, e-mail address, the RFP number, as well as reference to the specific page, section, and/or paragraph as applicable.

The response(s) to the prospective Offerors' written questions received by the scheduled date shall be compiled, shall omit reference to the source(s) of the questions, shall be issued as an addendum to the RFP, and shall become a part of the RFP. The STATE will publish the questions as they are submitted including any background information provided with the question. The STATE at its sole discretion may omit questions which may be combined or may paraphrase questions and background content for clarity.

The STATE's responses shall be communicated in writing via addenda and will be posted on the HlePRO. The STATE is not responsible for delays or non-receipt of any communications by the prospective Offerors.

If an Offeror submits a question after the scheduled date, the STATE may answer the question but does not guarantee that the answer will be provided prior to the Proposal due date.

1.9 RFP Addenda

The STATE reserves the right to amend this RFP at any time prior to the closing date, or prior to the due date for best and final offers. All addenda issued shall be incorporated into the resulting contract. Failure of any Offeror's receipt of any such addenda or interpretations shall not relieve the Offeror of any obligation under this solicitation. It is the responsibility of the prospective Offeror to monitor the HlePRO to obtain RFP addenda or other information relating to the RFP.

1.10 Notice of Intent to Offer (Letter of Intent)

A notice of intent to submit a Proposal is NOT required.

1.11 Pre-Proposal Virtual Conference

Interested Offerors are invited to participate in the Pre-Proposal Virtual Conference. Attendance shall be voluntary but interested Offerors are encouraged to participate to gain an understanding of the breadth and scope of work involved under this RFP. Official responses to questions and revisions to the original terms will be issued in writing as an addendum to this RFP.

Pre-Proposal Virtual Conference: March 28, 2024, at 9:00 a.m. Hawaii Standard Time.

Offerors may participate in the pre-proposal virtual conference with the following webinar link or via phone number and pass code:

WebEx: tinyurl.com/HawaiiAlternateRFP2024.

Password: 1234

Number: 1-844-621-3956 (toll free)

Access code: 2634 925 1386

1.12 Deadline for Proposals

Proposals shall be received through HlePRO. Proposals received after the deadline will not be accepted. Timely receipt of offers shall be evidenced by the date and time on HlePRO.

1.13 Proposal Opening

Proposals shall not be opened publicly, but the register of proposals and Offerors' proposals shall be open to public inspection upon posting of the award.

1.14 Disqualification of Offers

The STATE reserves the right to consider as acceptable only those proposals submitted in compliance with all the requirements set forth in this RFP and which demonstrate an understanding of the issues involved and the scope of work.

An Offeror shall be disqualified, and the Offeror's Proposal shall be rejected for any one or more of the following non-exclusive reasons as solely determined by the STATE:

1.14.1 Proposal received after specified deadline.

1.14.2 Proposals not received on HlePRO.

- 1.14.3 Proposal not properly completed as required herein or containing any unauthorized additions or deletions, defects including but not limited to irregularities of any kind which may make the Proposal incomplete, indefinite, or ambiguous as to its meaning (e.g. un-initialed erasures, prices which are obviously unbalanced).
- 1.14.4 A Proposal which is incomplete or conditional proposals including but not limited to a Proposal which includes any other set of terms and conditions, or any terms or conditions contradictory to those included in this RFP.
- 1.14.5 A Proposal signed by other than an authorized individual.
- 1.14.6 More than one Proposal from an individual, partnership, firm, organization, corporation, joint venture, or other legal entity under the same or different names (Offeror), whereby all proposals from the Offeror shall be rejected.
- 1.14.7 Evidence to the STATE's sole satisfaction of collusion among Offerors, lack of responsibility and cooperation to STATE requests during the RFP process or as shown by past work, being in arrears on existing contracts with the State of Hawaii, or defaulting on previous contract(s).
- 1.14.8 Failure to possess proper licenses, facilities, equipment or sufficient experience to provide the proposed solution or to perform the work contemplated.
- 1.14.9 Evidence of any noncompliance with any applicable law or rule.

1.15 Proposal Evaluation

The STATE will conduct a comprehensive, fair, and impartial evaluation of the proposals it receives in response to this RFP. Refer to Section 5 of this RFP for specific requirements and details of the process.

1.16 Proposal as Part of the Contract

This RFP and part or all of the successful proposal may be incorporated into the contract.

1.17 Additional Terms and Conditions

The STATE reserves the right to add terms and conditions, if any. These terms and conditions will be within the scope of the RFP and will not affect the proposal evaluations.

1.18 Offer Acceptance Period

The STATE's acceptance of a proposal, if any, will typically be made within ninety (90) calendar days after the opening of proposals. Prices quoted by the Offeror shall therefore remain firm for ninety (90) calendar days from the receipt of proposals.

1.19 Contract; Contract and Performance Period

The CONTRACTOR receiving the award shall be required to enter into a formal written contract. Upon execution of contract, the STATE will issue a notice to proceed and a fully executed copy of the contract to the CONTRACTOR. No work will be undertaken by the CONTRACTOR prior to the commencement date specified on the contract as the STATE is not liable for any work, contract costs, expenses, loss of profits, or any damages whatsoever incurred by the CONTRACTOR prior to official starting date.

1.19.1 Contract Term

The Contract shall commence upon full execution of the contract by the Superintendent of the Hawaii State Department of Education (anticipated to be on or about July 2024) and shall end on June 30, 2027.

1.19.2 Contract Renewal

The Contract may be extended for not more than three (3) additional twelve-month periods, i) upon mutual written agreement of the parties, ii) prior to expiration and iii) under the same terms and conditions of the original agreement or as negotiated between the STATE and the CONTRACTOR. Contract extension(s) shall be contingent upon i) the need for continued services and ii) funding availability beyond the current fiscal year. As each option(s) to extend is mutually agreed upon, the CONTRACTOR shall be required to execute a supplement to the Contract for each additional period.

1.19.3 Performance Period

The CONTRACTOR shall complete the work within the time limits specified herein. The time specified herein is the maximum time allowed.

1.20 Contract Award

Award, if any, shall be made to the responsible Offeror with the highest number of points and whose proposal the STATE deems advantageous in accordance with the evaluation criteria specified.

1.21 Responsibility of Offerors; Hawaii Compliance Express

The Offeror is advised that if awarded under this RFP, Offeror shall, upon award, furnish proof of compliance with the requirements of HRS §103D-310 and HAR § 3-122-112 including:

- Chapter 237, General Excise Tax Law;
- Chapter 383, Hawaii Employment Security Law;
- Chapter 386, Workers' Compensation Law;
- Chapter 392, Temporary Disability Insurance;
- Chapter 393, Prepaid Health Care Act; and

One of the following:

1. That Offeror is registered and incorporated or organized under the laws of the State of Hawaii (hereinafter referred to as a "Hawaii business"); or
2. That Offeror is registered to do business in the State of Hawaii (hereinafter referred to as a "compliant non-Hawaii business").

Offeror may demonstrate proof of compliance with the above-referenced requirements by submitting a *Certificate of Vendor Compliance* issued by the Hawaii Compliance Express (HCE) online system to the Hawaii State Department of Education, Procurement and Contracts Branch upon award. The HCE service allows vendors to register online through a simple wizard interface at <http://vendors.ehawaii.gov>. The *Certificate of Vendor Compliance* provides current compliance status as of the issuance date, satisfies requirements of Chapter 103D-310(c), HRS, and is therefore acceptable for contracting purposes. CONTRACTORS that elect to use HCE services are required to pay an estimated annual registration fee of \$12.00.

Due to the time required to obtain the HCE *Certificate of Vendor Compliance*, it is highly recommended that the interested Offeror begin the registration process immediately.

1.22 Failure to Execute Contract; Timely Submission of Certificates

At time of award, the above *Certificate of Vendor Compliance* and any other documentation and certification shall be submitted to the Hawaii State Department of Education, Procurement and Contracts Branch as soon as possible or by the deadline established by STATE. If a valid certificate or compliant documentation is not submitted on a timely basis for award, award made to an Offeror otherwise responsible may be annulled.

Failure to execute a contract as required within ten (10) calendar days or such further time as the STATE may allow after the Awardee has received the contract for execution shall be just cause for the annulment of the award. STATE may award the contract to the next responsible Offeror or may call for other offers, whichever is deemed to be in the best interest of the STATE.

1.23 Notification of Award; Non-selected Offeror(s)

Upon award to the successful Offeror(s), the STATE shall post publicly, a notice of award on the HlePRO and which may be viewed on the Hawaii Awards and Notices Data System (HANDS) website at <https://hands.ehawaii.gov/hands/awards>. Additionally, the STATE will provide notification of the award to any non-selected Offeror(s). The STATE is not responsible for delays or non-receipt of such notification. Failure of any Offeror to receive any such notification shall not relieve the Offeror of any obligations or requirements herein.

1.24 Debriefing

The purpose of a debriefing is to inform the non-selected Offeror(s) of the basis for the source selection decision and award. An Offeror(s) not selected for award shall submit a written request for a debriefing within three (3) working days after the posting of the award. The debriefing shall be held, to the maximum extent possible, within seven (7) working days after the posting of the award.

1.25 Protest

Pursuant to §103D-701, HRS and §3-126, HAR, a protest of the solicitation must be submitted prior to the date set for receipt of offers, and a protest of an award or proposed award shall be submitted within five (5) working days after the posting of award or within five (5) working days following a debriefing. The award(s), if any, resulting from this solicitation shall be posted on the HlePRO and shall be posted on the Hawaii Awards and Notices Data System (HANDS) website at <https://hands.ehawaii.gov/hands/awards>.

Any protest pursuant to §103D-701, HRS and §3-126, HAR shall be submitted in writing to the Hawaii State Department of Education's, Chief Procurement Officer, c/o Procurement and Contracts Branch at the Waipahu Civic Center, 94-275 Mokuola Street, Room 200, Waipahu, Hawaii 96797.

2. RFP PURPOSE AND OVERVIEW

2.1 Purpose

The Hawaii State Department of Education (hereinafter referred to as “STATE”) is soliciting proposals for the implementation of an Alternate Assessment based on Alternate Academic Achievement Standards (hereafter referred to as “AA-AAAS”) for students with significant cognitive disabilities, covering the critical areas of English Language Arts (ELA), Mathematics, and Science.

This document is intended to serve as the basis for the solicitation of proposals from qualified firms to assist the STATE in its efforts to implement the AA-AAAS or the Hawaii State Alternate Assessment (HSA-Alt).

2.2 Goals and Objectives

Led by Superintendent Keith T. Hayashi, the STATE has as its mission to provide every child in Hawaii with equitable access to high-quality public education. The STATE oversees a diverse and vibrant educational landscape, including public schools, charter schools, and specialized programs across the islands. Our aim is to equip every student with the learning and skills necessary for success in a global society.

As part of our commitment to educational excellence and equity, the Hawaii State Assessment Program (HSAP) includes accountability assessments designed to evaluate student learning and the effectiveness of the public education system.

The goal of the STATE’s College, Career, and Community Readiness Initiative is to have students who can successfully:

- Achieve proficiency in essential content knowledge;
- Master key learning skills and cognitive strategies;
- Acquire practical knowledge enabling successful transitions from high school to college and career; and
- Build strong foundations of identity through an ongoing process of wayfinding to engage in local, national, and global contexts.

The STATE requires an AA-AAAS for students with severe cognitive disabilities as a metric to monitor and measure success and attainment of this goal in the areas of ELA, Mathematics, and Science, with feedback on steps to improve performance. To that end, the STATE is seeking a Contractor who has experience in the development and implementation of an AA-AAAS and related supports and can provide:

2.2.1 School-, complex-, complex area-, and state-level data.

2.2.2 Group and individual student results to inform schools of the effectiveness of their support of students eligible for the AA-AAAS. Also, provide students and their families with individual results that indicate the student’s progress towards proficiency of the Common Core State Standards (CCSS) and the Next Generation Science Standards (NGSS) that have been reduced in complexity for this population.

2.2.3 Documentation of success toward meeting the AAAS for ELA, Mathematics, and Science and to use as evaluation of specific program effectiveness.

2.3 General Requirements

The Contractor shall provide for the development, administration, scoring, and reporting of a technically-sound AA-AAAS and supporting resources for the STATE’s Assessment Section, in accordance with the provisions and requirements stated herein.

Currently, the STATE administers as its AA-AAAS the Hawaii State Alternate Assessment (HSA-Alt). The HSA-Alt is an essential component of HSAP, providing an alternate assessment linked to the ELA and Mathematics Common Core State Standards (CCSS) and to the Next Generation Science Standards (NGSS) for students with the most significant cognitive disabilities. These assessments ensure that all students,

regardless of their abilities, are included in Hawaii's educational accountability system and have access to a curriculum that promotes their academic and social growth.

2.3.1 Key Features of the HSA-Alt:

- 2.3.1.1 **Accessibility and Inclusion:** The HSA-Alt is designed to be fully accessible to students with significant cognitive disabilities, offering various accommodations and supports to ensure that every student can participate meaningfully in the assessment process.
- 2.3.1.2 **Instructional Relevance:** The assessments are closely aligned with the STATE's learning standards, providing educators with valuable information that can inform instructional planning and help tailor teaching strategies to meet the unique needs of each student.
- 2.3.1.3 **Flexibility:** Recognizing the diverse needs of our student population, the HSA-Alt allows for a high degree of flexibility in administration and item selection, enabling educators to choose or adapt assessment items that best reflect each student's learning characteristics and communication mode.
- 2.3.1.4 **Technology Integration:** Given the importance of technology in delivering K-12 summative assessments, proposals shall outline how innovative technologies will be employed to enhance the assessment experience for students and educators alike.

2.4 Implementation Timelines

The Contractor, in collaboration with the STATE, shall coordinate the statewide implementation of the AA-AAAS, the development and selection of appropriate assessment tools and procedures, and the training of public-school educators in administering and interpreting results of the AA-AAAS. The STATE shall direct the Contractor's activities and shall coordinate communication among all parties involved, which will include, but not be limited to, appropriate STATE personnel, the Hawaii State Board of Education, complex area personnel, colleges and universities, the STATE's Technical Advisory Committee, and other sections within the STATE.

2.4.1 The Contractor must be able to begin administration of the AA-AAAS system for School Year 2024-2025. (i.e., administer the instruments by Spring semester, 2025).

2.4.2 Anticipated Annual Timeline for School Year 2024-2025 and future options years

Date	Activity
September 2024	<ul style="list-style-type: none"> ● Complete implementation and communication plan ● AA-AAAS tutorial available for teachers and parents
September through October 2024	<ul style="list-style-type: none"> ● Distribute AA-AAAS information to schools and parents ● Train new AA-AAAS test administrators, i.e., teachers, in-person
January through February 2025	<ul style="list-style-type: none"> ● Train all AA-AAAS test administrators in-person
February 2025	<ul style="list-style-type: none"> ● Distribute AA-AAAS and materials ● Testing window open; administer AA-AAAS for grades 3-8 and 11
May 2025	<ul style="list-style-type: none"> ● Testing window closes ● Distribute reports (online) at the student-, school-, complex-, complex area-, and state levels

3. SCOPE OF WORK; PROJECT AND OFFEROR REQUIREMENTS

Offeror shall provide a proposal describing how the following products and services will be delivered:

AA-AAAS State Assessment (Grades 3–8 and 11 in ELA, Mathematics, and Science Requirements)

Item No.	Task	Requirements
1.	Test Delivery	<p>The Contractor shall provide the Alternate Assessment based on Alternate Academic Achievement Standards (AA-AAAS) in English Language Arts (ELA) and Mathematics for Hawaii students with significant cognitive disabilities enrolled in grades 3–8 and 11; and in science for students enrolled in grades 5, 8, and 11.</p> <p>Contractor shall collaborate with the STATE to complete full sets of test items for all performance tasks in ELA, mathematics, and science - if needed.</p>
1.1.	HSA-Alt Item Bank	Contractor shall facilitate the ingestion of all existing items, including graphics, rubrics, and existing accommodation supports from Hawaii’s current service provider, Cambium Assessment Inc.
1.2.	Item Development	<p>Contractor shall develop 100 items to be added to the item library annually. Items will cover across all grade levels and content areas as directed by the STATE.</p> <p>Contractor shall be responsible for acquiring all licensing arrangements that grant access to materials created and owned by third parties for the AA-AAAS, if necessary. The Hawaii AA-AAAS currently uses the Copyright Clearance Center Student Assessment License for obtaining permission to create adaptations for passage-based items.</p> <p>The STATE values the expertise and insights of teachers in crafting high-quality assessment items. Proposals shall outline a plan for engaging teachers throughout the item development process for both summative and/or interim assessments, which includes teacher item authoring workshops for ELA, mathematics, and science.</p>
1.2.1.	Bias and Sensitivity Item Review	Proposal must include bias and sensitivity reviews of all items developed as a result of fulfilling Item No. 1.2 Item Development requirement.
2.	Field Testing	Contractor will be required to support field testing of new alternate items within student-scheduled testing engagements of the alternate assessment (embedded field tests). Exact specifications for future field testing are determined based on needs of the alternate item bank. For proposal purposes, Contractor should anticipate the need to annually present 5 to 8 field test items in every test administered in every grade level in all three content areas. For proposal purposes, there are 7 grade levels (3, 4, 5, 6, 7, 8, and 11) for 2 content areas (ELA and mathematics) and 3 grade levels (5, 8, and high school) for 1 content area (science).

Item No.	Task	Requirements
		Contractor will be responsible for capturing student responses to field test items and for post-administration processing.
2.1.	Content Review with Data Work Group	<p>Item level data from field test item analyses will be reported in an agreed upon format between Contractor and the STATE, leveraging technology where practicable to support Content Data Review meetings. Six (6) teachers and community representatives from the appropriate grade level and content area attend each Content-Data Review session.</p> <p>Content Data Review committee meetings are co-facilitated by STATE content specialists, Contractor's psychometrician, and the Contractor's content specialists. Content data reviewers (STATE educators) examine any items flagged, based on item analysis data (criteria include: item means < half the points possible, item total correlations < .20, option to total correlations for incorrect multiple-choice answers that are > .00, attractiveness of all answer choices for multiple-choice items, expected patterns of percent earning each score based on the overall difficulty of the item, extreme differential item functioning (DIF) statistics, poor item response theory (IRT) fit statistics). Reviewers accept, accept with minor revisions as approved by psychometrician, or reject items based on item-level data.</p> <p>Contractor will be responsible for coordinating and convening Content Data Review committees which includes educators who are representative of students across Hawaii. For proposal purposes, cost for these work group sessions will use the following guidelines:</p> <ul style="list-style-type: none"> ● A separate 2-day session for grades 3-5 comprised of up to six (6) educators; ● A separate 2-day session for grades 6-8 comprised of up to six (6) educators; and ● A separate 2-day session for high school comprised of up to six (6) educators. <p>Up to four (4) STATE staff will attend each session as well as appropriate Contractor staff as specified within Offeror's proposal.</p> <p>Items accepted after Content Data Reviews are candidates for operational testing. Selection of items for operational tests is guided by test specifications.</p> <p>STATE test development specialists, Contractor's psychometrician, and Contractor work together to select stimuli and test items for operational test forms. Stimuli and items are selected to reflect the test specifications and to optimize measurement at the proficient cut score.</p>
2.2.	Field Test Ranging Work Group	N/A
2.3.	Field Test Rubric Validation	N/A

Item No.	Task	Requirements
2.4.	Item Refreshing	<p>The Contractor shall include a plan for item development that meets an annual output sufficient to sustain the test administration.</p> <p>The total items described herein are the expected number of items that will be approved by the STATE for presentation to the Content Review with Data Workgroup committee participants.</p>
3.	Accommodations	<p>The Contractor must support the STATE schools in conforming to all Every Student Succeeds Act (ESSA) and Individuals with Disabilities Act (IDEA) requirements for testing all students, including students with disabilities and English Language Learners (ELLs). These students must be allowed to use any valid accommodations and customized materials as specified in their Individual Education Programs (IEPs) or 504 Plans. The Contractor must have research evidence supporting the use of allowed accommodations and must incorporate additional accommodations based on research evidence from similar testing situations if requested. The Contractor must ship any needed customized materials to schools until the last day of make-up testing.</p> <p>The Contractor must be familiar with the requirements outlined in the set of papers commissioned by the Office of Special Education Programs of the U.S. Department of Education. These reports were produced for those responsible for the administration of large-scale assessment and accountability systems. The papers, listed on the following web page location https://www.osepideasthatwork.org/ address several topics related to the inclusion of students with disabilities in these assessments.</p> <p>The Contractor must provide customized materials and a list of valid accommodations policies and procedures for students who meet the eligibility criteria for alternate assessment with specific access needs. The Contractor is responsible for conducting studies to support that allowable accommodations are valid and for writing reports of the studies that are acceptable for submission for peer review. Contractor shall provide all the same accommodations that are available for the general assessment.</p> <p>The STATE is interested in utilizing artificial intelligence (AI) to make assessments more accessible to students, which includes but not limited to using AI voices to present students with diverse voices to select from, adjust speed or tone of the voice, and play, pause, and stop the auto play, etc.</p>
3.1.	Print on Demand	Contractor's interface must allow flexible download and/or printing features including cluster, form, or single item options. Downloads must be in a format to allow local braille and embossing.
3.2.	Paper-Pencil Forms	If the proposal includes an online student interface, then the option to have paper/pencil forms must also be available with accessible format.

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3.3.	Braille and Large Print (Online)	If the proposal includes an online student interface, then the option to have braille embossing and large print (online) must be available.
3.3.1.	Braille On Demand/Zoom	N/A
3.3.2.	Braille and Large Print Testing Materials (Paper version)	If the proposal includes an online student interface, then the option to have braille and large print testing materials (paper version) must be available.
3.4.	Transcripts	If the proposal includes an online student interface, then the option to have transcripts for human readers who will read aloud the test items to students must be made available.
3.5.	Assistive Technology	Offeror must identify common assistive technologies compatible with the proposed system.
3.6.	Glossaries/Word List	N/A
3.7.	Translations	N/A
4.	Practice Tests	<p>Offeror shall continue use of existing and propose a plan to develop new practice tests for implementation starting with the 2024-2025 school year. Creation of practice tests for the AA-AAAS will be dependent on the degree to which the item bank can support expanded item use. Practice tests will include all item types that allow opportunities for students to experience the structure and format of the operational test. A practice test will be available for each grade level.</p> <p>If feasible in the 2024-2025 school year, practice tests shall be available in October, but the actual release date is negotiable depending on the contract execution date. In subsequent years Contractor shall have the practice tests available no later than October 15th.</p> <p>Practice tests must provide for inclusion of all embedded accessibility features and accommodations. Additionally, practice tests should be grade-level specific to the associated assessment. Practice tests must allow for guest access without need of the secure browser. A raw score and an indication of each item being answered correctly or a rubric score shall be provided the user at the end of the practice test.</p>
5.	Training Tests	<p>Contractor shall, at the earliest opportunity possible (no later than October 30th), update and provide access to the applicable AA-AAAS training tests prescribed by the STATE—including all item types—allowing opportunities for students to experience the structure and format of the operational test. Subsequent to Year 1 of the resultant contract, access to the training tests will be in place no later than September 15th of the administration year.</p> <p>Training tests must provide for inclusion of all embedded accessibility features and accommodations.</p>

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		<p>The training test would also have functionality that allows educators to practice the log in steps used for an online interim or summative test. Functionality that allows educators to enter information such as student-identifying information, test session information, etc. that mimics the log in process used by Contractor's interim and/or summative test delivery system shall be available. Proposals will describe whether this practice functionality might be provided within a web-browser training test and, if so, how.</p> <p>The training tests must be available through a Contractor's secure test delivery system, which could be the same system as used to deliver summative tests. This functionality would require a teacher to administer the training test in a fashion similar to summative tests. The intent is to allow student test settings captured for a student in a Contractor's test or student information system to be provided to the student within a test delivery environment for purposes of testing out supports and tools, including those that are not possible to deliver via a non-secure web-browser training test.</p> <p>Non-secure web-browser training tests must allow for guest access without need of the secure browser, State Student Identification Number (SSID), or Test Administrator (TA)-created test session. Non-secure web-browser training tests must also allow for the flexible selection of any accessibility feature, including accommodations, in any combination. Additionally, the ability to disable an accessibility feature shall be available. The selection and disabling of tools and supports for training tests must be available directly within the web-based version without the need for settings to be entered in any of the Contractor's testing systems. If a specific support or tool can only be delivered via a secure testing system, proposals shall identify those features and those features can be exempted from non-secure web-browser training tests setting selection.</p> <p>Proposal shall provide system specifications and identify the configuration for training tests within Offeror's system and which configuration settings are customizable by the STATE. Contractor shall make annual updates to the training test to provide new stimuli clusters and stand-alone items as identified by the STATE staff.</p>
6.	Test Engine	<p>Contractor shall provide a secure, technology-based assessment delivery system (test engine) meeting the AA-AAAS specifications detailed within this section. Contractor's system will come with all necessary documented processes, manuals and platforms to support a computer-based administration.</p> <p>Contractor's system will allow educators (or students, if proposing a student interface) to capture student responses, either original or transcribed. Proposal will identify the elements of such a system to support the capture of aspects of the administration that may include, but not be limited to, adaptations, materials used, and accommodations made.</p>

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		<p>Contractor's test engine must include an item library accessible by school users with usernames and passwords throughout the school year.</p> <p>Contractor's test engine will allow status monitoring at the form level by state, complex area, school, and TA users.</p> <p>Proposal will include a plan for STATE staff to engage in User Acceptance Testing (UAT) supporting each system for each administration year roll-out. The specifications of activities done during UAT both by the Contractor and by STATE staff will be jointly developed by the Contractor and STATE staff. UAT must be scheduled to occur at a reasonable time of year to ensure smooth and effective introduction of any system updates or additions for school familiarization prior to the start of annual testing.</p> <p>Offeror shall propose a projected schedule to achieve this aim, with an understanding that scheduling will remain fluid to any given year's system updating. Actual UAT dates will be set on an annual basis at regularly scheduled planning meetings.</p> <p>Proposal shall provide system specifications and identify the configuration for secure test systems within Offeror's system and which configuration settings are customizable by STATE.</p>
7.	Availability and Capacity	<p>Offeror must demonstrate the performance and reliability (e.g., addressing load and surge capacity) of its proposed test engine for use during testing times outlined in the RFP, inclusive of information about peak operating days and weeks, with applicable load.</p> <p>Load capacity is to detail the test engine's maximum student participation that can be supported before system performance would experience possible performance degradation.</p> <p>Surge capacity is to detail other potential system interactions or the commencement of other system interfacing (if any) that might lead to performance degradation.</p> <p>Proposal shall reflect the Offeror's current client demand and implications or contingencies. Proposal will include explanations on how conflicting demands will not impact proposed services for the STATE. Offeror will include explanations and redundancy details on how conflicting demands will not impact proposed services. Additionally, Offeror must demonstrate, through inclusion of system specifications that the test engine has the capacity to meet the demands of the STATE and all other client testing contracts the Offeror holds.</p>

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8.	Technology Readiness	<p>Contractor's minimum technology requirements are to be consistent with the minimum technology requirements stated in this RFP. Individual schools will be responsible for ensuring local technology capacity to administer assessments online. Contractor shall provide guidelines, and where applicable, tool(s) for schools to use in verifying readiness for conducting online assessments. Such tool(s) must function within Windows- based, Mac OS-based, and Linux-based hardware and operating systems, and must, at a minimum, address the following:</p> <ul style="list-style-type: none"> ● Proper configurations of network devices to ensure network connectivity from within the school/building to internet locations required for testing. ● Capacity of hardware for use in online testing (minimum workstation specifications, minimum bandwidth requirements, percent of bandwidth utilization at school levels). ● Evaluation of the maximum number of concurrent assessments to be administered at each school. ● Ability to quickly support rolling operating system releases. <p>In cooperation with the STATE, the Contractor shall develop guidelines for schools to access and use the provided tool(s) using sample student data, including sample score data, at times during the school day that will closely replicate the operational testing environment. In addition, Contractor shall provide a methodology for validating that schools have completed the necessary steps for ensuring technological readiness to administer the assessments (i.e., completion of a simulated test administration to verify bandwidth capacity or test device compatibility).</p> <p>By September 15th of each school year, Contractor shall provide a complete training program to orient administrators, proctors/test administrators, and teachers to the online testing environment and supporting systems use. The training program shall provide access to a catalog of existing modules or other such training formats specific to Contractor's systems.</p> <p>Contractor will communicate routine maintenance for upgrading their system infrastructure.</p>
9.	System Security	<p>Contractor's test engine shall provide advanced security protocols and techniques to protect both test content and student data. General security requirements will include:</p> <ul style="list-style-type: none"> ● Student access control to the testing interface with student authentication generated through a secure administrative system. ● Administrator access control including administrative authentication to gain access to administer tests, view/maintain student data, and access student performance reports. ● System checks that evaluate each user's access privileges at log-in and automatically disable or enable client functions based upon the user's profile.

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		<p>Steps to maintain strict security of test content and student data include:</p> <ul style="list-style-type: none"> ● Security of test content will be device specific and device appropriate. ● Only valid authentication information may enable test content to be decrypted to a viewable format. ● Test content accessed via valid authentication information must be displayed only while the student is taking the test. Upon completing the test, any decrypted test content must automatically be removed from any systems outside of the host systems. ● Cached content cookies are secured, managed, and purged. All transmissions of student data must occur over secure network connections that utilize authentication and encryption technologies. <p>Device Security During Testing – When using any approved devices, decrypted test content must be protected through control of the testing device while students are testing. Access to other applications or websites must be disabled or disallowed while a test is being accessed except in cases where assistive technology will be available to students during testing; this is referred to as “permissive mode” and must be able to be enabled on a per-student basis. Strict controls must be maintained over operating system functionality, printing, copy and pasting, screen captures, keyboard shortcuts, right- mouse clicks, or other functionality that could compromise test content.</p>
9.1.		The CONTRACTOR shall comply with all applicable laws that require the notification of individuals in the event of unauthorized release of personally identifiable information or other event requiring notification
9.2.		In the event of a breach of any of the CONTRACTOR’s security obligations or other event requiring notification under applicable law, the CONTRACTOR shall notify STATE and any other necessary agency, office, or organization immediately and assume responsibility for informing all such individuals in accordance with applicable law and to indemnify, hold harmless and defend the STATE and its trustees, officers, and employees from and against any claims, damages, or other harm related to such Notification Event, unless released in writing by a STATE officer with designated data, security, or signature authority. Additionally, STATE reserves the right to audit and/or inspect CONTRACTORS security, systems, operations, or anything else related to the breach.
10.	Assessment Delivery System and User Interface Interoperability	<p>Contractor shall provide a secure web-based interface using Transport Layer Security (TLS) 1.2 or equivalent or higher for state- and school-level users to initiate, store, submit, review, and revise student submissions for processing and scoring.</p> <p>Interface will accept nightly student data files from the STATE for registration into system via secure file transfer protocol (SFTP) or equivalent.</p>

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		<p>Interface must allow student and assessment data transfer to new locations, including school, or test administrator, at any time in assessment window.</p> <p>If the proposal includes a student interface, Offeror's online administration platform must accommodate the system requirements specified earlier that support the administration of ELA, mathematics, and science assessments.</p>
10.1.	User Role Management	<p>Contractor's system will allow flexibility for the STATE to apply greater restrictions—by user role—to the following administrative users' rights:</p> <ul style="list-style-type: none"> ● Ability for administrative users to view and edit student accessibility (accommodation) and demographic information entered as part of the pre- identification process. ● Ability for administrative users to hand-enter student records prior to or at the time of testing. ● Capability to maintain both student-specific data fields and test-specific data fields. ● Regular, preferably daily, exchanges of data files between the Contractor and the STATE providing real time visibility of current student test-taking status (e.g., students pre-identified, tests completed, items to which students have responded, etc.) at the individual level.
10.2.	Test Management	<p>Contractor's system will be configurable to meet the following different administration demands and tasks:</p> <ul style="list-style-type: none"> ● Ability for administrative users with appropriate access to schedule students for online tests and generate necessary student login information prior to testing. ● Ability for administrative users with appropriate access to assign specific accommodations (e.g., large print test forms) to individual students. ● Ability for select authorized users to view aggregate test information by course or grade level/content area such as number of tests scheduled (by date), number of tests being administered (real-time), number of tests completed, number of scoreable tests completed, etc. ● Ability to assign unique login credentials for each test session. ● Availability and integration of an online test administrator training and certification course. ● Ability to monitor test administration (e.g., currently open test sessions, students who recently completed testing, students still expected to test, test completion rates) at the school and state levels. <p>Proposal shall provide system specifications and identify the configuration for test management systems within Offeror's system and which configuration settings are customizable by STATE.</p>

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10.3.	Test Engine Performance Reliability	<p>Contractor's test engine will demonstrate the robustness and reliability to meet STATE needs across multiple assessments and formats. Contractor will ensure that the test engine:</p> <ul style="list-style-type: none"> ● Accommodates up to sixty-five hundred (6500) simultaneous Hawaii test administrations. ● Can safeguard against catastrophic events (proposals are to include a complete Contingency Plan for disaster prevention that include processes detailing system redundancy and recovery). ● Is available to schools during the entire testing window, the pre- identification process, and the enrollment window, as mutually agreed upon with the STATE. ● Is structured to allow schools to accommodate needs of individual students, as well as small groups of students with unique testing needs. <p>Upon STATE request, Contractor will re-open a school's identified content testing window or individual test event at any time during the statewide window.</p>
10.4.	Testing Interface	<p>Proposal shall provide system specifications and identify the configuration for testing interface systems within Offeror's system and which configuration settings are customizable by STATE.</p> <p>Offeror's test delivery system may be a student interface or teacher interface. If Offeror proposes a student interface, Offeror's testing interface must provide the same requirements specified earlier that support the administration of ELA, mathematics, and science assessments.</p> <p>Contractor shall, at no cost to the STATE, upgrade and enhance the test engine as new technology for assessment delivery becomes available and compatibility with Contractor's product and platforms, and as the STATE's needs change. The Contractor shall remove documentation and references to old or deprecated versions of operating systems after support for these operating systems has been discontinued and analysis of operating system usage by the Contractor verified STATE schools are not commonly using that operating system. The Contractor is responsible for providing continually updated documentation of supported operating systems and hardware to the STATE for communication to schools. The STATE will have the opportunity review and conduct UAT of all planned changes to the test engine.</p> <p>Changes or enhancements to other Contractor systems will allow for the same STATE involvement and approval processes. Contractor shall establish monitoring systems with metrics/thresholds approved by the STATE to detect system errors ("bugs"). Contractor shall grant access to the STATE to view error logs.</p>
10.5.	Assessment Portal	<p>Contractor shall host and maintain an assessment portal for access by STATE staff, schools, students, families, and private citizens. Portal will support the STATE's ability to place and access both secure and non-secure assessment-related information and links. Contractor will ensure that the search function consistently produces optimal results for users, maximizing the</p>

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		retrieval of relevant information while minimizing the exclusion of potentially useful results. Contractor shall conduct thorough user testing to evaluate the effectiveness of the search function and provide feedback on areas for continuous improvement.
10.6.	Section 508, Americans with Disabilities Act (ADA), and Web Content Accessibility Guidelines (WCAG) Compliance	<p>Contractor is responsible to ensure all materials developed according to this RFP that will be accessed by the general public, meets the Section 508, Americans with Disabilities Act (ADA), Web Content Accessibility Guidelines (WCAG) 2.2, and the STATE's formatting standard specified in Exhibit A, ALT MOU Style Guide. This includes but is not limited to manuals, trainings, and other correspondence developed by the Offeror as part of the RFP to support the test and test systems. For example:</p> <ul style="list-style-type: none"> ● The Test Administration Manual (TAM) is developed primarily for classroom-level test administrators and school test and technology coordinators; however, the TAM will be posted online (such as on the Assessment Portal described in Item No. 10.5) so the information contained in the TAM is accessible to parents, students, and the general public. Therefore, the Contractor is responsible for making the TAM fully accessible. ● Test booklets are not intended to be accessed by the general public, so the Offeror is not responsible for making test booklets fully accessible. <p>Further, per guidance from the Office of Civil Rights, agencies must ensure that all published electronic information is compatible with assistive technology devices commonly used by people with disabilities for information and communication. This applies to persons with disabilities who use assistive technology to read and navigate electronic materials. Therefore, the Contractor is likewise responsible for ensuring all materials developed according to this RFP that will be accessed by the general public meet these compatibility requirements.</p>
11.	Administration	<p>Contractor shall facilitate the administration of alternate interim and summative ELA, mathematics, and science assessments to approximately 1000 students in grades 3–8 and 11. Contractor will also facilitate both secure and non-secure access to training and practice tests. The Contractor shall provide the assessments for all public and public charter school students eligible for the alternate assessments beginning in the 2024–25 academic year (spring 2025 test administration).</p> <p>Any student test settings (e.g., designated supports, accommodations) captured in Contractor's student management system must be applied to any practice, training, interim, or summative test the student takes using the Contractor's secure test delivery system.</p>

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11.1.	Testing Window	<p>Contractor is responsible for supporting an annual summative testing window beginning in 2025. Most recently, the AA-AAAS testing window has been available mid-February to late May.</p> <p>The STATE will seek to have a longer testing window to accommodate different school calendars. If the extension affects the reporting timeline, the STATE and the Contractor will negotiate adjustments.</p> <p>Item library must remain continuously open.</p>
11.2.	School Support-Ancillary Materials Production	<p>Annually, Contractor will support the requisite development and distribution of the following ancillary materials for each assessment administration. Contractor must provide ancillary materials that allow for customization consistent with the STATE's protocols and practices, and as applicable consistent with the protocols and practices of the ELA, mathematics, and science administrations.</p> <p>Contractor shall be responsible for translation services for select publicly posted materials, as determined by the STATE. For proposal purposes, documents would be translated into the following 17 languages:</p> <ul style="list-style-type: none"> ● Arabic ● Burmese ● Cantonese ● Filipino (Tagalog/Ilocano) ● French ● Hawaiian ● Hmong ● Japanese ● Korean ● Mandarin ● Punjabi East ● Punjabi West ● Russian ● Somali ● Spanish ● Ukrainian ● Vietnamese <p>For proposal purposes, approximately ten (10) documents per year would need translation services, ranging in length from one (1) page to five (5) pages.</p>

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11.2.1.	Test Administration Manual (TAM)	<p>Contractor shall coordinate and apply updates to the STATE's TAMs that clearly explain all procedures relative to test administration. Where applicable, individual TAMs for each assessment will be supported by Contractor. Additionally, if assessment-specific manuals are developed, the TAM will clearly delineate each content/grade-level assessment by section.</p> <p>The content of each TAM shall include, but not be limited to:</p> <ul style="list-style-type: none"> ● Specific instructions for the administration of the applicable assessment. ● Estimated time requirements for each assessment (as appropriate). ● Scripts for administration of each assessment to ensure consistent and appropriate instructions are given to students. ● Accessibility tools that are available with definition and recommended use. <p>Each year of the contract, the STATE and Contractor shall jointly identify needed updates that the Contractor shall be responsible for applying/implementing all annual updates to the TAM. The 2022–23 TAM is available as Exhibit B, Hawai'i State Alternate Assessments Summative Test Administration Manual 2023-2024.</p> <p>No later than September 15th of each year, the final TAM—as a printable PDF that is fully accessible—for each assessment must be available electronically in Adobe PDF format for the STATE to provide to public-school educators; this version must be appropriate for posting on the STATE Assessment Portal and/or website. The STATE will have authority to approve all language, content, and format of the TAMs.</p>
11.2.2.	Test Coordinators Manual (TCM)	<p>Contractor shall coordinate and apply updates to the STATE's TCM that explains all procedures relative to the organization of state level testing. Where applicable, individual TCMs for each assessment will be supported by Contractor. Additionally, if assessment-specific manuals are developed, the TCM will clearly delineate each content/grade-level assessment by section.</p> <p>The TCM will include, but is not limited to:</p> <ul style="list-style-type: none"> ● Appropriate measures for protecting test security at the school level. ● Suggested times for test sections and suggestions for school test scheduling. ● Appropriate processes for including special populations of students in testing. ● Important dates leading up to, during, and after the testing window(s). ● How to handle student absences and other unique testing situations (e.g., testing of homebound students, students moving into and/or out of the school during the testing window, etc.).

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		<p>Each year of the contract, the STATE and Contractor shall coordinate any updates to the TCM from the previous year. The STATE and Contractor will jointly identify needed updates that Contractor will be responsible for applying/implementing all annual updates to the TCM.</p> <p>Contractor shall provide all TCMs in printable Adobe PDF format ready for posting to the STATE websites and Portals by September 15th of each year.</p> <p>STATE will have authority to approve all language, content, and format of the TCM. Contractor shall collaborate on annual reviews of the TCM(s) with the STATE.</p>
11.3.	Operations Support (Help Desk)	<p>The Contractor's Support or Help Desk will be available via a toll-free telephone number, instant messaging, and email from 6:00 a.m. - 6:00 p.m. (HST), Monday through Friday, with the exception of state holidays. Contractor's Support or Help Desk will also be available by email at any time.</p> <p>Customers who contact the Help Desk shall wait no more than five (5) minutes to speak with or receive a reply from a customer service agent during regular-hours coverage. Contractor will be expected to make initial contact regarding any inquiries within 24 hours of receipt; during testing windows response time would be expected to be shorter (within 2 hours). For requests submitted during off-hours where no coverage is expected, customers shall expect a response when coverage begins the next business day.</p> <p>Contractor shall provide Tier 1 Help Desk support for all schools. At a minimum, Contractor will address inquiries specific to administration processes as included in the associated manuals and ancillary materials.</p> <p>Contractor's Tier 1 Help Desk will support technical questions with respect to the test engine and other technology supporting the assessment program.</p> <p>Contractor shall provide the STATE weekly reports of contacts to Help Desk. Information from Help Desk interactions will be reviewed for program improvements.</p>
11.4.	Technical (Tech) Support	<p>Contractor shall provide Tiers 2 and 3 level technical support to address more complex issues. Response times, reports, and metric expectations parallel to the Tier 1 help desk are required.</p> <p>If required, Tier 2 and Tier 3 support for non-contractor systems (e.g., reporting system) will also be provided by the appropriate system owner.</p>
11.5.	Administration and Technical Training	<p>Contractor shall provide support, as needed, in TA training by providing:</p> <ul style="list-style-type: none"> ● Recorded training modules and training materials for topics specifically related to the Contractor's platform.

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		<ul style="list-style-type: none"> ● Contractor shall provide Demo Students and Demo Schools or a sandbox for schools to live train staff. ● Contractor shall propose a training monitoring and tracking system within their platform with agreed upon content and certification quizzes. ● Content will be jointly developed between the STATE and the Contractor and may be written, recorded modules, and/or live formats.
11.6.	Multiple Opportunities	N/A
11.7.	Testing Incidents	<p>Testing incidents come in three forms:</p> <ol style="list-style-type: none"> 1. Low Risk—Impropriety 2. Medium Risk—Irregularity 3. High Risk—Breach <p>Refer to Exhibit B for information to support professional standards and ethical testing practices including policies, responsibilities, and permissions.</p> <p>If the proposal includes a student interface, then the Offeror’s system should allow local educators and STATE staff to submit testing incidents with details. The system shall provide real time notifications to relevant personnel when new incidents are reported. The system includes the feature for users and the STATE to track the status of reported incidents and for the STATE to provide updates and responses in the system.</p> <p>Proposal shall provide system specifications and identify the configuration for irregularity reporting systems within Offeror’s system and which configuration settings are customizable by STATE.</p>
11.7.1.	Concerning Test Response Alerts	<p>If the proposal includes a student interface that allows the student to type text into the test engine then the system must support Concerning Test Response Alerts.</p> <p>For all summative and interim assessments including constructed response and technology items (hand-scored and/or scored electronically using an automated engine), Contractor’s scoring processes will allow for immediate identification of “sensitive” or “alert” papers according to the STATE’s specifications.</p> <p>“Alerts” must be detectable immediately and automatically by the test delivery system based on what students type into the test system. Any embedded feature that allows students to type text into the test engine must be able to detect alerts: this includes, but is not limited to, scratch paper, notepad, and answer boxes for constructed response items. Further, scorers</p>

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		<p>of student written responses must have a process to report alerts during the hand-scoring process.</p> <p>Contractor shall provide a means of providing an electronic file of the student's response immediately and securely to authorized school staff. Contractor will simultaneously notify the STATE that an alert has been sent to the school.</p>
11.7.2.	Improper/Suspect Student Testing Outcomes	<p>When possible, Contractor's system will identify any improper or suspect situation (e.g., cheating) and provide a means to share the information in question with the STATE.</p> <p>When directed, Contractor shall support further sharing of suspect information with applicable school staff for purposes of investigating the situation.</p> <p>Contractor may be directed to proceed with scoring the student record but flag the data for additional validation steps. At any point in the scoring process, the STATE may communicate with Contractor to proceed with reporting the student results or be designated the test as "invalid." This decision may be in response from investigation results provided by the school or other input.</p>
11.7.3.	Testing Incident Documenting and Tracking	<p>Test incidents are behaviors prohibited either because they give a student an unfair advantage or because they compromise test validity or score reliability. These incidents may include low risk (impropriety), medium risk (irregularity), or high risk (breach) behaviors. Whether intentional or by accident, a situation that falls into these categories constitutes a test incident that needs to be documented and reported by the school, whether being retained at local school-level or escalated to the STATE.</p> <p>If the proposal includes a student interfacing platform, Offerors are invited to propose a secure and interactive system for school staff to report to the STATE all applicable test incidents. The system shall include a process for the Contractor's help desk to address and respond to many of the submitted incidents or escalate the incident to the STATE. The STATE will use this system to address incidents and respond to schools.</p> <p>The system shall not only allow schools to report incidents but also allow schools and the STATE to securely upload documentation as well as download summary information.</p> <p>Typically, the incidents that require the Contractor's help desk or the STATE support are:</p> <ul style="list-style-type: none"> ● Reopen a test. ● Invalidate a test. ● Reset a test. ● Restore a test. ● Reassign a test.

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11.8.	"Off-grade" testing	N/A
12.	Data Management	<p>Before, during, and after each operational administration of AA-AAAS, Contractor shall provide for data processing and data verification activities by the STATE staff that is in accordance with existing STATE data management rules, processes, and specifications.</p> <p>Contractor's user management system shall be able to integrate the student extract from the STATE's Student Information System (SIS) and synchronize the student data with the test delivery and reporting components of the Contractor's system. The user management system shall also be able to transfer student test data back to the STATE. The user management system shall allow authorized users at the state, complex area, school, and classroom level to view student information and view and edit test settings for students associated with the user's level of access.</p> <p>Proposal shall provide system specifications and identify the configuration for data management systems within the Offeror's system and which configuration settings are customizable by the STATE. The Offeror's data management system shall allow for:</p> <p><i>Before Testing:</i></p> <ul style="list-style-type: none"> ● users at the state, complex area, complex, and school levels ● K-12 public and public charter school students ● student accessibility/accommodations indicators ● student rosters configurable at various user levels ● ability for school-level staff to submit the following: <ul style="list-style-type: none"> ○ Accommodations Verification Request Form ○ Courtesy Testing Form ○ Testing Incident Report Form ○ Reasons for Non-Participation <p><i>During Testing:</i></p> <ul style="list-style-type: none"> ● school-level users to submit testing incident forms ● state-level users to process testing incidents submitted by school-level users ● state-, complex area-, complex- and school-level users to monitor testing <p><i>After Testing:</i></p> <ul style="list-style-type: none"> ● school-level users to resolve discrepancies in student information ● school-level users to submit individual student reasons for their non-participation in an assessment ● school-level users to provide access to the Contractor's family reporting online system (see Item No. 14.3)
12.1.	Pre-Identification (Pre-ID) System	Contractor shall collaborate with the STATE to set the pre-identification business rules through which student enrollment information linked to the expected assessment participation will be exchanged. Contractor's pre-identification system must be compatible with the STATE's SIS

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		<p>plus accommodate data as defined by STATE's data specifications document, as applicable. The STATE will have final approval of the business rules established for each administration year.</p> <p>Contractor and STATE staff will meet prior to each administration year to establish applicable business rules and set schedules for exchange of pre-identification and other enrollment information per the business rules supporting the applicable assessment.</p> <p>Contractor will guarantee collaboration for the inclusion of STATE updates to the pre-identification/enrollment information (accounting for new or transfer students) and post- testing student file clean-up.</p> <p>The Contractor's pre-identification systems shall provide the STATE and schools with the ability to generate pre-identification rosters sorted by complex area, complex, school, grade level, or classroom teacher.</p> <p>At a minimum, Contractor's pre-identification system must support data collection and disaggregation that is consistent with the STATE's data management rules, as well as state and federal reporting requirements.</p> <p>If necessary to meet state or federal requirements, the Contractor shall provide the STATE with the ability to add additional subgroups for disaggregation, at no additional cost to the STATE.</p> <p>Proposal shall provide system specifications and identify the configuration for Pre- ID systems within the Offeror's system and which configuration settings are customizable by STATE.</p>
12.2.	Data Management (Record Reconciliation)	<p>Contractor shall establish procedures, in concert with the STATE, to provide schools the opportunity to reconcile discrepancies in the collected student file prior to release of reports. The procedure would allow an early look at the General Research File (GRF), post-testing but possibly prior to consolidation of scores, to ensure all students are accounted for and with the correct information.</p> <p>Data shall be provided as a comma separated value (CSV) file and an Excel file.</p> <p>For all assessments, Contractor shall make available to schools, within five (5) business days of receiving approval of the GRF from the STATE, an electronic display of individual student performance.</p>
12.3.	Score Files	<p>Contractor shall collaborate with the STATE on final review and approval of the score file prior to acceptance by the STATE. Upon STATE approval of the final score file, Contractor shall produce Family Score Reports (see Item No. 14.2 below).</p>

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12.4.	Data Analytics/Forensics	<p>Contractor shall provide estimates for conducting post-testing forensic procedures, following each administration, and provide analysis on collected data associated with response patterns at the student, classroom, school, and school levels for purposes of identifying possible testing irregularities.</p> <p>Proposals must include forensic procedures conducted during testing to monitor student testing behaviors and detect testing irregularities including, but not limited to, student cheating, students taking too little time to answer test items, and student use/enabling of Universal Tools, Designated Supports, and Accommodations during testing. This is in addition to monitoring done during testing to detect Sensitivity Papers. Contractor would be responsible for providing a report post-administration on such procedures, in a format and at a level of detail to be jointly determined by Contractor and the STATE.</p> <p>These analyses must meet STATE requirements for Peer Review submission.</p>
12.5.	Service Organization Control 2	<p>In adherence to the highest standards of information security and data integrity, the STATE requires that the Contractor complies with SOC 2 (Service Organization Control 2) standards to ensure implementation of robust information security measures. Contractor shall provide evidence of alignment with the five Trust Service Criteria of SOC 2 and submit evidence of current SOC 2 compliance or a detailed roadmap outlining steps to achieve compliance. Contractor is required to submit an annual compliance report. Proposals will be evaluated based on the Offeror's commitment to SOC 2 standards, including the provision of relevant documentation and a clear strategy for maintaining the highest standards of information security.</p>
13.	Scoring	<p>Following each summative administration of the AA-AAAS, Contractor shall fulfill scoring activities in accordance with the requirements described in this RFP. Scoring of AA-AAAS assessments will be completed by June of each year. The STATE estimates approximately 1000 students taking the AA-AAAS annually.</p> <p>Contractor shall work with the STATE to ensure minimal impact to changes in currently established scoring procedures. See Exhibit C, Hawaii Alternate Assessments (HSA-ALT) Summative Test Scoring Specifications for processes.</p>
13.1.	Machine Scoring	<p>Machine scoring is a purposeful design expectation of state assessments that is consistent with selected response (e.g., multiple choice) items and specific technology enhanced items (items that are not multiple choice but allow for programming to recognize correct and incorrect responses).</p> <p>If machine scoring is included, Proposal shall provide evidence certifying overall accuracy and efficiency in scoring items as intended and consistent with the design intent of the assessment.</p>

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13.2.	Hand-Scoring	<p>If necessary, Contractor will hand-score items/forms that are teacher assembled or include accommodations/adaptations, which includes the recruitment of qualified scorers, training and calibration, and establish a secure environment for scoring and score processing.</p> <p>Contractor and the STATE will meet prior to administration to determine the need for new scoring samples and/or processes for hand-scoring.</p> <p>See Exhibit C, Hawaii Alternate Assessments (HSA-ALT) Summative Test Scoring Specifications as an example of the current business rules. Contractor's scoring solution must be able to replicate the basic process by addressing or finding alternatives to this information provided.</p>
13.3.	Automated Electronic Scoring	N/A
14.	Reporting	<p>The STATE is interested in exploring the feasibility of reporting AA-AAAS within the Smarter Reporting System. The STATE recognizes there may be barriers to reporting AA-AAAS results within the Smarter Reporting System. The Smarter Balanced Service Provider Support website provides resources and materials supporting contractors working to implement the Smarter Reporting System.</p> <p>Offerors are welcome to also propose a proprietary reporting system, as described in Item No. 14.2 and 14.3 below, detailing how it will meet this RFP's identified needs. Proposals that include a proprietary reporting system will include specifics on the risks and benefits of that solution.</p> <p>Final determination of the reporting solution to be used will be at the sole discretion of the STATE.</p> <p>Score reports for students and schools will be provided. The reports —especially those for students/parents—will continue to highlight the academic nature of the assessment and the students' performance.</p> <p>Contractor shall provide electronic access to all reports, accessible by permissioned users with the Contractor's test delivery platform, student management system, or reporting system including video reports that maybe implemented.</p> <p>See Exhibit C, Hawaii Alternate Assessments (HSA-ALT) Summative Test Scoring Specifications as an example of the current business rules. Contractor's reporting solution must be able to replicate the basic process by addressing or finding alternatives to this information provided.</p>

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		<p>Following the completion of each operational administration of AA-AAAS, Contractor shall fulfill reporting activities in accordance with the requirements described in this RFP.</p> <p>Contractor shall provide reports using scale scores, cut points, Standard Error of Measurement, and achievement level descriptors provided by the STATE. Contractor shall incorporate visuals in collaboration with the STATE.</p> <p>Proposal will include estimates to provide translations of individual student reports to support family needs. Proposals shall adhere to the list of languages identified by Smarter Balanced. Refer to the Smarter Balanced Usability, Accessibility, and Accommodations Guidelines (UAAG) which can be found through the links in Exhibit D, Smarter Balanced Resources. For possible additional languages, Contractor shall provide a general per language cost estimate. In subsequent years, the Contractor acknowledges that additional languages may be added to the list of translated reports, each new language subject to additional costs.</p> <p>Contractor shall be responsible for producing Braille and Large Print Family Reports upon request by the STATE.</p>
14.1.	Implementing SRS	<p>Proposals will include a plan, process, and a timeline to engage with the STATE and Smarter Balanced staff for this exploration.</p> <p>Proposals will indicate how the Offeror's system supports the STATE's use of the Smarter Reporting System (SRS). Proposals will identify costs and timeline(s) associated with supporting the STATE's use of the Smarter Reporting System.</p> <p>Proposals will identify any risks associated with Offeror's systems supporting the STATE's use of the Smarter Reporting System as well as strategies the Offeror could take to mitigate such risks. For example, acknowledging the frequency and timing of Smarter Balance global maintenance downtimes.</p> <p>Proposals must describe how the Offeror's systems complies with industry-standard practice for privacy of student test results transferred to and displayed within the Smarter Reporting System.</p>
14.2.	Proprietary Reporting System	<p>If the proposal includes the use of a proprietary system, the proposal must provide sufficient documentation and examples of the proposed reporting system for the STATE to determine the functionality and features of that system. For a proprietary reporting system, the proposal must:</p> <ul style="list-style-type: none"> ● Include system configurations, specifications, and support documentation (e.g., user guides) for each component system within the Offeror's system. ● Identify the available level(s) of users. Proposals will identify the configuration, by user role/type, for access to data displays and reports and to creating student groups (if

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		<p>possible, within the Offeror’s proposed system).</p> <ul style="list-style-type: none"> ● Include examples of available data displays and reports from the reporting system for summative assessments. Details shall include which data displays are available within the reporting system and which reports can be exported or printed from the system, including the format of export and printing. Identify which elements of the data displays and reports are customizable. In addition, Proposals must highlight reports that are specifically designed to communicate student test results to families (hereafter referred to as “Family Report”). ● Identify translation options for data displays within the reporting system and translation options for exported/printed reports from the system. Include whether the translation options are “on-demand” or “static” translations; if that varies by data display, report, or parts of those data displays or reports, proposals shall identify that variability. ● Include risks and benefits of the proprietary solution. ● Include implementation costs. ● Identify flexibility to use the proprietary reporting system for additional content areas beyond AA-AAAS. ● Include a plan to import historical summative data from spring 2022, spring 2023, and spring 2024 into the Offeror’s proprietary reporting system. The specifics of the data file to be imported would be established during the planning for the spring 2025 administration. ● Demonstrate the ability to embargo summative test results until such time that the STATE staff determine they are appropriate to release. Demonstrate flexibility available in releasing that embargo, with the ideal being that results for individual content areas at individual grade levels can be released from embargo individually. For example, the STATE could release grade 10 mathematics results without having to release any other grade-level mathematics results and without having to release grade 10 ELA results. Additionally, it is ideal if results for individual students can be released separately from student-group, aggregate results. <p>If the proposed proprietary reporting system has an interpretive guide, Offeror will include that in their proposal. Offeror will identify which aspects of the interpretive guide are customizable by the STATE. If no such interpretive guide exists, proposals will identify what, if any, modifications to the proposed reporting system would be needed for the STATE to load a STATE-developed interpretive guide into the reporting system.</p> <p>Online reporting systems must comply with industry-standard practices for the privacy of student test records, including but not limited to allowing access to student test records only to the appropriate school staff. Proposals must describe how the Offeror’s proprietary reporting</p>

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		<p>system maintains the privacy of student test results. Situations common in Hawaii that may be specifically addressed in the proposal may include:</p> <ul style="list-style-type: none"> ● School staff only have access to student test results, including test results from previous years, for the times that the student is enrolled in their school (e.g., for a student who takes the grade 3 summative test in School A, moves to School B and takes the grade 4 summative test in School B, educators in School A should only have access to the student's grade 3 test results (taken in School A) and not have access to the grade 4 test results (taken in School B). However, educators in School B should have access to both the student's grade 3 and grade 4 test results). ● Allow for dual-enrolled students (i.e., students who are enrolled in two different schools simultaneously) to have their test results seen by educators in both schools in which the student is enrolled (clarification: this is different than the previous bullet which describes a student who is only enrolled in a single school at a time, not dual enrolled). ● Teachers only have access to their classroom student's historical test results up to, not beyond, the current school year. (e.g., a 5th grade teacher can see 3rd, 4th, and 5th grade test results for their 5th grade students, both while the student is in 5th grade as well as after the student has moved on to 6th grade and beyond. But that 5th grade teacher cannot see that student's 6th grade and beyond test results). <p>Each year, Contractor shall coordinate with the STATE to produce up to four (4) Sample Family Reports for different grade levels/content areas. The sample reports will be ADA accessible and ready for the STATE or Contractor to post publicly on either a STATE webpage or Contractor's Portal no later than June 1st. These Sample Family Reports will adhere to the same specifications as the Family Reports accessible by school staff within the proprietary reporting system.</p> <p>Contractor and the STATE will collaborate on a yearly UAT cycle of every system within the Contractor's reporting system. Proposals shall include a proposed schedule for UAT of all Offeror's proprietary systems related to reporting; the specifics of the UAT schedule will be established collaboratively with the STATE.</p>
14.3.	Reporting Add-ons	<p>The STATE is open to other options for Family Reports beyond a printable report (e.g., videos). Offerors may include those additional options in their proposal.</p> <p>The STATE invites Offerors to propose a family portal solution that would allow for the secure transmission of static and/or personalized video Family Reports, as well as other assessment-related family information, directly from the Contractor to individual families. Proposals shall include detailed information about how student test result and identifying information security is managed and maintained within such a family portal solution.</p>

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		<p>Offeror may also propose a family-focused resource that is non-secure or does not rely on secure individual student-identifying information. For example, a portal that has a video that is the same for all students who have similar overall test performance that can be shared with families.</p> <p>All videos created under contract for the STATE become the property of the STATE. Offeror's cost proposal must include all associated costs for STATE consideration.</p>
14.4.	Psychometrics	<p>Contractor shall provide technical documentation to support the STATE's case for the validity and reliability of test scores and fairness of testing.</p> <p>Contractor shall provide all psychometric leadership and support necessary to complete required test form build—both online and paper—field testing, data review, scoring and reporting as required.</p> <p>Contractor shall be responsible for the psychometric quality of each AA-AAAS administration and provide necessary activities and analyses, such as a sampling procedure for field testing, scoring, and reporting as required. In addition, the Contractor shall provide psychometric support for the following specific research services:</p> <ul style="list-style-type: none"> ● Contractor shall provide evidence of validity of any allowable accommodations. ● Contractor shall provide reliability assurances and documentation on content validity of the assessments. ● Contractor shall provide the evidence of comparability of the meaning and interpretations of the assessment results for the paper-based forms. ● Contractor shall provide evidence of alignment of the performance level to the other factors such as teacher observation or post-secondary job experience related questions. <p>Contractor shall be responsible to support two (2) STATE-requested psychometric studies during each year of the contract, at the direction of the STATE. These psychometric studies are to support purposes such as:</p> <ul style="list-style-type: none"> ● Greater transparency of how test results are generated. ● Greater data and understanding of student learning as measured by state tests. ● Information to inform possible changes to the test program. ● Supporting Peer Review submissions. <p>Proposal shall provide examples of studies that might support these purposes. The STATE and Contractor would jointly collaborate to determine which studies to conduct each year and the actual costs, staff support, and timelines for each.</p>

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		The STATE is interested in shortening the test length similar to that of the general education assessment. Contractors will support the STATE to adjust the test design and psychometric analysis to identify strategies for increasing reliability of the test.
14.4.1.	Scaling	N/A
14.4.2.	Growth Reporting	N/A
14.4.3.	Technical Reporting	<p>Technical reports will be required for each summative administration year. The STATE's technical reports shall provide details of the current year's participant data and item statistics (as applicable), the applied administration and scoring procedures, and, as applicable, procedures for determining achievement level descriptors (ALDs), inclusive of the ALD definitions, or a synopsis of earlier determination of applicable achievement level descriptors. The technical report must include a narrative description of summative test selection (where applicable), as well as data to support the technical integrity of the summative assessments.</p> <p>At a minimum, the Contractor's technical reports must provide all technical data consistent with the STATE's Guide to the U.S. Department of Education's Assessment Peer Review Process and the Standards for Educational and Psychological Testing, published jointly in 2014 by the American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education.</p> <p>Contractor shall deliver an annual technical report that includes, but is not necessarily limited to details addressing, as applicable:</p> <ul style="list-style-type: none"> ● Test blueprint and specifications. ● Item development and assessment construction processes. ● Field testing procedures, sampling methodologies, and resulting data. ● Scaling and equating methodologies. ● Information pertaining to content and bias reviews. ● Item statistics. ● Student participation. ● Student assignment of embedded and non-embedded supports. ● Student use of embedded supports. ● Reliability and validity measures. ● Quantitative and qualitative readability indices.

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		<p>Specific technical information for summative assessments will also include:</p> <ul style="list-style-type: none"> ● Determination that decisions regarding student skills and abilities that are based on the results of the assessments are consistent with the purposes for which the assessments were designed. ● Determination that item interrelationships are consistent with the test’s framework. ● Determination that the test and item scores are related to internal or external variables as intended. ● Documentation of reliability of test scores and conditional standard error of measurement. The accuracy and consistency of student classifications at each and combined achievement levels. ● Evidence of generalizability for all relevant sources, including variability of groups, internal consistency of item responses, variability among schools, consistency from test form to test form, and inter-rater consistency in scoring. ● Documentation that accommodations for students with disabilities yield valid and reliable scores. ● Documentation of student testing metrics, including but not limited to student testing times, student participation counts, and accommodations assignment to and usage by students. These metrics will be presented for both the entire student population at each grade level as well as disaggregated out by student groups at each grade level. ● Classical statistical analysis including, but not limited to, Scale Scores, Achievement level summaries, and graduation pathway achievement. These analyses will be presented for both the entire student population at each grade level as well as disaggregated out by student groups at each grade level. ● Documentation that accommodations for English Language Learners yield valid and reliable scores. ● Documentation of steps to ensure fairness in development of assessments (to include bias review, differential item functioning analysis, and impact statistics) relative to all subgroups. ● Documentation of consistency of test forms over time. ● Documentation of consistency in scoring of assessment items. ● Technical support for comparing scores of students who have been administered assessments with accommodations with those of students who have taken the assessments under standard conditions. ● A very brief statement at the end of each chapter summarizing the work described. <p>By November 1st of each completed administration year, Contractor shall provide STATE with an electronic copy of the technical report for the previous year’s test administrations, with rollover revisions, for the STATE review. Revisions will be managed through rounds of</p>

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		<p>review between the STATE and Contractor, a schedule for which will be jointly developed by the STATE and Contractor and managed by Contractor. Contractor shall be responsible for applying requested updates from STATE. No later than subsequent February 1st, a final copy of the report will be provided to the STATE by Contractor. The STATE holds final approval of technical report.</p>
14.5.	General Research File	<p>Contractor shall provide the STATE with a General Research File (GRF) following each assessment administration window. For the Spring summative assessments, Contractor shall provide final GRFs for the applicable assessments by July 1st (or the preceding business day if July 1st falls on a weekend). Data will be in a fixed record length text file or comma separated value (CSV) file.</p> <p>As part of the data transfer to the STATE, Contractor shall provide actual test counts for an administration broken out by content and grade.</p>
14.6.	Request to View	<p>Contractor shall support the STATE in providing parents/guardians/family access to view applicable student records consistent with the Family Educational Rights and Privacy Act (FERPA). Contractor will devise secure electronic processes to present, upon request, student responses to administered tests for parent review.</p> <p>Reviews will occur at the local school location, conducted by school staff. Contractor's system must be intuitive enough to be navigable by school staff in support of this review. Proposal must describe how secure information for access and viewing of student tests will be provided to and accessed by school staff. Proposal must include guidance for school staff to manage the viewing system, and Contractor must coordinate with STATE staff to update said guidance as needed.</p> <p>The STATE will approve processes and will work with Contractor to construct an accompanying timeline to fulfill viewing requests. The established timeline must include the FERPA requirement for responses to parents within 45 days of receipt of the request (by the parent or family).</p> <p>The Contractor shall create a package to electronically send to the school test coordinator (TC) with the following materials:</p> <ul style="list-style-type: none"> ● Cover memo (personalized to include requestor information). ● Request to View Guidelines. ● Viewing System Guidelines. ● Requestor Certification Form. ● Scored Response Summary for each test requested. ● Secure test booklet digital image (for paper tests only).

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		Refer to the STATE's Exhibit E, Guidelines for Access to Student Assessment Material for the Hawaii State Assessment Program for additional information.
14.7.	Score Appeals	N/A
14.8.	Cognitive Laboratories	Contractor shall conduct cognitive laboratories as part of the grades 3-8 and 11 summative testing development for the Hawaii testing system. This task involves administering field test items to student groups, observing their responses, and conducting post-administration debriefs to understand the cognitive processes behind their decision-making. The objective is to gain insights into students' comprehension strategies, identify challenges, and contribute to the refinement of test items. The Contractor will collaborate with the STATE test development team, providing a detailed report on observations, student feedback, and recommendations for enhancing test items.
14.9.	Item Maps	Contractor shall produce Item Maps (similar to National Assessment of Educational Progress (NAEP) Item Maps for each grade level assessment and make them available at the Contractor's portal (10.5).
14.10.	Grade 3 Reading Proficiency	Contractor shall produce Grade 3 Reading proficiencies based on the results of the Grade 3 AA-AAAS for English Language Arts at various hierarchical levels, including state, complex area, complex, and school levels. Proficiency data generated shall be presented in a clear and accessible format. Additionally, the Contractor shall ensure that the methodology aligns with the latest educational standards and guidelines, promoting the validity and relevance of the generated proficiency metrics.
15.	Interim Assessments Grades 3–8 and High School	<p>The Contractor shall provide a methodology for schools to administer interim assessments on-demand to all AA-AAAS eligible students.</p> <p>Contractor will host and deploy interim assessments through Contractor's test engine. By September 15th of each year, interim assessments will be available for on-demand administration and will be available for schools until the end of June each year.</p> <p>For the purposes of this RFP, the Contractor should estimate fifty (50) students per grade level. The estimates are not to be construed as guarantees to actual student volume.</p>
15.1.	Interim Assessment Delivery	<p>Contractor's delivery of interim assessments will:</p> <ul style="list-style-type: none"> ● Include interim item viewing by teachers/administrators prior to student interactions with the interim assessments. ● Support non-standardized administration. ● Provide a report that includes the raw score and feature that shows the changes in student's performance over time. ● Aggregate reports including classroom, building, complex, and complex area summary reports, roster reports.

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15.2.	Interim Assessment Reports	<ul style="list-style-type: none"> ● Provide longitudinal tracking reports. Contractor shall report students' scores on interim assessments to schools and the STATE. <p>The Contractor's reports must provide interpretive information for users. Additionally, performance information on interim assessments, identifiable to specific students, whether individually reported or in the aggregate, is needed at school-, complex-, complex area-, and state-levels.</p> <p>If the proposal includes a proprietary interim viewing, scoring, reporting system, the proposal must include details of whether the proposed system has the following functions within that system and, if the functionality exists, the specifications, configurations, and allowable modifications for:</p> <ul style="list-style-type: none"> ● Interim item-level viewing by teachers/administrators. ● Interim item-level, student-response viewing by teachers/administrators and functionality to pull an extract with responses/results. ● At the state-user level: visibility around interim usage (number of students participating, number of interim tests student has accessed, specify which interims student have used) by school. This may be a component of any of the Offeror's systems, not necessarily the interim reporting. ● At the school-user level: visibility of response details per item type and ability to extract interim response details from reporting system. ● Reportable data at the state- and school-level of student responses to selected response or machine-scoreable items to allow distractor analyses across varying student groupings. ● The ability to include and resources and links within the system. <p>For the Smarter Balanced Reporting System, proposals will detail how the Offeror's system does or will meet the requirements to transfer interim results data to the Smarter Reporting System.</p>
15.3.	Interim Assessment User Interface	<p>The Contractor shall provide a methodology for schools to administer interim assessments on-demand to all AA-AAAS eligible students.</p> <p>Proposals will include sufficient information to describe their interim assessment user interface system(s). At minimum, proposals must include:</p> <ul style="list-style-type: none"> ● User guides, help guides, etc. for all systems. ● The user roles used within the system(s). ● Actions different user roles can take in the system(s) related to users in the system, including the management of themselves and other users within the system.

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		<ul style="list-style-type: none"> ● Actions different user roles can take in the system(s) related to students in the system, including management of student test accessibility settings. ● Data and reports different users can access. <p>Proposal shall provide system specifications and identify the configuration for interim user interface systems within Offeror's system and which configuration settings are customizable by STATE.</p>
15.4.	Interim Assessment Test Engine	<p>Contractor's test engine shall provide for local scoring and reporting of interim assessments within 24 hours of test completion. This includes the system's automatic (machine) scoring of applicable items, as well as any hand-scoring by teachers of constructed response or other such items.</p> <p>For the Smarter Reporting System, proposals will detail how the Offeror's system does or will meet the requirements to transfer interim results data to the Smarter Reporting System.</p> <p>Proposal shall provide system specifications and identify the configuration for interim assessment test engine systems within Offeror's system and which configuration settings are customizable by the STATE.</p>
15.5.	Interim Assessment Technology, Training, and Customer Support Services	<p>The technology requirements for online administration of interim assessments will not exceed those established for online administration of summative assessments. Contractor shall be responsible for providing system training and customer service support to schools and the STATE. Training will include an online recorded training that is available to educators at all times. Additionally, Contractor shall provide the necessary training materials to guide local scoring activities and entering local scores into the system for reporting.</p> <p>Contractor shall collaborate with the STATE in the development of training materials and user guides including, but not necessarily limited to:</p> <ul style="list-style-type: none"> ● A System User's Guide that fully details the functionality of the online testing system for a user in a school. ● A System Infrastructure Guide that details the minimum and recommended technical specifications and configurations needed to successfully access the interim assessment system. ● A System Training Workbook that provides step-by-step details for completing the most commonly needed tasks in the interim assessment system. ● System Update Notifications that detail the specifics of newly deployed system changes.

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		<p>The Contractor's Customer Support services shall be available via a toll-free telephone number, instant messaging, and email from 6:00 a.m. - 6:00 p.m. (HST), Monday through Friday, with the exception of state holidays.</p>
16.	<p>Tools for AA-AAAS Teachers</p>	<p>The Contractor shall develop and maintain a specialized portal analogous to the 'Tools for Teachers' platform, herein referred to as 'Tools for AA-AAAS Teachers.' This platform will serve as a centralized repository of high-quality, instructional resources, strategies, assessments, and activities specifically designed to support the unique educational needs of students eligible for the AA-AAAS.</p> <p>Key features of the 'Tools for AA-AAAS Educators' platform will include:</p> <ul style="list-style-type: none"> ● <i>Curated Instructional Resources</i>: A collection of lesson plans, teaching strategies, and assessment tools designed to align with the alternate academic achievement standards, facilitating effective instruction and meaningful learning experiences for students. ● <i>Professional Development Modules</i>: Online training and professional development opportunities for educators to enhance their knowledge and skills in teaching students with significant cognitive disabilities. ● <i>Community Collaboration Space</i>: A forum for educators to share experiences, strategies, and best practices, fostering a collaborative community dedicated to improving educational outcomes for students taking the AA-AAAS. ● <i>Accessibility and Accommodation Guides</i>: Resources and guides to support the implementation of appropriate accommodations and modifications, ensuring all students can access the curriculum and demonstrate their learning. <p>The Contractor shall ensure that 'Tools for AA-AAAS Teachers' is regularly updated with evidence-based practices and responsive to the evolving needs of the educational community serving students with the most significant cognitive disabilities.</p> <p>The STATE seeks to enhance the utility and effectiveness of the 'Tools for AA-AAAS Teachers' system by integrating it with the Contractor's online reporting system for the AA-AAAS. This integration aims to create a seamless user experience, whereby the results of interim AA-AAAS assessments directly inform and guide educators to specific resources, strategies, and instructional materials within the 'Tools for AA-AAAS Teachers' that are most relevant to their students' needs.</p> <p>The STATE is interested in leveraging the creativity and expertise of potential offerors to enhance the support provided to educators of students with significant cognitive disabilities. We encourage offerors to present their innovative ideas and approaches for a 'Tools for AA-AAAS Educators' platform.</p>

Item No.	Task	Requirements
16.1.	Tools for AA-AAAS Teachers Single Sign-On	The Contractor shall be responsible for establishing secure user access protocols to ensure that all educators, regardless of their role within the educational system, can access 'Tools for AA-AAAS Teachers.' This includes the creation and management of individualized access controls and the ability to track usage and engagement with the platform.
17.	Supporting Services	<p>For all meetings, inclusive of the kick-off and annual planning meetings, the Contractor shall:</p> <ul style="list-style-type: none"> ● Propose Contractor staffing to support all meetings on a defined schedule. ● Work with the STATE to identify required and optional attendees. ● Collaborate with the STATE to determine dates, times, and convening location. ● Conduct virtual meetings via WebEx, Zoom, or similar platforms when appropriate and with STATE approval. ● Coordinate calendars and be responsible for sending and updating meeting invites. ● Prepare and distribute meeting materials (e.g., agenda, supplies, sign-in sheet, etc.) ● Electronically post meeting-specific and supplemental materials for review by the STATE, before and after each meeting, in Adobe PDF, Microsoft Word, or Microsoft Excel format to a secure site according to mutually agreed upon specifications and timelines. ● Document meeting conversations, action items, decisions, and outstanding questions discussed. This shall occur in real time during the meeting allowing the STATE to review and revise as needed. ● Compensate school participants not on a contract unless otherwise specified. For the purpose of this RFP, the Contractor should estimate \$200 per day/per participating educator. ● Assume costs associated with establishing and setting up virtual meetings. <p>All in-person meetings will take place in Hawaii. Contractor shall be responsible for the support and logistics management of in-person meetings. In-person support and logistic requirements are as follows:</p> <ul style="list-style-type: none"> ● In collaboration with the STATE, Contractor will identify appropriate facilities and necessary equipment for the meetings. ● Contractor shall reserve agreed upon meeting facilities and required equipment. ● Contractor shall provide meals and refreshments during in-person meetings, when appropriate. ● In collaboration with the STATE, Contractor shall prepare communication and when appropriate, communicate directly with meeting participants to determine most cost-effective travel requirements. ● Contractor shall reimburse committee/advisory participating members for any applicable parking, lodging, or other travel-related expenses.

Item No.	Task	Requirements
		<ul style="list-style-type: none"> ● In the instances where committee/advisory participating members qualify for air travel or lodging, Contractor shall provide a direct bill option and committee member reimburse process. ● The Contractor shall be responsible for all expenses, including travel expenses, incurred by the Contractor's personnel to attend or participate in all meetings. ● No STATE staff travel reimbursement will be required by the Contractor.
17.1.	Kick-Off/Planning Meeting	By no later than seven (7) calendar days upon execution of the contract, Contractor shall work with the STATE to schedule an initial planning or kick-off meeting, in a city designated by the STATE. The meeting will include no more than ten (10) STATE staff and other designees, as determined by the STATE. The meeting purpose will be to discuss the required program specific services, review the Contractor's work plan and implementation schedule, and obtain specific information, data, criteria, and/or instructions necessary to finalize the Contractor's work plan. This meeting will be a one-to-two-day activity.
17.2.	Annual Meetings	The STATE requires an annual meeting to plan and coordinate required assessment activities for the pending assessment administration year. If in-person, Contractor would be expected to send no fewer than two (2) individuals to Hawaii or pay for no fewer than two (2) individuals from the STATE to come to Contractor's location for each meeting. This meeting will be a one-day activity.
17.3.	Technical Advisory Committee Meetings	<p>Technical Advisory Committee (TAC) meetings are convened in the spring and fall each year. The members of the TAC provide advice and/or feedback regarding the STATE's assessment programs. The TAC meets in-person two times per year for two eight-hour days. Contractor shall send an alternate representative(s) to these meetings for the purpose of discussing technical issues related to the alternate assessment.</p> <p>In addition, the STATE may convene up to two virtual meetings per year, up to four hours each time, inclusive of preparation time.</p>
17.4.	Recurring Scheduled Meetings	<p>Contractor shall plan and coordinate weekly or biweekly virtual meetings with the STATE to review dates, discuss deliverables, milestones, current issues, test administration, psychometrics, content development, future events, contract matters, and other ad hoc topics.</p> <p>Contractor shall designate appropriate personnel, including subcontractors or third-party vendors, to participate in established recurring meetings as needed.</p>

Item No.	Task	Requirements
		<p>Contractor will be responsible for scheduling and setting up the meetings, working collaboratively with the STATE to develop mutually agreed upon agendas, facilitating meetings, taking notes, and provide timely meeting minutes within 24 hours.</p> <p>Contractor will be available to meet virtually with the STATE on an as needed basis, outside of the recurring meetings.</p>
17.5.	Records Maintenance	<p>For the duration of the contract, the Contractor shall maintain all documentation related to the Smarter Balanced program. Upon request, the Contractor shall provide the STATE with an electronic copy of any such documentation.</p> <p>For records retained beyond the contract period, the Contractor shall electronically transfer all documentation to the STATE.</p>
17.6.	Annual Statewide Assessment Conference	<p>The Contractor shall present at the STATE's annual Statewide Assessment Conference for the STATE principals, test coordinators, technology coordinators, and others involved in the summative test administration process. The conference will be held virtually over a two-day period in the fall.</p>
17.7.	Statewide Test Coordination/ Administration Training	<p>The Contractor shall provide targeted, comprehensive training to approximately 300 AA-AAAS Test Administrators (TAs) annually, ensuring they possess the knowledge and skills necessary to administer the assessment. Trainings typically occur in January-February and range from 10-90 participants per training session. The TA one-day trainings typically occur in hotel meeting rooms at seven different locations (three on Oahu) throughout the Hawaiian islands.</p> <p>The Contractor, in collaboration with STATE staff, shall provide the following:</p> <ul style="list-style-type: none"> ● <i>Training Material Development:</i> Develop concise, engaging training materials tailored specifically for TAs, covering essential topics such as test administration protocols, security, accessibility/accommodations, and technological requirements. Contractor staff are expected to present at the trainings. Also, the Contractor shall record a training session and make the recording available on the assessment portal for the purpose of viewing by those unable to attend an in-person training. ● <i>Expert Presenter:</i> Secure a presenter who is an expert in curriculum, instruction, and assessment of AA-AAAS-eligible students who will present in-person at the training sessions. ● <i>Training Sessions Execution:</i> Host one-day training sessions (7) in January-February accommodating 10-80 TA participants per session. Two (2) sessions will be held on the island of Hawaii, one (1) on Maui, three (3) on Oahu, and one (1) on Kauai. ● <i>Logistics Arrangements:</i> The Contractor is responsible for all logistical arrangements associated with the training sessions. This includes: <ul style="list-style-type: none"> ○ providing a registration system for participants and communicating with registrants via email and phone as necessary,

Item No.	Task	Requirements
		<ul style="list-style-type: none"> ○ securing hotel banquet rooms for the training venues, ○ providing meals for all participants, covering parking fees, and any other necessary accommodations to ensure a conducive learning environment, ○ coordinating and covering the travel expenses, including one-night accommodations, for two STATE Test Development Specialists and any Contractor staff members that attend the trainings on the neighbor islands, ○ coordinating and covering the travel expenses, including one-night accommodations, for 10 TAs that need to fly to Oahu or Maui to attend a training, ○ working with venue technology support to ensure adequate sound, access to electricity for participants' laptops, and a reliable internet connection (i.e., sound system support and Wi-Fi access for all participants) ○ provide sign in sheets and send to STATE staff after the training, ○ assist with printing of training materials and provide supplies as needed, and ○ provide on-site support. ● <i>Ongoing Support:</i> Offer continuous support to TAs post-training through a dedicated communication channel for questions and guidance. Also, provide access to updated resources and materials to assist TAs in adapting to any changes or updates in testing procedures. ● <i>Feedback Loop and Reporting:</i> Establish a feedback mechanism to collect and analyze participant responses post-training. Use this feedback for continuous improvement of the training program. Provide comprehensive reports to the STATE detailing training outcomes, participant feedback, and recommendations for future sessions.
17.7.1.	Training for New Test Administrators	<p>The Contractor shall provide targeted training to approximately 50 new AA-AAAS TAs annually, ensuring they possess the knowledge and skills necessary to administer the assessment, as well as develop curriculum and provide instruction to AA-AAAS eligible students. The one-day training occurs on two different days in September-October and ranges from 20-30 participants per training session.</p> <p>The Contractor, in collaboration with STATE staff, shall provide the following:</p> <ul style="list-style-type: none"> ● <i>Training Material Development:</i> Develop concise, engaging training materials tailored specifically for TAs (i.e., AA-AAAS teachers), covering essential topics such as test administration protocols, accessibility/accommodations, and curricular and instructional development specifics to the AA-AAAS student's needs. Also, the Contractor shall record a training session and make the recording available on the assessment portal for the purpose of viewing by those unable to attend an in-person training. ● <i>Expert Presenter:</i> Secure a presenter who is an expert in curriculum, instruction, and assessment of AA-AAAS-eligible students who will present in-person at the training sessions.

Item No.	Task	Requirements
		<ul style="list-style-type: none"> ● <i>Training Sessions Execution:</i> Host one-day training sessions (2) in September-October accommodating 20-30 TA participants per session. The two (2) sessions will be held on Oahu. ● <i>Logistics Arrangements:</i> The Contractor is responsible for all logistical arrangements associated with the training sessions. This includes: <ul style="list-style-type: none"> ○ providing a registration system for participants and communicating with registrants via email and phone as necessary, ○ securing hotel banquet rooms for the training venues, ○ providing meals for all participants, covering parking fees, and any other necessary accommodations to ensure a conducive learning environment, ○ for neighbor island trainings, the Contractor shall coordinate and cover the travel expenses, including one-night accommodations, for two (2) STATE Test Development Specialists and any Contractor staff members that attend the trainings, ○ for participants from the neighbor islands, the Contractor shall coordinate and cover the travel expenses, including one-night accommodations, for 20 TAs that need to fly to Oahu to attend a training, ○ work with venue technology support to ensure adequate sound, access to electricity for participant laptops, and a reliable internet connection (i.e., sound system support and Wi-Fi access for all participants) ○ provide sign in sheets and send to STATE staff after the training, ○ assist with printing of training materials and provide supplies as needed, and ○ provide on-site support. ● <i>Ongoing Support:</i> Offer continuous support to TAs post-training through a dedicated communication channel for questions and guidance. Also, provide access to updated resources and materials to assist TAs in adapting to any changes or updates in testing procedures. ● <i>Feedback Loop and Reporting:</i> Establish a feedback mechanism to collect and analyze participant responses post-training. Use this feedback for continuous improvement of the training program. Provide comprehensive reports to the STATE detailing training outcomes, participant feedback, and recommendations for future sessions.
17.8.	Stakeholder's Meeting	<p>The Contractor shall provide all logistics for the annual Stakeholder's Meeting to accommodate twenty (20) stakeholders (including five (5) neighbor island participants) and five (5) STATE staff for a total of twenty-five (25) Hawaii participants. The one-day annual Stakeholder's Meeting is held in-person on the island of Oahu in November-December.</p> <p>The Contractor, in collaboration with STATE staff, shall provide the following:</p> <ul style="list-style-type: none"> ● <i>Meeting Material Development:</i> Develop concise, engaging meeting materials tailored specifically for AA-AAAS stakeholders, covering essential topics such as test administration protocols, security, accessibility/accommodations, and technological

Item No.	Task	Requirements
		<p>requirements. Contractor staff are expected to present at the meetings.</p> <ul style="list-style-type: none"> ● <i>Expert Facilitator</i>: Secure a facilitator who is an expert at facilitating meetings of a diverse group of stakeholders. ● <i>Meeting Execution</i>: Host the one-day meeting in November-December accommodating 25 participants. ● <i>Logistics Arrangements</i>: The Contractor is responsible for all logistical arrangements associated with the Stakeholder Meeting. This includes: <ul style="list-style-type: none"> ○ providing a registration system for participants and communicating with registrants via email and phone as necessary, ○ paying appropriate stipends/honorariums to the participants who are not STATE employees, ○ securing hotel banquet rooms for the training venues, ○ providing meals for all participants, covering parking fees, and any other necessary accommodations to ensure a conducive learning environment, ○ coordinating and covering the travel expenses for five (5) neighbor island participants, ○ working with venue technology support to ensure adequate sound, access to electricity for participant laptops, and a reliable internet connection (i.e., sound system support and Wi-Fi access for all participants), ○ providing sign-in sheets and sending them to STATE staff after the meeting, ○ assisting with printing of meeting materials and providing supplies as needed, and ○ providing on-site support. ● <i>Feedback Loop and Reporting</i>: Establish a feedback mechanism to collect and analyze participant responses post-meeting. Use this feedback for continuous improvement of the AA-AAAS program. Provide a comprehensive report to the STATE detailing meeting outcomes, participant feedback, and recommendations for future sessions.
17.9.	State Collaborative on Assessment and Student Standards (SCASS) Meetings	The Contractor shall provide two STATE memberships to the Council of Chief State School Officers (CCSSO) Assessment, Standards, and Education for Students with Disabilities (ASES) Collaborative. The Contractor is encouraged to send a representative to the ASES meetings.
17.10.	Testing Device Provision	<p>The Contractor shall provide one-hundred (100) touchscreen devices (e.g., iPads) per year to selected schools upon their request. These devices are specifically intended for the administration of the AA-AAAS. In partnership with the STATE, the Contractor shall oversee all aspects of procurement, logistics, and delivery to ensure that the devices reach the designated schools in a timely and efficient manner.</p> <ul style="list-style-type: none"> ● <i>Timeline</i>: The Contractor is required to outline a detailed timeline covering the processes of school selection, procurement, and delivery of the devices. It is imperative that the delivery of devices to the schools occurs before the commencement of the

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		<p>testing window in mid-February. This schedule must be communicated clearly to the STATE to ensure alignment with the testing calendar.</p> <ul style="list-style-type: none"> • <i>Communication and delivery process:</i> To facilitate the request process, the Contractor will provide a standardized form for schools to submit their requests, including the number of students identified for AA-AAAS and the justification for the device request. Following the STATE's review and selection of schools based on priority, the Contractor will liaise directly with the selected schools to coordinate the delivery of the iPads. This process will include providing the necessary documentation to confirm delivery and receipt of the devices. • <i>Procurement specifications:</i> The Contractor is responsible for the acquisition of new devices that are fully compatible with the technical specifications required for the AA-AAAS test delivery system. This includes ensuring that the devices are equipped with the latest OS version that is compatible with the testing platform. All devices must come with the manufacturer's standard warranty to ensure reliability and functionality during the testing period. <p>This comprehensive approach to providing touchscreen devices is designed to support schools in delivering a seamless and accessible testing experience for students taking the AA-AAAS, reinforcing our commitment to equitable education for all students.</p>

4. PROPOSAL

4.1 General Requirements

- 4.1.1 Any and all costs incurred by an Offeror in preparing and submitting a Proposal and conducting discussions, if any, shall be at the Offeror's sole expense and are the Offeror's sole responsibility. This includes the cost of any visits to client references, and STATE locations by an Offeror, but does not include any costs incurred by the STATE or its representatives for Offeror demonstrations or site visits.
- 4.1.2 Before submitting a proposal, each Offeror must examine the solicitation documents thoroughly. Solicitation documents include this RFP, any attachments, and any other relevant documentation.
- 4.1.3 Offerors are charged with presumptive knowledge of all requirements of all cited authorities. Offeror must become familiar with state, local, and federal laws, ordinances, rules, and regulations that may in any manner affect cost, progress, or performance of the work before submitting a proposal. Submission of a proposal by any prospective Offeror shall constitute admission of knowledge on the part of such Offeror.
- 4.1.4 The Scope of Work, Minimum Contract Provisions, General Conditions and other documents referenced in or attached to the proposal shall be considered a part of the proposal submitted, whether or not attached to the proposal at the time of submission. Such documents shall not be altered in any way; any alterations so made by the Offeror may result in rejection of the proposal.
- 4.1.5 Submission of a proposal shall constitute an incontrovertible representation by the Offeror of understanding, acceptance, and compliance with every requirement of this RFP, and that the RFP documents are sufficient in scope and detail to indicate and convey reasonable understanding of all terms and conditions of performance of the work.
- 4.1.6 Any proposal may be withdrawn at any time on the HlePRO prior to the deadline for receipt of offers. The withdrawal of a proposal shall not prejudice the right of an Offeror to submit a new proposal, but any such new proposal must be received before the stated deadline.
- 4.1.7 A proposal that contains any omission, erasure, addition not called for, conditional offer or irregularity of any kind may be rejected. Corrections, if necessary, may be made by submitting a revised proposal on the HlePRO prior to the proposal due date and time.

4.2 Confidential Information in Proposal

The contents of any proposal shall not be disclosed during the review, evaluation, or discussion process. Once the notice of the award is posted, all proposals (both successful and unsuccessful) become available for public inspection.

If an Offeror believes that any portion of its proposal contains information that should be withheld as confidential, then the Procurement and Contracts Branch should be so advised in writing. Offeror shall request in writing nondisclosure of designated trade secrets or other proprietary data to be confidential. Such data shall accompany the Proposal, be clearly marked, and shall be readily separable from the Proposal in order to facilitate eventual public inspection of the non-confidential portion of the Proposal.

Whether those parts shall remain confidential will be determined under § 3-122-58(b), HAR and Chapter 92F, HRS. Pursuant to Section 3-122-58, HAR, if a person requests to inspect the portions of a proposal designated as confidential, the head of the purchasing agency or designee shall consult with the Department of the Attorney General and make a written determination in accordance with Chapter 92F, HRS. If the request for confidentiality is denied, such information shall be disclosed as public information, unless the Offeror appeals the denial to the Office of Information Practices in accordance with Section 92F-42(12), HRS.

4.3 Proposal Preparation

One of the objectives of this RFP is to make proposal preparation easy and efficient, giving Offerors ample opportunity to highlight their proposals. The evaluation process must also be manageable and effective. When an Offeror submits a proposal, it shall be considered a complete plan for accomplishing the tasks described in this RFP and any supplemental tasks the Offeror has identified as necessary to successfully meet the obligations outlined in this RFP.

The proposal shall describe in detail the Offeror's ability and availability of services to meet the primary project goal of this RFP as stated herein. Proposals shall be prepared in a straightforward and concise manner, in a format that is reasonably consistent and appropriate to the purpose of this RFP. Emphasis shall be on completeness and clarity of content. If any additional information is required by the STATE regarding any aspect of an Offeror's proposal, such information shall be provided within two (2) working days of the STATE's request unless otherwise stated or directed by the STATE.

4.4 Proposal Security

A Bond is not required if submitting a Proposal.

4.5 Proposal Submission and Format

This section prescribes the standard format for a proposal submitted in response to this RFP.

Offeror shall submit a Proposal using the exact forms or reproductions of such forms as provided and as otherwise instructed by this RFP. Failure to comply may result in a determination that the proposal is non-responsive.

The standard format will facilitate the STATE's review, comparison, evaluation of proposals, and verification as to whether the minimum requirements are met by each Offeror and the Offeror's Proposal. The format is not intended to limit the content of a proposal in any way. The Offeror may include any additional data or information that is deemed pertinent to this RFP.

This electronically submitted offer shall be considered the original. Any offers received outside of the HlePRO shall not be accepted or considered for award, unless otherwise specified herein. The maximum file size that HlePRO can accept is 100MB. Files larger than 100MB must be reduced into two (2) or more files.

Proposals shall be submitted and received electronically by the specified due date and time through the HlePRO (<http://hiepro.hawaii.gov>).

4.6 Proposal Organization and Content

Proposals shall be organized in this order:

- Table of Contents: The table of contents shall clearly identify the material by section and by page number.
- Section 1: Offeror Identification and Information Form (Appendix A)
- Section 2: Executive Summary
- Section 3: Offeror Qualifications (including subsections: Offeror History and Background/Relevant Project Experience; Program Management Requirements/Internal Controls; Project Team Structure/Staffing; Offeror References (Appendix B); and Information/Data Security and Confidentiality)
- Section 4: Subcontractors (if any)

Section 5:	Proposed Solution; Technical Proposal
Section 6:	Price Proposal (Appendix C)
Attachment A:	Proof of Compliance Documents

Additional information about specific requirements of each section follow.

4.7 Offeror Identification and Information Form (Appendix A)

Offeror shall submit the Proposal under the company's exact legal name as registered with the Department of Commerce and Consumer Affairs, if applicable, and shall indicate exact legal name in the appropriate space on the Proposal Identification and Information Form. Failure to do so may result in rejection of the proposal or delay proper execution of a resulting contract, if any.

The Offeror's authorized signature on the OFFEROR IDENTIFICATION AND INFORMATION FORM shall be an original signature in ink, which shall be required before an award, if any, can be made. The submission of the proposal shall indicate Offeror's intent to be bound.

A hard copy (original signature in ink) of the OFFEROR IDENTIFICATION AND INFORMATION FORM must also be received by the Hawaii State Department of Education, Procurement and Contracts Branch, 94-275 Mokuola Street, Room 200, Waipahu, Hawaii 96797, within five (5) working days after the proposal due date.

4.8 Executive Summary

The executive summary shall summarize the contents of the Proposal in a way that gives readers a broad understanding of the entire Proposal and must also contain the following:

Terms and Conditions - A statement that the Offeror understands and shall comply with all terms and conditions of the RFP (including the General Conditions). If an Offeror does not plan to comply with one or more of the terms or conditions of the RFP, this must be stated; ALL exceptions must be listed and fully described. The STATE reserves the right to accept or not accept any exceptions.

Assumptions or Constraints - A statement on whether the Proposal contains any assumptions or constraints and must also identify and describe each such assumption and constraint. If neither assumptions nor constraints are included in the Proposal, a statement to that effect must be made.

Deviations - If the Proposal deviates from the specifications or requirements of the RFP, a statement must be included identifying and describing each such deviation. If no deviations are included in Offeror's Proposal, a statement to that effect must be made.

Subcontracting - A statement that the products and services of the proposed solution shall be provided solely by the Offeror and the Offeror's company or whether a subcontractor(s) shall assist. The Offeror's use of subcontractor(s) requires the prior written approval of the STATE.

Taxable Transaction – Work to be performed under this solicitation is a business activity taxable under Chapter 237, HRS, and vendors are advised that they may be liable for payment of the Hawaii General Excise Tax (GET). If an Offeror is a person exempt by the HRS from paying the GET and therefore not liable for the taxes on this solicitation, Offeror shall state its tax exempt status and cite the HRS chapter or section allowing the exemption.

Pending Litigation – The Offeror shall disclose any pending litigation to which they are a party, including the disclosure of any outstanding judgment. If applicable, please explain how litigation may materially impact the Offeror or the Offeror's ability to fully perform and complete any work under the contract.

Other Notable Items - The Offeror shall disclose any other items of note that may have material impact the Offeror or the Offeror's ability to fully perform and complete any work under the contract.

4.9 Offeror Qualifications

This section of the Proposal shall include the following:

- 4.9.1 Offeror History and Background/Relevant Project Experience. The Offeror shall describe its corporate background and experience including its size and resources, details of corporate experience relevant to the project and a list of other current or recent related projects by providing the following:
- 4.9.1.1. General information about the Offeror's organization.
 - 4.9.1.2. Experience of the Offeror - Include relevant experience that indicates the qualifications of the Offeror, and any subcontractors, for the performance of the potential contract.
 - 4.9.1.3. Established credible history of successful implementation of an AA-AAAS for grades 3-8 and high school on a statewide basis and/or for a State Education Agency.
 - 4.9.1.4. Documentation showing history of success, specifically:
 - Number of years of credible and proven success with names of states and state educational agencies where AA-AAAS were implemented system wide. Ideally, letters will be provided from states and/or state educational agencies where AA-AAAS were implemented system wide.
 - Research that documents credibility of AA-AAAS system for Alternate Academic Achievement Standards.
- 4.9.2 Program Management Requirements/Internal Controls.
- 4.9.2.1. Offeror shall provide a description of the proposed project team structure and internal controls to be used during the course of the project, including any subcontractors. Provide an organizational chart indicating lines of authority for personnel involved in performance of this potential contract and relationships of this staff to other programs or functions. This chart must also show lines of authority to the next senior level of management. Include who within the firm will have prime responsibility and final authority for the work.
 - 4.9.2.2. Proposed Program Manager (PM) will be empowered to authorize and execute change orders, make decisions, engage additional resources and execute on creative solutions to unusual or unforeseen problems.
 - The STATE reserves the right to approve the proposed Program Manager. The Program Manager shall serve as the primary liaison between the Offeror and the STATE. The Program Manager will also serve as Offeror's designated customer service representative, ensuring that schools receive quick and accurate responses to questions, requests, or concerns.
 - The proposed Program Manager shall have the authority necessary to coordinate and establish work priorities on behalf of Offeror, for all assigned personnel, including those of any sub-contractors, associated with tasks on the assessment program.
 - 4.9.2.3. If the Offeror secures subcontractors to perform any work related to developing, administering, scoring, or reporting of assessments, the Offeror shall provide an effective supervisory structure for overseeing the quality of the subcontractor's work and shall ensure that all deliverables are completed in accordance with the requirements of the contract and the approved Implementation Schedule.

- 4.9.2.4. Offeror shall provide a structure for escalating unresolved issues if Offeror's program management team is unable to address them to the satisfaction of the STATE.
- 4.9.2.5. Offeror shall assign sufficient program personnel to provide accurate, efficient customer service to both STATE personnel and school personnel. Offeror shall provide a toll-free number and e-mail address through which school personnel may direct questions, comments, or requests, especially immediately prior to and during the testing windows. Offeror shall ensure that the toll-free customer service number is dedicated to the STATE and is available and staffed from 6:00 a.m. to 6:00 p.m. HST, one month before and during all testing windows. Offeror shall provide the STATE with a monthly log of calls to the customer service line, issues, and resolutions. Offeror shall also provide a password protected FTP site or virtual "conversation room" to allow STATE personnel and Offeror a secure forum for interaction and exchange of materials.
- 4.9.2.6. By June 1st of each year, Offeror shall provide the STATE with a year-long calendar (Implementation Schedule) including all deliverables, milestones, review dates, and responsible parties for the upcoming school-year administration activities. Offeror shall update the calendar upon STATE request and as needed to accommodate schedule revisions.
- 4.9.2.7. Offeror shall designate appropriate personnel to participate in weekly conference calls with STATE personnel. Offeror's Program Manager and STATE personnel will collaborate to develop a mutually agreed upon agenda for the conference calls. Offeror shall be responsible for scheduling and setting up the conference calls and any costs associated with the conference call.
- 4.9.2.8. Except for Offeror's initial meeting with the STATE following execution of the contract and the regularly scheduled weekly conference calls, the STATE will make requests to Offeror for other meetings and conference calls between the Offeror and STATE, and any other individuals such as third-party consultants or constituents. Offeror shall coordinate the meetings and shall be responsible for all expenses, including travel expenses, incurred by to attend or participate in such meetings or conference calls.
- 4.9.3 Project Team Structure/Staffing. The Offeror shall include specific information regarding the role and function of its assigned staff to support implementation, training, reporting, and maintenance efforts.
 - 4.9.3.1. The Offeror shall also provide resume/vita for all staff who will be specifically assigned to the contract and provide a narrative description of their roles, experience, and qualifications, including education and training in the development, administration, and scoring of large scale statewide assessments. If the Offeror's solution involves use of subcontractors in an amount greater than 10% of the project's budget, resumes of any subcontractors shall also be included.
 - 4.9.3.2. Personnel Expertise - The Offeror shall at a minimum provide information for the proposed Program Manager, Test Development Specialist, Content Specialist, Psychometrician, Information Technology Specialist, Performance Scoring Supervisor, Customer Service Supervisor, and all other key personnel proposed to provide the services required herein. If additional personnel resources are available, the Offeror may provide information for such personnel.
 - 4.9.3.3. The information provided shall be structured to emphasize relevant qualifications and experience of the personnel in completing contracts/performing services of a similar size and scope to the requirements of this RFP.

- 4.9.3.4. The information submitted shall clearly identify previous experience of the person in performing similar services and should include beginning and ending dates, a description of the role of the person in such performances, results of the services performed, and whether the person is proposed for the same services for this project.
- 4.9.3.5. If personnel are not yet hired, the Offeror shall provide detailed descriptions of the required employment qualifications; and detailed job descriptions of the position to be filled, including the type of person proposed to be hired.
- 4.9.4 Offeror References. (Appendix B: Offeror Reference Form). Offeror shall provide a minimum of three (3) recent client references. These are to include the name of the client organization; name, title, and telephone number of the contact person; date, duration and brief description of work performed for the client. The Offeror grants the STATE authorization to contact any of the Offeror's previous clients, including but not limited to these client references, to evaluate the Offeror and its work.
- 4.9.5 Information/Data Security and Confidentiality. The Offeror shall include specific information regarding its internal control environment, security history, legal compliance and confidentiality compliance (for example: SAS70/SSAE16/SOC2 reports) to ensure processes and policies related to data sharing are performed to STATE's satisfaction.

The Offeror shall confirm that it complies with State and Federal privacy laws and will follow the Department's requirements relating to privacy, including, but not limited to, the Family Educational Rights and Privacy Act (FERPA) and chapters 8-6 and 8-34, HAR.

4.10 Subcontractors

The Offeror may propose to fulfill any of the responsibilities outlined herein by entering into a subcontract with an individual, organization, or other entity that possesses the requisite expertise to fulfill the requirements of the RFP. The Offeror shall retain sole responsibility for the completion of all tasks and for the quality of the work product. The use of subcontractors shall not place additional burdens or demands on the STATE (e.g., coordinating with staff from multiple CONTRACTORS).

For any item listed herein to be fulfilled by a subcontractor, the Offeror shall provide a description of the proposed partner and the subcontractor's capability to meet the demands of the RFP. In the event the Offeror elects to engage the participation of a subcontractor, the STATE retains the right to approve the selection of the subcontractor and the proposed role that the Offeror shall fulfill under this contract.

If a proposal involves the use of any subcontractor, the subcontractor shall also comply with the Offeror qualifications requirements identified in the following sections:

- Offeror History and Background
- Offeror References
- Project Team Structure/Staffing
- Information/Data Security and Confidentiality

4.11 Proposed Solution; Technical Proposal

The Proposed Solution/Technical Proposal must address tasks described in the Scope of Work, and any other tasks necessary to complete the work described, and shall contain a comprehensive description of service deliverables while incorporating information responsive to the following five (5) elements into the overall proposal:

- 4.11.1 Project Approach/Methodology – Include a complete description of the Offeror's proposed approach and methodology for the project. This section should convey Offeror's understanding of the proposed project.

- 4.11.2 Work Plan – Include all project requirements and the proposed tasks, services, activities, etc. necessary to accomplish the scope of the project defined in this RFP. This section of the Technical Proposal must contain sufficient detail to convey to members of the evaluation team the Offeror’s knowledge of the subjects and skills necessary to successfully complete the project. Include any required involvement of corresponding STATE staff.
- 4.11.3 Project Schedule – Include a project schedule indicating when the elements of the work will be completed and when deliverables, if any, will be provided.
- 4.11.4 Deliverables – Fully describe deliverables to be submitted under the proposed contract.
- 4.11.5 Risks – Define risks you identify as being significant to the success of the project. Include how you would propose to effectively monitor and manage these risks, including reporting of risks to the STATE’s Project Coordinator.

The Offeror is required to format the Technical Proposal such that the original RFP language provisions and numbering are directly quoted and included in the proposal, followed respectively by the Offeror’s response to each provision in formatting which makes the original language and Offeror’s response easy to distinguish and read.

Please Note: Mere repetition of the Scope of Work will not be considered responsive.

4.12 Price Proposal (Appendix C)

The price proposal shall be inclusive of all costs, direct or indirect, and all applicable taxes, as required for the fulfillment of the contract. Appendix C shall be used by the Offeror to provide the necessary pricing data for the proposal evaluation.

The price proposal for implementation shall include all other tasks described in the scope of work, and any other tasks necessary to be incurred within the contract period. Where cost items are not fixed, the Offeror shall estimate the proposed cost and provide an explanation regarding the methodology used to reach the cost estimate. The costs in the proposal shall be based on equivalent market prices, and have been arrived at independently without consultation, communication, as to any matter related to such prices with any other Offeror for this RFP. In the event the Offeror intends to enter into a partnership with a sub-contractor or a technical assistance provider, Offeror shall provide all necessary cost information regarding the subcontracted task.

4.13 Proof of Compliance Documents

Offeror is advised that if awarded under this RFP, Offeror shall, upon award, furnish the required certificates and documentation (refer to RFP section regarding Responsibility of Offerors). In order to expedite contract execution, if any, it is highly recommended that the certificates be submitted with the Offeror’s Proposal as follows:

- 4.13.1 Certificate of Compliance as issued by the Hawaii Compliance Express online system
- 4.13.2 Certificate of Insurance

4.14 Certification of Independent Cost Determination

By submitting a proposal in response to this solicitation, Offeror certifies as follows:

- 4.14.1 The costs in this RFP have been arrived at independently, without consultation, communication, or agreement with any other Offeror, as to any matter relating to such costs for the purpose of restricting competition.

- 4.14.2 Unless otherwise required by law, the costs which have been quoted in response to this RFP have not been knowingly disclosed by the Offeror prior to award, directly or indirectly, to any other Offeror or competitor prior to the award of the contract.
- 4.14.3 No other attempt has been made or will be made by the Offeror to solicit or implore any other person or firm to submit or not to submit a proposal in response to this RFP for the purpose of restricting competition.

5. PROPOSAL EVALUATION

The STATE reserves the right to reject any or all Proposals, and waive any defects if the STATE believes the rejection or waiver to be in the best interest of the STATE.

The evaluation will be based solely on the evaluation criteria detailed in this RFP, and shall be performed by the selected members of the Evaluation Committee consisting of at least three (3) governmental employees with sufficient qualifications and experience in this area.

Evaluation criteria and the associated points are listed below. Quantitative scoring techniques will be utilized to maximize the objectivity of the evaluation.

A contract may be awarded on the basis of initial Proposals received, without discussion. Therefore, each initial proposal shall contain the Offeror's best terms from a technical and cost/price standpoint.

Proposals may be classified initially as acceptable, potentially acceptable, or unacceptable. Discussions may be conducted with Offerors who submit proposals determined to be acceptable or potentially acceptable of being selected for award, but proposals may be accepted without such discussions.

The final selection of a Successful Offeror(s), if any, will be made in accordance with the evaluation criteria as specified herein.

5.1 Evaluation Process Overview

The Evaluation Committee will apply a numerical rubric to evaluate the proposals. The following sections describe the evaluation process in more detail.

- Phase 1: Preliminary Evaluation of Proposals
- Phase 2: Rating and Determination of Priority Listed Offerors
- Phase 3: Discussion with Priority-Listed Offerors (at STATE's option)
- Phase 4: Best and Final Offers (at STATE's option)
- Phase 5: Selection and Award

5.2 Evaluation Criteria

Scoring under this RFP shall be based on a total of 200 points (if Oral Presentations are necessary for Priority Listed offerors, scoring shall be based on a total of 210 points). Offerors must score a minimum of 100 points to be considered for award. Offerors that score less than 100 points will be rejected and shall not be considered for award.

For evaluation purposes, pursuant to §103D-1008, HRS, a tax-exempt proposal submitted in response to a solicitation shall be increased by the applicable retail rate of general excise tax and the applicable use tax. Under no circumstance shall the dollar amount of the award include the aforementioned adjustment.

Offerors shall be evaluated on the following criteria provided below, in the relative order of importance.

The following points will be assigned to the proposals for evaluation purposes:

Offeror Qualifications – 37.5%		75 points
Offeror History and Background/Relevant Project Experience	20 points (maximum)	
Program Management Requirements/Internal Controls	20 points (maximum)	

Project Team Structure/Staffing	20 points (maximum)
Offeror References (Appendix B)	15 points (maximum)

Technical Proposal – 50% 100 points

Conformance with terms of the RFP	30 points (maximum)
Project Approach/Methodology	20 points (maximum)
Quality of Work Plan	20 points (maximum)
Project Schedule	10 points (maximum)
Deliverables	10 points (maximum)
Description of Risks	10 points (maximum)

Price Proposal (Appendix C) – 12.5% 25 points

A total of 25 points will be awarded to the lowest of the submitted price proposals. Proposals with higher costs will receive a fraction of 25 points; the number of points assigned to higher proposals will be determined by the following formula:

$$[\text{Lowest Price Proposal} \times 25 \text{ points (maximum)}] \div \text{Offeror's Price Proposal} = \text{Points}$$

Example: Lowest price proposal was \$500,000 and receives 25 points. The next lowest price proposal was \$750,000 and would receive 16.7 points $\{(\text{Lowest Price Proposal} \div \text{Higher Price Proposal}) \times 25\}$.

Note: The fractional value of points to be assigned will be rounded to one decimal place.

Subtotal	<u>200 points</u>
Oral Presentation via Webinar (may be required for Priority Listed Offerors)	10 points
 GRAND TOTAL FOR PROPOSAL	 <u>210 points</u>

5.3 Preliminary Evaluation

A preliminary evaluation shall determine whether each proposal is considered responsive, thus justifying further evaluation. In its preliminary evaluation, the STATE will examine the completeness of each proposal, and its compliance with the instructions, terms and conditions in this RFP. Subsequent review and evaluation will be based on the criteria stated in Section 5.2. Any proposals that are incomplete or that do not comply with the instructions or terms and conditions may be rejected by the STATE and excluded from further consideration.

Responsive proposals must meet all submittal requirements and the minimum eligibility requirements described in the RFP.

5.4 Priority-List of Offerors

Before conducting discussions, a priority list shall be generated by the Evaluation Committee. In order to generate a priority list, proposals shall be initially classified as acceptable, potentially acceptable or unacceptable.

All responsive Offerors who submit acceptable proposals or potentially acceptable proposals are eligible for the prioritized listing.

If numerous acceptable and potentially acceptable proposals are submitted, the Evaluation Committee may limit the priority list to at least three (3) responsible Offerors who submitted the highest-ranked proposals.

5.5 Discussions with Priority-Listed Offerors (at STATE's Option)

Discussions may be conducted with Priority-Listed Offerors if deemed advantageous by the STATE. Discussions will be limited to only "priority-listed" Offerors and are held 1) to promote understanding of the STATE requirements and the priority-listed Offeror's proposals and 2) to facilitate arriving at a contract that will provide the best value to the STATE, taking into consideration the evaluation factors set forth in the RFP. Discussions may include Offeror presentation of its Proposal, interviews with Offeror's key personnel, demonstrations, site visits, or teleconferences. Any discussions shall be conducted in an organized and consistent manner established by the STATE, and in accordance with the following:

- 5.5.1 Priority-listed Offerors shall be accorded fair and equal treatment with respect to any opportunity for discussions and revisions of proposals.
- 5.5.2 Any substantial oral clarification of a proposal shall be reduced to writing by the priority-listed Offeror.
- 5.5.3 If during discussions there is a need for any substantial clarification or change in the RFP, the RFP shall be amended by an addendum to incorporate the clarification or change. Addenda to the RFP shall be distributed only to the priority-listed Offerors.
- 5.5.4 Priority-listed Offerors may be permitted to amend proposals already submitted, limited to the discussions conducted.
- 5.5.5 If in the opinion of the Evaluation Committee a contemplated amendment will significantly change the nature of the procurement, the RFP shall be canceled and a new RFP will be issued.
- 5.5.6 The contents of any proposal shall not be disclosed so as to be available to competing Offerors during the discussion process.

5.6 Best and Final Offers (at STATE's Option)

Following discussions between the Evaluation Committee and the Priority-listed Offerors, each Priority-listed Offeror may be asked to provide their best and final offer. In that event, the procedure as listed below shall apply.

- 5.6.1 The Evaluation Committee will establish a date and time for submission of best and final offers.
- 5.6.2 Offerors may be afforded the opportunity to revise their proposals, including price, during the best and final offer phase.
- 5.6.3 If an Offeror does not submit a notice of withdrawal or a best and final offer, the Offeror's immediate previous proposal will be construed as their best and final offer.
- 5.6.4 After best and final proposals are received, final evaluations will be conducted for an award.
- 5.6.5 Best and final offers shall be submitted only once, unless the Head of the Purchasing Agency determines that it is in the STATE's best interest to conduct additional discussions or change the STATE's requirements by addendum distributed only to priority-listed offerors and require another submission of best and final offers. Otherwise, no discussion of or change in the best and final offers shall be allowed prior to award.

APPENDICES:

Appendix A: Offeror Identification and Information Form

Appendix B: Offeror Reference Form

Appendix C: Price Proposal

Appendix D: Contract Minimum and Special Conditions

Appendix E: State of Hawaii's General Conditions

EXHIBITS:

Exhibit A: ALT MOU Style Guide

Exhibit B: Hawaii State Alternate Assessments Summative Test Administration Manual 2023-2024

Exhibit C: Hawaii Alternate Assessments (HSA-ALT) Summative Test Scoring Specifications

Exhibit D: Smarter Balanced Resources

Exhibit E: Guidelines for Access to Student Assessment Material for the Hawaii State Assessment Program

Exhibit F: Supporting materials - Current status of research and best practice in alternate assessment, how that is reflected in this RFP

Exhibit G: Participation Guidelines

Exhibit H: HIDOE Guidelines on Educator/Stakeholder Committees

Exhibit I: Glossary

**TO DEVELOP AND IMPLEMENT THE HAWAII STATE ALTERNATE ASSESSMENT
FOR THE HAWAII STATE DEPARTMENT OF EDUCATION
RFP D24-098**

**APPENDIX A
OFFEROR IDENTIFICATION AND INFORMATION FORM**

Exact Legal Name of Offeror, including "dba" or "division" of a corporation (furnish the exact legal name of the entity under which an awarded contract, if any, will be executed):			
Address: Principal Place of Business (may not be a P.O. Box):			
Mailing Address (only if different):			
Payment Address (only if different)			
Offeror's Primary Contact Person: Name			
Title			
Telephone Number		Fax Number	
Email Address			
Federal Tax Identification Number:			
State of Hawaii General Excise Tax License Number:			
Type of Business Entity (check one):	<input type="checkbox"/> Sole Proprietor <input type="checkbox"/> Partnership <input type="checkbox"/> Corporation <input type="checkbox"/> Joint Venture <input type="checkbox"/> Limited Liability Company <input type="checkbox"/> Other _____		
If other than a Sole Proprietorship:	Offeror is either: <input type="checkbox"/> A Hawaii business incorporated or organized under the laws of the State of Hawaii; OR <input type="checkbox"/> A Compliant Non-Hawaii business incorporated or organized under the laws of the State of _____ on (date) _____, and, if applicable, registered with the State of Hawaii Department of Commerce and Consumer Affairs Business Registration Division to do business in the State of Hawaii. Names of all Offeror's parent, affiliate and subsidiary organizations: _____		

The undersigned has carefully read and understands the terms and conditions specified herein and hereby submits the following offer to provide the goods and/or perform the work specified herein, all in accordance with the true intent and meaning thereof, and further that the Offeror shall comply with all terms, conditions and requirements of the solicitation. The undersigned further understands and agrees that by submitting this offer, 1) the undersigned is declaring the undersigned's offer is not in violation of Chapter 84, Hawaii Revised Statutes, concerning prohibited State contracts, and 2) the undersigned is certifying that the price(s) submitted was (were) independently arrived at without collusion.

Authorized (Original in ink) Signature

Name (printed)

Title

Date

**TO DEVELOP AND IMPLEMENT THE HAWAII STATE ALTERNATE ASSESSMENT
FOR THE HAWAII STATE DEPARTMENT OF EDUCATION
RFP D24-098**

**APPENDIX B
OFFEROR REFERENCE FORM**

Directions:

- Please provide information regarding recent projects and the names of a minimum of three (3) clients who may be contacted for whom services were rendered.
- Any supplemental information related to this project although not required, should be attached to the respective Appendix B, Offeror Reference Form.

Name of Your Company:	
<i>Name of Client:</i>	
<i>Name of Client Contact Person:</i>	
<i>Client's Phone Number:</i>	
<i>Date or period of project/service:</i>	

Description of project/services rendered:

--

Other Information or comments:

--

check here if supplemental information related to this project is attached

**TO DEVELOP AND IMPLEMENT THE HAWAII STATE ALTERNATE ASSESSMENT
FOR THE HAWAII STATE DEPARTMENT OF EDUCATION
RFP D24-098**

**APPENDIX C
PRICE PROPOSAL**

The price proposal shall be inclusive of all costs, direct or indirect, and all applicable taxes, as required for the fulfillment of the contract. Appendix C shall be used by the Offeror to provide the necessary pricing data for the proposal evaluation.

Item No.	Description	Year 1	Year 2	Year 3
1	Test Delivery	\$	\$	\$
2	Field Testing	\$	\$	\$
3	Accommodations	\$	\$	\$
4	Practice Tests	\$	\$	\$
5	Training Tests	\$	\$	\$
6	Test Engine	\$	\$	\$
7	Availability and Capacity	\$	\$	\$
8	Technology Readiness	\$	\$	\$
9	System Security	\$	\$	\$
10	Assessment Delivery System and User Interface Interoperability	\$	\$	\$
11	Administration	\$	\$	\$
12	Data Management	\$	\$	\$
13	Scoring	\$	\$	\$
14	Reporting	\$	\$	\$
15	Interim Assessments	\$	\$	\$
16	Tools for AA-AAAS Teachers	\$	\$	\$
17	Supporting Services	\$	\$	\$
TOTAL Items 1-17		\$	\$	\$
TOTAL Items 1-17, Years 1 - 3		\$		

CONTRACT MINIMUM AND SPECIAL CONDITIONS

1. Contract Administrator

For purposes of this contract, the person named below or the duly authorized representative or successor in office is designated Contract Administrator (hereinafter referred to as "CA"). The CA may be contacted as follows:

Contract Administrator: Brian Reiter
Telephone Number: (808) 307-3636
E-mail Address: brian.reiter@k12.hi.us

The CA is responsible for:

- 1.1. The terms, conditions, quantities, specifications, scope of services, other contract terms, and all decisions relating to the contract;
- 1.2. Monitoring the CONTRACTOR's work, documenting that CONTRACTOR maintains the required insurance coverage (if applicable), resolving contract disputes and discrepancies, evaluating the work of the CONTRACTOR, assuring the services or goods are delivered as required in the contract, and processing payment for services rendered; and
- 1.3. Notifying Procurement and Contracts Branch in the event of change in scope of work, change in the performance period, increase or decrease in total compensation, and/or changes in any other contract terms.

Notwithstanding the responsibilities set forth hereinabove, any coordination of services falling outside those articulated above shall remain with the head of the purchasing agency, as set forth in the attached General Conditions (see General Conditions, paragraph 1, entitled "Coordination of Services by the STATE.").

2. Point of Contact

The CA has designated the following person as Point-of-Contact (POC) for this contract. As such, the POC, or their successor, should be the initial contact on all matters related to this contract. The POC can be contacted as follows:

POC: Hwa Hee Sohn
Telephone Number: (808) 307-3636
E-mail Address: hwa_hee.sohn@k12.hi.us

3. Verification of Employees

In accordance with State rules and regulations, CONTRACTOR shall conduct mandatory criminal background checks at no cost to the STATE, on any employee or subcontractor having contact or working directly with students.

CONTRACTOR shall notify the STATE, verbally within twenty-four (24) hours, upon learning of the occurrence of any of the events indicated below:

- 3.1. Any employee, agent or volunteer's license required to perform services under this Contract is or has been suspended, conditioned, revoked, expired, or terminated.

APPENDIX D

- 3.2. Any employee, agent or volunteer becomes or has been the subject of any disciplinary proceeding or action before any federal or state agency or Board.
- 3.3. Any employee, agent or volunteer is or has been convicted of a fraud or felony.
- 3.4. Any claim, judgment or settlement in which the CONTRACTOR or any of its employees, agents or volunteers is or has been named a defendant.

CONTRACTOR shall maintain the background check records, and shall make the records available for review upon request. Upon review of these records, the STATE reserves the right to request additional background information.

4. Exclusion of Specific Workers

The STATE reserves the right to require the CONTRACTOR to remove an employee, agent, subcontractor or volunteer (Worker) from performing work under this contract. The Contract Administrator shall notify the CONTRACTOR in writing and this exclusion of a specific Worker(s) shall take effect as indicated on the notice. The CONTRACTOR may appeal this decision to the Contract Administrator, in writing within ten (10) working days of receipt of the notice. Removal of the employee, agent, subcontractor or volunteer shall remain in effect pending the outcome of the appeal. This provision shall not infringe upon the right of the CONTRACTOR to employ the removed individual, but shall apply to any work requiring interaction with the STATE, its employees or students.

5. Liability Insurance

The CONTRACTOR shall maintain in full force and effect, during the life of this contract, liability and property damage insurance. This insurance shall protect the CONTRACTOR and the CONTRACTOR's subcontractors, if any, from claims for damages for personal injury, accidental death and property damage which may arise from operations under this contract, whether such operations be by the CONTRACTOR or by a subcontractor or anyone directly or indirectly employed by either of them. If any subcontractor is involved in the performance of the contract, the insurance policy or policies shall name the subcontractor as additional insured.

As an alternative to the CONTRACTOR providing insurance to cover operations performed by a subcontractor and naming the subcontractor as additional insured, CONTRACTOR may require subcontractor to provide its own insurance which meets the requirements herein. It is understood that a subcontractor's insurance policy(ies) are in addition to the CONTRACTOR's own policy or policies.

The following minimum insurance coverage(s) and limit(s) shall be provided by the CONTRACTOR, including its subcontractor(s) where appropriate:

<u>Coverage</u>	<u>Limits</u>
General Liability , Commercial (Occurrence Form)	\$2,000,000 aggregate \$1,000,000 combined single limit per occurrence for bodily injury and property damage
Automobile Liability Combined Single Limit	\$1,000,000 per accident

General liability and automobile liability policies required by this contract, including a subcontractor's policy, shall contain the following clauses:

- 1) "It is agreed that any insurance maintained by the State of Hawaii will apply in excess of, and not contribute with, insurance provided by this policy."

APPENDIX D

- 2) "The State of Hawaii is added as an additional insured as respects to operations performed for the State of Hawaii."

The minimum insurance required shall be in full compliance with the Hawaii Insurance Code throughout the entire term of the contract, including supplemental agreements. Each insurance policy shall be written by 1) an insurance company licensed to do business in the State of Hawaii, or 2) if not licensed by the State of Hawaii, an insurance company which meets §431:8-301, Hawaii Revised Statutes.

Upon execution of the contract, the CONTRACTOR agrees to deposit with the STATE certificate(s) of insurance necessary to satisfy the STATE that the insurance provisions of this contract have been complied with and to keep such insurance in effect and the certificate(s) therefore on deposit with the STATE during the entire term of this contract, including those of its subcontractor(s), where appropriate. Upon request by the STATE, CONTRACTOR shall be responsible for furnishing a copy of the policy(ies). Failure of the CONTRACTOR to provide and keep in force such insurance shall be regarded as material default under this contract, entitling the STATE to exercise any or all of the remedies provided herein.

The procuring of such required insurance shall not be construed to limit CONTRACTOR's liability hereunder nor to fulfill the indemnification provisions and requirements of this contract. Notwithstanding said policy(ies) of insurance, CONTRACTOR shall be obligated for the full and total amount of any damage, injury, or loss caused by the CONTRACTOR, its employees, officers, or agents, in connection with this contract.

CONTRACTOR shall notify the STATE, via written notice within twenty-four (24) hours should any of the insurance policies evidenced on its Certificate of Insurance form be cancelled, limited in scope, or not renewed upon expiration.

6. Invoicing

The CONTRACTOR shall submit an invoice with each request for payment. Original and one (1) copy of the invoice shall be submitted to:

Hawaii State Department of Education
OSIP, AAB, Assessment Section
475 22nd Avenue, Room 126
Honolulu, HI 96816
Attn: Hwa Hee Sohn

- 6.1. Invoices shall reference the contract number and must have the following information identified: invoice number, date of invoice, CONTRACTOR's name and remittance address, service period covered, and total amount due.
- 6.2. If a copy is submitted as the original, such invoice must bear an original signature certifying that the invoice is being submitted as the original.

7. Payment

Section 103-10, HRS, provides that the STATE shall have thirty (30) calendar days after receipt of an accepted invoice and satisfactory delivery of goods or performance of the services, to make payment. For this reason, the STATE shall reject any Proposal submitted with a condition requiring payment within a shorter period. Further, the STATE shall reject any Proposal submitted with a condition requiring interest payments greater than that allowed by §103-10, HRS. The STATE will not recognize any requirements established by the CONTRACTOR and communicated to the STATE after award, which requires payment within a shorter period or interest payment not in conformance with §103-10, HRS.

8. Final Payment

The **final payment** on the contract shall be for services rendered during the billing period just prior to the contract expiration date. In addition to the requirements in the General Conditions, the following shall accompany the final payment invoice:

- 8.1. A tax clearance certificate, not over two months old and with an original green "certified copy" stamp, shall accompany the invoice for final payment. In addition to the tax clearance certificate, the "Certification of Compliance for Final Payment" (DOE Form-22) with an original signature will be required for final payment.
- 8.2. In lieu of the above, CONTRACTOR may also submit an original CERTIFICATE OF VENDOR COMPLIANCE as issued via an online system, also referred to as "Hawaii Compliance Express". Details regarding this online application process can be viewed at: <http://vendors.ehawaii.gov/hce/>.

All required certificate(s) for the CONTRACTOR and all subcontractors, must accompany the invoice for final payment on the Contract.

9. Availability of Funds

This contract is subject to the availability of funds. Pursuant to Section 103D-309, HRS, except in certain instances, no contract entered into between the STATE and the CONTRACTOR shall be binding or of any force unless the Chief Financial Officer (CFO) certifies that there is an available unexpended appropriation or balance of an appropriation over and above all outstanding contracts sufficient to cover the amount required by the contract.

If the contract calls for performance or payment in more than one fiscal year (July 1 to June 30), the CFO may certify only that portion of the total funds allocated to satisfy the STATE's obligations for payments in the current fiscal year. In that event, the STATE will not be liable for the unpaid balance beyond the end of the current fiscal year, and availability of funds in excess of the amount certified shall be contingent upon future appropriations or special fund revenues. All partially-funded contracts shall be enforceable only to the extent that funds are certified as available. The STATE agrees to notify the CONTRACTOR of such non-allocation at the earliest possible time. The STATE shall not be penalized in the event this provision is exercised. This provision is not meant to permit the STATE to terminate the contract in order to acquire similar equipment or services from a third party.

10. Multi-Term Contract (103D-315/3-122-149(f))

Funds are available for only the initial fiscal period of the contract. Contractual obligation of both parties in each fiscal period succeeding the first is subject to the appropriation and availability of funds. Unit price shall be given for each good or service and that unit prices shall be the same throughout the contract except to the extent price adjustment is allowed. A multi-term contract will be cancelled if funds are not appropriated or otherwise made available to support continuation of performance in any fiscal period succeeding the initial fiscal period of the contract and CONTRACTOR will be reimbursed the unamortized reasonably incurred, nonrecurring costs; however, this does not affect either party's rights under any termination clause of the contract. The STATE will notify the CONTRACTOR on a timely basis that the funds are, or are not, available for the continuation of the contract for each succeeding fiscal period.

§103D-309 Contract not binding unless funds available. (a) Contracts awarded pursuant to section 103D-302, 103D-303, or 103D-306, shall neither be binding nor have any force and effect of law unless the comptroller, the director of finance of a county, or the respective chief financial officers of the department of education, the judiciary, or the legislative branches of the State or county, as the case may be, endorses thereon a certificate that there is an appropriation or balance of an appropriation over and

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above all outstanding contracts, sufficient to cover the amount required by the contract; provided that if the contract is a multi-term contract, the comptroller, director of finance, or chief financial officer shall only be required to certify that there is an appropriation or balance of an appropriation over and above all outstanding contracts, that is sufficient to cover the amount required to be paid under the contract during the fiscal year or remaining portion of the fiscal year of each term of the multi-year contract; provided further that the administrator of the state procurement office shall attest in writing to any recommendation or solicitations. This section shall not apply to any contract under which the total amount to be paid to the contractor cannot be accurately estimated at the time the contract is to be awarded, or to any contract for which consideration is in kind or forbearance, or to any contract awarded pursuant to section 103D-306 that is a one-time payment through a purchase order.

(b) In any contract involving not only state or county funds but supplemental funds from the federal government, this section shall be applicable only to that portion of the contract price as is payable out of state or county funds. As to the portion of the contract price as is expressed in the contract to be payable out of federal funds, the contract shall be construed to be an agreement to pay the portion to the contractor, only out of federal funds to be received from the federal government. This subsection shall be liberally construed so as not to hinder or impede the State in contracting for any project involving financial aid from the federal government.

(c) In any contract involving not only state or county funds but supplemental funds from a utility, this section shall be applicable to that portion of the contract price payable out of state or county funds as well as that portion of the contract price payable out of funds from a utility, or payable out of state or county funds paid to a utility. The State or county may certify that there are sufficient funds for the utility's portion of the contract price if the amounts that a utility is obligated to pay under a legal agreement between the utility and the State, or a county, are sufficient to pay that portion of the contract price and the legal agreement:

- (1) Includes a specific description of the utility's share of the payment and terms of that payment;
- (2) Allows the State, county, or utility to provide progress payments or final payment based on the actual cost after a project is completed; and
- (3) Provides that in the event the State, county, or utility is delinquent in payments under the legal agreement, the State, county, or utility shall be responsible for any and all additional costs attributable to such late payment.

Any such legal agreement shall be executed prior to the execution of the state or county contract and shall not jeopardize any federal, state, or county funds.

For the purposes of this subsection:

"Legal agreement" includes a utility agreement, memorandum of understanding, or memorandum of agreement.

"Utility" means a utility company or entity. [L Sp 1993, c 8, pt of §2; am L 1995, c 178, §13; am L 1999, c 149, §15; am L 2010, c 140, §1 and c 187, §§3, 12; am L 2012, c 70, §1, and c 175, §1]

11. Subcontracting

Prior to award, no work or services shall be subcontracted or assigned without the prior written approval of the CA. After award, no work or services shall be subcontracted or assigned without the prior written approval of the CA. No subcontract shall under any circumstances relieve the CONTRACTOR of its obligations and liability under its contract with the STATE. All persons engaged in performing the work covered by the contract shall be considered employees of the CONTRACTOR.

12. Contract Staffing Requirements

Personnel, whose names and resumes are submitted in the Proposal, shall not be removed from the Project without prior acceptance of the CA. Substitute or additional personnel shall not be used for the Project until a resume is received by and the CA has accepted the new personnel. The STATE shall have the right, and the CONTRACTOR shall comply with any request, to remove and replace any personnel from all work on the Project effective immediately upon notification by the STATE. Personnel changes that are not accepted by the CA may be grounds for contract termination.

13. Inspection and Procedural Changes; Relief Available to STATE

All work is subject to inspection, evaluation, and approval by the CA. The STATE may employ all reasonable means to ensure that the work is being performed in compliance with the contract. Should the CA determine that corrections or changes are necessary in order to accomplish the intent or purpose of the contract, the CA may direct the CONTRACTOR to make such changes.

In addition to all rights and remedies available to the STATE provided in this contract or otherwise provided under law, if the CONTRACTOR is in non-compliance with contract requirements, the STATE may:

- 13.1. Suspend Payments – Temporarily withhold or disallow all or part of the billing cost/payments pending correction of a deficiency or a non-submission of a required deliverable by the CONTRACTOR.
- 13.2. Suspend Referrals – Suspend referrals to the CONTRACTOR should the CONTRACTOR fail to comply with any of the requirements or other term(s) or condition(s) of this contract and, further, the STATE may maintain the suspension of referrals until such time as the deficiency or non-compliance is corrected and the CONTRACTOR's corrective actions are determined to be acceptable by the STATE.
- 13.3. Seek Reimbursement – Seek reimbursement from the CONTRACTOR or withhold future payments for any funds paid to the CONTRACTOR subsequent to a determination that such was unauthorized, fraudulently obtained, or inappropriately billed.
- 13.4. Seek Market Value – In the event the CONTRACTOR fails, refuses or neglects to perform the services in accordance with the requirements of these Special Conditions, the Scope of Services or the General Conditions, the STATE reserves the right to purchase, in the open market, a corresponding quantity of the services specified herein and to deduct from any monies due or that may thereafter become due to the CONTRACTOR, the difference between the price named in the contract and the actual cost to the STATE. In case any money due the CONTRACTOR is insufficient for said purpose, the CONTRACTOR shall pay the difference upon demand from the STATE. The STATE may also utilize all other remedies provided by law.

14. Confidentiality Obligations

The following serves to supplement provision 24 of the General Condition, entitled "Confidentiality of Material" and provision 42, entitled "Confidentiality of Personal Information":

- 14.1. Obligations Confidential Information: Infrastructure. The CONTRACTOR must agree to keep confidential and not disclose any information relating to the STATE's information processing infrastructure. This includes but is not limited to, all data, computer hardware, computer software, network designs, network diagrams, firewalls and other security infrastructure, and Internet protocol (IP) addresses.
- 14.2. General Confidentiality Obligations. While performing under this contract, the CONTRACTOR may receive, be exposed to or acquire confidential information. Such information may include names, addresses, telephone numbers, birthdates, social security numbers, medical information, and other educational, student, or personal employment information. The information may be in written or oral form, fixed in hard copy or contained in a computer database or computer readable form. Hereinafter, such language shall be collectively referred to as "Confidential Information."

The CONTRACTOR, including its employees, agents, representatives, and assigns shall abide by the following with regards to Confidential Information: (i) They shall not disclose to any unauthorized party any Confidential Information, except as specifically permitted by the STATE and subject to the STATE's limitations on confidentiality of information and relevant legal

APPENDIX D

requirements of the STATE to include, but be not limited to the Family Educational Rights and Privacy Act ("FERPA"). Permission will be granted through a formal written agreement concerning the disclosure of personally identifiable information (PII) from student education records, signed by the STATE and the CONTRACTOR, and must be provided as an attachment to this contract; (ii) They shall only permit access to Confidential Information to employees, agents, representatives, and assigns having a specific need to know in connection with performance under this contract; and (iii) They shall advise each of their employees, agents, representatives, and assigns of their obligations to keep such Confidential Information confidential in compliance with all relevant state and federal laws.

CONTRACTOR, its employees, agents, representatives, or assigns shall ensure the security of the Confidential Information. The CONTRACTOR shall provide the STATE with a list of individuals (by name and position) who are authorized to handle the Confidential Information (hereinafter referred to as "Authorized Handlers"). Authorized Handlers shall ensure the security of the Confidential Information. Only Authorized Handlers shall have access to the Confidential Information, which will be kept on password protected computers with the hard copy documents kept in a locked file cabinet. CONTRACTOR shall ensure that procedures exist to prohibit access to the Confidential Information by anyone other than an Authorized Handler.

CONTRACTOR will be responsible for safeguarding the confidentiality of all Confidential Information it receives from the STATE and shall safeguard and protect such documents from unauthorized use, handling, or viewing. CONTRACTOR shall be liable to the STATE and to any person whose records the CONTRACTOR receives custody of under this contract for records protection for any unpermitted release, viewing, or loss of such records.

CONTRACTOR shall assume liability responsibility for records protection and for the inappropriate or unlawful release of Confidential Information. CONTRACTOR shall return all documents containing Confidential Information upon completion of the services CONTRACTOR is contracted to provide under this contract.

14.2.1. Prior Written Approval: CONTRACTOR may not i) share Confidential Information or any other data received under this contract, ii) publish, or iii) distribute such information without the prior written approval of the STATE.

14.2.2. In the event of termination of this contract, CONTRACTOR shall return to STATE all student information received under this contract and further agrees to destroy any and all copies of, or references to, any student information shared by STATE as a result of this contract.

15. Records Retention

The following serves to supplement provision 31 of the General Condition, entitled "Records Retention":

Should the CONTRACTOR be aware of or be made aware of any dispute, disagreement, or request relating to the files, books, or records prior to their destruction, the CONTRACTOR shall retain the files, books, and records until said dispute, disagreement, or request has been fully resolved, including any potential lawsuits or appeals. Said files, books, and records may thereafter be destroyed upon obtaining the agreement of the STATE.

16. Approvals

Any agreement arising out of this RFP may be subject to the approval of the Department of the Attorney General as to form, and is subject to all further approvals, including the approval of the Governor, required by statute, regulation, rule, order, or other directive.

APPENDIX E

STATE OF HAWAII'S GENERAL CONDITIONS

The General Conditions are contained in "AG-008 103D GENERAL CONDITIONS" and is attached.

GENERAL CONDITIONS

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GENERAL CONDITIONS

1. Coordination of Services by the STATE. The head of the purchasing agency ("HOPA") (which term includes the designee of the HOPA) shall coordinate the services to be provided by the CONTRACTOR in order to complete the performance required in the Contract. The CONTRACTOR shall maintain communications with HOPA at all stages of the CONTRACTOR'S work, and submit to HOPA for resolution any questions which may arise as to the performance of this Contract. "Purchasing agency" as used in these General Conditions means and includes any governmental body which is authorized under chapter 103D, HRS, or its implementing rules and procedures, or by way of delegation, to enter into contracts for the procurement of goods or services or both.
2. Relationship of Parties: Independent Contractor Status and Responsibilities, Including Tax Responsibilities.
 - a. In the performance of services required under this Contract, the CONTRACTOR is an "independent contractor," with the authority and responsibility to control and direct the performance and details of the work and services required under this Contract; however, the STATE shall have a general right to inspect work in progress to determine whether, in the STATE'S opinion, the services are being performed by the CONTRACTOR in compliance with this Contract. Unless otherwise provided by special condition, it is understood that the STATE does not agree to use the CONTRACTOR exclusively, and that the CONTRACTOR is free to contract to provide services to other individuals or entities while under contract with the STATE.
 - b. The CONTRACTOR and the CONTRACTOR'S employees and agents are not by reason of this Contract, agents or employees of the State for any purpose, and the CONTRACTOR and the CONTRACTOR'S employees and agents shall not be entitled to claim or receive from the State any vacation, sick leave, retirement, workers' compensation, unemployment insurance, or other benefits provided to state employees.
 - c. The CONTRACTOR shall be responsible for the accuracy, completeness, and adequacy of the CONTRACTOR'S performance under this Contract. Furthermore, the CONTRACTOR intentionally, voluntarily, and knowingly assumes the sole and entire liability to the CONTRACTOR'S employees and agents, and to any individual not a party to this Contract, for all loss, damage, or injury caused by the CONTRACTOR, or the CONTRACTOR'S employees or agents in the course of their employment.
 - d. The CONTRACTOR shall be responsible for payment of all applicable federal, state, and county taxes and fees which may become due and owing by the CONTRACTOR by reason of this Contract, including but not limited to (i) income taxes, (ii) employment related fees, assessments, and taxes, and (iii) general excise taxes. The CONTRACTOR also is responsible for obtaining all licenses, permits, and certificates that may be required in order to perform this Contract.
 - e. The CONTRACTOR shall obtain a general excise tax license from the Department of Taxation, State of Hawaii, in accordance with section 237-9, HRS, and shall comply with all requirements thereof. The CONTRACTOR shall obtain a tax clearance certificate from the Director of Taxation, State of Hawaii, and the Internal Revenue Service, U.S. Department of the Treasury, showing that all delinquent taxes, if any, levied or accrued under state law and the Internal Revenue Code of 1986, as amended, against the CONTRACTOR have been paid and submit the same to the STATE prior to commencing any performance under this Contract. The CONTRACTOR shall also be solely responsible for meeting all requirements necessary to obtain the tax clearance certificate required for final payment under sections 103-53 and 103D-328, HRS, and paragraph 17 of these General Conditions.
 - f. The CONTRACTOR is responsible for securing all employee-related insurance coverage for the CONTRACTOR and the CONTRACTOR'S employees and agents that is or may be required by law, and for payment of all premiums, costs, and other liabilities associated with securing the insurance coverage.

- g. The CONTRACTOR shall obtain a certificate of compliance issued by the Department of Labor and Industrial Relations, State of Hawaii, in accordance with section 103D-310, HRS, and section 3-122-112, HAR, that is current within six months of the date of issuance.
- h. The CONTRACTOR shall obtain a certificate of good standing issued by the Department of Commerce and Consumer Affairs, State of Hawaii, in accordance with section 103D-310, HRS, and section 3-122-112, HAR, that is current within six months of the date of issuance.
- i. In lieu of the above certificates from the Department of Taxation, Labor and Industrial Relations, and Commerce and Consumer Affairs, the CONTRACTOR may submit proof of compliance through the State Procurement Office's designated certification process.

3. Personnel Requirements.

- a. The CONTRACTOR shall secure, at the CONTRACTOR'S own expense, all personnel required to perform this Contract.
- b. The CONTRACTOR shall ensure that the CONTRACTOR'S employees or agents are experienced and fully qualified to engage in the activities and perform the services required under this Contract, and that all applicable licensing and operating requirements imposed or required under federal, state, or county law, and all applicable accreditation and other standards of quality generally accepted in the field of the activities of such employees and agents are complied with and satisfied.

4. Nondiscrimination. No person performing work under this Contract, including any subcontractor, employee, or agent of the CONTRACTOR, shall engage in any discrimination that is prohibited by any applicable federal, state, or county law.

5. Conflicts of Interest. The CONTRACTOR represents that neither the CONTRACTOR, nor any employee or agent of the CONTRACTOR, presently has any interest, and promises that no such interest, direct or indirect, shall be acquired, that would or might conflict in any manner or degree with the CONTRACTOR'S performance under this Contract.

6. Subcontracts and Assignments. The CONTRACTOR shall not assign or subcontract any of the CONTRACTOR'S duties, obligations, or interests under this Contract and no such assignment or subcontract shall be effective unless (i) the CONTRACTOR obtains the prior written consent of the STATE, and (ii) the CONTRACTOR'S assignee or subcontractor submits to the STATE a tax clearance certificate from the Director of Taxation, State of Hawaii, and the Internal Revenue Service, U.S. Department of Treasury, showing that all delinquent taxes, if any, levied or accrued under state law and the Internal Revenue Code of 1986, as amended, against the CONTRACTOR'S assignee or subcontractor have been paid. Additionally, no assignment by the CONTRACTOR of the CONTRACTOR'S right to compensation under this Contract shall be effective unless and until the assignment is approved by the Comptroller of the State of Hawaii, as provided in section 40-58, HRS.

a. Recognition of a successor in interest. When in the best interest of the State, a successor in interest may be recognized in an assignment contract in which the STATE, the CONTRACTOR and the assignee or transferee (hereinafter referred to as the "Assignee") agree that:

- (1) The Assignee assumes all of the CONTRACTOR'S obligations;
- (2) The CONTRACTOR remains liable for all obligations under this Contract but waives all rights under this Contract as against the STATE; and
- (3) The CONTRACTOR shall continue to furnish, and the Assignee shall also furnish, all required bonds.

b. Change of name. When the CONTRACTOR asks to change the name in which it holds this Contract with the STATE, the procurement officer of the purchasing agency (hereinafter referred to as the "Agency procurement officer") shall, upon receipt of a document acceptable or satisfactory to the

Agency procurement officer indicating such change of name (for example, an amendment to the CONTRACTOR'S articles of incorporation), enter into an amendment to this Contract with the CONTRACTOR to effect such a change of name. The amendment to this Contract changing the CONTRACTOR'S name shall specifically indicate that no other terms and conditions of this Contract are thereby changed.

- c. Reports. All assignment contracts and amendments to this Contract effecting changes of the CONTRACTOR'S name or novations hereunder shall be reported to the chief procurement officer (CPO) as defined in section 103D-203(a), HRS, within thirty days of the date that the assignment contract or amendment becomes effective.
 - d. Actions affecting more than one purchasing agency. Notwithstanding the provisions of subparagraphs 6a through 6c herein, when the CONTRACTOR holds contracts with more than one purchasing agency of the State, the assignment contracts and the novation and change of name amendments herein authorized shall be processed only through the CPO's office.
7. Indemnification and Defense. The CONTRACTOR shall defend, indemnify, and hold harmless the State of Hawaii, the contracting agency, and their officers, employees, and agents from and against all liability, loss, damage, cost, and expense, including all attorneys' fees, and all claims, suits, and demands therefore, arising out of or resulting from the acts or omissions of the CONTRACTOR or the CONTRACTOR'S employees, officers, agents, or subcontractors under this Contract. The provisions of this paragraph shall remain in full force and effect notwithstanding the expiration or early termination of this Contract.
 8. Cost of Litigation. In case the STATE shall, without any fault on its part, be made a party to any litigation commenced by or against the CONTRACTOR in connection with this Contract, the CONTRACTOR shall pay all costs and expenses incurred by or imposed on the STATE, including attorneys' fees.
 9. Liquidated Damages. When the CONTRACTOR is given notice of delay or nonperformance as specified in paragraph 13 (Termination for Default) and fails to cure in the time specified, it is agreed the CONTRACTOR shall pay to the STATE the amount, if any, set forth in this Contract per calendar day from the date set for cure until either (i) the STATE reasonably obtains similar goods or services, or both, if the CONTRACTOR is terminated for default, or (ii) until the CONTRACTOR provides the goods or services, or both, if the CONTRACTOR is not terminated for default. To the extent that the CONTRACTOR'S delay or nonperformance is excused under paragraph 13d (Excuse for Nonperformance or Delay Performance), liquidated damages shall not be assessable against the CONTRACTOR. The CONTRACTOR remains liable for damages caused other than by delay.
 10. STATE'S Right of Offset. The STATE may offset against any monies or other obligations the STATE owes to the CONTRACTOR under this Contract, any amounts owed to the State of Hawaii by the CONTRACTOR under this Contract or any other contracts, or pursuant to any law or other obligation owed to the State of Hawaii by the CONTRACTOR, including, without limitation, the payment of any taxes or levies of any kind or nature. The STATE will notify the CONTRACTOR in writing of any offset and the nature of such offset. For purposes of this paragraph, amounts owed to the State of Hawaii shall not include debts or obligations which have been liquidated, agreed to by the CONTRACTOR, and are covered by an installment payment or other settlement plan approved by the State of Hawaii, provided, however, that the CONTRACTOR shall be entitled to such exclusion only to the extent that the CONTRACTOR is current with, and not delinquent on, any payments or obligations owed to the State of Hawaii under such payment or other settlement plan.
 11. Disputes. Disputes shall be resolved in accordance with section 103D-703, HRS, and chapter 3-126, Hawaii Administrative Rules ("HAR"), as the same may be amended from time to time.
 12. Suspension of Contract. The STATE reserves the right at any time and for any reason to suspend this Contract for any reasonable period, upon written notice to the CONTRACTOR in accordance with the provisions herein.
 - a. Order to stop performance. The Agency procurement officer may, by written order to the CONTRACTOR, at any time, and without notice to any surety, require the CONTRACTOR to stop all or any part of the performance called for by this Contract. This order shall be for a specified

period not exceeding sixty (60) days after the order is delivered to the CONTRACTOR, unless the parties agree to any further period. Any such order shall be identified specifically as a stop performance order issued pursuant to this section. Stop performance orders shall include, as appropriate: (1) A clear description of the work to be suspended; (2) Instructions as to the issuance of further orders by the CONTRACTOR for material or services; (3) Guidance as to action to be taken on subcontracts; and (4) Other instructions and suggestions to the CONTRACTOR for minimizing costs. Upon receipt of such an order, the CONTRACTOR shall forthwith comply with its terms and suspend all performance under this Contract at the time stated, provided, however, the CONTRACTOR shall take all reasonable steps to minimize the occurrence of costs allocable to the performance covered by the order during the period of performance stoppage. Before the stop performance order expires, or within any further period to which the parties shall have agreed, the Agency procurement officer shall either:

- (1) Cancel the stop performance order; or
- (2) Terminate the performance covered by such order as provided in the termination for default provision or the termination for convenience provision of this Contract.

b. Cancellation or expiration of the order. If a stop performance order issued under this section is cancelled at any time during the period specified in the order, or if the period of the order or any extension thereof expires, the CONTRACTOR shall have the right to resume performance. An appropriate adjustment shall be made in the delivery schedule or contract price, or both, and the Contract shall be modified in writing accordingly, if:

- (1) The stop performance order results in an increase in the time required for, or in the CONTRACTOR'S cost properly allocable to, the performance of any part of this Contract; and
- (2) The CONTRACTOR asserts a claim for such an adjustment within thirty (30) days after the end of the period of performance stoppage; provided that, if the Agency procurement officer decides that the facts justify such action, any such claim asserted may be received and acted upon at any time prior to final payment under this Contract.

c. Termination of stopped performance. If a stop performance order is not cancelled and the performance covered by such order is terminated for default or convenience, the reasonable costs resulting from the stop performance order shall be allowable by adjustment or otherwise.

d. Adjustment of price. Any adjustment in contract price made pursuant to this paragraph shall be determined in accordance with the price adjustment provision of this Contract.

13. Termination for Default.

a. Default. If the CONTRACTOR refuses or fails to perform any of the provisions of this Contract with such diligence as will ensure its completion within the time specified in this Contract, or any extension thereof, otherwise fails to timely satisfy the Contract provisions, or commits any other substantial breach of this Contract, the Agency procurement officer may notify the CONTRACTOR in writing of the delay or non-performance and if not cured in ten (10) days or any longer time specified in writing by the Agency procurement officer, such officer may terminate the CONTRACTOR'S right to proceed with the Contract or such part of the Contract as to which there has been delay or a failure to properly perform. In the event of termination in whole or in part, the Agency procurement officer may procure similar goods or services in a manner and upon the terms deemed appropriate by the Agency procurement officer. The CONTRACTOR shall continue performance of the Contract to the extent it is not terminated and shall be liable for excess costs incurred in procuring similar goods or services.

b. CONTRACTOR'S duties. Notwithstanding termination of the Contract and subject to any directions from the Agency procurement officer, the CONTRACTOR shall take timely, reasonable, and

necessary action to protect and preserve property in the possession of the CONTRACTOR in which the STATE has an interest.

- c. Compensation. Payment for completed goods and services delivered and accepted by the STATE shall be at the price set forth in the Contract. Payment for the protection and preservation of property shall be in an amount agreed upon by the CONTRACTOR and the Agency procurement officer. If the parties fail to agree, the Agency procurement officer shall set an amount subject to the CONTRACTOR'S rights under chapter 3-126, HAR. The STATE may withhold from amounts due the CONTRACTOR such sums as the Agency procurement officer deems to be necessary to protect the STATE against loss because of outstanding liens or claims and to reimburse the STATE for the excess costs expected to be incurred by the STATE in procuring similar goods and services.
- d. Excuse for nonperformance or delayed performance. The CONTRACTOR shall not be in default by reason of any failure in performance of this Contract in accordance with its terms, including any failure by the CONTRACTOR to make progress in the prosecution of the performance hereunder which endangers such performance, if the CONTRACTOR has notified the Agency procurement officer within fifteen (15) days after the cause of the delay and the failure arises out of causes such as: acts of God; acts of a public enemy; acts of the State and any other governmental body in its sovereign or contractual capacity; fires; floods; epidemics; quarantine restrictions; strikes or other labor disputes; freight embargoes; or unusually severe weather. If the failure to perform is caused by the failure of a subcontractor to perform or to make progress, and if such failure arises out of causes similar to those set forth above, the CONTRACTOR shall not be deemed to be in default, unless the goods and services to be furnished by the subcontractor were reasonably obtainable from other sources in sufficient time to permit the CONTRACTOR to meet the requirements of the Contract. Upon request of the CONTRACTOR, the Agency procurement officer shall ascertain the facts and extent of such failure, and, if such officer determines that any failure to perform was occasioned by any one or more of the excusable causes, and that, but for the excusable cause, the CONTRACTOR'S progress and performance would have met the terms of the Contract, the delivery schedule shall be revised accordingly, subject to the rights of the STATE under this Contract. As used in this paragraph, the term "subcontractor" means subcontractor at any tier.
- e. Erroneous termination for default. If, after notice of termination of the CONTRACTOR'S right to proceed under this paragraph, it is determined for any reason that the CONTRACTOR was not in default under this paragraph, or that the delay was excusable under the provisions of subparagraph 13d, "Excuse for nonperformance or delayed performance," the rights and obligations of the parties shall be the same as if the notice of termination had been issued pursuant to paragraph 14.
- f. Additional rights and remedies. The rights and remedies provided in this paragraph are in addition to any other rights and remedies provided by law or under this Contract.

14. Termination for Convenience.

- a. Termination. The Agency procurement officer may, when the interests of the STATE so require, terminate this Contract in whole or in part, for the convenience of the STATE. The Agency procurement officer shall give written notice of the termination to the CONTRACTOR specifying the part of the Contract terminated and when termination becomes effective.
- b. CONTRACTOR'S obligations. The CONTRACTOR shall incur no further obligations in connection with the terminated performance and on the date(s) set in the notice of termination the CONTRACTOR will stop performance to the extent specified. The CONTRACTOR shall also terminate outstanding orders and subcontracts as they relate to the terminated performance. The CONTRACTOR shall settle the liabilities and claims arising out of the termination of subcontracts and orders connected with the terminated performance subject to the STATE'S approval. The Agency procurement officer may direct the CONTRACTOR to assign the CONTRACTOR'S right, title, and interest under terminated orders or subcontracts to the STATE. The CONTRACTOR must still complete the performance not terminated by the notice of termination and may incur obligations as necessary to do so.

- c. Right to goods and work product. The Agency procurement officer may require the CONTRACTOR to transfer title and deliver to the STATE in the manner and to the extent directed by the Agency procurement officer:

- (1) Any completed goods or work product; and
- (2) The partially completed goods and materials, parts, tools, dies, jigs, fixtures, plans, drawings, information, and contract rights (hereinafter called "manufacturing material") as the CONTRACTOR has specifically produced or specially acquired for the performance of the terminated part of this Contract.

The CONTRACTOR shall, upon direction of the Agency procurement officer, protect and preserve property in the possession of the CONTRACTOR in which the STATE has an interest. If the Agency procurement officer does not exercise this right, the CONTRACTOR shall use best efforts to sell such goods and manufacturing materials. Use of this paragraph in no way implies that the STATE has breached the Contract by exercise of the termination for convenience provision.

- d. Compensation.

- (1) The CONTRACTOR shall submit a termination claim specifying the amounts due because of the termination for convenience together with the cost or pricing data, submitted to the extent required by chapter 3-122, HAR, bearing on such claim. If the CONTRACTOR fails to file a termination claim within one year from the effective date of termination, the Agency procurement officer may pay the CONTRACTOR, if at all, an amount set in accordance with subparagraph 14d(3) below.
- (2) The Agency procurement officer and the CONTRACTOR may agree to a settlement provided the CONTRACTOR has filed a termination claim supported by cost or pricing data submitted as required and that the settlement does not exceed the total Contract price plus settlement costs reduced by payments previously made by the STATE, the proceeds of any sales of goods and manufacturing materials under subparagraph 14c, and the Contract price of the performance not terminated.
- (3) Absent complete agreement under subparagraph 14d(2) the Agency procurement officer shall pay the CONTRACTOR the following amounts, provided payments agreed to under subparagraph 14d(2) shall not duplicate payments under this subparagraph for the following:
 - (A) Contract prices for goods or services accepted under the Contract;
 - (B) Costs incurred in preparing to perform and performing the terminated portion of the performance plus a fair and reasonable profit on such portion of the performance, such profit shall not include anticipatory profit or consequential damages, less amounts paid or to be paid for accepted goods or services; provided, however, that if it appears that the CONTRACTOR would have sustained a loss if the entire Contract would have been completed, no profit shall be allowed or included and the amount of compensation shall be reduced to reflect the anticipated rate of loss;
 - (C) Costs of settling and paying claims arising out of the termination of subcontracts or orders pursuant to subparagraph 14b. These costs must not include costs paid in accordance with subparagraph 14d(3)(B);
 - (D) The reasonable settlement costs of the CONTRACTOR, including accounting, legal, clerical, and other expenses reasonably necessary for the preparation of settlement claims and supporting data with respect to the terminated portion of the Contract and for the termination of subcontracts thereunder, together with reasonable storage, transportation, and other costs incurred in connection with the protection or disposition of property allocable to the terminated portion of this Contract. The total sum to be paid the CONTRACTOR under this subparagraph shall not exceed the

total Contract price plus the reasonable settlement costs of the CONTRACTOR reduced by the amount of payments otherwise made, the proceeds of any sales of supplies and manufacturing materials under subparagraph 14d(2), and the contract price of performance not terminated.

- (4) Costs claimed, agreed to, or established under subparagraphs 14d(2) and 14d(3) shall be in accordance with Chapter 3-123 (Cost Principles) of the Procurement Rules.

15. Claims Based on the Agency Procurement Officer's Actions or Omissions.

a. Changes in scope. If any action or omission on the part of the Agency procurement officer (which term includes the designee of such officer for purposes of this paragraph 15) requiring performance changes within the scope of the Contract constitutes the basis for a claim by the CONTRACTOR for additional compensation, damages, or an extension of time for completion, the CONTRACTOR shall continue with performance of the Contract in compliance with the directions or orders of such officials, but by so doing, the CONTRACTOR shall not be deemed to have prejudiced any claim for additional compensation, damages, or an extension of time for completion; provided:

- (1) Written notice required. The CONTRACTOR shall give written notice to the Agency procurement officer:

- (A) Prior to the commencement of the performance involved, if at that time the CONTRACTOR knows of the occurrence of such action or omission;

- (B) Within thirty (30) days after the CONTRACTOR knows of the occurrence of such action or omission, if the CONTRACTOR did not have such knowledge prior to the commencement of the performance; or

- (C) Within such further time as may be allowed by the Agency procurement officer in writing.

- (2) Notice content. This notice shall state that the CONTRACTOR regards the act or omission as a reason which may entitle the CONTRACTOR to additional compensation, damages, or an extension of time. The Agency procurement officer, upon receipt of such notice, may rescind such action, remedy such omission, or take such other steps as may be deemed advisable in the discretion of the Agency procurement officer;

- (3) Basis must be explained. The notice required by subparagraph 15a(1) describes as clearly as practicable at the time the reasons why the CONTRACTOR believes that additional compensation, damages, or an extension of time may be remedies to which the CONTRACTOR is entitled; and

- (4) Claim must be justified. The CONTRACTOR must maintain and, upon request, make available to the Agency procurement officer within a reasonable time, detailed records to the extent practicable, and other documentation and evidence satisfactory to the STATE, justifying the claimed additional costs or an extension of time in connection with such changes.

b. CONTRACTOR not excused. Nothing herein contained, however, shall excuse the CONTRACTOR from compliance with any rules or laws precluding any state officers and CONTRACTOR from acting in collusion or bad faith in issuing or performing change orders which are clearly not within the scope of the Contract.

c. Price adjustment. Any adjustment in the price made pursuant to this paragraph shall be determined in accordance with the price adjustment provision of this Contract.

16. Costs and Expenses. Any reimbursement due the CONTRACTOR for per diem and transportation expenses under this Contract shall be subject to chapter 3-123 (Cost Principles), HAR, and the following guidelines:

- a. Reimbursement for air transportation shall be for actual cost or coach class air fare, whichever is less.
- b. Reimbursement for ground transportation costs shall not exceed the actual cost of renting an intermediate-sized vehicle.
- c. Unless prior written approval of the HOPA is obtained, reimbursement for subsistence allowance (i.e., hotel and meals, etc.) shall not exceed the applicable daily authorized rates for inter-island or out-of-state travel that are set forth in the current Governor's Executive Order authorizing adjustments in salaries and benefits for state officers and employees in the executive branch who are excluded from collective bargaining coverage.

17. Payment Procedures; Final Payment; Tax Clearance.

- a. Original invoices required. All payments under this Contract shall be made only upon submission by the CONTRACTOR of original invoices specifying the amount due and certifying that services requested under the Contract have been performed by the CONTRACTOR according to the Contract.
- b. Subject to available funds. Such payments are subject to availability of funds and allotment by the Director of Finance in accordance with chapter 37, HRS. Further, all payments shall be made in accordance with and subject to chapter 40, HRS.
- c. Prompt payment.
 - (1) Any money, other than retainage, paid to the CONTRACTOR shall be disbursed to subcontractors within ten (10) days after receipt of the money in accordance with the terms of the subcontract; provided that the subcontractor has met all the terms and conditions of the subcontract and there are no bona fide disputes; and
 - (2) Upon final payment to the CONTRACTOR, full payment to the subcontractor, including retainage, shall be made within ten (10) days after receipt of the money; provided that there are no bona fide disputes over the subcontractor's performance under the subcontract.
- d. Final payment. Final payment under this Contract shall be subject to sections 103-53 and 103D-328, HRS, which require a tax clearance from the Director of Taxation, State of Hawaii, and the Internal Revenue Service, U.S. Department of Treasury, showing that all delinquent taxes, if any, levied or accrued under state law and the Internal Revenue Code of 1986, as amended, against the CONTRACTOR have been paid. Further, in accordance with section 3-122-112, HAR, CONTRACTOR shall provide a certificate affirming that the CONTRACTOR has remained in compliance with all applicable laws as required by this section.

18. Federal Funds. If this Contract is payable in whole or in part from federal funds, CONTRACTOR agrees that, as to the portion of the compensation under this Contract to be payable from federal funds, the CONTRACTOR shall be paid only from such funds received from the federal government, and shall not be paid from any other funds. Failure of the STATE to receive anticipated federal funds shall not be considered a breach by the STATE or an excuse for nonperformance by the CONTRACTOR.

19. Modifications of Contract.

- a. In writing. Any modification, alteration, amendment, change, or extension of any term, provision, or condition of this Contract permitted by this Contract shall be made by written amendment to this Contract, signed by the CONTRACTOR and the STATE, provided that change orders shall be made in accordance with paragraph 20 herein.
- b. No oral modification. No oral modification, alteration, amendment, change, or extension of any term, provision, or condition of this Contract shall be permitted.

- c. Agency procurement officer. By written order, at any time, and without notice to any surety, the Agency procurement officer may unilaterally order of the CONTRACTOR:
 - (A) Changes in the work within the scope of the Contract; and
 - (B) Changes in the time of performance of the Contract that do not alter the scope of the Contract work.
 - d. Adjustments of price or time for performance. If any modification increases or decreases the CONTRACTOR'S cost of, or the time required for, performance of any part of the work under this Contract, an adjustment shall be made and this Contract modified in writing accordingly. Any adjustment in contract price made pursuant to this clause shall be determined, where applicable, in accordance with the price adjustment clause of this Contract or as negotiated.
 - e. Claim barred after final payment. No claim by the CONTRACTOR for an adjustment hereunder shall be allowed if written modification of the Contract is not made prior to final payment under this Contract.
 - f. Claims not barred. In the absence of a written contract modification, nothing in this clause shall be deemed to restrict the CONTRACTOR'S right to pursue a claim under this Contract or for a breach of contract.
 - g. Head of the purchasing agency approval. If this is a professional services contract awarded pursuant to section 103D-303 or 103D-304, HRS, any modification, alteration, amendment, change, or extension of any term, provision, or condition of this Contract which increases the amount payable to the CONTRACTOR by at least \$25,000.00 and ten per cent (10%) or more of the initial contract price, must receive the prior approval of the head of the purchasing agency.
 - h. Tax clearance. The STATE may, at its discretion, require the CONTRACTOR to submit to the STATE, prior to the STATE'S approval of any modification, alteration, amendment, change, or extension of any term, provision, or condition of this Contract, a tax clearance from the Director of Taxation, State of Hawaii, and the Internal Revenue Service, U.S. Department of Treasury, showing that all delinquent taxes, if any, levied or accrued under state law and the Internal Revenue Code of 1986, as amended, against the CONTRACTOR have been paid.
 - i. Sole source contracts. Amendments to sole source contracts that would change the original scope of the Contract may only be made with the approval of the CPO. Annual renewal of a sole source contract for services should not be submitted as an amendment.
20. Change Order. The Agency procurement officer may, by a written order signed only by the STATE, at any time, and without notice to any surety, and subject to all appropriate adjustments, make changes within the general scope of this Contract in any one or more of the following:
- (1) Drawings, designs, or specifications, if the goods or services to be furnished are to be specially provided to the STATE in accordance therewith;
 - (2) Method of delivery; or
 - (3) Place of delivery.
- a. Adjustments of price or time for performance. If any change order increases or decreases the CONTRACTOR'S cost of, or the time required for, performance of any part of the work under this Contract, whether or not changed by the order, an adjustment shall be made and the Contract modified in writing accordingly. Any adjustment in the Contract price made pursuant to this provision shall be determined in accordance with the price adjustment provision of this Contract. Failure of the parties to agree to an adjustment shall not excuse the CONTRACTOR from proceeding with the Contract as changed, provided that the Agency procurement officer promptly and duly makes the provisional adjustments in payment or time for performance as may be reasonable. By

proceeding with the work, the CONTRACTOR shall not be deemed to have prejudiced any claim for additional compensation, or any extension of time for completion.

- b. Time period for claim. Within ten (10) days after receipt of a written change order under subparagraph 20a, unless the period is extended by the Agency procurement officer in writing, the CONTRACTOR shall respond with a claim for an adjustment. The requirement for a timely written response by CONTRACTOR cannot be waived and shall be a condition precedent to the assertion of a claim.
- c. Claim barred after final payment. No claim by the CONTRACTOR for an adjustment hereunder shall be allowed if a written response is not given prior to final payment under this Contract.
- d. Other claims not barred. In the absence of a change order, nothing in this paragraph 20 shall be deemed to restrict the CONTRACTOR'S right to pursue a claim under the Contract or for breach of contract.

21. Price Adjustment.

- a. Price adjustment. Any adjustment in the contract price pursuant to a provision in this Contract shall be made in one or more of the following ways:
 - (1) By agreement on a fixed price adjustment before commencement of the pertinent performance or as soon thereafter as practicable;
 - (2) By unit prices specified in the Contract or subsequently agreed upon;
 - (3) By the costs attributable to the event or situation covered by the provision, plus appropriate profit or fee, all as specified in the Contract or subsequently agreed upon;
 - (4) In such other manner as the parties may mutually agree; or
 - (5) In the absence of agreement between the parties, by a unilateral determination by the Agency procurement officer of the costs attributable to the event or situation covered by the provision, plus appropriate profit or fee, all as computed by the Agency procurement officer in accordance with generally accepted accounting principles and applicable sections of chapters 3-123 and 3-126, HAR.
- b. Submission of cost or pricing data. The CONTRACTOR shall provide cost or pricing data for any price adjustments subject to the provisions of chapter 3-122, HAR.

22. Variation in Quantity for Definite Quantity Contracts. Upon the agreement of the STATE and the CONTRACTOR, the quantity of goods or services, or both, if a definite quantity is specified in this Contract, may be increased by a maximum of ten per cent (10%); provided the unit prices will remain the same except for any price adjustments otherwise applicable; and the Agency procurement officer makes a written determination that such an increase will either be more economical than awarding another contract or that it would not be practical to award another contract.

23. Changes in Cost-Reimbursement Contract. If this Contract is a cost-reimbursement contract, the following provisions shall apply:

- a. The Agency procurement officer may at any time by written order, and without notice to the sureties, if any, make changes within the general scope of the Contract in any one or more of the following:
 - (1) Description of performance (Attachment 1);
 - (2) Time of performance (i.e., hours of the day, days of the week, etc.);
 - (3) Place of performance of services;

- (4) Drawings, designs, or specifications when the supplies to be furnished are to be specially manufactured for the STATE in accordance with the drawings, designs, or specifications;
 - (5) Method of shipment or packing of supplies; or
 - (6) Place of delivery.
- b. If any change causes an increase or decrease in the estimated cost of, or the time required for performance of, any part of the performance under this Contract, whether or not changed by the order, or otherwise affects any other terms and conditions of this Contract, the Agency procurement officer shall make an equitable adjustment in the (1) estimated cost, delivery or completion schedule, or both; (2) amount of any fixed fee; and (3) other affected terms and shall modify the Contract accordingly.
 - c. The CONTRACTOR must assert the CONTRACTOR'S rights to an adjustment under this provision within thirty (30) days from the day of receipt of the written order. However, if the Agency procurement officer decides that the facts justify it, the Agency procurement officer may receive and act upon a proposal submitted before final payment under the Contract.
 - d. Failure to agree to any adjustment shall be a dispute under paragraph 11 of this Contract. However, nothing in this provision shall excuse the CONTRACTOR from proceeding with the Contract as changed.
 - e. Notwithstanding the terms and conditions of subparagraphs 23a and 23b, the estimated cost of this Contract and, if this Contract is incrementally funded, the funds allotted for the performance of this Contract, shall not be increased or considered to be increased except by specific written modification of the Contract indicating the new contract estimated cost and, if this contract is incrementally funded, the new amount allotted to the contract.
24. Confidentiality of Material.
- a. All material given to or made available to the CONTRACTOR by virtue of this Contract, which is identified as proprietary or confidential information, will be safeguarded by the CONTRACTOR and shall not be disclosed to any individual or organization without the prior written approval of the STATE.
 - b. All information, data, or other material provided by the CONTRACTOR to the STATE shall be subject to the Uniform Information Practices Act, chapter 92F, HRS.
25. Publicity. The CONTRACTOR shall not refer to the STATE, or any office, agency, or officer thereof, or any state employee, including the HOPA, the CPO, the Agency procurement officer, or to the services or goods, or both, provided under this Contract, in any of the CONTRACTOR'S brochures, advertisements, or other publicity of the CONTRACTOR. All media contacts with the CONTRACTOR about the subject matter of this Contract shall be referred to the Agency procurement officer.
26. Ownership Rights and Copyright. The STATE shall have complete ownership of all material, both finished and unfinished, which is developed, prepared, assembled, or conceived by the CONTRACTOR pursuant to this Contract, and all such material shall be considered "works made for hire." All such material shall be delivered to the STATE upon expiration or termination of this Contract. The STATE, in its sole discretion, shall have the exclusive right to copyright any product, concept, or material developed, prepared, assembled, or conceived by the CONTRACTOR pursuant to this Contract.
27. Liens and Warranties. Goods provided under this Contract shall be provided free of all liens and provided together with all applicable warranties, or with the warranties described in the Contract documents, whichever are greater.

28. Audit of Books and Records of the CONTRACTOR. The STATE may, at reasonable times and places, audit the books and records of the CONTRACTOR, prospective contractor, subcontractor, or prospective subcontractor which are related to:
- a. The cost or pricing data, and
 - b. A state contract, including subcontracts, other than a firm fixed-price contract.

29. Cost or Pricing Data. Cost or pricing data must be submitted to the Agency procurement officer and timely certified as accurate for contracts over \$100,000 unless the contract is for a multiple-term or as otherwise specified by the Agency procurement officer. Unless otherwise required by the Agency procurement officer, cost or pricing data submission is not required for contracts awarded pursuant to competitive sealed bid procedures.

If certified cost or pricing data are subsequently found to have been inaccurate, incomplete, or noncurrent as of the date stated in the certificate, the STATE is entitled to an adjustment of the contract price, including profit or fee, to exclude any significant sum by which the price, including profit or fee, was increased because of the defective data. It is presumed that overstated cost or pricing data increased the contract price in the amount of the defect plus related overhead and profit or fee. Therefore, unless there is a clear indication that the defective data was not used or relied upon, the price will be reduced in such amount.

30. Audit of Cost or Pricing Data. When cost or pricing principles are applicable, the STATE may require an audit of cost or pricing data.

31. Records Retention.

- (1) Upon any termination of this Contract or as otherwise required by applicable law, CONTRACTOR shall, pursuant to chapter 487R, HRS, destroy all copies (paper or electronic form) of personal information received from the STATE.
- (2) The CONTRACTOR and any subcontractors shall maintain the files, books, and records that relate to the Contract, including any personal information created or received by the CONTRACTOR on behalf of the STATE, and any cost or pricing data, for at least three (3) years after the date of final payment under the Contract. The personal information shall continue to be confidential and shall only be disclosed as permitted or required by law. After the three (3) year, or longer retention period as required by law has ended, the files, books, and records that contain personal information shall be destroyed pursuant to chapter 487R, HRS or returned to the STATE at the request of the STATE.

32. Antitrust Claims. The STATE and the CONTRACTOR recognize that in actual economic practice, overcharges resulting from antitrust violations are in fact usually borne by the purchaser. Therefore, the CONTRACTOR hereby assigns to STATE any and all claims for overcharges as to goods and materials purchased in connection with this Contract, except as to overcharges which result from violations commencing after the price is established under this Contract and which are not passed on to the STATE under an escalation clause.

33. Patented Articles. The CONTRACTOR shall defend, indemnify, and hold harmless the STATE, and its officers, employees, and agents from and against all liability, loss, damage, cost, and expense, including all attorneys fees, and all claims, suits, and demands arising out of or resulting from any claims, demands, or actions by the patent holder for infringement or other improper or unauthorized use of any patented article, patented process, or patented appliance in connection with this Contract. The CONTRACTOR shall be solely responsible for correcting or curing to the satisfaction of the STATE any such infringement or improper or unauthorized use, including, without limitation: (a) furnishing at no cost to the STATE a substitute article, process, or appliance acceptable to the STATE, (b) paying royalties or other required payments to the patent holder, (c) obtaining proper authorizations or releases from the patent holder, and (d) furnishing such security to or making such arrangements with the patent holder as may be necessary to correct or cure any such infringement or improper or unauthorized use.

34. Governing Law. The validity of this Contract and any of its terms or provisions, as well as the rights and duties of the parties to this Contract, shall be governed by the laws of the State of Hawaii. Any action at law or in equity to enforce or interpret the provisions of this Contract shall be brought in a state court of competent jurisdiction in Honolulu, Hawaii.
35. Compliance with Laws. The CONTRACTOR shall comply with all federal, state, and county laws, ordinances, codes, rules, and regulations, as the same may be amended from time to time, that in any way affect the CONTRACTOR'S performance of this Contract.
36. Conflict Between General Conditions and Procurement Rules. In the event of a conflict between the General Conditions and the procurement rules, the procurement rules in effect on the date this Contract became effective shall control and are hereby incorporated by reference.
37. Entire Contract. This Contract sets forth all of the agreements, conditions, understandings, promises, warranties, and representations between the STATE and the CONTRACTOR relative to this Contract. This Contract supersedes all prior agreements, conditions, understandings, promises, warranties, and representations, which shall have no further force or effect. There are no agreements, conditions, understandings, promises, warranties, or representations, oral or written, express or implied, between the STATE and the CONTRACTOR other than as set forth or as referred to herein.
38. Severability. In the event that any provision of this Contract is declared invalid or unenforceable by a court, such invalidity or unenforceability shall not affect the validity or enforceability of the remaining terms of this Contract.
39. Waiver. The failure of the STATE to insist upon the strict compliance with any term, provision, or condition of this Contract shall not constitute or be deemed to constitute a waiver or relinquishment of the STATE'S right to enforce the same in accordance with this Contract. The fact that the STATE specifically refers to one provision of the procurement rules or one section of the Hawaii Revised Statutes, and does not include other provisions or statutory sections in this Contract shall not constitute a waiver or relinquishment of the STATE'S rights or the CONTRACTOR'S obligations under the procurement rules or statutes.
40. Pollution Control. If during the performance of this Contract, the CONTRACTOR encounters a "release" or a "threatened release" of a reportable quantity of a "hazardous substance," "pollutant," or "contaminant" as those terms are defined in section 128D-1, HRS, the CONTRACTOR shall immediately notify the STATE and all other appropriate state, county, or federal agencies as required by law. The Contractor shall take all necessary actions, including stopping work, to avoid causing, contributing to, or making worse a release of a hazardous substance, pollutant, or contaminant, and shall promptly obey any orders the Environmental Protection Agency or the state Department of Health issues in response to the release. In the event there is an ensuing cease-work period, and the STATE determines that this Contract requires an adjustment of the time for performance, the Contract shall be modified in writing accordingly.
41. Campaign Contributions. The CONTRACTOR is hereby notified of the applicability of 11-355, HRS, which states that campaign contributions are prohibited from specified state or county government contractors during the terms of their contracts if the contractors are paid with funds appropriated by a legislative body.
42. Confidentiality of Personal Information.
- a. Definitions.
- "Personal information" means an individual's first name or first initial and last name in combination with any one or more of the following data elements, when either name or data elements are not encrypted:
- (1) Social security number;
 - (2) Driver's license number or Hawaii identification card number; or

- (3) Account number, credit or debit card number, access code, or password that would permit access to an individual's financial information.

Personal information does not include publicly available information that is lawfully made available to the general public from federal, state, or local government records.

"Technological safeguards" means the technology and the policy and procedures for use of the technology to protect and control access to personal information.

b. Confidentiality of Material.

- (1) All material given to or made available to the CONTRACTOR by the STATE by virtue of this Contract which is identified as personal information, shall be safeguarded by the CONTRACTOR and shall not be disclosed without the prior written approval of the STATE.
- (2) CONTRACTOR agrees not to retain, use, or disclose personal information for any purpose other than as permitted or required by this Contract.
- (3) CONTRACTOR agrees to implement appropriate "technological safeguards" that are acceptable to the STATE to reduce the risk of unauthorized access to personal information.
- (4) CONTRACTOR shall report to the STATE in a prompt and complete manner any security breaches involving personal information.
- (5) CONTRACTOR agrees to mitigate, to the extent practicable, any harmful effect that is known to CONTRACTOR because of a use or disclosure of personal information by CONTRACTOR in violation of the requirements of this paragraph.
- (6) CONTRACTOR shall complete and retain a log of all disclosures made of personal information received from the STATE, or personal information created or received by CONTRACTOR on behalf of the STATE.

c. Security Awareness Training and Confidentiality Agreements.

- (1) CONTRACTOR certifies that all of its employees who will have access to the personal information have completed training on security awareness topics relating to protecting personal information.
- (2) CONTRACTOR certifies that confidentiality agreements have been signed by all of its employees who will have access to the personal information acknowledging that:
 - (A) The personal information collected, used, or maintained by the CONTRACTOR will be treated as confidential;
 - (B) Access to the personal information will be allowed only as necessary to perform the Contract; and
 - (C) Use of the personal information will be restricted to uses consistent with the services subject to this Contract.

d. Termination for Cause. In addition to any other remedies provided by this Contract, if the STATE learns of a material breach by CONTRACTOR of this paragraph by CONTRACTOR, the STATE may at its sole discretion:

- (1) Provide an opportunity for the CONTRACTOR to cure the breach or end the violation; or
- (2) Immediately terminate this Contract.

In either instance, the CONTRACTOR and the STATE shall follow chapter 487N, HRS, with respect to notification of a security breach of personal information.

e. Records Retention.

- (1) Upon any termination of this Contract or as otherwise required by applicable law, CONTRACTOR shall, pursuant to chapter 487R, HRS, destroy all copies (paper or electronic form) of personal information received from the STATE.
- (2) The CONTRACTOR and any subcontractors shall maintain the files, books, and records that relate to the Contract, including any personal information created or received by the CONTRACTOR on behalf of the STATE, and any cost or pricing data, for at least three (3) years after the date of final payment under the Contract. The personal information shall continue to be confidential and shall only be disclosed as permitted or required by law. After the three (3) year, or longer retention period as required by law has ended, the files, books, and records that contain personal information shall be destroyed pursuant to chapter 487R, HRS or returned to the STATE at the request of the STATE.

EXHIBIT A: ALT MOU Style Guide



EXHIBIT A

ALT MOU STYLE GUIDE

Version 2.3.1, October 2020

Cambium Assessment

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Overview

The Alternate Assessment Item Sharing Memorandum of Understanding (MOU) is a collaboration between several partner states: Hawai’i, Idaho, South Carolina, Vermont, Wyoming, Montana, and South Dakota. The Item Sharing MOU encompasses three content areas: English Language Arts (ELA) grades 3–8 and high school English; mathematics grades 3–8 and high school mathematics; and various grades in science.

To facilitate navigation within this Style Guide when reviewing the document in Word, ensure the Navigation Pane is selected under *View > Show*.

The preferred reference guides for the Alternate Assessment Item Sharing MOU are:

- *The Chicago Manual of Style*, 16th ed.;
- *Merriam-Webster’s Collegiate Dictionary*, 11th ed.;
- *Webster’s New American Biographical Dictionary*;
- *Webster’s Geographical Dictionary*;
- *The International System of Units* (2019)

The table shows accepted terminology agreed upon by the partner states involved in the Alternate Assessment Item Sharing MOU:

Online Alternate Assessment
<ul style="list-style-type: none"> • Item, question • Stimulus • Animation • Option cards, option strips • Sentence(s) • Digital pictures, maps, graphs, food webs, etc. • A variety of item types are used • Human voice recording (HVR)

Please note that all exemplar items in this Guide are for layout and formatting reference only; they are not paradigms of alignment to content standard or test level.

General Style

When producing text, refer to the table for general rules:

Use	Avoid
<ul style="list-style-type: none"> • Common words • Simple sentences • Same verb tense throughout the item • Familiar contexts • <u>Bold and underlined</u> font for: <ul style="list-style-type: none"> ○ The words “<u>best</u>”, “<u>most</u>”, “<u>all</u>”, “<u>one</u>”, and “<u>two</u>” ○ Other words as necessary for emphasis • Organizational structures are clear and apparent <ul style="list-style-type: none"> ○ Use a hard return to separate passages/sections 	<ul style="list-style-type: none"> • Compound sentences • Repetitive language usage • Ambiguous words, or words with more than one meaning • Irregularly spelled words • Proper names • Inconsistent naming and graphic conventions • Multiple names for the same concept (e.g., “river” in passage and “water” in options) • Embedded clauses and phrases • Passive voice • Irregular verbs if the target is subject/verb agreement or conjugations • Use of color names in items and stims • Negative stems

Abbreviations

Avoid abbreviations in items. See specific content areas for necessary exceptions.

Capitalization

Celestial bodies — For science items, Earth, like the names of other planets, should always be capitalized and not accompanied by the article “the” when referring to it as a planet. “The earth” refers to soil. For other content areas/subjects, capitalization is not necessary. “Moon” and “sun” are never capitalized, except at the beginning of sentences and as appropriate for options.

- ✓ The moon orbits around Earth, and Earth orbits around the sun.

Familiar terms — Family members (e.g., mom, dad, grandpa) are capitalized only when used as proper nouns—that is, in place of a name or as a title. Do not capitalize these familiar terms when they are used as common nouns.

- ✓ I said hi to Mom. I saw Grandpa Hopkins come in.
- ✓ In general, dads are pretty smart. I saw my grandpa come in.

Internet and Web are capitalized; “Web site” is two words. However, do not change the PicSym for Internet, which uses the lowercase “internet.”

President, when referring to any U.S. president, whether followed by a name or not, is always capitalized.

- ✓ The President has left the building.

Contractions

Contractions may be used in reading passages and in direct quotations from passages.

Avoid contractions in items except when unavoidable, as in negative questions.

- ✓ Why doesn't Bobby talk to his friend right away?
- ✗ Why'd he use the elevator?

Dates and Time

Dates — Dates are not abbreviated, and months are not written as numerals. Dates do not contain ordinals ("1st" and "3rd," for example).

- ✓ March 1 or February 6
- ✗ March 1st or February 6th

Time — Time may be expressed as below or using illustrations of analog or digital clocks. Use lower case, space after the number, and periods for a.m./p.m.

- ✓ 7:30 a.m., 7:30 p.m.

Numbers and Units

Numbers — All task and item numbers are expressed as numerals. Always use numerals when expressing physical quantities such as distance, length, area, volume, mass, pressure, and so on, even in reading.

- ✓ 45 miles, 240 volts, 10 °C

Units — The first occurrence of a unit should introduce its name and its abbreviation (e.g., "milliliters (mL)"). There is a space between the number and its unit symbol, even when the value is used in an adjectival sense.

- ✓ a 25 kg sphere, the bar is 25 cm long
- ✗ a 20-mL flask

Note that for angle measures, there is no space between the numeral and the degree symbol: 10°

Pronouns

Avoid using pronouns in items. Use character names in place of pronouns.

- Bill wants to buy a bike.
- ✓ What does Bill want to buy?
- ✗ What does he want to buy?

Punctuation

Apostrophes and quotation marks — Use "smart" (i.e., curved) apostrophes and quotation marks rather than "straight" ones.

Use quotation marks for dialogue with paragraph returns after each exchange.

Use an apostrophe, not a single quotation mark, to indicate that material has been eliminated at the beginning of a word.

- ✓ 'cause for because

Commas — Do not use a comma before Jr. or Sr. in a name.

- ✓ Martin Luther King Jr.

Always use commas to separate digits when expressing quantities representing one thousand or more.

- ✓ 1100 should be expressed as 1,100

End punctuation and colons — End punctuation (e.g., periods) and colons are followed by a single space.

Em dashes — When an em dash is used in running text to indicate a pause or break, there are no spaces on either side of the em dash.

- ✓ She said—no, she screamed—“What are you doing?”

Hyphenation — Avoid hyphenating words at the end of a line. Exceptions can be made for compound words if necessary, for flow and placement of an item.

Do not hyphenate the names of ethnic groups.

- ✓ African American

Letter grades — A's are pluralized with an apostrophe because “As” is a word, but other letter grades are not.

- ✓ I made A's, but my brother made Bs, Cs, Ds, and Fs.

Mixed measurements — Do not use commas in measurements made up of two units.

- ✓ 5 feet 2 inches
- ✓ 3 hours 10 minutes

Time periods — Do not use an apostrophe.

- ✓ the 70s, the 1800s
- ✗ the 70's, the 1800's

Item Types

The Item Sharing MOU bank will contain multiple-choice and multiple-select item formats.

Multiple-Choice (MC) Items

These items will contain either two, three, or four answer options. Only **one** option is correct.

Element	Guidance
Item stem	<ul style="list-style-type: none"> • Hard return after stem, hard return after question. • Avoid images in stem; use a stimulus to position any images. <ul style="list-style-type: none"> ○ Exceptions: Some standards in ELA call for an image in the stem. • Use Layout 33 for discrete items.
Answer options	<ul style="list-style-type: none"> • May include Picsym images, alphabetic letter(s) or syllable(s), numbers (whole, fractions, decimals, mixed), equations, shapes, graphs, tables, single words, or sentences • If options are text only: <ul style="list-style-type: none"> ○ Presented as strips (W300xH84) ○ 36-pt font size (no smaller than 20-pt) • If options contain graphics: <ul style="list-style-type: none"> ○ Presented as cards (W162xH270) ○ Font size governed by longest label in item (no smaller than 20-pt) ○ For cards with up to four digits, use 72-pt font ○ When text exceeds 11 characters, use strips instead of cards • Option wording is reproduced in the scoring assertion
Audio descriptions	<ul style="list-style-type: none"> • See Human Voice Recording (HVR) Script Generation and Review section for guidance.



Exemplar:

3537

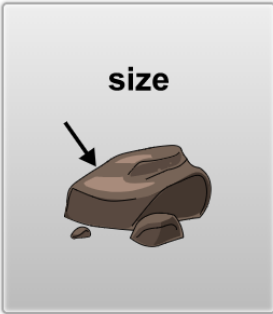

Jake breaks a piece of chalk easily.

What property is Jake testing?

hardness

size

Multiple-Select (MS) Items

These items will contain four or five options. Only **two** options are correct.

Element	Guidance
Item stem	<ul style="list-style-type: none"> • Hard return after stem, hard return after question. • Use Layout 33 for discrete items. • Always includes guidance text: “Be sure to select two options.”
Answer options	<ul style="list-style-type: none"> • Options are text-only; no images, graphs, or tables <ul style="list-style-type: none"> ○ Presented as strips (W300xH84) ○ 36-pt font size (no smaller than 20-pt) • Options may include alphabetic letter(s) or syllable(s), numbers (whole, fractions, decimals, mixed), single words, or sentences • Options may be arranged stacked or vertical to minimize scrolling • Option wording is reproduced in scoring assertion
Audio descriptions	<ul style="list-style-type: none"> • See Human Voice Recording (HVR) Script Generation and Review section for guidance.

Exemplar:

18441

Scientists look at properties of rocks to find out how they were formed.

Select **two** properties of sedimentary rocks. Be sure to select **two**.

magnetic rough surface reacts with acid
 large crystals visible layers

Stimulus Types

Stimuli will use both still images and short animations.

Still Image/Text

Element	Guidance
Stimulus text	<ul style="list-style-type: none"> Text that provides context or additional content for an item, such as tables or graphics, will be provided in a stimulus that can be viewed on the left side of the question. Some standards in ELA require the use of an image in the item stem. Layout 24 is standard, 25 use as necessary to minimize scrolling.
Graphics	<ul style="list-style-type: none"> Graphic width will not exceed 370px; text may be no smaller than 18-pt font in Web Preview. Font in stimulus graphics will not be smaller than 18-pt.
Audio descriptions	<ul style="list-style-type: none"> See Human Voice Recording (HVR) Script Generation and Review section for guidance.

Exemplar 1:

No Swimming Today

Uncle Reggie approached me, smiling. He had arrived in his pickup truck.

"Hi Uncle Reggie!" I called out. "Are we going swimming today?"

"No," he said, pointing to the side of the barn. I turned and saw a stack of wooden posts and boards, two shovels, and a large hammer.

"You are going to help me build a fence," he said.

I took a deep breath. It was going to be an arduous day.

18395

Read the sentence from the story.

It was going to be an **arduous** day.


What does the word **arduous** mean?

A building B tiring C relaxing

Exemplar 2:

Alexandria is making a quilt. The quilt is 4 feet long and 3 feet wide.

width =
3 feet



length =
4 feet

9301

What is the area of the quilt in square feet?

7

12

14

Animations

Element	Guidance
Stimulus text	<ul style="list-style-type: none"> • <i>If the animation includes an audio description:</i> “Here is a video. The video shows [brief description of video]. Press the arrow to play the video.” • <i>If the animation does not include audio:</i> “Here is a video. The video has no sound. The video shows [clear description of video]. Press the arrow to play the video.”
Animations	<ul style="list-style-type: none"> • Include a solid border around animations with a white background: Insert a single-cell (1x1) table, no header or title, into the stimulus. Insert the animation within the table cell. Center the animation and adjust the size to 425x325. • Audio will be embedded in the animation file. For audio descriptions, see below. • Layout 21 is standard, but 24 or 25 may be used to minimize scrolling.
Audio descriptions	<ul style="list-style-type: none"> • See Human Voice Recording (HVR) Script Generation and Review section for guidance.

Exemplar:



Graphics and Fonts

Visuals

Visuals should be graphically clear. Ensure that colors are accessible to colorblind students – make use of resources to preview graphics in different colorblind simulators. Red should be used sparingly and only when necessary (e.g., when associated with danger in the context of safety: a red stop sign).

If the question refers to the visual, visuals should be visible at the same time as answer options. Refer to the Stimulus sections for guidance on layouts to minimize scrolling.

Visuals should not be information dense, however, if the visual references part of the response selection the information should be on the visual rather than assuming student background knowledge. All necessary information should be available for the student in the visual.

Visual should enhance the construct being measured rather than distract from the construct being measured. Do not overwhelm the student with unnecessary images/information in the visual.

PicSyms

PicSyms are copyrighted images. **Neither the image nor its label may be altered.**

If a graphic image is needed for an answer option and no suitable PicSym can be found, one may be created via APG. These graphics require labels. The label is always positioned at the top of the graphic. (See [Math-specific style](#) for one exception to this rule.)

PicSym should be representative of the audio text. Make sure that PicSym captions match each other in part of speech, number of words, and singular/plural.

Make sure that PicSym or picture cards are equally attractive; e.g. avoid two options with predominately white backgrounds and one option with a colorful background.

Tables

Refer to the list below for table style guidelines:

- Always include a title. Use title case for titles and headers.
- Do not shade header cells. Use bold font in header cells.
- No table cells should be left blank. If the needs of the item dictate it, include a '?' instead.

Graphs

Refer to the list below for graph style guidelines:

- For graphs in option cards, include a white background so the graph is visually distinct.
- Use title case for graph titles and axis labels.
- Graph titles are not required.

Human Voice Recording (HVR) Script Generation and Review

This section provides best practices for developing and reviewing the audio descriptions for text, graphics, animations, tables, and other item elements.

Generating Scripts

Audio scripts are developed alongside the stem and options, and they are documented in two places. First, the **Audio Description** attribute for an item is developed and reviewed alongside the item’s other metadata – for a stimulus, this may include a description of graphics, tables, charts, or animations; for an item, this may include descriptions of images presented in each option. Second, the **HVR Script** for an item or stimulus is computer generated and then manually edited in a separate swimlane after the online content is web approved and locked. This script is the final version of what the student will hear.

Documenting audio scripts in the Audio Description attribute allows content developers, clients, and teacher committees to review and agree upon ways to describe graphic content that maximizes accessibility without cluing the correct response. Consequently, when the HVR Script is generated, the script reviewer can easily confirm or modify the script as needed to reflect the approved content.

Requirements

The table lists several requirements for items and stimuli, with and without graphics:

	Graphic description	Stem description	Option descriptions
Multiple choice, text only	N/A	<ul style="list-style-type: none"> • Include all text presented on screen. 	<ul style="list-style-type: none"> • Include all text presented on screen. • Include option letter in script for reference.
Multiple choice, graphic in stem/opts	<ul style="list-style-type: none"> • Begins with “The picture (table, graph) shows...” 	<ul style="list-style-type: none"> • Restates introductory text in addition to providing an image description. • Image description begins with “The picture (table, graph) shows...” 	<ul style="list-style-type: none"> • Provide label only for PicSym options. • Provide label and/or description for custom graphics. • Include any text contained within graphic.
Stimulus, text only	N/A	<ul style="list-style-type: none"> • Include all text presented on screen. 	N/A
Stimulus, with graphics	<ul style="list-style-type: none"> • Begins with “The picture (table, graph) shows...” • Restates introductory text in addition to providing an image description. 		N/A
Stimulus, with animation	<ul style="list-style-type: none"> • Begins with “The video shows...” • Includes introductory stem text. 		N/A

Special Cases

Tables— Audio descriptions may describe the information in the table in either a literal or narrative manner. Neither is encouraged over the other; the test level or performance expectation of the item may dictate which is more appropriate to use:

- **Literal descriptions** provide table information without interpretation.
 - ✓ *The title of the table is Information About Shirts. The table has three columns and two rows. The columns are labeled left to right: Size; Color; Price. Row 1: Size – medium. Color – red. Price – \$5. Row 2: Size – large. Color – blue. Price – \$6.*
- **Narrative descriptions** provide table information in a more natural-language fashion.
 - ✓ *The table is titled Information About Shirts. Medium shirts are red and priced at \$5. Large shirts are blue and priced at \$6.*

Content-Specific Scripting

ELA-Specific

Spelling items— Spell out the words in the options.

- ✓ *A. e-n-o-u-g-h. B. e-n-u-f-f*

Capitalization items— Spell out the words in the options and identify the capital letters.

- ✓ *A: m-a-i-n capital-S-t-r-e-e-t B: capital-M-a-i-n capital-S-t-r-e-e-t.*

Poster graphics— Introduce the title of the poster with “The title of the poster is...” Describe the rest of the poster with “The rest of the poster reads...” Text should be read from top to bottom and left to right.

Shifts from pictures to text— For items where a picture comes before a passage, cue the shift from the picture to the text: *Below the picture is a story that reads...*

Math-Specific

AL Blind items— Audio descriptions that rely on vocabulary should be marked AL Blind; for a description to be accessible it must not rely on vocabulary. E.g.: “horizontal line” is inaccessible and should be marked AL Blind; “line that does not go up and down” is accessible and may remain AL N/A.

Answer options for items marked AL Blind may use “This one.” as audio descriptions.

Coordinates— Read as “number, number”. Only distinguish negative values.

- ✓ *Three, negative two.*

Math sentences— Use narrative, familiar language to read a math sentence.

- ✓ *Two times fifteen equals thirty.*
- ✓ *Three fifths is greater than two fifths.*

Order of operations— State opening and closing parentheses. Use “squared” and “cubed” for powers.

- ✓ *Three squared equals nine.*
- ✓ *Six times open parenthesis three plus two close parenthesis equals thirty-six.*

Science-Specific

Elements— Unless the content standard demands it, provide the names of elements (“sodium”) instead of their chemical symbol (“Na”).

- ✓ *Sodium plus chlorine makes sodium chloride.*

Reviewing Scripts

Script reviewing takes place in the same swimlane where the HVR Script is created. Review and confirm the following points:

- All text visible in web preview is captured and the graphics are accurately described
- HVR Script reflects the most current version of web preview and any discrepancies between the Audio Description attribute content and the HVR Script have been resolved and documented
- HVR Script is clear and unambiguous for the audio recorder

Human Voice Recording (HVR) Audio Generation and Review

This section provides best practices for recording and reviewing the human voice recordings for text, graphics, animations, tables, and other item elements.

Recording Audio

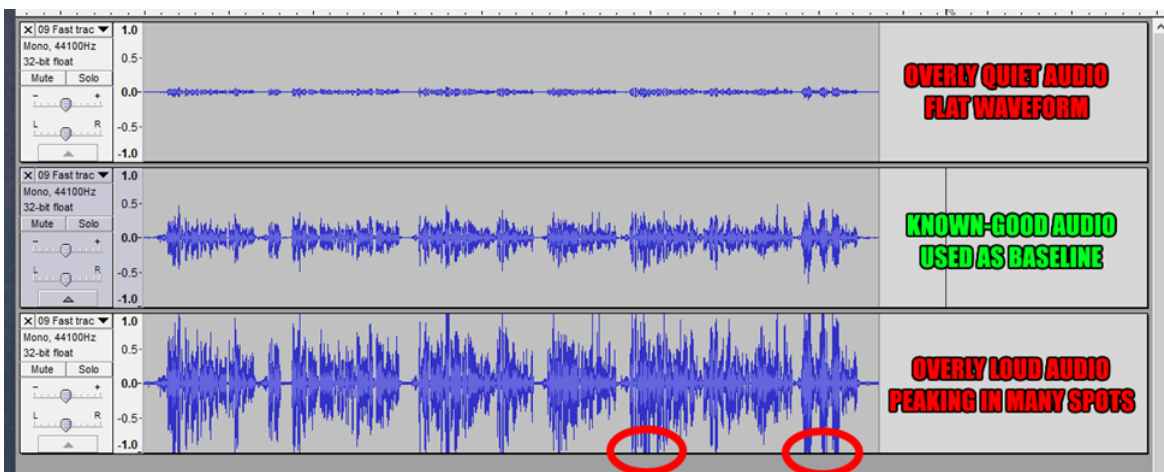
- Record in a small room with lots of soft furnishings to absorb ambient sound. Drink water.
- Position the microphone within 12 inches of your mouth, and ideally slightly to the side. Use a pop screen to minimize sibilance and plosives.
- Review and practice the script before recording. Test your setup with a sample recording into IAT.
 - The [Harvard Sentences](#) are a common way to test the quality of audio transmission devices.
- Indicate transitions by pausing a beat after reading a title or section heading, or between sections in a stem.
- Emphasize a bold or underlined word by pausing a tiny beat before and after the word:
 - ✓ “What does the phrase...**fly like an eagle**...mean?”
 - ✓ “Be sure to select...**two**...options.”
- If it is necessary to re-record part of an item, it is advisable to consider re-recording all sections to maintain consistency.

Reviewing Audio

It is important to remember two points:

- Audio files are recorded directly into the IAT Editor; it is not currently possible to upload files that were externally recorded. This limitation prevents developers from adjusting levels or trimming the file to remove “thumps” caused by trackpad clicks.
- All natural speech is affected to some degree by regional accents, but clear recordings may be achieved without modifying a recorder’s natural speaking patterns.

Audio files may be reviewed using Audacity and a conversion batchfile. The audio files for the item stem and options must be downloaded from the IAT Editor, converted from .ovg to .wav, and then the waveforms must be examined with Audacity to ensure the files are neither too loud nor too soft. Overly-quiet and overly-loud files must be returned to the previous level for re-recording.



Content-Specific Style

English Language Arts

A note about “best/most/all/one/two” — And other commonly bolded-and-underlined words: avoid using these words in stems where possible.

Ethnic Groups in the United States — Ethnic groups in the United States may be identified, but focus is on groups in Hawai’i, Idaho, South Carolina, Vermont, and Wyoming.

Names of ethnic groups are capitalized but are not hyphenated.

- ✓ African American, Asian American

Likely — “Likely” should not be used in ELA stems and can be used in Science items when appropriate to the content being measured. “Likely” can be used in Math items, but make sure to be careful about the degrees of likely. Don’t use “Likely” until after grade 7 when likely is included within math content standards.

- ✓ Less likely, more likely, etc....

Maps — Simple maps may be used. Maps are titled. Font sizes are outlined previously in this document. If question or answer options refer to the map, make sure necessary information is provided.

Spelling Items — For items targeting spelling, use words that have a specific phonemic rule, e.g., strong/silent ‘e’.

Scoring Assertions — For ELA, scoring assertions will read: The student [identified/determined/selected] that [rewording of stem + key], providing some evidence of the ability to [prioritized standard or PLD language in standard].

Vocabulary Items — When an item addresses the definition of a word or phrase, that word/phrase should be **bold and underline**.

- ✓ Tony is **ecstatic** about his new car.
- ✓ What does **ecstatic** mean in the sentence?

When an item addresses the underlying meaning of a word or phrase, that word/phrase should be set off by double quotation marks.

- ✓ "Did you have a good time?" "No, it was a nightmare," I said. "His dogs are crazy, and his little brothers are noisy!"
- ✓ Which words in the story tell what the phrase "it was a nightmare" means?

Terminology — Use “country” or “United States” when referring to the United States of America. United States may be abbreviated as “U.S.” when used as an adjective (e.g., U.S. government).

Text vs. Story — Items refer to the passage as “text” (nonfiction) or “story” (fiction).

Stem References to text/story in paired passages — When titles of texts are included in a stem, they need to be bolded and preceded by “the text” or “the story.” Refer to the titles in paired passages so it is clear which text/story is being asked about.

- ✓ What does Maria learn in the story **Basketball**?
- ✓ How is the text **Butterflies** different than the text **Mosquitos**?

Dialogue in Passages — speech tags should accompany dialogue in passages as much as possible, particularly for low complexity passages. Lines of dialogue need to be separated by a hard paragraph return after each exchange.

Passages referencing science topics — For any vocabulary in a passage that is not introduced in the science standards for the same grade, provide a definition.

Items with sentences with missing words — When an item stem provides a sentence with a blank space for a missing word or phrase, the stem needs to ask which word/phrase belongs in the blank. "Blank" should be indicated in the HVR as well.

Mathematics

Scoring Assertions — For Math, scoring assertions will read: “The student chose [number or word/phrase of key], providing evidence of the ability to [language from standard that relates to what was assessed in the item].”

Numbers — Numbers are generally presented as numerals; however, beginning a sentence with a numeral should be avoided.

Units of Measure — Numerals should be used not only for physical quantities with standard units of measure (e.g., 20 feet of rope, 200 seconds), but also any time that the student is using a number in a computation (e.g., John has 2 books. Sam gives John 2 more books.). Units of measure may be abbreviated in graphics, the stem, or the response options.

The only time to use a period with either a metric or a standard unit is to represent the word “inches” (in.).

Variables — When solving equations, variables (unknown values) are represented by boxes.

$$✓ 2 + \square = 6$$

Fractions — Include “parts/areas shaded” to all intros and stems in items addressing models of fractions and decimals. When describing fraction models use this order: part shaded to total parts. Easier ordering of fraction components for students.

- ✓ This fraction models shows 1/6 shaded. Which fraction model shows the same amount?

When labeling fraction models in PicSym-style custom graphics, place the label beneath the fraction model.

Calculators — The use of calculators can be allowed at all grades. All states will use the embedded DESMOS calculator. They will have the option to use any type of physical calculator.

Formulas — Formulas will not be embedded in the passage nor the stimulus. Formulas should be presented in the stem in order to differentiate it from the rest of the text. Formulas will be presented in

the same way as a graphic or visual, with an engagement statement to introduce the formula (e.g., “Here is the formula for area of a rectangle. [hard return] $A=lw$ ” Do not include a formula when one is not needed, especially if it clutters the space. Negative space should be a consideration in item design.

Exponents — When reading powers use “squared” and “cubed”.

- ✓ $y = x^2 \rightarrow y$ equals x squared.
- ✓ $y = x^3 \rightarrow y$ equals x cubed.

Greater than/less than symbols — Provide audio renderings of these symbols at the high difficulty level. Audio descriptions should always contain descriptions of symbols in context.

Science

Celestial bodies — Refer to the “Capitalization” section in [General Style](#) for guidelines on capitalizing Earth (the planet) and earth (the soil).

Maps — Refer to the “Maps” section in [English Language Arts](#) for guidance on maps.

Molecule models — Also known as “ball-and-stick” models. The images should have sufficient contrast to distinguish two or three different atoms, otherwise a key should be included with the elemental abbreviation. In the Audio Description, include the colors and numbers of each atom, as well as a broad description of the geometry at a grade-appropriate level.

- ✓ The picture shows 6 red balls for oxygen, 6 black balls for carbon, and 12 gray balls for hydrogen. The balls are connected with 1 stick between each ball to show a single bond.

Food Webs, Earth’s Cycles — Circular diagrams such as these should be described in a simple but logical order. Include a reference point for orientation.

- ✓ An arrow labeled Energy points over from producers to decomposers.

Formulas — Refer to the “Formulas” section in [Mathematics](#) for guidance on formulas.

Scoring Assertions — For Science, scoring assertions will read: “**The student chose “[option],” providing evidence of the ability to [standard language].**” Recall that the *audio description* wording is what is entered for [option].

Inflammatory Topics

South Carolina: hurricanes, flooding, racism, evolution, religion

Idaho: Same as South Carolina

Hawaii: GMOs; volcanoes; damage caused by lava flows; snow; overfishing

Wyoming: derogatory statements about hunting, farming, land use; mentions of Rachel Carson; mentions of alternative energy (solar panels/windmills depending on usage); criticism of the mineral industry, P.E.T.A., sage grouse, black-footed ferrets, Yellowstone Wolves, pioneer life, prairie dogs, wolves, anything about oil being bad for the environment, discussions about the environment, experiences that might cause a student to feel disadvantaged, references to Native American – never “Sioux” (unless in a historical document) – should be nation of affiliation “Lakota,” “Nakota,” “Dakota.”

Vermont: Hunting/farming/trapping and land use. No derogatory states or inferences. Comparison of Alternate energy and fossil fuels – avoid greenhouse emission/use of oil heat. Criticism of logging industry/deforestation. Gun use. Racism. Flooding. Lifestyle choice.

Montana: same as Wyoming plus sensitivity when discussing settlement of the West, American Indian culture and societies, etc. Use names that tribes use to describe themselves. See <http://opi.mt.gov/Educators/Teaching-Learning/Indian-Education-for-All> for OPI-developed cultural resources. Also, consider rural perspective; many Montana students are not familiar with concepts common in cities (traffic jams, public transportation, etc.) Horse evolution (domestication)

South Dakota: Same as Montana, Vermont, and Wyoming.


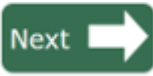




All states: Content related broadly to pandemics, widespread illness, or specifically to coronaviruses and COVID-19.

Appendix A: Abbreviations






Abbreviation	Expansion
AOE	Vermont Agency of Education
HIDOE	Hawai'i Department of Education
MOPI	Montana Office of Public Instruction
SDE	Idaho State Department of Education
SCDE	South Carolina Department of Education
SDDOE	South Dakota Department of Education
WDE	Wyoming Department of Education
ITSx	Item Tracking System (2020 version)
TDS	Test Delivery System
TTS	Text To Speech
HVR	Human Voice Recording

Appendix B: Testing Icons

Several icons will appear on the screen while the student is taking the assessment. A “Stop” sign appears at the end of the test and when test administrator assistance needs to be provided to the student. “Ear” icons appear in each item and stimulus. When the “ear” icon is selected, the computer will play the human voice recording associated text (e.g., passage text, stem text, answer option text).

Tool Name	Instructions
<p>Ear Icon</p> 	<p>To hear stimuli, stems, and options read aloud, select the Ear icon.</p> <p>Many answer options include “hidden text” that is necessary to answer the item correctly. To listen to passages and items, click the ear icon next to the passage, stem, or response option. Clicking on the ear next to the stem will also read the response options. Click the ear icon again to stop the audio early. Alternatively, you can use the context menu or right-click the item or passage to activate the audio.</p>
<p>Next</p> 	<p>To view the next item, select the Next button. The Next button will become green and selectable once an option has been selected for the current item.</p>
<p>Global Menu</p> 	<p>To open the Global Menu and access additional test navigation tools, click the gray box at the upper left side of the screen and type in the password, which is the student’s first name, to continue. Click [Full Screen] to hide the menu again, if desired.</p>
Global Menu Tools¹	
<p>Help</p> 	<p>To view the on-screen Instructions and Help window, select the question mark icon (?) in the upper right corner of the screen.</p>
<p>System Settings</p> 	<p>To adjust audio volume during the test, select the settings wheel icon (⚙) in the upper right corner.</p> <p>Students testing on mobile devices cannot use this tool to adjust volume. To adjust audio volume on mobile devices, TAs and students must use the device's built-in volume control. If Guided Access is turned on, it must be turned off before adjusting the volume on iPads.</p>
<p>Masking</p> 	<p>The Masking tool temporarily covers a distracting area of the test page. To use this tool:</p> <ol style="list-style-type: none"> 1. Select Masking in the global menu. 2. Click and drag across the distracting area. <p>To close the Masking tool, select Masking again. To remove a masked area, select X in the upper right corner of that area.</p>

¹ Global Menu Tools are not used by all MOU member states.

<p>Zoom buttons</p> 	<p>To enlarge the text and images on a test page, select Zoom In (plus sign icon). Multiple zoom levels are available. To undo zooming, select Zoom Out (minus sign icon).</p>
<p>Line Reader</p> 	<p>The line reader highlights one row of text at a time. Use the arrow keys to move between lines of text. Click the Line Reader button again to deactivate.</p>
<p>Full Screen</p> 	<p>To hide the Global Menu, click the Full Screen button.</p>
<p>End Test</p> 	<p>The End Test button only appears after the last item in the test has been completed. Click this button to end the test.</p>
<p>Expandable Passages</p> 	<p>To expand the reading passage, click the Expandable Passages button. The passage will now occupy a larger portion of the item screen. Click the button again to return it to normal size.</p>
<p>Highlight Selection</p>	<p>To highlight text, select the text on the screen and then select Highlight Selection from the context menu, or highlight text by right-clicking on the selected text. To remove highlighting, select Reset Highlighting from the context menu or by right-clicking on the selected text. Text in images cannot be highlighted. When a test is paused, highlighting may not persist for certain hot-text items or if the student switches testing devices.</p>
<p>Notepad</p>	<p>To enter notes for an item, select Notepad from the context menu.</p>
<p>Strikethrough</p>	<p>For certain items, if a student has ruled out an option, the student may strike through that option. Select Strikethrough from the context menu and click on the chosen response option, or right-click on the chosen response option. Click on the response option again to remove Strikethrough.</p>
<p>Mark for Review</p>	<p>Select Mark for Review to flag the item for later review. At the end of the test, the student will have the option to return to any flagged items to review or change an answer.</p>

Appendix C: Local Name Reference List

Hawai'i:

Alana (F)	Kaena (M or F)	Kalena (F)	Kuulei (F)	Naia (F)
Alika (M)	Kaero (M)	Kamaile(F)	La'akea (M)	Nainoa (M)
Amaya (F)	Kahealani (F)	Kamalani (F)	Leilani (F)	Nanea (F)
Anela (F)	Kahiau (M)	Kamuela (M)	Lilinoe (F)	Noa (M)
Anuheia (F)	Kai (M)	Kanoa (M)	Mahealani (F)	Noelani (F)
Duke (M)	Kaiana (F)	Kaulana (M)	Mahina (F)	Talia (F)
Eden (F)	Kaiea (M)	Kawika (M)	Maile (F)	Tehani (F)
Hana (F)	Kailani (F)	Keahi (M or F)	Makana (M or F)	Tiana (F)
Hi'ilani (F)	Kaimana (M)	Keanu (M)	Makena (F)	
Hokulani (F)	Kainalu (M)	Kekoa (M)	Makoa (M)	
Ikaika (M)	Kainoa (M)	Keoni (M)	Malakai (M)	
Iwalani (F)	Kalea (F)	Kiana (F)	Malia (F)	

Appendix D: Change Log

Date	Edits/Revisions Completed	Initials
03-09-18	"Variables" subsection: Per Sue's (HIDOE) note, revised page 12 to correct the sample equation; it showed a pi symbol (π) rather than a blank box.	AG
03-09-18	"Ethnic Groups" subsection: revised page 12 to reflect all three states.	AG
03-12-18	"Testing Icons" section: Added additional information about "Stop" sign.	KM
03-12-18	"Alternate Assessment Item Sharing MOU Style" section: Added bullet indicating that repetitive language should be avoided.	KM
03-12-18	"Font Size and Image Dimensions for Options" section: Revised page 9 so that single words (which appear on "cards") are excluded from description.	KM
03-19-18	"Font Size and Image Dimensions for Options" section: Added clarifying text regarding font size for response options and stimuli. Also added clarification that word cards are used for items when the text contains 11 characters or less; when the text has more than 11 characters, the response options will appear on strips.	AG
03-22-18	"Rules to Use when Producing Text" section: Per WDE request, changed heading on page 5 to "Rules to Use When Producing Text"; deleted sentence directly underneath; added bullets instructing to avoid negative stems and explaining use of bold and underline for emphasis.	KM
03-22-18	"Units of Measure" subsection: Per WDE request, revised page 9 on use of periods "." in units of measure.	KM
03-26-18	"Testing Icons" subsection: Per WDE request, added a table detailing the available test tools in TDS.	AG
04-10-18	Document reviewed, edited, and formatted by AIR production editor	DB
04-11-18	Resolved Production Editor's comments and edits	AG
04-12-18	Added comment for proposed addition to style for ELA items, based on suggestion from an AIR Alt ELA editor	AG
05-21-18	WDE Comments Regarding Sample Items/Page Layout/Item Type (Page 4, 5, 6): Unfortunately, we do not have a sufficient number of sample items to support this suggestion at the present time. When the collaborative item specifications are developed, many sample items will appear in that document. Hopefully, the section as it is currently configured manages to clearly explain the two layouts (Split Screen Layout 25 and Full Screen 33) and the variety of item types (MC, MS, Table Match).	KM
05-21-18	WDE Comments Regarding Document Formatting (Top of Page 4, Top of Page 10, Bottom of Page 13): Production Editor should review these comments and revise heading formats accordingly.	KM
05-21-18	WDE comments regarding "Rules to Use When Producing Text" (Middle of Page 9): Minor revisions have been incorporated.	KM

05-25-18	WDE Comments regarding font size, type, bold, italics: consistent and unified formatting has been implemented	AG
05-25-18	WDE comments regarding table of contents and page numbering: updated the table of contents field, all page numbers are correctly reflected	AG
6-1-18	KM: Per WDE request added item type above sample items and added language in description of Layout 33 for consistency with description in Layout 25.	KM
6-1-18	Per WDE note, corrected formatting of the blank box in the “Variables” sub section example on page 14.	AG
6-24-18	Per Content team’s suggestion and MOU states approval: added guidance about using commas in numbers 1,000 and greater, as well as guidance to omit the use of pronouns in stems when a character name is presented.	AG
11-30-18	Added comments for Sam or Ted to return to in the future	AG
12-03-18	Added inflammatory topics per state.	SS
12-05-18	Updated things to avoid list and added rules for models of fractions and decimals as per request of states.	SS
12-07-18	Updated Inflammatory topics based on WDE comments.	SS
4-25-19	Updated Style guide based on comments from partner states	SS
5-6-19	Updated Inflammatory topics based on WDE comments.	SS
6-25-19	Updated topics based upon comments from partner states at Multi State Meeting (6/23/19)	SS
11-4-19	Updated sections based upon state comments.	SS
11-12-19	Updated screenshots of sample item layouts	SS
6-5-20	Reformatted guide, added new sample screenshots, incorporated new state guidance.	LSA
7-13-20	Updated: inflammatory topics for SD; abbreviations; scoring assertion language for Science. Added: style guidelines for graphs.	LSA
8-31-20	Updated: audio style for animations; audio style for tables, guidance for red color. Added: appendix of Hawai’i local names.	LSA
10-23-20	Updated: HVR script and recording style guidelines	LSA

**EXHIBIT B: Hawaii State Alternate Assessments Summative Test Administration Manual
2023-2024**



Hawai'i State Alternate Assessments

Summative

Test Administration Manual 2023 – 2024

Published October 2, 2023
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Hawai'i Department of Education

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Hawai'i State Alternate Assessments for English Language Arts (ELA), Mathematics, and Science (NGSS)

Spring 2024 Changes to the HSA-Alt Assessments

Change	Spring 2023
<u>Paper Response Card Accommodation and Paper and Pencil Test Accommodation</u>	Beginning in spring 2024, the Paper Response Card accommodation and Paper and Pencil Test accommodation will be available. The Paper Response Card accommodation provides the printed paper option cards and test materials for textile enhancement. The Paper and Pencil Test accommodation includes the printed student test booklet for students who can not access online test delivery system because of their sensitivity to electronic devices. Please see Appendix R: Paper Response Card/Paper and Pencil Test Accommodation Guides and Test Materials Handling in this manual, and either the HSA-Alt Spring 2024 Instructions for Use of Printed Response Option Cards and Test Visuals for Students with Verified Accommodation or the HSA-Alt Spring 2024 Instructions for Use of Paper and Pencil Test Booklets for Students with Verified Accommodation .
<u>HSA-Alt Classroom Embedded Assessment (CEA) Pilot Expanding to Grades 3-8 and High School</u>	The pilot administration of the HSA-Alt Classroom Embedded Assessment (CEA) in Science, Mathematics, and ELA will be expanded to all grades 3-8 and HS (grades 9-12) in SY 2023-2024. The HSA-Alt CEAs are not mandatory assessments. Please see the 2023-2024 HSA-Alt Classroom Embedded Assessment Test Administration Manual for more information.

Purpose of this Manual

The purpose of this *HSA-Alt Summative Test Administration Manual* is to provide information for teachers, Test Administrators, Test Coordinators, and other HIDOE staff specific to the administration of the HSA-Alt **summative** assessments in English Language Arts (ELA), Mathematics, and Science (NGSS) in Spring 2024, including completion of the required Learner Characteristics Inventory (LCI) and Hawai'i Observational Rating Assessment (HIORA).

A separate [HSA-Alt Classroom Embedded Assessments \(CEAs\) Test Administration Manual](#) is available on the alohsahsap.org portal in the HSA-Alt Resources section. The optional HSA-Alt CEAs are returning and expanding for SY 2023-2024. The *HSA-Alt Classroom Embedded Assessments (CEAs) Test Administration Manual* should be reviewed by teachers, Test Administrators, Test Coordinators who may be involved in administration of the CEAs in SY 2023-2024. HSA-Alt Classroom Embedded Assessments (CEAs) include testlets in ELA and Mathematics (for grades 3-8 and 11), and Science (grades 5, 8, and 11). Students will be eligible for the CEAs available in each subject area within the following grade bands: elementary (grades 3-6); intermediate (grades 6-8) and high school (grades 9-12).

School Year 2023-2024 Important Dates for HSA-Alt Summative Assessments

TA Certification Course available online*	September 29, 2023
CEAs Test Administrator Office Hour (recommended for Test Administrators who plan to administer the CEAs this school year)	October 5, 2023
Online HSA-Alt CEAs for ELA, Mathematics, and Science test administration window	October 9, 2023 – July 19, 2024
Online Learner Characteristics Inventory (LCI) and Hawai'i Observational Rating Assessment (HIORA) for the HSA-Alt Summative Assessments available in the online Test Delivery System	December 4, 2023
HSA-Alt Test Administration Training for Summative Assessments (Grade 3-8 and 11 HSA-Alt Test Administrators)	January 22 – February 1, 2024
Online HSA-Alt Summative Assessments for ELA, Mathematics, and Science (NGSS) test administration window	February 20 – May 30, 2024
HSA-Alt Paper Response Card/Paper and Pencil Test Accommodation Summative Assessments for ELA, Mathematics, and Science (NGSS) test administration window (for approved students)	February 20 – May 23, 2024
TA returns HSA-Alt Paper Response Card/Paper and Pencil Test Accommodation test kit materials to TC	By May 28, 2024
TC returns HSA-Alt Paper Response Card/Paper and Pencil Test Accommodation test kit materials to CAI	By May 29, 2024

**Required for TAs to access the TA Live Site to complete the LCI-HIORA and administer HSA-Alt assessments.*

Common Acronyms

CAI – Cambium Assessment, Inc.

CEA – Classroom Embedded Assessment

HSA-Alt – Hawai'i State Alternate Assessments

PLDs – Performance Level Descriptors

TC – Test Coordinator

TA – Test Administrator

TDS – Test Delivery System

TIDE – Test Information Distribution Engine

Test Administrator Training

All new HSA-Alt Test Administrators, including those who will administer Paper Response Card or Paper and Pencil Test Accommodation of the summative assessment, **are required** to attend a test administrator training session in January-February 2024. The online TA Certification Course is required for all new and returning Alt Test Administrators in order to access the TA Live Site to complete the LCI-HIORA and administer HSA-Alt assessments.

The online HSA-Alt TA Certification Course will be available via the HSA-Alt portal website homepage at alohahsap.org beginning September 29, 2023.

Additional Relevant Documents

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

- [2023-2024 Guide to Navigating the Online HSA-Alt Administration](#): This user guide provides instructions on administering the online HSA-Alt, using the Test Administration Site (TA Live Site) and Student Testing Site.
- [2023-2024 HSAP TIDE User Guide](#): This document provides instructions on navigating and entering information into TIDE.
- [HSA-Alt Range Performance Level Descriptors \(ELA, Math, and Science \[NGSS\]\)](#): These documents provide information on the performance expectations for the ELA, Mathematics, and Science Alternate Assessments. The Range Performance Level Descriptors (PLDs) are based on the Hawai'i Common Core and the Next Generation Science Standards. The Range PLDs with the Essence Statements that distill the knowledge, skills, and abilities that are considered appropriate for students with significant cognitive disabilities work together to describe the expectations for students who take the alternate form of the summative test. The Range PLDs also contain an appendix of work-related standards for each content area. This appendix includes helpful examples of how students would demonstrate knowledge of the identified standards on the job, and lists the work-related skills that have been identified as essential for post-secondary transition.

Test Administrators who will be administering the Paper Response Card or Paper and Pencil Test Accommodation to a verified student will need to review the following documents, which are posted in the Resources section of the HSA-Alt portal at the alohahsap.org website. The Paper Response Card and Paper and Pencil Test Accommodations require school Test Coordinators to submit the request form for verification. See pages 48-55, **Designated Supports and Accommodations for the HSA-Alt**, for additional information on the Paper Response Cards and Paper and Pencil Test Accommodation.

- [HSA-Alt Spring 2024 Instructions for Use of Printed Response Option Cards and Test Visuals for Students with Verified Accommodation](#) and [HSA-Alt Spring 2024 Instructions for Use of Paper and Pencil Test Booklets for Students with Verified Accommodation](#)

These documents provides instruction on the use of a Paper Response Card or Paper and Pencil Test Accommodation for the summative administration of the HSA-Alt for ELA, Mathematics, and Science (NGSS) in Spring 2024. These documents will be available in February 2024.

Who to Contact for Help

Test Coordinators and Test Administrators should contact the Hawai'i Statewide Assessment Program (HSAP) Help Desk at Cambium Assessment, Inc. (CAI) 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 School Technology Coordinator if they have questions about the following:

- Updating the iPad operating system to iOS 15.7 or higher on iPads that will be used for HSA-Alt testing.

Note: School Technology Coordinators are advised to check to see if the school's current iPads used for testing are running iOS 15.6 or below. If iPads are obsolete (unable to upgrade to iOS 15.7 or higher), they will not be able to access this year's Secure Browser for testing. If iPads are obsolete, they will either need to be replaced or substituted by another device; e.g., a computer or Chromebook.

- Updating the web browser on the TA's computer used to access the TA Live Site. These are the supported operating system browsers: Mozilla Firefox 113, Chrome 113, or Apple Safari 16.
- Downloading the Secure Browser

Test Administrators should contact their Test Coordinator if they have questions about the following:

- Devices for testing, possibly including the need to purchase new iPads
- Test proctoring support or classroom coverage during one-on-one or small group HSA-Alt summative testing
- Access to the Test Information Distribution Engine (TIDE)
- Setting non-embedded HSA-Alt designated supports and accommodations in TIDE
- Completing the *Unique Accommodations, Early Stopping Rule, HSA-Alt Test Security and Confidentiality, and/or Paper Response Card/Paper and Pencil Test Accommodation Request forms*
- Test security and testing incidents
- Ordering, receiving, or returning printed test kit materials for HSA-Alt eligible students approved for the Paper Response Card/Paper and Pencil Test Accommodation.

The HSAP Help Desk will be open Monday-Friday from 7:30 a.m. to 4:00 p.m. HST (except holidays). During these hours, staff will respond to your calls, voice mail messages, and emails as promptly as possible based on the order in which they are received.

HSAP Help Desk Contact Information
Phone: 1-866-648-3712 Fax: 1-877-231-7813 Email: hsaphelpdesk@cambiumassessment.com

Contact the Hawai'i 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 Response Card or Paper and Pencil Test Accommodation
- Submitting *Unique Accommodations, Early Stopping Rule, and HSA-Alt Test Security and Confidentiality*
- 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: Hwahee Sohn, Paul Dumas, and Elaine Lee
Phone: 1-808-307-3636 Fax: 1-808-733-4483 Email: hsa-alt@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**, on pages 43-55 in this document. A letter template (Parent IDEA Letter) for schools to provide to parents about a student's participation in the HSA-Alt assessments can be found on the HSA-Alt portal in the Resources section (<https://hsa-alt.alohahsap.org/resources/>).

Purpose

The HSA-Alt is a system of assessments based on alternate academic achievement standards and is designed for students with significant cognitive disabilities. The purpose of the HSA-Alt is to maximize access for students with significant cognitive disabilities to the general education curriculum and to ensure that all of Hawai'i's students, including those with the most significant cognitive disability, are included in statewide assessments, and are part of the state educational accountability system. The results of the assessments can inform instruction in the classroom by providing data that guides decision-making. The HSA-Alt is only for those students with documented significant cognitive disabilities and adaptive behavior deficits who require extensive support across multiple settings (such as home, school, and community). Typically, this student population consists of about 1% of the total student population. Scores resulting from the HSA-Alt will serve to inform stakeholders (such as parents, teachers, schools, complex areas, HIDOE, and community members) about student achievement.

Summary of HSA-Alt Development

The HSA-Alt items were written by collaborative teams at CAI, 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 Hawai'i special and general education teachers, HIDOE staff, editorial staff, psychometric experts, and other specialists in alternate assessment and instruction for students with significant cognitive disabilities.

Range Performance Level Descriptors

The Range Performance Level Descriptors (PLDs) are the foundation for the development of the assessment items for the HSA-Alt. The Range PLDs are organized by content, standard, essence statement, and descriptions of expected student performance at each of four levels: Well Below, Approaches, Meets, and Exceeds. With all students in Hawai'i held to the Common Core or Next Generation Science Standards, the specific test expectations for Hawai'i's alternate assessment are established by the Essence Statements found in the Range PLDs. These Essence Statements are distillations of the core content ideas (the knowledge, skills, and abilities) that are expected of students who take the alternate form of the summative state test. All Alternate Assessment items in Hawai'i are written to align with the Essence Statements that are found within the Range PLDs. The Essence Statements work with the Range PLDs to give both item writers and teachers the general targets, and the specificity necessary to translate content standards for all students into meaningful assessment items for students with significant cognitive disabilities.

HSA-Alt Participation Guidelines

There are three ways in which a student can participate in the Hawai'i Statewide Assessment Program:

1. Take the Smarter Balanced Assessments, HSA Science (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/>) 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 Hawai'i. 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 Hawai'i 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.

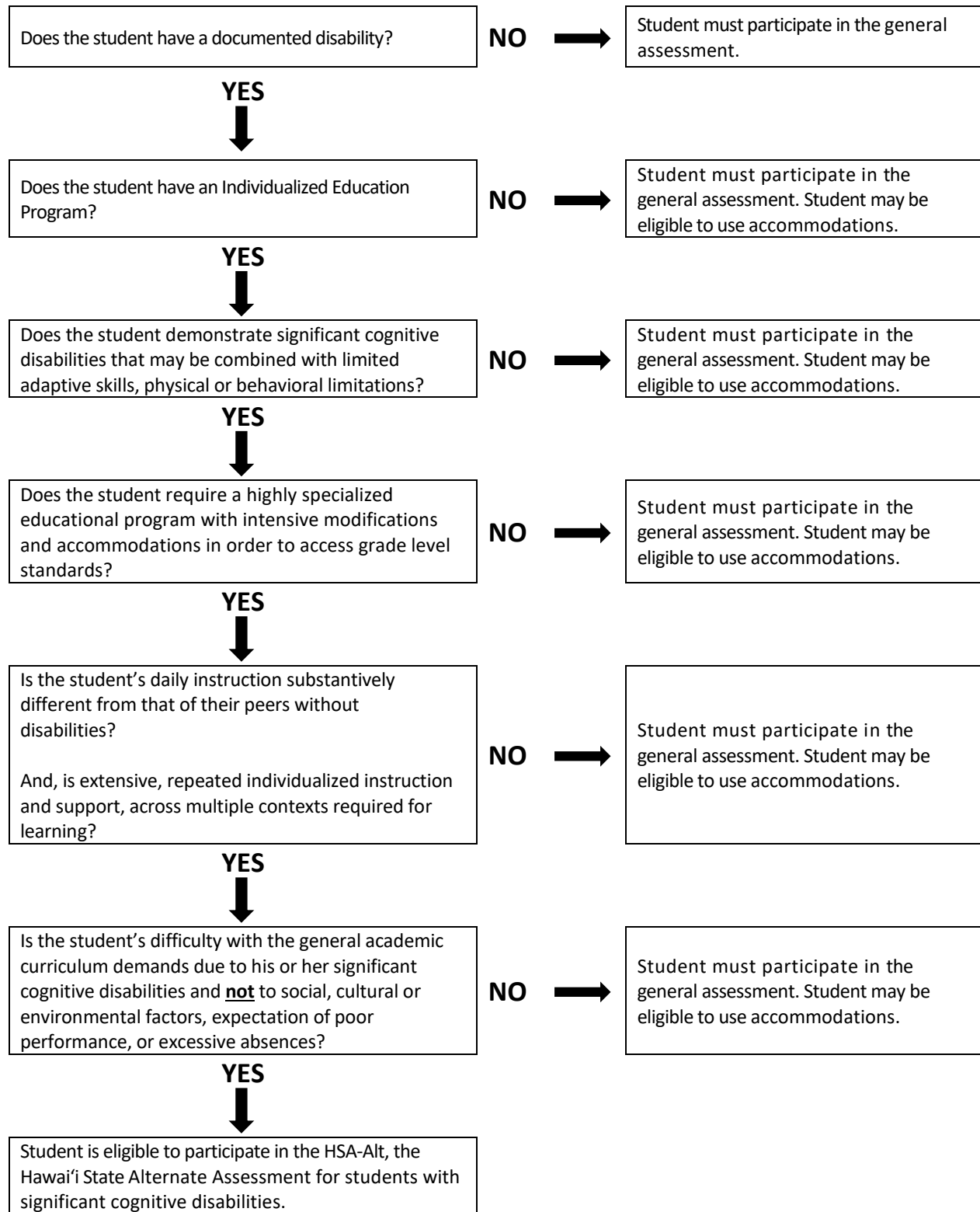
Contributing Factors: *Part of Hawai'i State Participation Guidelines	Red Flags: Do NOT use as contributing factors
<ul style="list-style-type: none"> • IEP Team decision* 	<ul style="list-style-type: none"> • Individual/Administrator decision • Concern about meeting 1% Cap
<ul style="list-style-type: none"> • Student with most significant cognitive disability* <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>¹</p>	<ul style="list-style-type: none"> • Social, cultural, environmental factors* • Low expectations for performance* • Excessive absences* • Socio-economic status • Poor academic preparation • Language/English Learner (EL) status
<ul style="list-style-type: none"> • Limited adaptive behavior* <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"> • Anticipated disruptive behavior • Anticipated emotional duress
<ul style="list-style-type: none"> • Need for modified curriculum* <p><i>Range Performance Level Descriptors</i></p>	<ul style="list-style-type: none"> • Need for accommodations or specialized services • Augmentative assistive communication
<ul style="list-style-type: none"> • Need for extensive, repeated, individualized instruction* 	<ul style="list-style-type: none"> • Instructional setting; e.g., FSC setting
<ul style="list-style-type: none"> • Range Performance Level Descriptors are at an appropriate instructional level for student • HSA-Alt is an appropriate test for student 	<ul style="list-style-type: none"> • Poor academic preparation; three or more grade levels below peers • Low reading level • General assessment is "too hard" • Impact of test scores on accountability system

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.

¹ 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: Josie 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 **Josie 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 Josie 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 HSA 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 HSA 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 or school personnel must fill out the courtesy testing request form in TIDE (refer to Appendix T: Instructions for Test Coordinators/Principals – TIDE Submission of the Courtesy Testing for Home-Schooled Students Form), to receive the Assessment Section approval and to request that a student's grade level 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 can access the secure online Smarter Balanced Summative Assessments.

English Learner (EL) Program Students

All EL program students with the most significant cognitive disabilities identified by their IEP teams are required to participate in HSA-Alt ELA, HSA-Alt Math and HSA-Science. One exception is the HSA- Alt ELA assessment for 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 in a U.S. school for the first time within the last twelve months prior to the beginning of testing have a one-time exemption from their state's English language proficiency assessment if they complete the Alternate WIDA Access tests. 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). These students instead participate in their state's Alternate ACCESS English language proficiency assessment consistent with

state and federal policy. If they arrive after the Alternate ACCESS window is closed, they will have to take the HSA-Alt ELA, HSA-Alt Math, and HSA-Alt Science, if they are in a Science testing grade.

Students Who Will Not Participate

For 2023-2024, the following student populations will not participate in the Hawai'i State Alternate Assessments. **Note:** Schools must refer to the 2023-2024 Guide to Strive HI school accountability to obtain information about the participation requirements for each student population.

- **A student who has a significant medical emergency.**
 - A student who has a significant medical emergency must have a physician's signed report that describes the medical emergency that causes the student to be deemed medically unable to participate in the Hawai'i State Alternate Assessments during the appropriate testing windows. The definition of a physician includes a doctor of medicine licensed under Chapter 453, Hawai'i Revised Statutes or the applicable laws of the state where the student has been placed in order to implement the student's IEP; an osteopath licensed under Chapter 460, Hawai'i Revised Statutes or the applicable laws of the state where the student has been placed in order to implement the student's IEP; or a psychologist licensed under (i) chapter 465, Hawai'i Revised Statutes, or (ii) the applicable laws of the state where the student has been placed in order to implement the student's IEP.
- **A student who is receiving services at an out-of-state residential program.**
 - Students in out-of-state residential programs who are approved by the student's IEP or 504 Plan team, a hearings officer, or a judge cannot be tested because the Department of Education will not allow a student to be tested outside the state.
- **A student who meets the requirements of Regulation 4140, Exceptions to Compulsory School Attendance.**
 - These students will not be tested if they withdraw from the Hawai'i public school and public charter school system.

Each school is responsible for keeping an electronic or paper log throughout the 2023-2024 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 at or near the end of the respective test windows.

Online Test Delivery System

The summative HSA-Alt assessments 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 the test to a student using the Paper Response Card Accommodation.** For the Paper and Pencil Test Accommodation, Test Administrators will use the printed paper test booklet with the TA reading aloud provided item scripts. For both Paper Response Card and Paper and Pencil Test Accommodation, the student's responses **must be recorded via the online system.**

Content Areas to Be Assessed

English Language Arts (ELA) and Mathematics (grade-level assessments for Grades 3–8, and 11) and Science (NGSS) (grade-level assessments for Grades 5, 8, and 11) will be assessed during the Spring 2023 summative testing window.

Test Security Guidelines

The HSA-Alt test materials, including the online items, Paper Response Card/Paper and Pencil Test Accommodation 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. 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 Response Card/Paper and Pencil Accommodation testing, *all* printed materials are secure and must be returned to CAI at the close of the testing window.

HSA-Alt Code of Ethics

The HSA-Alt is Hawai'i's alternate assessment based on alternate academic achievement standards and is part of the Hawai'i State Assessment Program. It is to be considered a secure

test. Each person who administers the HSA-Alt is responsible for understanding and following security procedures while also following the highest professional ethics.

HSA-Alt Code of Ethics
Exhibit the highest degree of professional ethics.
<p>Plan for and include appropriate IEP-aligned accessibility supports during testing, including consideration of a student’s familiar communication system.</p> <ul style="list-style-type: none"> • Students must receive all accommodations listed for state summative testing in their IEP during HSA-Alt testing.
<p>Provide HSA-Alt students with online training test opportunities prior to testing.</p> <ul style="list-style-type: none"> • Demonstrate tool use: the ear icon for reading and re-reading, as needed, the passage, question, and answer options, the double-headed arrow for expanding/collapsing the split screen to view/hide the full visual, and the “Next” arrow for finalizing answer selections and moving forward in the assessment. • Consider modeling metacognitive test-taking strategies for students: talking through the solution process, using scratch paper, concrete materials, or tools such as a calculator, eliminating one answer option, etc.
<p>Follow all test security and test administration procedures, including the close supervision of all students during HSA-Alt testing to ensure that students receive:</p> <ul style="list-style-type: none"> • The full audio delivery of stimulus, question, and answer options, • The expanded view of math and science visuals, and • Sufficient wait time and presentation repetition to maximize the elicitation of student response.

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.
- Students and Test Administrators are required to only move forward through the HSA-Alt summative assessment. Once a student or Test Administrator has indicated the student’s final answer or response by pressing the “Next” button, that response should not be altered or changed. No HSA-Alt test item should be re-presented and no student response should be changed after the “Next” button is pressed. Although this functionality is available, students and Test Administrators are required not to use it during HSA-Alt summative test administrations.
- There should be no fabrication or manipulation of student work or performance data.
- All procedures outlined in the administration guidelines are designed to ensure a fair and valid assessment for students and must be followed.

Security of the Test Environment

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

Requirement	Description
BEFORE TESTING	
Instructional materials removed or covered	Instructional materials must be removed or covered. Materials include, but are not limited to , information that might assist students in answering questions that is displayed on bulletin boards, chalkboards or dry-erase boards, or on charts (e.g., wall charts that contain literary definitions, maps, mathematics formulas, etc.).
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.
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.

Requirement	Description
DURING TESTING	
Quiet environment	Provide a quiet environment void of talking or other distractions that might interfere with a student’s ability to concentrate or might compromise the testing situation.
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 in this <i>HSA-Alt Summative Test Administration Manual</i> for the HSA-Alt Assessments.
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 must not actively review or analyze any test items.
Testing through secure browser	Administration of the HSA-Alt assessments is permitted only through the Student Interface via the secure browser.
DURING AND AFTER TESTING	
No copies of test materials	Unless needed as a Paper Response Card/Paper and Pencil Test Accommodation, no copies of the test items – stimuli, passages, visuals, or answer options may be made or otherwise retained. Paper Response Card/Paper and Pencil Test Accommodation materials must be returned one week prior to close of the testing window.
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 require access to medical monitoring devices during testing should be tested in a separate setting.

Requirement	Description
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 re-presenting test items after the “Next” button is pressed	Students and Test Administrators shall not use the functionality that is available to go backwards in the HSA-Alt assessment. Once the “Next” button is pressed, the student’s response shall be entered into the system as their final answer. Items shall not be re-presented and student responses shall not be changed after the “Next” button is pressed.
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 must 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 Response Card/Paper and Pencil Test Accommodation administration, only as needed to prepare for test administration.
All test materials must remain secure at all times	Printed materials, scratch paper, and documents with student information must be kept in a securely locked room or locked cabinet that can be opened only with a key or keycard by a Test Administrator or Test Coordinator responsible for test administration.
AFTER TESTING	
No test materials used for instruction	Test items, stimuli, reading passages, response options, or printed manipulatives must not be used for instruction.
Destroy/return test materials securely	Printed test materials and scratch paper must be collected and inventoried at the end testing and returned to the Test Coordinator. See the Return of Assessment Materials 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 I for a list of test security incident levels and examples of types of issues.

Impact and Definitions

Type	Definition
Impropriety	An unusual circumstance that has a low impact on the individual or group of students who are testing and has a low risk of potentially affecting student performance on the test, test security, or test validity. An impropriety should be reported to the School Principal and Test Coordinator (TC) immediately, and forwarded to the Assessment Section within 24 hours and entered into TIDE should a testing incident request be required (see procedure outlined in <i>Reporting Timelines and Activities</i> below).
Irregularity	An unusual circumstance that impacts an individual or group of students who are testing and may potentially affect student performance on the test, test security, or test validity. These circumstances can be corrected and contained at the state level. An irregularity must be reported to the School Principal and TC immediately, and forwarded to the Assessment Section within 24 hours, and entered into TIDE should a testing incident request be required (see procedure outlined in <i>Reporting Timelines and Activities</i> below).
Breach	An event that poses a threat to the validity of the test. Examples may include such situations as a release of secure materials or a security/system risk. These circumstances may result in a decision to remove the test item(s) from the available secure bank. A breach incident must be reported to the School Principal and TC immediately and both the Complex Area Superintendent and Assessment Section (808-307-3636) 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 by school personnel using Appendix T (Test Security Response Form) to the school Test Coordinator (TC) or Principal (PR). The TC or PR must then report the concerns to the Assessment Section using the *Submit Test Administration Forms > Test Security Response Form* in TIDE (refer to Appendix S: Instructions for Test Coordinators/Principals – TIDE Submission of the Test Security Response Form).

A breach poses a serious threat to the integrity of the assessment and requires that the concern is addressed to the extent possible at the school site, that it be reported to the appropriate school personnel right away, and that the Assessment Section be contacted by telephone. A more complete report of the concern should be submitted to the Assessment Section by the end of the school day during which the incident occurs, using the *Submit Test Administration Forms > Test Security Response Form* in TIDE (refer to Appendix S: Instructions for Test Coordinators/Principals – TIDE Submission of the Test Security Response Form).

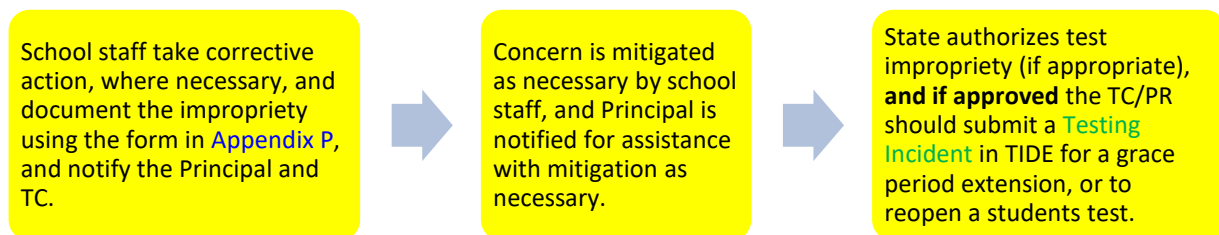
Test Security Required Action Steps

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

Impropropriety

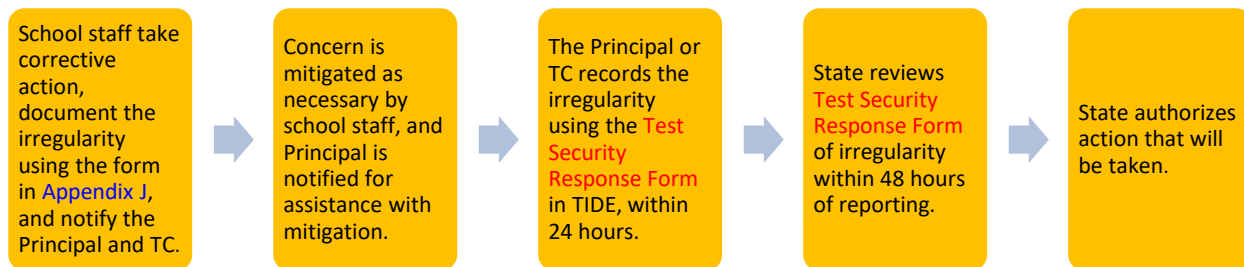
Unusual circumstance that has a low impact on the individual or group of students who are testing and has a low risk of potentially affecting student performance on the test, test security, or test validity. (Example: Student(s) leaving the testing room without authorization.)

Two specific examples of test improprieties for the HSA-Alt are provided here. The first example is not supervising students during testing to ensure students receive audio delivery of all test components, expanded versions of the on-screen visuals, and sufficient response opportunity. The second example of an HSA-Alt test impropriety 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. If this occurs, the Test Observer must complete these observations in a separate test session on a subsequent day of testing. See the Early Stopping Rule conditions on pages 41-42 for more information on this policy.)



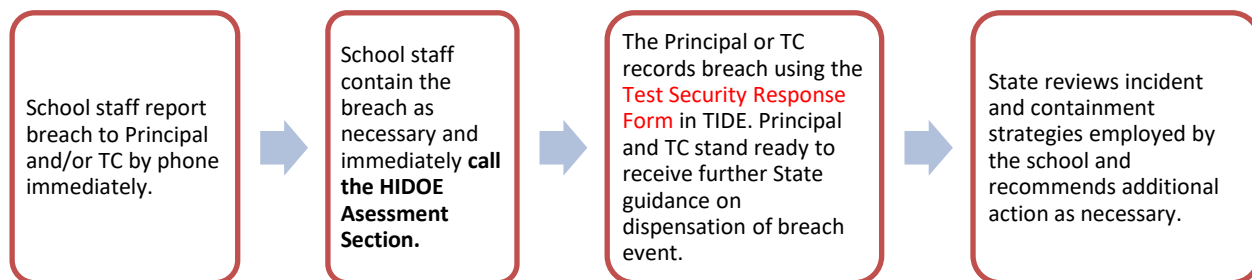
Irregularity

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 HIDOE 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 Concerns

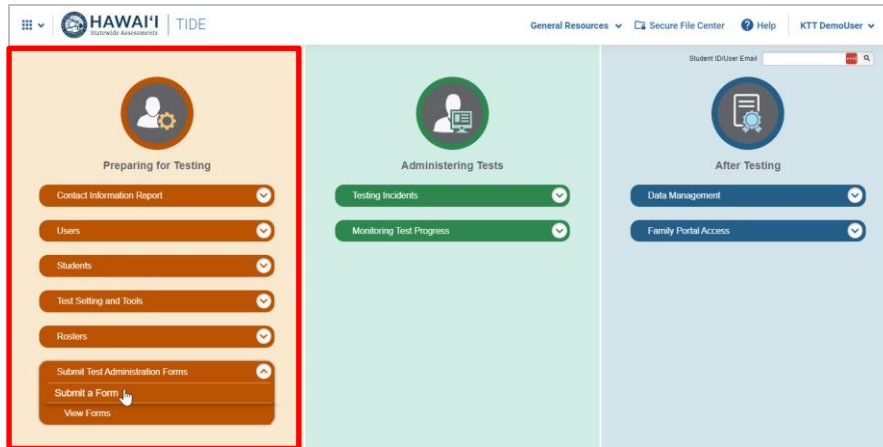
All staff members at a school are required to report test security incidents to the Principal. Test security incidents that do not involve the Test Coordinator should also be reported immediately to the Test Coordinator. Principals who have witnessed, been informed of, or suspect the possibility of a 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@k12.hi.us.

Principals and Test Coordinators should ensure that all test security concerns are reported to the Assessment Section within 24 hours using the *Submit Test Administration Forms > Test Security Response Form* in TIDE (refer to Appendix S: Instructions for Test Coordinators/Principals – TIDE Submission of the Test Security Response Form).

Documentation of Security Concerns: Use of the Test Security Response Form

- Appendix J: Test Security Response Form is an internal school level form that can be utilized to collect information at the time of a test security concern.
- Appendix S: Instructions for Test Coordinators/Principals – TIDE Submission of the Test Security Response Form directs the School’s Test Coordinator or Principal to formally submit

the Test Security Response Form in TIDE (refer to *Preparing for Testing > Submit Test Administration Forms > Submit a Form > Test Security Response Form* in the figure below).



Testing Incidents that Occur within the Test

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 *Testing 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 *Testing 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

When an incident occurs within the test, and results in the need to reset, reopen, invalidate, or restore individual student assessments, the request must first be approved by the state. The School's Test Coordinator or Principal should go into TIDE, and if approved by the Assessment Section, using the "Testing Incidents" tab create a Testing Incident (refer to Administering Tests> Testing Incidents> Create Testing Incident in TIDE in the figure below). If a Test Security Response Form has already been submitted for this instance, the Assessment Section will notify the school via the TIDE system whether or not the Test Security Response Form request has been approved to create a Testing Incident. In most instances, a Testing Incident may be submitted to address incidents that are not security related, such as resetting the assessment for a student whose Early Stopping Rule was not properly administered.



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

Action Type	Description	Conditions for Use
INVALIDATION	Invalidating a student’s test eliminates the test. The test will not be scored, and the student will be counted as a non-participant.	<p>The State may invalidate a test if:</p> <ol style="list-style-type: none"> There is a test security breach. <ul style="list-style-type: none"> Log as Test Breach The test is administered in a manner inconsistent with the <i>Test Administration Manual (TAM)</i>. <ul style="list-style-type: none"> Log as Testing Irregularity There is a test session in which a student deliberately does not attempt to respond appropriately to items. <ul style="list-style-type: none"> Log as Testing Irregularity <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>
RESET	Resetting a student’s test removes that test from the system and enables the student to start a new test.	<p>The State may reset a test if:</p> <ul style="list-style-type: none"> The early stopping rule is not properly administered. The student will then need to retest. 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.

Action Type	Description	Conditions for Use
RESTORE	Restoring a test returns a test from the Reset status to its prior status. This action can only be performed on tests that have been reset.	The State may only restore a test if a test was inadvertently or inappropriately reset.

Test Coordinator Responsibilities

The TC is responsible for the following tasks:

Before Administration

- Reading this *HSA-Alt Summative Test Administration Manual* and familiarizing themselves with policies regarding HSA-Alt accommodation identification and provision, the options for printed test materials that will be available for this year's HSA-Alt Paper Response Card/Paper and Pencil Test Accommodations, and the Early Stopping Rule conditions.
- 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 section at <https://hsa-alt.alohahsap.org/resources>).
- 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, designated supports, 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 43-55 of this 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 Response Card/Paper and Pencil Test Accommodation Request Form* (see Appendix Q) for identified students. Refer to instructions in Appendix R: Paper Response Card/Paper and Pencil Test Accommodation Guides and Test Materials Handling of this manual.
 - The *Early Stopping Rule Form* (see Appendix L): 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 41-42 of this 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.
 - The *Test Security and Confidentiality Form* (see Appendix E): Ensuring that all teachers and/or TAs who plan to provide the Translated Test designated support or the Read Aloud and/or Scribe accommodations read the specific guidelines for these accommodations before signing off on the *HSA-Alt Test Security and Confidentiality Form*. For additional details about these accessibility features, see the sections titled **Designated Supports for the HSA-Alt** and **Accommodations for the HSA-Alt** on pages 48-53 of this manual.
- Receiving the HSA-Alt test kit materials for students approved for the Paper Response Card/Paper and Pencil Test Accommodation and inventorying the materials against the School Packing List and Teacher Security Checklist. Refer to Appendix R: Paper Response

Card/Paper and Pencil Test Accommodation Guides and Test Materials Handling in this manual for additional information.

- Distributing the HSA-Alt test kit materials received from CAI to each TA responsible for a student who is approved for the Paper Response Card/Paper and Pencil Test 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 Response Card/Paper and Pencil Test Accommodation testing window closes on May 28, 2024.
- 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 SecureTest app for iPads can be downloaded and/or updated in the Apple App Store. Secure Browsers for other operating systems are available on the HSA-Alt portal at: <https://hsa-alt.alohahsap.org/secure-browsers.html>.

During Administration

- 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 Hawai'i 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 Respond Card/ Paper and Pencil Accommodation testing materials to the TC.

After Administration

- Collecting HSA-Alt Paper Response Card/Paper and Pencil Test Accommodation printed test materials from TAs at the end of the test administration window and following up on materials not submitted by the deadline.
- Returning all Paper Response Card/Paper and Pencil Test Accommodation printed test materials to CAI.

- Ensuring that all Paper Response Card/Paper and Pencil Accommodation printed test materials meet the packaging requirements, placing the 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@cambiumassessment.com to arrange return shipment of the materials to CAI.

Test Administrator Requirements

Only Hawai'i Department of Education (HIDOE) trained personnel may administer the HSA-Alt summative assessments for each content area online using the Test Delivery System, or may administer the summative HSA-Alt in each content area via the Paper Response Cards/Paper and Pencil test kit upon receiving HIDOE approval. The following table lists the personnel who may serve as Test Administrators for summative test administration.

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

Each HSA-Alt TA must

- be familiar with this [HSA-Alt Summative Test Administration Manual \(TAM\)](#);
- be trained in and knowledgeable about proper test administration and test security; and
- have attended the HIDOE-sponsored training and completed the online TA Certification Course.

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.

Assessment Design

Key Features of the Summative Administration

The online Test Delivery System for the summative assessment provides digitally delivered human voice recording (HVR) audio for all stimuli, questions, and answer options. This HVR audio is scripted using specifically worded test stimuli, descriptions of visuals, such as illustrations and graphics, questions, and answer option descriptions which may contain additional presentations of information than is actually shown on the answer option card.

Students taking the online test respond either independently on their preferred testing device (iPad, desktop/laptop, or Chromebook) or through the support of their Test Administrator who operates the test interface for them to deliver the passage/stimuli, question, and answer options to the student. For students who cannot independently respond, Test Administrators will record the student's response on the iPad screen for them once the question has been delivered and the student has indicated their answer selection. TA assistance in entering the student's response is allowed as the Scribe accommodation.

The student or the Test Administrator must tap or click on the audio buttons to play the passage or stimulus, question, and the answer options. It is essential for students to be presented with all test components, including all answer options before selecting their answer. (See the HSA-Alt Code of Ethics for information on Test Administration supervision requirements during student testing.) Once students have made their final answer selection, the student or the test administrator, on behalf of the student, will need to select the Next key in order for the next item to appear.

Scribe Accommodation

For students approved for the Scribe accommodation, TAs may enter a student response provided in the student's customary mode of communication; i.e., the communication that the student uses during instruction. The use of alternate modes of communication is allowed as the Alternate Response Option accommodation. Alternate response options include, but are not limited to:

- an oral response
- pointing
- eye gaze
- a response card
- sign language, or
- an augmentative communication device.

Once the student has communicated a response, the TA may touch the response indicated by the student who is unable to do so on his/her own. Students will have the opportunity to select an initial response, and change their response as many times as they choose, before advancing to the next test item.

No Response

For all summative test items, if no response is indicated or recorded by the student, the TA will need to access the context menu for the item and select the “No Response” option for that item. This will mark the item as a “No Response” and the TA will be able to advance to the next test item for administration.

Additional guidelines on “No Response” for summative test items can be found in the Early Stopping Rule section on pages 41-42. For additional information on how to access the item context menu consult the *2023-2024 Guide to Navigating the Online HSA-Alt Administration* available in the HSA-Alt section of the alohahsap.org website.

Test Design Information for Summative Online Testing

The online summative HSA-Alt assessments in ELA, Mathematics, and Science (NGSS) are computer adaptive tests (CAT). Summative items will be selected by the testing system based on the student’s ability as demonstrated on the previously answered items, according to the test blueprint for each content area. Each test form contains approximately 40 operational items. In addition, there are 10-20 items which are being field tested in a given year. For school year 2023-2024, the summative test length will be approximately 50-60 items.

Test Design Information for Summative Paper Response Card or Paper and Pencil Test Accommodation

The Paper Response Card or Paper and Pencil Test Accommodation for HSA-Alt summative assessments will be grade-level fixed forms consisting of 40 items matching the grade-level blueprint for the content area, across a range of item difficulty levels. The fixed form HSA-Alt summative assessments used with the Paper Response Card or Paper and Pencil Test Accommodations are designed to meet the needs of students who can not access the online test delivery system even with available accessibility support, such as the students with sight limitations or blindness, sensitivity to electronic devices, or students requiring the translated test designated support. **All student responses are recorded in the online test delivery interface using an iPad or computer.**

Access Limitations

Some online test items list an access limitation for a student's disability (e.g., "blind" or "deaf"). Students with access limitations will probably be better able to access the summative HSA-Alt Assessment using the Paper Response Card or Paper and Pencil Test Accommodation. The TA should request the Paper Response Card or Paper and Pencil Test Accommodation for these students.

Online Administration Procedures

The online Test Delivery System will continue to be the default method of test administration for all HSA-Alt eligible students in school year 2023-2024.

TAs will be ready to administer the HSA-Alt using the online Test Delivery System after following a few basic steps (see Table 1 below for a list of tasks to complete prior to test administration):

- Verify that they are entered into the TIDE system as a TA user.
- For new TAs, attend a HIDOE-sponsored training.
- Complete the online TA Certification Course. This is required for new and returning TAs. The online TA Certification Course must be completed to access the TA Live Site to complete the LCI-HIORA and administer HSA-Alt interim or summative assessments.
- Become familiar with the Test Delivery System and administering assessments using the TA Live Site.
- Verify that the iPad that will be used for testing is running iOS 15.7 or higher.
 - Schools may need to arrange to purchase a new iPad for testing if only older iPads unable to upgrade to iOS 15.7 or higher are available at the school site, or if not enough iPads running iOS 15.7 or higher, are available for efficient testing of students. This will depend on the number of HSA-Alt identified students at the school and the number of iPads suitable for testing.
 - Other options for testing include the use of a PC, Mac, or Chrome book for student testing; this will depend on the student's skill level and familiarity with these digital devices.
- Verify that the most current HSAP Secure Browser is installed on each TA's or student's iPad or computer. (For iPads, the SecureTest app can be downloaded and/or updated in the Apple App Store.)
- Use the available online training test with HSA-Alt students on the device that they will use for testing so that students become familiar with the interface and testing expectations. (Highly recommended and encouraged, but not required.)
- Review accessibility supports that the student will need for testing and document them in the student's IEP. Set these in TIDE, and make preparations to ensure these supports are available during testing.
- Prior to summative test administration, complete the combined online Learner Characteristics Inventory (LCI) and the Hawai'i Observational Rating Assessment (HIORA) for each student to be tested (see "Complete Online LCI and HIORA" below, and Appendix A, for additional information).

Test Administrators need to refer to the *2023-2024 Guide to Navigating the Online HSA-Alt Administration* manual and the *2023-2024 HSA-Alt Online Testing Quick Start Guide* for complete information about online administration procedures. Both of these documents will be available on the Resources section of the HSA-Alt portal website at alohahsap.org in Fall 2023.

Table 1. HSA-Alt Tasks to Complete Prior to Summative Testing

Tasks	Description
<p>Confirm Test Administrator access to testing sites</p>	<p>Verify the Test Administrator is entered into TIDE with the TA user role, and has completed the required TA training session and online TA certification course.</p>
<p>Confirm TA’s computer compatibility</p>	<p>Make sure that the TA’s computer meets the minimum requirements to access the online testing system sites. See the “Supported Browsers” section on the alohahsap.org portal.</p>
<p>Confirm Student’s device compatibility</p>	<p>Make sure that the student’s device or computer and any assistive technology device(s) a student may use to interact with the test items meet the minimum requirements, are in working order, are available for testing, and are compatible with the TDS.</p> <p>iPads used for testing must be upgraded to iOS version 15.7 or higher. The latest version of the SecureTest app must also be installed from the Apple App Store.</p>
<p>Practice Take the student through the online training test</p>	<p>Use the available online training test with HSA-Alt students on the device that they will use for testing so that students (and the TA) become familiar with the interface and testing expectations.</p>
<p>Confirm Student designated supports and accommodations</p>	<p>Review accessibility supports that the student will need for testing and document them in the student’s IEP. Set these in TIDE, and make preparations to ensure these supports are available during testing.</p>
<p>Complete LCI-HIORA</p>	<p>Prior to summative administration, the student’s Test Administrator (working with the student’s teacher as needed) will complete and submit the LCI and HIORA in online Test Delivery System. The LCI-HIORA will be available beginning December 4, 2023.</p>
<p>Arrange/Schedule Testing environment</p>	<p>Arrange to administer the HSA-Alt in a familiar setting that is free of noise and distractions. Develop a schedule to administer the HSA-Alt during the best time of day for the student and consider time needed for breaks. Students may complete the HSA-Alt across multiple sessions and/or days. Do not try to complete an entire HSA-Alt summative assessment with 60 items in one session. A minimum of two sessions should be used for each summative content area test.</p>
<p>Request Fixed-form test with Paper Response Card or Paper and Pencil Test Accommodation</p>	<p>For students taking the HSA-Alt summative fixed form test with printed materials, the school Test Coordinator will need to submit the <i>Paper Response Card/Paper and Pencil Test Accommodation Request Form</i> to request the materials for the fixed form paper response option test.</p>
<p>Organize Printed response option cards</p>	<p>For students taking the HSA-Alt summative fixed form test with printed materials, the TA will need to cut out and organize the printed response option cards for easy access during test administration. In addition, tactile enhancement of the cards may be needed.</p>

Complete Online LCI and HIORA Before Summative Testing

Prior to the start of summative online testing, TAs **must** complete the combined Learner Characteristics Inventory (LCI) and the Hawai'i Observational Rating Assessment (HIORA) form for each student to be tested. The LCI is a standardized form that the Hawai'i Department of Education (HIDOE) has adapted for the yearly monitoring of alternate students in the state. The HIORA is a grade-level aligned teacher assessment of student skills and knowledge in the ELA, Math, and Science content areas. In addition, the HIORA contains a section, first added in Spring 2020, in which teachers rate student readiness for transition to postsecondary opportunities and competitive, inclusive work environments. The transition success predictors that are used originated from the National Technical Assistance Center on Transition. The LCI and HIORA must be completed by the student's teacher so that the ratings are an accurate reflection of student characteristics, skills, knowledge, abilities, and readiness. HIDOE will use this information to both inform state policy and as a potential source of external validity for its alternate assessments.

If the Test Administrator is not the student's teacher, the teacher must complete the LCI and HIORA alongside the TA in the online Test Delivery System, or by using the fill-in paper versions found in Appendix A which the TA will then use on behalf of the teacher as a basis for data entry into the online Test Delivery System.

The LCI and HIORA must be completed each year for each student. Students will not be able to complete the summative administration login process and begin content area testing until the two-part LCI and HIORA form have been completed and submitted. After the online LCI-HIORA form has been submitted it will no longer be displayed as one of the available tests upon subsequent student logins during the testing window.

To complete the combined LCI-HIORA form via the Test Delivery System the TA must first set up a Test Session in the TA Live Site using the instructions in *2023-2024 Guide to Navigating the Online HSA-Alt Administration* manual and must include the appropriate grade-level "HSA-Alt LCI" test as one of the tests to be administered in the session. Then, the TA will enter the student's information (First Name and SSID) on the login screen shown in the Secure Browser, along with the Test Session ID that has been generated. The Test Delivery System will then present a screen asking the TA to "Choose Your Test". The appropriate grade-level LCI-HIORA form will be the only test form available for entry with an active link. TAs should click on the LCI-HIORA test form and answer the questions if they are the student's teacher. If the TA is not the student's teacher, they should consult with the student's teacher before proceeding. The LCI and HIORA data must be accurate representations of the student's characteristics and skills in and knowledge of grade-level expectations in ELA and Math (all grades) and Science (grades 5, 8 and 11).

Remember: if the TA is not the student's customary teacher, the LCI and HIORA information should be received from the teacher. This can be accomplished in one of two ways:

1. If the teacher is available, have the TA and teacher sit side-by-side to complete and enter the LCI and HIORA data in the online testing site.

2. If the teacher is not available to meet with the TA to complete the LCI-HIORA, the LCI and the appropriate grade-level HIORA can be printed and answered by the teacher based on their experience with the student. The information on the printed LCI and grade-level HIORA can then be transferred by the TA into the system. Care should be taken to keep student records straight and secure.

Once the LCI and the appropriate grade-level HIORA form has been completed and submitted by the TA, the online Test Delivery System will return the TA to the student login page to begin the login process for subject area testing. The LCI and grade-level HIORAs can be found in Appendix A.

Provide Optimal Testing Conditions for HSA-Alt Summative Testing

Providing optimal testing conditions is especially important for students taking the HSA-Alt summative assessment because of the individualized nature of the administration and the complex needs of students with the most significant cognitive impairments who qualify for the HSA-Alt. Follow the optional testing conditions outlined below to ensure students have the best opportunity to show what they know on the HSA-Alt summative assessment.

- Administer the HSA-Alt in a familiar setting that is free of noise and distractions.
- Follow the HSA-Alt Administration Script located in Appendix B.
- Provide appropriate student positioning, accessibility features and accommodations, and assistive technology as outlined in the student’s IEP that are consistent with HIDOE policies and this *HSA-Alt Summative Test Administration Manual*.
- Supervise the student to ensure the student hears all audio recordings for reading passages, item stimuli, test items, and response options before the student answers each item. The student or the Test Administrator must tap or click on the audio buttons to play the passage or stimulus, question, and the answer options.
- Allow sufficient wait-time for students to respond to test items. The amount of wait-time needed for each student will vary.
- Replay any or all parts of audio recordings as needed for the student to access test content.
- Pause the HSA-Alt summative assessment and resume at a later time or another day as indicated by student needs. The HSA-Alt may be administered over multiple sessions and/or days but must be completed by May 30, 2024.
- Provide verbal prompts to support student engagement and focus. TAs may use phrases that do not indicate either the correct or incorrect response. Examples of acceptable encouraging phrases may include, but are not limited to:
 - “I like the way you are listening and following directions.”
 - “Only one more to go!”
 - “Just five minutes until a break!”
 - “Do you need a break?”
 - “Keep working!”
 - “Look at the screen.”
- Provide visual prompts to support student engagement and focus. See examples below:
 - Point to or tap the computer screen to draw the student’s attention to the screen.

- Point to each answer option displayed on the screen as each HVR is played. **The TA should be careful not to inadvertently point to or suggest the correct answer in any way.**

Actively Monitor Summative Student Testing

The HSA-Alt summative provides students with the ability to take the assessment independently. With this independence, however, comes the risk of misadministration if students are not actively monitored during their test. In order to avoid misadministration, HSA-Alt TAs must actively monitor their students during the HSA-Alt summative test. TAs must ensure students are listening to all test components: passage, stimulus, question, and answer options. While the passage and question typically match the audio file, in particular, the answer option cards which contain a PicSym may not show the words that match the audio file. It is important for students to hear the audio file for each answer option. In addition, HSA-Alt TAs must actively monitor student use of the expand and collapse passage feature so that full visuals are presented during the math and science assessments.

While test navigation support is expected, if a TA will be entering a student's response for the student based on the student's selection using a non-direct method, the Scribe accommodation will need to be indicated in TIDE for the student. This requirement for the Scribe accommodation extends to include the entry of a "No Response" for a student (see next section below). For additional information on setting accommodations see the section on HSA-Alt testing accommodations starting on page 46.

Recording No Response

The online Test Delivery System for the HSA-Alt allows the TA to record a "No Response" for a question if a student is non-responsive. **"No response" means a student has not given any response to a particular item. "No response" does not equate to what a Test Administrator believes to be a random response or guessing on the part of the student. "No response" means the student has no response to the test item when it is presented.**

If the TA anticipates that the student will be non-responsive at times during testing, the Scribe accommodation will need to be requested so that the TA may enter the **[No Response]** option for the student. If a student is non-responsive to a particular question, the TA will need to collect the iPad from the student in order to access the context menu for the item in question and select the **[No Response]** option. The system will automatically record a "No response" for the item. The TA will then be able to click the **[Next]** button on screen to load the next item and may return the iPad to the student to continue testing.

For additional information on accessing the item context menu please see the *2023-2024 Guide to Navigating the Online HSA-Alt Administration*, available on the Resources section of the HSA-Alt portal website at alohahsap.org in Fall 2023.

Early Stopping Rule for Summative Administration

If you anticipate that your student will not exhibit evidence of a response during the summative assessment, make sure to request the Scribe accommodation and locate a second staff member

to serve as your Test Session Observer before testing begins. A Test Session Observer is required to meet the Early Stopping Rule Requirement. You will also need to plan for a minimum of two separate sessions on two different days for each content area test.

During summative administration, if you anticipate that your student will respond but the student unexpectedly does not respond to the first four items, you must pause the test. A second session in which a Test Session Observer is present will be required. You will need to locate a second staff member to support you for this. This second session must take place on a subsequent day.

The Early Stopping Rule will be instituted if all of the following conditions are met:

1. The student does not respond to the first eight items in the assessment.
2. The "No Response" option must be selected by the Test Administrator for the student for each of the first eight test items, using the item context menu.
 - a. The eight items must be delivered as two separate sets of four items (4 + 4 = 8).
3. Two sessions must be used to administer the two sets of four items, for each content area. These two sessions must be held on two different days (example):
 - a. Day 1 – ELA Item 1-4 (if no responses for all items, pause)
 - b. Day 2- ELA Item 5-8 (with observer, if no responses for all items, pause) to submit the verification form
 - c. Day 3 – Math Item 1-4 (with observer, If no response for all items, pause)
 - d. Day 4 – ELA item 5-8 (if no response for all items, pause to submit the verification form.
4. The Test Administrator must confirm via *Early Stopping Rule Verification Form* submittal that the student was provided with appropriate communication and accessibility supports during testing and that sufficient response time was provided. The *Early Stopping Rule Verification Form* may be found in Appendix L.
5. A Test Session Observer must be present for a minimum of four of the eight items for a content area, either items #1 – 4 or items #5 – 8.
6. The Test Session Observer must confirm via *Early Stopping Rule Verification Form* submittal that they were present during at least one test session, for administration of at least four items, and that the following conditions were met:
 - a. They did **not** observe the student respond to any questions they were presented; and
 - b. The Test Administrator administered the assessment with fidelity.
7. The School's Test Coordinator must submit the completed *Early Stopping Rule Verification Form* to the Assessment Section for verification.
8. The Assessment Section must verify that the test database record shows that conditions 1 – 3 listed above were met.
9. After review, the Assessment Section will email the TA regarding its verification decision. If the ESR requirements are verified, then the TA will be asked to log back into the test(s) to exit and submit the test(s) to count toward participation, if they have not already done so.

When the first two conditions listed above are met, the online Test Delivery System will automatically stop the student's test from proceeding to item #9. The TA and the Test Session Observer must then complete conditions 4 – 7 listed above by submitting the signed *Early Stopping Rule Verification Form*. This form may be submitted by fax to the Assessment Section. Once this completed form is received and reviewed, the Assessment Section will email the TA regarding its verification decision. If the ESR requirements are verified, then the TA will be asked to log back into the test(s) to exit and submit the test(s) to count toward participation, if they have not already done so. The student's test will then be marked as completed and will count for participation.

If a Test Session Observer is not present during the administration of at least four items of the eight, the TA must submit a *Testing Incident Report Form* (Appendix J) and have the school Test Coordinator request a test reset via the Testing Incidents section in TIDE. Failure to do so will result in a test invalidation. After receiving a test reset approval, the TA should then ensure that a Test Session Observer is present when the student retakes the test. The Test Session Observer must be present for the administration of at least four of the eight items within a content area test to enact the Early Stopping Rule.

If the TA enters eight "No Responses" for the student in a single session, the TA must submit a *Test Security Response Form* (Appendix J) and have the school Test Coordinator request a test reset via the Testing Incidents section in TIDE. Failure to do so will result in a test invalidation. After receiving a test reset approval, the TA should then ensure that the eight items are re-administered on two different days, each as a set of four items. Once again, a Test Session Observer must be present for four of the eight items when the test is retaken for the Early Stopping Rule to be applied.

The Early Stopping Rule criteria is available in each summative content area test that the student is eligible to take, depending on their grade level (ELA and Mathematics in Grades 3-8 and 11, and Science [NGSS] in Grades 5, 8, and 11). TAs (or the student's teacher) will still be required to complete the LCI and grade-appropriate HIORA prior to the start of content area testing for each HSA-Alt identified test-taking student even if the TA expects the student will qualify for the Early Stopping Rule.

Including All Students with Disabilities in State Accountability Assessments

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

- the provision of universal tools, designated supports, and accommodations, and other accessibility features to facilitate student access to grade-level instruction and state assessments; and
- the use of alternate assessments to assess the achievement of students with the most significant cognitive disabilities.

For students who are unable to take the summative HSA-Alt via the online Test Delivery System due to the need for additional supports beyond those provided for online testing, the IEP team should review accessibility support options and determine if the Paper Response Cards or the Paper and Pencil Test accommodation is appropriate state wide test accommodation. This decision needs to be documented in the student's IEP. TA should contact the TC to request a Paper Response Cards or Paper and Pencil test kit (see the section **Requesting Paper Response Card or Paper and Pencil Test Accommodation** above).

Laws and Regulations on Inclusion in Student Assessments: General Overview

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

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

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

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

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

- "Each state must have a comprehensive policy governing the use of testing accommodations." States have flexibility in selecting appropriate accommodation(s) based upon the needs of the individual student.
- For students with disabilities, whose IEP or Section 504 placement teams have determined that the standard state assessment would not appropriately show what those

students know and are able to do, each state must have a statewide alternate assessment system or a comprehensive state policy governing locally developed alternate assessments.

- Each state must include in its accountability system all students in the grades being assessed.

Individuals with Disabilities Education Improvement Act of 2004 (IDEA)

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

Universal Design for Test Access

The HSA-Alt is designed so that many of the supports that a student may need are built into the assessment design (e.g., picture arrays, oral reading of passages). For the online version of the summative assessment, all items may be read and reread by the audio playback function in the Online Testing System. Additionally, all items may be orally presented after the teacher uses the online digital interface to present the test item the first time. TAs using this oral Read Aloud accommodation delivery method must take care to follow the same script as was provided by the digital interface. HSA-Alt summative testing is not timed, may be completed over multiple sessions, and can stop at any point within the test form, as needed.

What Are Accessibility Supports?

Accessibility Supports are practices and procedures in the areas of presentation, response, setting, and engagement that provide equitable access during instruction and assessments for students with disabilities. They are intended to reduce or even eliminate the effects of a student's disability; they do not reduce the learning or performance expectations for a student.

Accessibility Supports provided to a student during classroom instruction and assessment should be provided during summative testing. Not all classroom accommodations align directly with the definitions and suggested use found for like-named accommodations within the HSAP. In addition, some instructional accessibility supports are universally available for HSA-Alt students during the assessment or may be integrated into the design of this assessment. In these cases, these accessibility supports may be listed as universal tools within HSA-Alt testing guidelines. A listing of the universal tools can be found on pages 45-47; designated supports can be found on page 48; and accommodations can be found on pages 48-53.

It is important that IEP team members are well informed about a student's needs and the universal tools, designated supports, and accommodations available in the HSA-Alt prior to the IEP team meeting.

Universal Tools for the HSA-Alt

A variety of universal tools are available for the HSA-Alt assessment. This list of universal tools, which follows, is by no means exhaustive as students with significant cognitive disabilities vary widely in the type and number of supports required for access to the assessment. It is essential HSA-Alt test administrators provide their students with the support they typically receive during instruction during the HSA-Alt assessment. This expectation is established in the HSA-Alt Test Administrator Code of Ethics that requires test administrators to provide their students with the same support during summative testing as the students typically receive during classroom instruction and assessment.

A list of universal tools is provided in the tables below. This list of universal tools is by no means exhaustive as students with significant cognitive disabilities vary widely in the type and amount of supports, they may require. The list of universal tools found below contains examples of only some of the supports that a student who takes the HSA-Alt may need in order to demonstrate understanding.

There are only three universal tools that can be managed in TIDE and are available via the online Test Delivery System: *Expandable Passages*, *Suppress Score*, and *Zoom*. The No Response universal tool is also available for all items via the online test Delivery System. The rest of the universal tools are non-embedded.

Universal Tools	Description
Adjust the volume for listening passages (summative assessments)	All students can adjust the volume on their devices and/or headphones for the listening passages.
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. The students with visual impairments or processing difficulties may benefit from this assessment.
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.
Audio Playback (summative assessments)	Text on summative assessment items is read aloud to the student via embedded audio files 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 Separate Setting).

Universal Tools	Description
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.
Calculator (Embedded)	All students may access the online Desmos basic calculator tool available in the HSA-Alt mathematics tests.
Color overlays	Color transparencies are placed over the paper-based answer option cards. 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.
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> .
Fidget tool	Allow/encourage movement and/or allow unrelated manipulative (e.g., fidget tools, rubber bands) in free hand to aid concentration. This tool may require a separate setting.
Graphic Organizers	Customary frames for organizing information used in language arts instruction such as: character, event, or story map; problem/solution, cause and effect, and sequence chain.
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 embedded 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.
Masking (paper/pencil form only)	Masking involves blocking off content on the paper answer option cards 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 the answer option card by masking.
No Response	<p>If no response is indicated or recorded by the student, the TA will need to access the context menu for the item and select the "No Response" option for that item. This will mark the item as a "No Response" and the TA will be able to advance to the next test item for administration.</p> <p>This requires the Scribe Accommodation.</p>
Noise Buffers	Ear mufflers, white noise, and/or other equipment used to block external sounds.
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.

Universal Tools	Description
Repetition	<p>Students may have all parts of the assessment presented to them as many times as necessary, including passages/stimuli, question stem, and response options; however, once the “Next” button is pressed, no item shall be redelivered.</p> <p>Hawai’i Department of Education HSA-Alt testing policies require students and Test Administrators to move on to the next item once the “Next” button is pressed. Students and Test Administrators shall not navigate back to earlier items in the assessment. Whatever answer was registered into the system when the “Next” button is pressed shall be the student’s final answer. No test item should be re-presented and no student response should be changed after the “Next” button is pressed. Although this functionality is available, students and Test Administrators are required not to use it during HSA-Alt summative test administrations.</p>
Scratch paper	<p>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.</p>
Separate Setting	<p>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. Digitally delivered human voice recording (HVR) audio 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.</p>
Suppress Score	<p>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.</p>
Timing or Scheduling	<p>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.</p>
Translated test directions	<p>Students who have limited English language skills can receive test directions in another language if this support is provided by a bi-literate adult trained in the administration of the HSA-Alt.</p>
Zoom	<p>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>.</p>

Designated Supports for the HSA-Alt

Currently there is one designated support, *Translated Test*, that is available for the HSA-Alt assessment. ***The Translated Test designated support allows a translator to provide the full translation of all parts of the mathematics and science alternate tests. Translators are required to*** follow the specific guidelines found in the table below and must acknowledge understanding of these guidelines prior to testing by signing and submitting the *HSA-Alt Test Security and Confidentiality Form* (Appendix M) to the school Test Coordinator who will then submit the form to the Assessment Section.

For a description of the Translated Test designated support see the table directly below. Please note that the Translated Test designated support also requires the submittal and approval of the Paper and Pencil Test Accommodation for a student. See Appendix R: Paper Response Card/Paper and Pencil Test Accommodation Guidelines and Test Materials Handling for a description of the Paper and Pencil Test Accommodation form and specific guidelines regarding Paper and Pencil Test Accommodation requests.

Designated Supports	Description	Recommendations for Use
<p>Translated test (Oral Translation) Math and Science Assessments)</p>	<p>Translated test is linguistic support that is available for students with limited English language skills and who use dual language supports in the classroom. Dual language translation provides the full translation for mathematics and science assessments.</p> <p>Translated test is not provided for the ELA test.</p> <p>The translator must be a bi-literate adult trained in the administration of the HSA-Alt. Translators may translate the test directions, test items, and response options for these assessments. Translators must provide a full translation not deviating from the presented stimulus, item, and audio script.</p> <p>All translators must sign the <i>HSA-Alt Test Security and Confidentiality Form</i></p> <p>The Paper and Pencil Test Accommodation (fixed form) is also required for the administration of a translated test.</p>	<p>The use of the Translated test is appropriate for students whose primary language is not English who has limited English language skills and uses dual language support in the classroom.</p> <p>This support will increase cognitive load which increases the time for students to complete assessments and will need a separate setting.</p>

Accommodations for the HSA-Alt

The ESSA Standards and Assessments Peer Review requires that accommodations that are used for the HSA-Alt assessment are consistent with those used for instruction.

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

- A student with an IEP (including an EL with an IEP) receives the allowable accommodations in his or her IEP as determined by the IEP team who select assessment accessibility supports and accommodations and document them in the eCSSS and IEP records. Accommodations selected for assessment must have instructional relevance and be associated with a specific skill deficit. The IEP team should be able to explain how a student's skill deficit affects the ability to demonstrate mastery of content areas assessed and how the accommodation will improve access to the assessment.
- A student must receive all accommodations listed in the IEP during HSA-Alt testing. If students do not receive the accommodations listed in their IEP during HSA-Alt testing, a *Test Security Response Form* (Appendix J) must be submitted with a request to reset the test so that the student can retake the test with the necessary accommodations.
- All accommodations should continue to be recorded in the IEP record. For the students who take the HSA-Alt, these accommodations should be listed on the Services page under "Clarification of Supports and Services," or "Supplementary Aids and Services." State policy still continues to be that all accommodations listed in the student IEP must be provided during summative testing. If the accommodation that the student requires is not found in the list of HSA-Alt Accommodations found below, the school's Test Coordinator should submit the *Unique Accommodations Request Form* found in Appendix K.

An allowable accommodation should have been used in daily instruction for a sufficient period of time prior to testing for a student to become comfortable with it. Using an accommodation during assessment that is not used during instruction might be detrimental to the student's performance on the assessment. Accommodations are selected on a case-by-case basis. Therefore, it is not allowable to indiscriminately provide an accommodation because it is typically administered to a group of students. Please note that decisions about selecting and using accommodations should be shared with a student's teachers as well as a student's parents/guardians.

Accommodations for the HSA-Alt no longer require the submittal of an *HSA-Alt Accommodation Verification Form*. TAs are able to set the accommodations that their students need directly in TIDE with two exceptions. The two exceptions are the Paper Response Card Accommodation and Paper and Pencil Test Accommodation. The Paper Response Card Accommodation and Paper and Pencil Test Accommodation require the submission of the *Paper Response Card/Paper and Pencil Test Accommodation Request Form* (Appendix Q) and verification by the Assessment Section.

Please be advised that the following accommodations – Paper Response Card and Paper and Pencil Test, Read Aloud, and Scribe – require schools to take additional steps prior to testing.

- The Paper Response Card or Paper and Pencil Test Accommodations requires advance form submittal to ensure materials arrive in time for testing. The *Paper Response Card/Paper and Pencil Test Accommodation Request Form*, found in Appendix Q, will need to be submitted a minimum of four weeks before the close of the testing window to allow time for verification and processing. Upon request verification, test kits will be mailed directly to the school. Additional information about the Paper Response Cards or Paper and Pencil test kit request process may be found in the section **Requesting Paper Response Card or Paper and Pencil Test Accommodation** above.
- The Read Aloud and Scribe accommodations require the TA to follow specific accommodation guidelines (listed below) and acknowledge understanding of those guidelines prior to testing by signing and submitting the *HSA-Alt Test Security and Confidentiality Form* to the school Test Coordinator who will then submit the form to the Assessment Section. More information on the Read Aloud and Scribe accommodation guidelines is found below:
 - The Read Aloud Accommodation requires that the TA reads and follows the *HSA-Alt Guidelines for Read Aloud, Test Reader* prior to and during HSA-Alt testing. These guidelines can be found in Appendix D.
 - The Scribe Accommodation requires that the TA reads and follows the *HSA-Alt Scribing Protocol*. These guidelines can be found in Appendix E.
 - The *HSA-Alt Test Security and Confidentiality* form will need to be signed by TAs after reading the *HSA-Alt Guidelines for Read Aloud, Test Reader*, and/or the *HSA-Alt Scribing Protocol for Hawai'i Statewide Assessment Program*. TAs should sign the *HSA-Alt Test Security and Confidentiality Form* and give it to the school TC who will then submit the form to the Assessment Section. The *HSA-Alt Test Security and Confidentiality Form* can be found in Appendix M. (This same form is also used for the ***Translated Test designated support as previously mentioned in the section containing information on the HSA-Alt designated supports.***)

The accommodations for the HSA-Alt are listed below.

Accommodation	Description
Alternate Response Options	Students taking the HSA-Alt 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 enter the student's response into the system. Consistent criteria must be used to communicate student response; i.e., TA cannot take orally provided answers on the first item and then switch responses on the next.

Accommodation	Description
American Sign Language (non-embedded)	<p>Test items are orally translated into American Sign Language. Some students who are deaf or hard of hearing and who use American Sign Language may need this accommodation.</p> <p>TAs must precisely follow the audio script that is provided for the test item component: passage, stimulus, question, and answer option card descriptions to translate using American Sign Language.</p> <p>The translator should translate all the words on the test without adding more information or explanation than provided in the item.</p>
Calculators (Hand-held)	Students who use a calculator during instruction may use the calculator during the administration of the assessment.
Concrete Materials	Students are provided with the customary concrete materials that are used for daily math instruction and assessment. These materials may include but are not limited to base-10 blocks, counters, open number lines, pattern blocks, Unifix cubes, etc. When the Paper Response Card Accommodation is used, concrete materials may also be substituted for response cards, if the presented objects are uniform in size and color and do cue the student to the correct answer.
Digital Math Manipulatives	Students are provided access to the virtual platform with digital math manipulatives such as Unifix cubes, ten frames, fraction tiles, and number lines to use during the math assessment. Teachers may support in selecting the math manipulative the student selects for a presented problem. Teachers may not manipulate the digital math manipulatives for a student.
Multiplication Table	Students who need a multiplication table to solve math problems and who consistently use the table during instruction and assessment of math may use a multiplication table on the assessment.

Accommodation	Description
<p>Paper Response Card</p>	<p>Students select the answer using Paper Response Cards that are identical to the options presented in the online test system. Then, TA enters the students' responses into the online test system.</p> <p>Some students with disabilities, such as visual impairment or blindness are recommended to use Paper Response Card Accommodation. The Paper Response Card Accommodation allows the teacher or test administrator to prepare tactilely-enhanced versions of the test visuals and answer options.</p> <p>Students can be provided with tactilely enhanced visuals or answer options or analogous response options with enhanced/reduced features so as to increase access to test visuals and answer options, and/or to address specific tactile sensitivity: slippery, fuzzy, rough, etc.</p> <p>If a student's IEP team determines a student would need Paper Response Cards to access the assessment, due to his or her specific needs, the <i>Paper Response Card/Paper and Pencil Test Accommodation Request Form</i> needs to be submitted for verification and approval.</p> <p>Students using the Paper Response Card Accommodation will take the Fixed Form test.</p>
<p>Paper and Pencil Test</p>	<p>The Paper and Pencil Test Accommodation provides printed test item booklets for students who cannot access the assessment through the online test delivery system due to their sensitivity to electronic devices.</p> <p>Students will indicate their answers on the paper test booklet provided. TA should read aloud provided scripts for all components of the assessment, and enter the student's answers into the online test delivery system.</p> <p>The Paper and Pencil Test Accommodation is for only a small number of students who are not able to interact with the computer because of their disabilities as indicated in their IEP. The <i>Paper Response Card/Paper and Pencil Test Accommodation Request Form</i> needs to be submitted to the Assessment Section for verification.</p> <p>The Paper and Pencil Test Accommodation is recommended for alternate-identified EL students who need the Translated Test Designated support. This allows the test translator to preview and prepare full translations of the math and science assessments prior to test administration.</p> <p>Students using the Paper and Pencil Test Accommodation will take the Fixed Form test.</p>

Accommodation	Description
<p>Read Aloud (summative assessments)</p>	<p>The item is read aloud to the student by a trained and qualified human reader.</p> <p>The Read Aloud accommodation may be needed during the summative assessment for students who are not able to follow embedded human voice recording in the online test delivery system and requires a slower audio delivery speed than is currently available via the online platform.</p> <p>TA should first play the audio. If this accommodation is provided to a student, the in-test audio must first be played for the student through the Test Delivery System and carefully reread with the TA listening carefully to the script as it is read aloud. The TA may then carefully reread or restate the passage, question, and/or answer option(s) exactly as read aloud by the in-test audio. TAs must not add more information or explanation or make any changes, additions or deletions, intonation, or emphases that might inadvertently lead a student to the correct response.</p> <p>All TAs who deliver the Read Aloud Accommodation during testing must follow the <i>HSA-Alt Guidelines for Read Aloud, Test Reader</i>. After reading these guidelines TAs will need to complete and sign the <i>HSA-Alt Test Security and Confidentiality Form</i>. This form upon completion should be given to the school's TC who will then submit the form to the Assessment Section.</p> <p>The Read Aloud accommodation is not required for the optional HSA-Alt Classroom Embedded Assessments (CEAs) because the CEAs, by design, have the teacher read all items to or with the student.</p>
<p>Reinforcement System</p>	<p>Students who receive a positive reinforcement system on a daily basis should receive this same support during summative testing. Reinforcement system support use must be documented in the IEP. Document this support in the Supplementary Aids and Services section on the Services page. (Follow a student's Behavior Intervention Plan or Behavior Support Plan.)</p>
<p>Scribe</p>	<p>Students either indicate their response or do not respond to a test item and the Test Administrator then enters a [No Response] or the student's indicated response into the data entry interface. Responses must be entered as directly observed or represented verbatim. If a TA anticipates that their student will be non-responsive during testing the Scribe accommodation should be requested so that the [No Response] option may be entered by the TA for items to which the student is non-responsive.</p> <p>The TA must follow the <i>HSA-Alt Scribing Protocol</i> and sign the <i>HSA-Alt Test Security and Confidentiality Form</i> found in this manual</p>

Accessibility Support for English Learners

The students whose primary language is not English whose English is not proficient is required to participate in the statewide assessment using appropriate accommodations.

When English Learner is the students with IEP, the EL coordinator is required to participate in the IEP decision making process. The IEP team considers the student's need, review the accessibility support available for HSA-Alt and ELP assessment to determine the needs of linguistic accommodations using the LDP State Standardized Testing Considerations (Appendix F).

Students who have limited English language skills will receive test directions in another language if this support is provided by a bi-literate adult trained in the administration of the HSA-Alt. Translated Test Directions is the universal tool which is limited to the mandatory test administration directions that is provided before, during, and after the assessment.

English learners who uses dual language support in the classroom may use the Translated Test. The Translated Test is the designated support which oral translation reads the stim, items and options for math and science assessment. TA should request Paper and Pencil Test Accommodation to ensure that the translator has enough time to prepare the translations of the items before starting test session.

Accessibility Support for Visual Impairment/Blind students

Students who are blind or visually impaired are recommended to use Paper Response Card Accommodation. Students who are blind or visually impaired, and use the teacher read aloud as the major instructional accommodation, may utilize embedded Human Voice recording, or the Read Aloud Accommodations with the Paper Response Card Accommodation.

The Paper Response Card Accommodation uses a fixed form test and excludes Access Limited items for blind students, which enables blind students to listen to the description of graphics and pictures in the test items.

The Read Aloud Accommodation may be utilized in combination with the Paper Response Card Accommodation. The TA should listen to the audio script of the human voice recording and read the items as the way the human voice recording is provided because the audio script may include more information. The TA is required to read the Read Aloud accommodation guidelines and sign the *HSA-Alt Test Security and Confidentiality Form*.

The Paper Response Card Accommodation supports students access to the answer options through tactile enhancement. The TAs may make tactile enhancement to meet the student's need before administering the test.

The following is some examples of the tactile enhancements for students who are blind or visually impaired.

- Increase or decrease size of paper response options, their spacing or both; increase contrast in or among paper response options; add, remove or change background color; color overlays, position as appropriate; limit spatial and figure-ground perception problems.
- Highlight response choices with flashlight, use backlighting, use multi-sensory materials (incorporate weight, smell, and vibration, etc.)
- Lower intensity of light, change orientation, limit visual field and blocking off contents that are not immediate needs using masking, etc.
- Use texture paper response options by adding raised lines, use braille as appropriate, provide tangible objects, provide auditory, tactile and factory replacement for visual stimuli, eliminate distracting lights and sounds.

All materials and response cards provided including the materials that are created or modified should be returned after the test is complete.

Some students with visual impairments may utilize universal tools such as adjusted visual, tactile field, color overlays, highlight text ,magnification, masking, and zoom options. The TA can adjust the zoom level when the TA approve the test session in the TA live sites.

If the students require further accommodations that are not identified as the accommodation, the TA needs to submit *Unique Accommodations Request Form* (Appendix K) for review and approval before administration of the test.

Accessibility for Parents to Access Their Student’s Report

Parents who are not not proficient in English

Under Hawaii Administrative Rules Chapter 60 guidelines, and the Language Access Plan, **parents who speak a language other than English and not proficient in English** can request the translation of student score reports. Translations are provided to the parents who are not proficient in English through the IEP team process. In addition, HIDOE offers free interpreter to parents who need help in another language in HIDOE public website:

<https://www.hawaiipublicschools.org/ConnectWithUs/Pages/Language-Access.aspx>

Parents or guardian with a disability(as defined by the ADA)

A parent or guardian with a disability (as defined by the ADA) may request an alternative format of report accessible to that parent by contacting their child’s school.

APPENDIX A: Learner Characteristics Inventory (LCI) and Hawai'i Observational Rating Assessment (HIORA)

The purpose of the Learner Characteristics Inventory (LCI) is to assist states in describing and tracking the characteristics of the population of students who take alternate assessments on alternate achievement standards. These students represent less than 1% of the total student population and come from a variety of disability categories but represent students with the "most significant cognitive disabilities."

The Hawai'i Observational Rating Assessment (HIORA) is a grade-level aligned teacher assessment of student skills and knowledge in the ELA and Math content areas. It will be used by the HIDOE Assessment Section as an external measure of validity for its assessments.

The LCI and HIORA must be completed each year for each HSA-Alt student prior to the start of HSA-Alt content area testing. **The Test Administrator will enter the LCI and HIORA information for the student directly into the online Test Delivery System prior to the start of testing.** If the Test Administrator is not the student's teacher, the teacher must complete the LCI and HIORA alongside the TA in the online Test Delivery System, or by using the fill-in the paper versions found below which the TA will then use to enter the data into the online Test Delivery System on behalf of the teacher.

Learner Characteristics Inventory

1. Student's current grade:

- Grade 3
- Grade 4
- Grade 5
- Grade 6
- Grade 7
- Grade 8
- Grade 11

2. Student's current age in years:

- 6
- 7
- 8
- 9
- 10
- 11
- 12
- 13
- 14
- 15
- 16
- 17
- 18
- Other

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

- Yes
- No

4. The student requires a highly specialized educational program with intensive modifications and supports in order to access grade level academic standards.

- Yes
- No

5. 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.

- Yes
- No

6. 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.

- Yes
- No

7. Student's primary IDEA disability label (select one):

- Intellectual Disability/Mental Retardation (includes Mild, Moderate, and Profound)
- Multiple Disabilities
- Autism
- Speech/Language Impairment
- Hearing Impairment
- Visual Impairment
- Traumatic Brain Injury
- Emotional Disability
- Deaf/Blind
- Other Health Impairment
- Orthopedic
- Other

8. Student's secondary IDEA disability label(s) (select all that apply):

- Intellectual Disability/Mental Retardation (includes Mild, Moderate, and Profound)
- Multiple Disabilities
- Autism
- Speech/Language Impairment
- Hearing Impairment
- Visual Impairment
- Traumatic Brain Injury
- Emotional Disability
- Deaf/Blind
- Other Health Impairment
- Orthopedic
- Other

9. Is your student's primary language a language other than English?

- Yes
- No

10. If yes, provide your student's primary language (the dominant language spoken in the student's home). If no, type in "English" here.

11. What is the student’s primary classroom setting?

- Special school
- Regular school, *self-contained special education classroom*, some special inclusion (students go to art, music, PE) but return to their special education class for most of school day.
- Regular school, *primarily self-contained special education classroom*, some academic inclusion (students go to some general education academic classes (such as reading, math, science, in addition to specials) but are in general education classes less than 40% of the school day).
- Regular school, *resource room/general education class*, students receive resource room services, but are in general education classes 40% or more of the school day.
- Regular school, *general education class inclusive/collaborative* (students based in general education classes, special education services are primarily delivered in the general education classes) – at least 80% of the school day is spent in general education classes.

12. Expressive Communication (check the best description)

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

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

- Yes
- No

14. If you answered “Yes” to question 13 please specify the augmentative communication system that your student uses in the text box below. If you answered “No” to question 13 please put “NA” in the text box below.

15. Receptive Language (check the best description)

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

16. Vision (check the best description)

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

17. Hearing (check the best description)

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

18. Motor (check the best description)

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

19. Engagement (check the best description)

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

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

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

21. Reading (check the best description)

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

22. Mathematics (check the best description)

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

Hawai'i Observational Rating Assessment – National Technical Assistance Center on Transition (NTACT) Success Predictors – Part One (Grades 3-8 and 11)

- 1. Was the student included in general education instruction during this school year? Select as many as apply.**
 - o The student was not included in any general education instruction.
 - o The student was included in ELA instruction.
 - o The student was included in mathematics instruction.
 - o The student was included in science instruction.
 - o The student was included in social studies instruction.

- 2. How would you rate the student's ability to interact with others? Select one.**
 - o The student has difficulty interacting with people, both familiar and unfamiliar persons.
 - o The student has difficulty interacting with unfamiliar people but is able to interact with people he/she knows.
 - o The student generally interacts well with both familiar and unfamiliar people.

- 3. How would you rate the student's ability to interact with others in unfamiliar situations? Select one.**
 - o The student does not interact well with others in both familiar and unfamiliar social situations.
 - o The student has difficulty interacting well with others in new social situations but interacts well with others in known social situations.
 - o The student generally interacts well with others in both familiar and unfamiliar social situations.

- 4. How would you rate the student's parents' educational expectations for the student? Select one.**
 - o Insufficient information to report.
 - o None to minimal expectations.
 - o Low expectations; the student can achieve more than is expected.
 - o Reasonable expectations for the student's educational achievement.
 - o Higher expectations than the student will be able to achieve.

Hawai'i Observational Rating Assessment – National Technical Assistance Center on Transition (NTACT) Success Predictors – Part Two (Grades 7-8 and 11)

- 5. What type of career skills instruction has the student received? Select all that apply.**
- The student did not receive instruction in career choices.
 - The student received instruction in career choices.
 - The student received social skill instruction required for his/her career choices.
 - The student received instruction in the specific reading skills required for his/her possible career choices.
 - The student received instruction in the specific writing skills required for his/her possible career choices.
 - The student received instruction in the specific mathematics skills required for his/her possible career choices.
- 6. Did the student have some work experience this year? Select one.**
- I do not know.
 - The student has had no work experience, paid or unpaid.
 - The student had unpaid work experience.
 - The student had paid work experience.
- 7. If the student had either paid or unpaid work experience, please answer the three questions below.**
- A. Was the student successful in his/her work experience?**
- I do not know.
 - The student was unsuccessful in his/her work experience.
 - The student was successful in his/her work experience.
- B. What educational skills did the student's work experience require? Select as many as apply.**
- I do not know.
 - The student's work experience required the use of reading skills.
 - The student's work experience required the use of writing skills.
 - The student's work experience required the use of mathematics skills.
 - The student's work experience required the use of science skills.
- C. How long did the student's work experience last? Select one.**
- Less than 3 months
 - 6 months to 3 months
 - One year to 7 months
 - More than one year

Hawai'i Observational Rating Assessment – Grade 3 English Language Arts

1. In the Reading Literature domain, can the student answer literal questions related to something concrete (i.e., tangible, sensory) found in a literary text? For this skill, the student demonstrates:
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding

2. In the Reading Literature domain, can the student determine a central message/lesson/moral of a literary text if the student is provided with key details from the text? For this skill, the student demonstrates:
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding

3. In the Reading Informational domain, can the student answer literal questions related to something concrete (i.e., tangible, sensory) in an informational text? For this skill, the student demonstrates:
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding

4. In the Reading Informational domain, can the student determine a main idea of an informational text if the student is provided with key details from the text? For this skill, the student demonstrates:
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding

5. In the Writing domain, can the student determine a detail that supports an opinion? For this skill, the student demonstrates:
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding

6. In the Language domain, can the student identify a meaning of a simple multiple-meaning word (e.g., left or ring)? For this skill, the student demonstrates:
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding

7. On average, how many minutes per day is the student provided ELA instruction equivalent to the grade-level performance expectations seen in the HSA-Alt Range Performance Level Descriptors (refer to the essence statement)?
 - Less than 25 minutes
 - 25-49 minutes
 - 50-74 minutes
 - 75 or more minutes

Hawai'i Observational Rating Assessment – Grade 3 Mathematics

1. In the Operations and Algebraic Thinking domain, can the student solve multiplication problems involving equal groups, area, and arrays? For this skill, the student demonstrates:
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding

2. In the Numbers and Operations in Base Ten domain, can the student add and subtract numbers within 100, when no borrowing or regrouping is required? For this skill, the student demonstrates:
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding

3. In the Number and Operations - Fractions domain, can the student compare fractions represented visually? For this skill, the student demonstrates:
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding

4. In the Measurement and Data domain, can the student match the time on a schedule to the time on an analog clock to the nearest hour, half hour, and quarter hour? For this skill, the student demonstrates:
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding

5. In the Measurement and Data domain, can the student find the area of a tiled rectangle by counting the total number of squares inside of it? For this skill, the student demonstrates:
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding

6. In the Geometry domain, can the student identify shared attributes for rhombuses, rectangles, and squares? For this skill, the student demonstrates:
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding

7. On average, how many minutes per day is the student provided Math instruction equivalent to the grade-level performance expectations seen in the HSA-Alt Range Performance Level Descriptors (refer to the essence statement)?
 - Less than 25 minutes
 - 25-49 minutes
 - 50-74 minutes
 - 75 or more minutes

Hawai'i Observational Rating Assessment – Grade 4 English Language Arts

1. In the Reading Literature domain, can the student answer a question about details in a literary text? For this skill, the student demonstrates:
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding

2. In the Reading Literature domain, can the student connect a detail to a given theme of a literary text? For this skill, the student demonstrates:
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding

3. In the Reading Informational domain, can the student answer a question about details in an informational text? For this skill, the student demonstrates:
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding

4. In the Reading Informational domain, can the student connect a detail to a given main idea of an informational text? For this skill, the student demonstrates:
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding

5. In the Writing domain, can the student identify one or more statements that support an opinion? For this skill, the student demonstrates:
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding

6. In the Language domain, can the student determine the meaning of multiple-meaning words (e.g., brush or rose) as used in context? For this skill, the student demonstrates:
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding

7. On average, how many minutes per day is the student provided ELA instruction equivalent to the grade-level performance expectations seen in the HSA-Alt Range Performance Level Descriptors (refer to the essence statement)?
- Less than 25 minutes
 - 25-49 minutes
 - 50-74 minutes
 - 75 or more minutes

Hawai'i Observational Rating Assessment – Grade 4 Mathematics

1. In the Operations and Algebraic Thinking domain, can the student solve two-step addition, subtraction, and multiplication problems and one-step division problems without remainders (concrete materials may be used)? For this skill, the student demonstrates:
- Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding
2. In the Numbers and Operations in Base Ten domain, can the student add and subtract multi-digit whole numbers within 100? For this skill, the student demonstrates:
- Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding
3. In the Number and Operations - Fractions domain, can the student solve problems involving one-step fraction addition word problems with like denominators of 2, 3, and 4? For this skill, the student demonstrates:
- Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding
4. In the Measurement and Data domain, can the student solve addition and subtraction problems that involve time and money (concrete materials may be used)? For this skill, the student demonstrates:
- Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding

5. In the Geometry domain, can the student identify points, lines, line segments, rays, angles, parallel lines, and perpendicular lines? For this skill, the student demonstrates:
- Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding
6. On average, how many minutes per day is the student provided Math instruction equivalent to the grade-level performance expectations seen in the HSA-Alt Range Performance Level Descriptors (refer to the essence statement)?
- Less than 25 minutes
 - 25-49 minutes
 - 50-74 minutes
 - 75 or more minutes

Hawai'i Observational Rating Assessment – Grade 5 English Language Arts

1. In the Reading Literature domain, can the student use specific details in a literary text to answer a question about the text? For this skill, the student demonstrates:
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding

2. In the Reading Literature domain, can the student connect a given theme to a character's response to a challenge in a story or the stance of the speaker in a poem? For this skill, the student demonstrates:
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding

3. In the Reading Informational domain, can the student use specific details in an informational text to answer a question about the text? For this skill, the student demonstrates:
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding

4. In the Reading Informational domain, can the student use key details to explain a given main idea of an informational text? For this skill, the student demonstrates:
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding

5. In the Writing domain, can the student construct an opinion on a specific topic? For this skill, the student demonstrates:
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding

6. In the Language domain, can the student identify the meaning of words when common affixes (e.g., -ing, -ed, -s, -es) are added to common nouns and verbs? For this skill, the student demonstrates:
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding

7. On average, how many minutes per day is the student provided ELA instruction equivalent to the grade-level performance expectations seen in the HSA-Alt Range Performance Level Descriptors (refer to the essence statement)?
 - Less than 25 minutes
 - 25-49 minutes
 - 50-74 minutes
 - 75 or more minutes

Hawai'i Observational Rating Assessment – Grade 5 Mathematics

1. In the Operations and Algebraic Thinking domain, can the student identify the next term for each of two related sequences? For this skill, the student demonstrates:
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding

2. In the Numbers and Operations in Base Ten domain, can the student add and subtract decimal numbers using visuals or manipulatives (e.g., coins) as needed? For this skill, the student demonstrates:
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding

3. In the Numbers and Operations in Base Ten domain, can the student multiply a two- or three-digit whole number by a one-digit whole number using the standard algorithm and divide a two-digit whole number by a one-digit whole number (without remainders) using visual models or manipulatives as needed? For this skill, the student demonstrates:
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding

4. In the Number and Operations - Fractions domain, can the student identify the common denominator of two fractions with unlike denominators using visuals or manipulatives as needed? For this skill, the student demonstrates:
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding
5. In the Measurement and Data domain, can the student find the volume of a rectangular prism by counting the total number of unit cubes inside of it? For this skill, the student demonstrates:
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding
6. In the Geometry domain, can the student classify triangles and quadrilaterals based on the properties of their sides or angles? For this skill, the student demonstrates:
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding
7. On average, how many minutes per day is the student provided Math instruction equivalent to the grade-level performance expectations seen in the HSA-Alt Range Performance Level Descriptors (refer to the essence statement)?
 - Less than 25 minutes
 - 25-49 minutes
 - 50-74 minutes
 - 75 or more minutes

Hawai'i Observational Rating Assessment – Grade 5 Science

1. In life science domain, does the student demonstrate an understanding of:
 - a. How plants and animals of the past are similar or different from plants and animals today?
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding

- b. How internal and external features support the survival, growth, behavior, and reproduction of plants and animals?
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding

 - c. The cycling of energy and matter through ecosystems?
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding

 - d. What happens to organisms when their environment changes?
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding
2. In the physical science domain, does the student demonstrate an understanding of:
- a. How equal and unequal forces acting on an object affect the object?
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding

 - b. What magnets are and how they can be used?
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding

 - c. What waves are and that they can cause objects to move?
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding

- d. Sources of energy and how energy is transferred and that it can be converted from one form to another?
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding

- e. How new substances can be created by combining other substances and that when matter changes the total weight is unchanged?
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding

- 3. In the Earth and space science domain, does the student demonstrate an understanding of:
 - a. What typical weather is like in different parts of the world and during different times of the year?
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding

 - b. How the impact of weather-related hazards can be reduced?
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding

 - c. How water, wind, and vegetation can change the land?
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding

 - d. What patterns of Earth's features can be determined with the use of maps?
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding

- e. How the lengths and directions of shadows or relative lengths of day and night change from day to day and relate that to the Earth's orbit and rotation, and the orbit of the moon around the Earth?
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding

 - f. Ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact?
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding
4. Students can use the science and engineering practices and crosscutting concepts to support developing knowledge. In this area, the student demonstrates
- Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding
5. On average, how many minutes per day is the student provided science instruction equivalent to the grade-level performance expectations seen in the HSA-Alt Range Performance Level Descriptors (refer to the essence statement)?
- Less than 25 minutes
 - 25-49 minutes
 - 50-74 minutes
 - 75 or more minutes

Hawai'i Observational Rating Assessment – Grade 6 English Language Arts

1. In the Reading Literature domain, can the student select textual evidence to answer a literal question about a literary text? For this skill, the student demonstrates:
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding

2. In the Reading Literature domain, can the student determine a theme or central idea of a literary text? For this skill, the student demonstrates:
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding

3. In the Reading Informational domain, can the student select textual evidence to answer a literal question about an informational text? For this skill, the student demonstrates:
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding

4. In the Reading Informational domain, can the student determine a central idea of an informational text? For this skill, the student demonstrates:
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding

5. In the Writing domain, can the student identify an appropriate claim about a topic if the student is provided with two clear supporting reasons? For this skill, the student demonstrates:
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding

6. In the Language domain, can the student identify context clues to help her/him determine the given meaning of a word? For this skill, the student demonstrates:
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding

7. On average, how many minutes per day is the student provided ELA instruction equivalent to the grade-level performance expectations seen in the HSA-Alt Range Performance Level Descriptors (refer to the essence statement)?
- Less than 25 minutes
 - 25-49 minutes
 - 50-74 minutes
 - 75 or more minutes

Hawai'i Observational Rating Assessment – Grade 6 Mathematics

1. In the Ratios and Proportional Relationships domain, can the student identify the ratio that matches the given picture or description? For this skill, the student demonstrates:
- Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding
2. In the Number System domain, can the student identify the coordinates of a point plotted in any of the four quadrants? For this skill, the student demonstrates:
- Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding
3. In the Expressions and Equations domain, can the student translate verbal phrases into one-step algebraic expressions and evaluate numerical expressions involving a base up to 5 with exponents to 3 (e.g. 5 cubed = 125)? For this skill, the student demonstrates:
- Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding
4. In the Geometry domain, can the student find the volume of a right rectangular prism given the length of its edges? For this skill, the student demonstrates:
- Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding

5. In the Statistics and Probability domain, can the student find the mode, range, and median of a simple given data set? For this skill, the student demonstrates:
- Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding
6. On average, how many minutes per day is the student provided Math instruction equivalent to the grade-level performance expectations seen in the HSA-Alt Range Performance Level Descriptors (refer to the essence statement)?
- Less than 25 minutes
 - 25-49 minutes
 - 50-74 minutes
 - 75 or more minutes

Hawai'i Observational Rating Assessment – Grade 7 English Language Arts

1. In the Reading Literature domain, can the student select textual evidence that relates to an inferential statement about a literary text? For this skill, the student demonstrates:
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding

2. In the Reading Literature domain, can the student determine the theme of a literary text and identify a supporting detail? For this skill, the student demonstrates:
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding

3. In the Reading Informational domain, can the student select textual evidence that relates to an inferential statement about an informational text? For this skill, the student demonstrates:
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding

4. In the Reading Informational domain, can the student determine a central idea of an informational text and identify a supporting detail? For this skill, the student demonstrates:
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding

5. In the Writing domain, can the student construct a claim about a topic and identify a supporting reason? For this skill, the student demonstrates:
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding

6. In the Language domain, can the student use a range of strategies to determine the meaning of unfamiliar words or phrases? For this skill, the student demonstrates:
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding

7. On average, how many minutes per day is the student provided ELA instruction equivalent to the grade-level performance expectations seen in the HSA-Alt Range Performance Level Descriptors (refer to the essence statement)?
- Less than 25 minutes
 - 25-49 minutes
 - 50-74 minutes
 - 75 or more minutes

Hawai'i Observational Rating Assessment – Grade 7 Mathematics

1. In the Ratios and Proportional Relationships domain, can the student solve ratio problems with 1:2, 1:3, 1:4, 1:5, or 1:10 ratios and percentage problems dealing with 10% or 50% of a whole number? For this skill, the student demonstrates:
- Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding
2. In the Number System domain, can the student divide a unit fraction by a whole number given a real-world context, visual model, or manipulatives? For this skill, the student demonstrates:
- Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding
3. In the Expressions and Equations domain, can the student solve one- or two-step problems involving integers given a number line, visuals, or manipulatives as needed? For this skill, the student demonstrates:
- Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding
4. In the Geometry domain, can the student solve problems involving finding the area of squares, rectangles, triangles, and the volume of cubes and rectangular prisms? For this skill, the student demonstrates:
- Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding

5. In the Statistics and Probability domain, can the student identify the likelihood of a simple event (e.g., landing on 0 with a spinner numbered 1-6 is impossible)? For this skill, the student demonstrates:
- Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding
6. On average, how many minutes per day is the student provided Math instruction equivalent to the grade-level performance expectations seen in the HSA-Alt Range Performance Level Descriptors (refer to the essence statement)?
- Less than 25 minutes
 - 25-49 minutes
 - 50-74 minutes
 - 75 or more minutes

Hawai'i Observational Rating Assessment – Grade 8 English Language Arts

1. In the Reading Literature domain, can the student answer inferential questions about the characters, events, or settings in a literary text? For this skill, the student demonstrates:
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding

2. In the Reading Literature domain, can the student summarize a literary text and identify a theme or central idea? For this skill, the student demonstrates:
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding

3. In the Reading Informational domain, can the student answer inferential questions about an informational text? For this skill, the student demonstrates:
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding

4. In the Reading Informational domain, can the student summarize two supporting points and identify a central idea of an informational text? For this skill, the student demonstrates:
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding

5. In the Writing domain, can the student construct a claim about a topic and provide two supporting reasons? For this skill, the student demonstrates:
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding

6. In the Language domain, can the student use a range of strategies to determine the meaning of unfamiliar words or phrases? For this skill, the student demonstrates:
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding

7. On average, how many minutes per day is the student provided ELA instruction equivalent to the grade-level performance expectations seen in the HSA-Alt Range Performance Level Descriptors (refer to the essence statement)?
- Less than 25 minutes
 - 25-49 minutes
 - 50-74 minutes
 - 75 or more minutes

Hawai'i Observational Rating Assessment – Grade 8 Mathematics

1. In the Functions domain, can the student identify if a graph represents a linear or nonlinear function? For this skill, the student demonstrates:
- Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding
2. In the Number System domain, can the student convert a fraction to a decimal (a calculator is allowed)? For this skill, the student demonstrates:
- Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding
3. In the Expressions and Equations domain, can the student solve one-step algebraic equations involving addition, subtraction, or multiplication? For this skill, the student demonstrates:
- Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding
4. In the Expressions and Equations domain, can the student identify equivalent exponential expressions and evaluate square roots?
- Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding

5. In the Geometry domain, can the student determine whether a rotation, reflection, or translation maps one shape onto another? For this skill, the student demonstrates:
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding

6. In the Statistics and Probability domain, can the student interpret the slope given a context, its linear equation, or graph? For this skill, the student demonstrates:
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding

7. On average, how many minutes per day is the student provided Math instruction equivalent to the grade-level performance expectations seen in the HSA-Alt Range Performance Level Descriptors (refer to the essence statement)?
 - Less than 25 minutes
 - 25-49 minutes
 - 50-74 minutes
 - 75 or more minutes

Hawai'i Observational Rating Assessment – Grade 8 Science

1. In life science domain, does the student demonstrate an understanding of:
 - a. How organisms have structures that contribute to life functions, such as growing, developing, and reproducing?
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding

 - b. How organisms obtain and use food and energy?
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding

- c. How organisms interact with other organisms in the physical environment?
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding

 - d. How organisms have changed over time?
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding
2. In the physical science domain, does the student demonstrate an understanding of:
- a. How particles combine to produce a substance with different properties?
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding

 - b. How matter exists as solids, liquids, and gasses; how forces interact with objects?
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding

 - c. How energy is transferred from one object (or system) to another?
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding

 - d. The properties of waves?
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding

3. In the Earth and space science domain, does the student demonstrate an understanding of:
- a. What makes up our solar system and how the motion of Earth explains seasons and eclipses?
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding

 - b. How the movement of tectonic plates impacts the surface of Earth?
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding

 - c. How water influences weather, ocean circulation, and the shape of the Earth's surface?
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding

 - d. What factors interact and influence weather and climate?
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding

 - e. How natural hazards can be predicted?
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding

 - f. How human activities affect Earth systems?
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding

4. Students can use the science and engineering practices and crosscutting concepts to support developing knowledge. In this area, the student demonstrates
- Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding
5. On average, how many minutes per day is the student provided science instruction equivalent to the grade-level performance expectations seen in the HSA-Alt Range Performance Level Descriptors (refer to the essence statement)?
- Less than 25 minutes
 - 25-49 minutes
 - 50-74 minutes
 - 75 or more minutes

Hawai'i Observational Rating Assessment – Grade 11 English Language Arts

1. In the Reading Literature domain, can the student cite relevant evidence from a literary text to support an analysis of the text? For this skill, the student demonstrates:
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding

2. In the Reading Literature domain, can the student show how a theme is developed within a literary text, using key details? For this skill, the student demonstrates:
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding

3. In the Reading Informational domain, can the student cite relevant evidence from an informational text to support an analysis of the text? For this skill, the student demonstrates:
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding

4. In the Reading Informational domain, can the student show how a central idea is developed within an informational text, using key details? For this skill, the student demonstrates:
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding

5. In the Writing domain, can the student construct a claim about a topic, providing two supporting reasons and corresponding evidence? For this skill, the student demonstrates:
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding

6. In the Language domain, can the student use a range of strategies to determine the meaning of unfamiliar words or phrases? For this skill, the student demonstrates:
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding

7. On average, how many minutes per day is the student provided ELA instruction equivalent to the grade-level performance expectations seen in the HSA-Alt Range Performance Level Descriptors (refer to the essence statement)?
- Less than 25 minutes
 - 25-49 minutes
 - 50-74 minutes
 - 75 or more minutes

Hawai'i Observational Rating Assessment – Grade 11 Mathematics

1. In the Functions domain, can the student identify if a linear function is increasing or decreasing and its rate of change given a table of values (or a graph)? For this skill, the student demonstrates:
- Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding
2. In the Algebra domain, can the student solve a problem within context that can be represented by a one-step linear addition, subtraction, or multiplication equation or inequality (e.g. how much money will Sam earn (E) if he works for 2 hours (h) and is paid \$15 an hour, $E=15h$)? For this skill, the student demonstrates:
- Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding
3. In the Geometry domain, can the student solve problems that require knowing the sum of the angles in a triangle is 180° , vertical angles are equal in measure, and adjacent angles form a linear pair sum of 180° ? For this skill, the student demonstrates:
- Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding
4. In the Number and Quantity domain, can the student find the square root of perfect squares up to 100? For this skill, the student demonstrates:
- Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding

5. In the Statistics and Probability domain, can the students find the probability of an event with replacement (e.g, the chance of picking a certain color of marble out of a bag)? For this skill, the student demonstrates:
- Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding
6. On average, how many minutes per day is the student provided Math instruction equivalent to the grade-level performance expectations seen in the HSA-Alt Range Performance Level Descriptors (refer to the essence statement)?
- Less than 25 minutes
 - 25-49 minutes
 - 50-74 minutes
 - 75 or more minutes

Hawai'i Observational Rating Assessment – Grade 11 Science

1. In the structures and processes domain, does the student demonstrate an understanding of:
- a. How the structures of organisms enable life's functions?
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding
 - b. The structure and function of cells as the basic units of life?
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding
 - c. The role of specialized cells for maintenance and growth?
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding

2. In the ecosystems domain, does the student demonstrate an understanding of:
- a. How organisms obtain and use the energy they need to live and grow?
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding
 - b. How matter and energy move through ecosystems?
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding
 - c. How organisms interact with the living and non-living environment to obtain matter and energy?
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding
 - d. Cycles such as the carbon cycle?
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding
 - e. Interdependencies between humans and the rest of Earth's systems through the impacts of natural hazards?
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding
 - f. Our dependency on natural resources?
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding

- g. The environmental impacts of human activities?
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding
3. In the heredity and evolution domain, does the student demonstrate an understanding of:
- a. How the characteristics from one generation relate to the previous generation?
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding
 - b. The relationship of DNA and chromosomes in passing traits from one generation to the next?
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding
 - c. How there can be so many similarities among organisms yet so many different plants and animals?
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding
 - d. How the major Earth systems interact and impact living things?
 - Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding
4. Students can use the science and engineering practices and crosscutting concepts to support developing knowledge. In this area, the student demonstrates
- Minimal Understanding
 - Partial or Inconsistent Understanding
 - Adequate Understanding
 - Thorough Understanding

5. On average, how many minutes per day is the student provided science instruction equivalent to the grade-level performance expectations seen in the HSA-Alt Range Performance Level Descriptors (refer to the essence statement)?
- Less than 25 minutes
 - 25-49 minutes
 - 50-74 minutes
 - 75 or more minutes

APPENDIX B: Recommended HSA-Alt Summative Test Administration Script

Because of the nature of the HSA-Alt and the complex needs of qualifying students, the HSA-Alt is typically administered individually to each student. This means that the Test Administrator (TA) sits with the student, facilitates the activation of the Human Voice Recording (HVR) audio files, supports, and encourages the student engagement and participation, and, in some cases, serves as a scribe to select a student's answer choice.

To ensure that all students are tested under similar conditions, **the TA should follow the script for administering the test to the extent possible, taking into consideration the abilities of and method(s) of communication with the student they are testing.** Depending on the computer skills of the student taking the HSA-Alt, the TA or student will enter log-in information, play the HVRs, select student answer choices, and navigate through the test. When asked, the TA should answer questions for navigation assistance raised by students, but should never help students choose the correct response.

All directions a TA should read to students are indicated by the word "SAY" and are highlighted in **blue boxes** so they stand out from the regular text. They should be read using a natural tone and manner. The TA may reread any directions. If the TA makes a mistake in reading a direction, the TA should stop and say, "I made a mistake. Listen again." Then the direction should be reread.

The TA should try to maintain a natural classroom atmosphere during the test administration. Before each test begins, he or she should encourage students to do their best.

Student requiring the HSA-Alt Paper Response Option Card Accommodation will access test items in the secure test browser. Procedures and scripting for the HSA-Alt fixed form are included and highlighted below.

A. Starting a Test Session

The TA should follow the steps outlined in this section to administer a test session.

The TA must create a test session before students can log in to the Student Testing System (**but no more than 30 minutes prior or the system will time out**). When a TA creates a test session, a unique session ID is randomly generated. This session ID must be provided to the students before they log in and should be written down. TAs should follow these steps to create a session:

Step 1: The TA logs in to the TA Live Site.

- a. On the alohaHSAP.org portal site, click on the HSA-Alt Assessments card, then click on the Test Administrators / Coordinators card, then select the **TA Live Site** card.
- b. On the *Login* page, the TA enters his or her email address and password associated with his or her TIDE account in the respective fields. Then, the TA clicks **Secure Login**. The TA Live Site appears.

Step 2: The TA begins the test session.

When a TA logs in to the TA Live Site, the *Test Selection* window opens automatically. After completing the LCI-HIORA and entering the student's characteristics into the system, TAs should click the assessment(s) to be administered during the test session, click the [**Start Live Session**] button to begin the test session, and generate the session ID students will use to join the test session.

Step 3: The TA logs the student into the secure test browser.

The TA will launch the secure test browser on the student computer or table.

SAY: Today, you will take the [NAME OF TEST (i.e., grade 5 ELA)] test. I will help you log into the test browser.

Enter or prompt the student to enter his/her first name, their SSID, and the test session ID, then select [**Sign In**].

Reminder: the system-generated test session ID appears in the *Live Session ID* box at the top of the TA Live Site screen. **The TA should write down the session ID for his or her own records, in case he or she gets involuntarily logged out of the system.** The student will be logged out of the session if there is no activity for 30 minutes by the TA or a student. Having the session ID will allow the TA to help the student resume the session.

SAY: Now, we are ready to log in.. Type in your first name, your SSID number, and the test session number. [The TA may complete these steps for the student.]

Once you have successfully logged in the student, you will see a screen with the student's first name and other information about them. If all the information on the screen is correct, select YES to continue. If any of the information is incorrect, logout of the test and check with your school's TC to correct the student's information before resuming testing.

Step 4: The TA chooses the student's test.

SAY: Now we choose your test. You are taking the [NAME OF TEST (i.e., grade 5 ELA)] test. Select your test [point to the test for the student to select or select for the student]. Now we must wait as I approve your test on the other computer.

After choosing the correct test, notice the moving bar and message saying that you are waiting for approval. The TA will approve the request to start the test.

Step 5: The TA views and approves students who are waiting for test session approval.

After students have selected a test, the TA verifies that the student selected the appropriate test before approving that student for testing. **It is very important that the TA pays close attention to the test name prior to approving to be sure it is the correct test to be administered at that time.** To do this, the following steps should be performed:

- Select the [**Approvals (#)**] button.
- A new window opens that shows a list of students, organized by test name. The TA should review the list to ensure that the student is taking the correct test (grade level), and the correct content area (mathematics).
- The TA should also review the test settings assigned to the student to ensure that they are correct.
 - If a student’s settings are incorrect, do *not* approve that student to begin testing. The TA will need to correct the student’s test settings in TIDE before approving the student to begin testing. **Ensuring the test settings are correct before the student begins testing is critical to avoid the need for a test reset that may result in additional testing for the student later.**
- When the correct test is selected and test settings are verified, the TA clicks [**Approve**] or [**Approve All Students**].

SAY: Now, we must check if we can hear your test. [Student or TA taps or clicks the ear icon to start the audio playback check.] Did you hear the music? [student indicates “yes” using individual mode of communication.] Let’s select “continue” to start your test. [Student or TA can select “continue.”]

If the TA and/or student did not hear the audio, check the volume controls. This may require quitting the secure test browser to increase the volume. This may also require working with technology staff to rectify any issues.

Step 6: The TA begins the student’s test.

SAY: For each item, press the ear button and listen to the all audio. You will be able to replay the audio before you choose an answer. You must answer each question on the screen before selecting the NEXT button to go to the next item. If you are not sure about an answer, choose the best answer.

Let me know if you need a break. We can PAUSE your test and you can finish it later.

Let’s select the [BEGIN TEST NOW] bottom to start your test.

B. Administering the Test

Once a student’s test is started, the TA should sit with the student to closely monitor and facilitate student engagement and participation. Listed below are important reminders for individualized HSA-Alt test administration:

- The TA ensures the student activates all human voice recording (HVR) audio files by tapping or clicking the ear icon. The HVRs may be replayed as needed for the student to access test content.
- The TA closely monitors the student’s behavior during the test to facilitate breaks, as needed or requested by the student.
- The TA may serve as a scribe by selecting answer choices for the student in situations where a student responds in an alternate format or cannot operate a computer mouse or touch screen independently.

If the TA witnesses or suspects the possibility of a test security incident, the school Test Coordinator should be contacted immediately in accordance with the security guidance provided in this manual.

Outlined below are the steps for individually administering the three different item types included on the HSA-Alt in ELA/Literacy, mathematics, and science: items with reading passages, items with stimuli, and stand-alone items.



Fixed-Form Instructions: Additional instructions for presenting the printed response option cards for the HSA-Alt fixed form assessment are provided in this format with each relevant step.

Step 1. Activating additional HVRs

The script for each step below includes verbiage for the way in which the additional HVRs are activated as: Independently, Visual Prompt, Verbal Prompt, Physical Assist, and TA, as described above.

[Independently] Student independently selects the ear icon to listen to the reading passage/stimulus, questions, or answer options again.

SAY: To listen to the (reading passage/stimulus., the question, or answer choices) again, we need to press, the ear icon.

[Visual Prompt] Look here [TA points to ear icon].

[Verbal Prompt] Press the ear icon to listen to the (reading passage/stimulus. , the question, or answer choices) again.

[Physical Assist] We will press the ear icon so you can listen to the reading passage/ stimulus, , the question, or answer choices) again.

[TA] Listen to (the reading passage/stimulus, the question, or answer choices) again.

Present HSA-Alt fixed form printed response option cards (if applicable).

For students who are approved for the Paper Response Card Accommodation, the TA will present each printed response option card as the answer option HVRs are played. Printed response option cards may be placed on the table in front of the student, on an AAC device, on an eye-gaze board, or other communication system.

SAY: Look at each card as I play the recording. Answer choice A. [Pause while HVR plays. Repeat for choices B and C.]

Step 2: Student chooses an answer.

SAY: Choose your answer.

Students may indicate their answer choice using their preferred mode of communication as follows:

- Student independently selects their answer choice using the touch screen or mouse;
- Student tells the TA their answer choice and the TA selects the answer option for the student;
- Student points to their answer choice on the computer or using printed response option cards and the TA selects the answer option for the student;
- Student uses an ACC device to indicate their answer on the computer or using printed response option cards and the TA selects the answer option for the student; or
- Student uses eye-gaze to indicate their answer on the computer or using printed response option cards and the TA selects the answer option for the student.

Step 3: Go on to the next test item.

The student or TA may select the large green **[Next]** button to go to the next item.

SAY: Select the “next” button. [TA may point to, assist, or select the “next” button for the student.]

C. Scripts for Additional Situations

Prompt After No Response

If a student is non-responsive to a test item, repeat the item again, starting with the script below.

SAY: Let’s try that one again. Listen. Look at the screen. [Then, follow the steps specific to the item type.]

Prompt to Support Student Engagement

The TA may provide encouragement to support student engagement and focus. TAs may use phrases that do not indicate either the correct or incorrect response. Examples of acceptable encouraging phrases are outlined in the script below.

SAY any of the following as appropriate:

- I like the way you are listening and following directions.
- Do your best.
- Only one more to go!

- Just three minutes until a break!
- Keep working!
- Look at the screen. (The TA may point to or tap the computer screen to draw the student's attention to the screen. However, the TA should be careful not to inadvertently point to or suggest the correct answer in anyway.)

Prompt for Handheld Calculator

Students may use a familiar handheld calculator on all HSA-Alt mathematics test items. Use of the embedded calculator is not required.

SAY: Do you want to use your calculator? [or] Here is your calculator.

Prompt for a Break

Students may indicate the need for a break by specifically asking for one, or by their behavior. It is up to the TA's discretion to allow a student a break from the HSA-Alt. Remember, students taking the HSA-Alt may have multiple breaks as necessary to address their individual needs.

SAY: It looks like you need a break. Let's pause your test and come back to it [later today, after lunch, after a walk, etc., as appropriate].

Prompt for Testing Over Multiple Days

SAY: We are going to stop your testing for today and finish on [whatever day you plan to resume testing].

IMPORTANT:

- To pause a test, the TA will need to open the Navigation Bar to access the **[Pause Test]** button. To open the Navigation Bar, the TA will tap or click on the small gray box in the upper left corner of the screen. In the pop-up box that appears, the TA will enter the first name of the student being tested (this is the same first name entered when the student logged in to start or resume their test). Select **[OK]** on the pop-up box, and the Navigation Bar will be visible. Select the **[Pause Test]** button and in the pop-up box that appears, select the **[Yes]** button.
- If the TA is using the TA Live Site and navigates to TIDE in the same web browser window, the test session will stop, and all students in the session will be logged out. The session cannot be resumed. A new session will have to be created, and the students will have to log in to the new session to resume testing. When starting a new session, give the new session ID to the students so they can log in and resume testing.
- If the TA Live Site is accidentally closed while students are still testing, the session will remain open until timed out at 30 minutes. The TA can re-open the web browser and navigate back to the TA Live Site. The TA will be prompted to enter the active session ID.
- As a security measure, TAs are automatically logged out of the TA Live Site after 30 minutes of both TA inactivity and student inactivity in the test session, which will result in closing the

test session. If this occurs, the TA will have to create a new session and the students will have to log in to the new session to resume testing.

D. Submitting a Test

SAY: You answered all questions. You finished your test.

Once all test items have been answered, the TA will tap or click on the green **[Next]** button and the “Congratulations, you have finished your test!” page will automatically appear. The TA may prompt or assist the student to select the **[Submit Test]** button on this page. After the TA selects the **[Submit Test]** button the test is officially completed and the TA cannot return to it. Tests must be submitted by the end of the testing window in order to be scored.

E. Ending a Test Session

After the student has paused the test to take a break, stopped testing for the day, or submitted the test, the TAs should click **[Stop Session]** to end the test session in the TA Live Site. When finished, the TA can log out of the TA Live Site by clicking the **[Logout]** button at the top right. The TA should also collect any scratch paper or other secure test materials.

Testing Over Multiple Sessions or Days

When testing is continued on a subsequent day, the TA will need to start a new test session and prepare the student to resume their test.

SAY: It is time to finish your [NAME OF TEST (i.e., grade 5 ELA)] test that you started on [day of last test session]. I will help you get logged in.

The student’s test will resume starting with the first unanswered item from the previous test session.

SAY: We will start where you left off on [day of last test session. [Resume administering test items.]

APPENDIX C: HSA-Alt Test Administrator Checklist

	Test Administrator Activities	Estimated Time to Complete	Target Completion Date	Notes/Resources
<input type="checkbox"/>	1. Review all state policy and test administration documents, particularly the <i>HSA-Alt Summative Test Administration Manual (TAM)</i> .	1–2 hours	Complete at least 2–3 weeks prior to testing.	
<input type="checkbox"/>	2. Confirm that you have received your TIDE log-in information. You should have received an automated e-mail from the HSAP Help Desk notifying you of how to log in to TIDE. You will also use this username and password for other HSA-Alt testing systems, such as the TA Live Site.	2–4 hours	Complete at least 1–2 weeks prior to testing.	<ul style="list-style-type: none"> • Contact the HSAP Help Desk for assistance with login troubleshooting.
<input type="checkbox"/>	3. Review the training modules and attend state training session(s) as appropriate. Complete the required online TA Certification Course (found on the alohahsap.org portal).	2–3 hours	Complete at least 2–3 weeks prior to testing.	<ul style="list-style-type: none"> • TA Certification available on the alohahsap.org portal.
<input type="checkbox"/>	4. Provide students with a walk-through of the HSA-Alt training tests for familiarity with the human voice recordings, test format, and navigation of the system.	1 hour	Complete while spaced over 2–3 weeks prior to testing.	<ul style="list-style-type: none"> • HSA-Alt training tests are available on the alohahsap.org portal.
<input type="checkbox"/>	5. Perform an equipment needs check based on individual student requirements. <ul style="list-style-type: none"> • Work with the school Test Coordinator (TC) to identify students who will need specialized equipment for accommodations. 	1–2 hours	Complete at least 2 weeks prior to testing.	<ul style="list-style-type: none"> • Technology Information available on the alohahsap.org portal.
<input type="checkbox"/>	6. Work with the TC to determine your testing schedules. <ul style="list-style-type: none"> • Make sure your students' test administration includes multiple test sessions across one or more days. 		Complete at least 1–2 weeks prior to testing.	

	Test Administrator Activities	Estimated Time to Complete	Target Completion Date	Notes/Resources
<input type="checkbox"/>	7. Confirm that you have received your TIDE log-in information. You should have received an automated e-mail from the HSAP Help Desk notifying you of how to log in to TIDE. You will also use this username and password for other HSA-Alt testing systems, such as the TA Live Site.	2–4 hours	Complete at least 1–2 weeks prior to testing.	<ul style="list-style-type: none"> Contact the HSAP Help Desk for assistance with login troubleshooting.
<input type="checkbox"/>	8. Work with your TC to ensure you have the first name and SSID for each student as entered in TIDE.	2–4 hours	Complete at least 1–2 weeks prior to testing.	
<input type="checkbox"/>	9. Work with your TC to confirm each student’s HSA-Alt field is set to “Yes” in TIDE.	30 minutes	Complete at least 1–2 weeks prior to testing.	
<input type="checkbox"/>	10. Confirm each student’s test settings for accommodations in TIDE against their IEP or other relevant documentation as appropriate.	2–4 hours	Complete at least 1–2 weeks prior to testing.	
<input type="checkbox"/>	11. Complete the LCI-HIORA for each student via the online Test Delivery System.	10–15 minutes per student	Complete at least 1–2 weeks prior to testing.	<ul style="list-style-type: none"> The LCI-HIORA window will open on December 5, 2022.
<input type="checkbox"/>	12. Ensure that the correct Secure Browser has been downloaded to any iPad(s) and/or computer(s) on which students will be testing.	1–2 hours	Complete at least 1–2 weeks prior to testing.	<ul style="list-style-type: none"> Technology Information available on the alohahsap.org portal in the “Resources” section.
<input type="checkbox"/>	13. Prior to administration, check all tablets and computers that will be used and close all applications. Make sure that no computer has dual monitors. <ul style="list-style-type: none"> Work with your school technology coordinator to set system volume prior to students launching the Secure Browser to ensure that students can hear all audio files associated with the assessment. 	1–2 hours	Complete the morning of testing.	

	Test Administrator Activities	Estimated Time to Complete	Target Completion Date	Notes/Resources
<input type="checkbox"/>	<p>14. Review all guidelines for creating a secure test environment.</p> <ul style="list-style-type: none"> Review all security procedures and guidelines in this <i>HSA-Alt Summative Test Administration Manual</i>. Any individuals that will be in the testing room must carefully read and sign the <i>Test Security and Administration Procedures Acknowledgement Form for Proctors, Translators, Skills Trainers, and Behavioral Assistants</i> found in Appendix O. Provide the signed version to your school TC. 	1 hour	Prior to and during day(s) of testing.	<ul style="list-style-type: none"> <i>Test Security and Administration Procedures Acknowledgement Form for Proctors, Translators, Skills Trainers, and Behavioral Assistants</i> is found in Appendix O.
<input type="checkbox"/>	<p>15. Make sure that the physical conditions of the testing room are satisfactory.</p> <ul style="list-style-type: none"> Make sure that no instructional materials directly related to the content of the assessments are visible. Students who are not being tested may not be in the room where a test is being administered. 	20 minutes	Complete the day(s) of testing.	<ul style="list-style-type: none"> Make sure that students clear their desks and put away all books, backpacks, purses, cell phones, electronic devices of any kind, and other materials not needed for the test. Ensure that students do not access unauthorized electronic devices (such as cell phones) at any time during testing.
<input type="checkbox"/>	<p>16. On the day of testing, verify student information for test log-in (first name, SSID, and test session ID).</p>	3 minutes	Complete the day(s) of testing.	
<input type="checkbox"/>	<p>17. Administer the assessments, following the script and directions for administration. Provide any necessary non-embedded accessibility features and/or accommodations.</p>	30–45 minutes per test session	Complete the day(s) of testing.	<ul style="list-style-type: none"> Have any non-embedded accommodations available and ready in the testing room.
<input type="checkbox"/>	<p>18. Report any testing improprieties, irregularities, and breaches to the school TC in writing immediately following a test impropriety, irregularity, or breach.</p>	10 minutes, in the event of a testing incident	Complete as soon as possible during or immediately following testing.	



Test Administrator Activities	Estimated Time to Complete	Target Completion Date	Notes/Resources
19. Securely dispose of all student personally identifiable materials, scratch paper, etc. in a secure manner.	15 minutes	Complete after testing.	<ul style="list-style-type: none">• Do not discard Paper Response Cards, Test Materials, and Paper Test Booklets. They must be returned to CAI.)

APPENDIX D: HSA-Alt Guidelines for Read Aloud, Test Reader

When a student cannot access the human-recorded audio presentation of stimuli and items provided on the HSA-Alt, the student may be eligible to work with a test reader. A test reader is an adult who provides an oral presentation of the assessment to an eligible student. The student depends on the test reader to administer the assessment as it was intended to be delivered. This requires different procedures for different parts of an item.

For the passage, stimuli, and prompt, the test reader must read or present the information that appears on-screen exactly as it is presented. For the Paper Response Cards, the test reader must first listen to the audio-presentation of the answer options prior to oral re-delivery. The test reader may replay the audio as needed. This is a requirement since Paper Response Cards do not always match the digital script that is presented with the answer option. For example, a Paper Response Card may show a PicSym of a girl, but when digitally presented the option will be audio-delivered as: “the main character is a girl.” In this case, without listening to the answer option first through the digital interface, the test reader will not know how to present the Paper Response Card correctly in the way that was intended for this particular item. To ensure standardized test administration across all forms of the assessment, it is required that test readers listen to the audio of answer options prior to re-delivery.

Close attention and strong reading and listening skills are test reader requirements. It is essential that the test reader accurately reproduces the visual and audio digital presentations, pronounces words correctly, and speaks in a clear voice throughout the test. The test reader must be trained and qualified and must follow the Hawai'i Statewide Assessment Program (HSAP) *Guidelines for Read Aloud, Test Reader* that are presented here and were adapted from the *Smarter Balanced Guidelines for Read Aloud, Test Reader*. The guiding principle in reading aloud is to ensure that the student has access to test content and that the assessment is administered with fidelity.

The Read Aloud accommodation is intended only for students who are unable to listen and comprehend the standard human-recorded audio presentation for the HSA-Alt. For information on documentation requirements for the Read Aloud accommodation, please see the *HSA-Alt Summative Test Administration Manual* pages 48-53.

Qualifications for Test Readers

- The test reader must be DOE certificated employees who have HSA-Alt test administrator certification.
- Test readers must be trained on the administration of the assessment in accordance with state policy, and be familiar with the terminology and symbols specific to the test content and related conventions for standard oral communication.
- Test readers must read the HSA-Alt Read Aloud Guidelines, familiarize themselves with the Read Aloud policies that are specific to the HSA-Alt, and prepare to administer the assessment using these guidelines.
- Test readers must be trained in accordance with HSAP test administration and security policies and procedures as articulated in the administration manuals, guidelines, and related documentation for each assessment and exam.

Preparation

Test Readers are allowable on HSA-Alt Assessments as a **documented accommodation** for all items.

- Test readers must read and sign the *HSA-Alt Test Security and Confidentiality Form* located in Appendix M of the *HSA-Alt Summative Test Administration Manual*, prior to test administration.
- Test readers are expected to familiarize themselves with the test environment and format in advance of each test session. Having a working familiarity with the test environment and format will help facilitate the reading of the test.
- Test readers should have a strong working knowledge of the embedded and non-embedded accessibility and accommodations options and features available on HSAP assessments.
- Test readers should be familiar with the Individualized Education Program (IEP) and 504 Plan (if applicable) of the student for whom they are reading to ensure that the student has access to any additional universal tools and/or accommodations that might be needed for testing.
- In addition to a test reader, students may make use of any other approved specialized tools or equipment during the test as appropriate and in accordance with the *HSA-Alt Summative Test Administration Manual*. Test readers should be familiar with any assistive technology or approved supports the student requires.
- Test readers should have extensive practice in providing read aloud support and must be familiar and comfortable with the process before working directly with a student.
- Test readers should be knowledgeable of procedures for reading aloud text by content area (see Table 1 below).
- Test readers should meet with the student in advance and inform the student of the parameters of the support. A suggested test reader script is included at the end of the Guidelines for Read Aloud, Test Reader.

General Guidelines

- Test reader's support should be provided in a separate setting.
- Read each passage, stimuli, or question exactly as written.
- Listen to the answer option card audio delivery before re-presenting; follow the script that is heard during audio delivery of an answer option.
- Communicate in a neutral tone; maintain a neutral facial expression and posture.
- Avoid gesturing, head movements, or any verbal or non-verbal emphasis on words not otherwise emphasized in the text.
- Avoid conversing with the student about test questions as this would be a violation of test security; respond to the student's questions by repeating the item, words, or audio delivery verbatim, as needed.
- Do not paraphrase, interpret, define, or translate any items, words, or answer option scripts as this would be a violation of test security.
- Adjust your reading speed and volume as needed.

Post-Administration

- Collect test reader audio delivery answer option script notes, student scratch paper, rough drafts, and login information immediately at the end of each test session and deliver it to the Test Coordinator in accordance with HSAP state policies and procedures.
- Do not discuss any portion of the test with others.

Suggested Test Reader Script (to be used with student in advance of the day of testing)

Hi _____,

I am the person who will be reading your test to you when you take your HSA-Alt test next week in [ELA/Math/Science]. I want to let you know how we will work together. When I am reading a test to you, it is very different from when a teacher is reading to you during class time. I have to follow certain rules.

- I cannot help you with any answers.
- I will not be using different character voices or changes in my tone when I read. I will be using a very direct voice that does not change very much, no matter how exciting the story or test item gets.
- If there is a picture that has words in it, I will read those words. If you ask, I will re-read the words as well.
- Sometimes there may be something about a word or phrase that might give you a hint if I read it out loud. In those cases, I will skip the word, point to it on the screen, and continue to read.
- I can still help you with your [**]list any assistive technology that the student may require that would need adult support -- if that support is provided by you].
- You can ask me to re-read parts of the test if you did not hear me or need more time to think.
- You can ask me to pause my reading if you need to take a break.
- You can ask me to slow down or speed up my reading, or read louder or softer if you are having trouble understanding what I read.
- I will only read certain types of punctuation, but if you need me to re-read a sentence and tell you how it was punctuated, I can do that.
- If you ask me a question about the test all I will say is: "do your best work. I cannot help you with that."
- Do you have any questions for me about how we will work together during the test?

APPENDIX E: HSA-Alt Scribing Protocol

For HSA-Alt assessments, a scribe is an adult, typically the student's Test Administrator (TA) who selects on-screen the student's chosen item response, when the student is unable to physically make their selection directly on-screen. The guiding principles in scribing are to ensure that the student has access to and is able to respond to test content and that the response that is input into the system is systematically selected and is an accurate representation of the student's intended response.

Scribes are allowable on HSA-Alt Assessments as a **documented accommodation** for all items.

Qualifications for Scribes

- Scribes must be DOE certificated employees who have HSA-Alt test administrator certification.
- Scribes must read the HSA-Alt Scribing Protocol, familiarize themselves with the policies and procedures found within, and prepare to administer the assessment following these guidelines.
- Scribes should have extensive practice and training in accordance with the Hawai'i Statewide Assessment Program (HSAP) test administration and security policies and procedures as articulated in the administration manuals, guidelines, and related documentation for each assessment and exam.

Preparation

- Scribes must read and sign the *HSA-Alt Test Security and Confidentiality Form* located in Appendix M of the *HSA-Alt Summative Test Administration Manual*, prior to test administration.
- Scribes are expected to familiarize themselves with the test format in advance of the scribing session. Having a working familiarity with the test format will help facilitate the scribe's ability to record the student's answers.
- Scribes should have a strong working knowledge of the embedded and non-embedded accessibility and accommodations options and features available on HSAP assessments.
- Scribes should be familiar with the Individualized Education Program (IEP) and 504 Plan (if applicable) of the student for whom they are recording answers to ensure that the student has access to any additional universal tools and/or accommodations that might be needed for testing.
- In addition to a scribe, students may make use of any other approved specialized tools or equipment during the test as appropriate and in accordance with the *HSA-Alt Summative Test Administration Manual*. Scribes should be familiar with any assistive technology or approved supports the student requires.
- Scribes should have extensive practice in providing scribe support and must be familiar and comfortable with the process before working directly with a student.
- Scribes should review this HSA-Alt Scribing Protocol with the student at least one to two days prior to the administration of the first test session.
- Scribes should practice the scribing process with the student at least once prior to the first test session using the HSA-Alt training tests.
- Scribes must determine prior to the first live test session what form of student response will be systematically selected for input into the testing interface; e.g., oral response, pointed response, eye gaze response. It is essential that this is determined in advance so that in the event of contradictory student response signals, one response is systematically selected.

General Guidelines

- Scribing must be administered so that the interaction between a scribe and a student does not interrupt other test-takers, or inadvertently reveal the student's answers.
- If not in a separate setting, the scribe should be situated right next to the student to prevent their conversations from reaching other students in the room.
- Scribes must enter student responses directly into the test interface, making use of the available embedded and non-embedded tools available for a given item and student.
- Scribes are expected to comply with student requests regarding use of all available features within the test environment.
- Scribes may respond to procedural questions asked by the student (e.g., test directions, navigation within the test environment, etc.).
- Scribes may not respond to student questions about test items if their responses compromise validity of the test. The student must not be prompted, reminded, or otherwise assisted in formulating his or her response during or after the dictation to the scribe.
- Scribes may not question or correct student choices, alert students to errors or mistakes, prompt or influence students in any way that might compromise the integrity of student responses. A scribe may not edit or alter student work in any way.
- Students must be allowed to review and change the response option scribe has selected.

Content-Area Specific Guidelines

HSA-Alt Assessments (all subject areas)	<u>Selected Response Items (Single and Multiple Answer)</u> <ul style="list-style-type: none">• The student must point to or otherwise indicate his/her selection(s) from the options provided• Scribes are expected to comply with student directions regarding screen and test navigation and use of test platform features available for a given item• The student will confirm the selected answer and indicate to the scribe when he/she is ready to move to the next item
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Post-Administration

The scribe will submit online student responses and collect scratch paper and login information immediately at the end of each test session and deliver it to the Test Coordinator in accordance with HSAP state policies and procedures.

APPENDIX F: LDP State Standardized Testing Considerations

Hawaii State Alternate Assessment to Alternate ACCESS for ELLs Accommodations/Designated Support Crosswalk (Select as Appropriate for Students Identified EL/SPED) ELP Accommodations must be recorded in Infinite Campus	
HSA-Alt Accommodations	Alternate ACCESS for ELLs Accommodations
<input type="checkbox"/> American Sign Language	<input type="checkbox"/> Interpreter signs test directions in ASL (SD)
<input type="checkbox"/> Alternate Response Options	<input type="checkbox"/> Student responds using a recording device, which is played back and transcribed by the student (RD)
	<input type="checkbox"/> Word processor or similar keyboarding device to respond to test items (WD)
<input type="checkbox"/> Calculator (Hand held)	Not Applicable
<input type="checkbox"/> Concrete Materials	Not Applicable
<input type="checkbox"/> Digital Math Manipulatives	Not Applicable
<input type="checkbox"/> Multiplication Table	Not Applicable
<input type="checkbox"/> Paper Response Card	Not Applicable
<input type="checkbox"/> Paper and Pencil Test	Not Applicable
<input type="checkbox"/> Read Aloud	<input type="checkbox"/> In Person human reader
	<input type="checkbox"/> Repeat in person human reader
<input type="checkbox"/> Reinforcement System	Not Applicable
<input type="checkbox"/> Scribe	<input type="checkbox"/> Scribe accommodation
	<input type="checkbox"/> Extended testing of a test domain over multiple days (EM)
	<input type="checkbox"/> Large Print (LP)
	<input type="checkbox"/> Test may be administered in a non-school setting (NS)
HSA-Alt Designated Support	Alternate ACCESS for ELLs Accessibility Support
<input type="checkbox"/> Translated Test	Not Applicable

HSA-Alt Universal Tools	
Embedded	Non-Embedded
<ul style="list-style-type: none"> • Adjust the volume listening passages • Adjusted visual or tactile filed • Altered setting • Audio Playback • Break • Calculator(Embedded) • Color overlays • Expandable Passages and Stimuli • Fidget tool • Graphic Organizers • Highlight text 	<ul style="list-style-type: none"> • Magnification • Masking • No response • Noise Buffers • Refocusing prompts or gestures • Repetition • Scratch Paper • Separate Setting • Suppress Score • Timing or Scheduling • Translated test directions • Zoom <p style="margin-top: 10px;"><i>* This is not an exhaustive list.</i></p>

APPENDIX G: HSA-Alt Dos and Don'ts

What Teachers or Test Administrators Should Do	What Teachers or Test Administrators Should Not Do
Test Preparation	
Do check your iPads and make sure that it uses iOS 15.7 or higher. iPads using older versions of iOS are no longer supported for testing via the Secure Browser.	Do not wait until testing begins to confirm compatibility of your iPad's operating system.
Do confirm your school has a sufficient supply of compatible iPads or other devices (such as Chromebooks) to efficiently complete testing the HSA-Alt population of students that you have at your school.	Do not wait until the testing window opens to order new iPads or other devices, if needed. Order additional iPads or other devices as soon as possible so that you are ready to begin testing when the window opens.
Do confirm the students' iPad(s) or computers (PCs, Macs, and Chrome books can also be used for HSA-Alt administration) are ready for testing by performing any software updates and downloading the current secure browser.	Do not wait until the start of testing to perform necessary software updates and/or installation of the current secure browser.
Do access the online training test with your student so that they can practice using their testing device and the tools available on the online interface and become familiar with the test format, content, and expectations. Use the Training Test Quick Start Guide posted in the Resources section of the HSA-Alt portal at the alohahsap.org website.	Do not expect students to intuitively know how to interact with the online features and do not assume that your students know how to take a test.
Do determine whether you are going to accept what the student says or what the student points to as the correct answer and do this throughout the assessment administration.	Do not accept a different response mode on each item.
Do determine where you will administer the assessment (e.g., library, testing room, classroom). Remember students will need to be administered a minimum of two test sessions per content area.	Do not administer the assessment within the hearing of other students.
For summative testing, do contact and confirm a Test Session Observer for testing a student for whom you do not expect a response. An Observer is required for an Early Stopping Rule determination to be valid.	Do not expect to initiate the Early Stopping Rule if you do not have an Observer for four of the first eight items. (Read the Early Stopping Rule information found on pages 41-42.)
Do contact and confirm support in advance for any additional staff that may be needed to assist with testing or classroom coverage during testing.	Do not wait until the day of testing to confirm support for additional staff.

What Teachers or Test Administrators Should Do	What Teachers or Test Administrators Should Not Do
<p>For summative testing, do complete the LCI and grade-level HIORA with ELA, Math, and Science content area questions and Transition Success Predictors in advance of testing your student. If you are not the student's teacher, make plans to collect the LCI and grade-level HIORA information for the student from their teacher using the forms in Appendix A.</p>	<p>Do not complete the LCI and HIORA without input from the student's teacher.</p>
Universal Tools, Designated Supports, and Accommodations	
<p>Do provide the universal tools, designated supports, or accommodations that align with a student's daily instructional supports; instructional accommodations should be listed in the IEP.</p>	<p>Do not change the accessibility supports and accommodations that students regularly receive during instruction during test administration.</p>
<p>Do make sure that the accommodations that a student needs for testing are documented in the IEP. Accommodations for the HSA-Alt are documented on the Services page under Clarification of Supports and Services or under Supplementary Aids and Services. All accommodations listed in the student IEP should be provided during testing. Remember to set these accommodations in TIDE. TAs are allowed to set HSA-Alt accommodations directly in TIDE.</p>	<p>Do not administer the HSA-Alt to a student without the supports that are listed in the student IEP. Administration of the assessment without IEP-identified accommodations constitutes a testing irregularity with the consequences of result invalidation and retest requirement in order for the student to count as a participant.</p>
<p>Do refer to the appropriate guidelines for the Translated Test designated support and/or Read Aloud and Scribe accommodations prior to testing if your student will be using any of these supports or accommodations. After reading the appropriate guidelines, complete and sign the <i>HSA-Alt Test Security and Confidentiality</i> form found in Appendix M. This completed form should be given to the school's TC prior to testing a student who is using these accommodations.</p>	<p>Do not administer the HSA-Alt to a student who needs the Translated Test designated support or the Read Aloud and Scribe accommodations without reading the appropriate guidelines and signing and submitting the <i>Test Security and Confidentiality</i> form. These steps must be completed <u>prior to</u> testing a student who is using these designated supports or accommodations.</p>
<p>Do make sure that assistive technology or communication devices are working appropriately. Do consider administering the assessment to students who require the use of assistive technology at the beginning of the test window to allow time for malfunctions in their equipment.</p>	<p>Do not wait until the day of the assessment to check the availability of communication devices.</p>

What Teachers or Test Administrators Should Do	What Teachers or Test Administrators Should Not Do
Test Administration	
<p>Do attend the Test Administration Training Session. It is required for the new Test administrators and highly recommended for returning Test Administrators</p> <p>Do complete the required online TA Certification Course to become certified to administer the assessment.</p>	<p>Do not administer this assessment if you have not become certified to do so.</p>
<p>Do Pause the test if a student does not respond to the first four items in a content area test. Arrange to have an Observer present on a different day at a different time of student testing.</p>	<p>Do not continue a test if a student is non-responsive for the first four items.</p>
<p>Do take breaks as needed.</p>	<p>Do not teach the skill while administering the test item.</p>
<p>Do encourage your student to begin working and stay on task.</p>	<p>Do not repeat a question after the student has given his or her answer. Enter the student's response; do not re-prompt.</p>
<p>Do press the audio play button (the on-screen ear or speaker icons) to have the item, passage, stimuli, and answer options repeated as often as the student requests/requires. Remember that PicSyms frequently have associated scripts that contain additional information that the student needs to hear in order to ensure that the test is administered in a standardized way.</p>	<p>Do not read aloud items, passages, or stimuli if you have not received IEP team approval for the Read Aloud accommodation. Test administration guidelines require the standardized delivery of the audio portion of the assessment and Test Administrators may not read, paraphrase or reduce any part of the audio script. Only when the Read Aloud accommodation has been verified by the IEP team and set in the TIDE system should the TA then follow the Read Aloud Guidelines to orally re-present the audio additional time(s), as needed.</p>
<p>Do supervise your student during testing to see that your student is listening to the passage, question, and answer option for each item and using the expand and collapse features to see the full visual that illustrates concepts on the science and mathematics assessments.</p>	<p>Do not leave your students unattended or assume that your students will know how to navigate through all test items independently. Consider one-on-one testing of all students so as to ensure the proper monitoring and support of students during the assessment. This will help to ensure that students are provided with the greatest opportunity to demonstrate understanding and help to generate valid assessment results.</p>

What Teachers or Test Administrators Should Do	What Teachers or Test Administrators Should Not Do
Do move singularly forward through the assessment. When you are given the option of reviewing students answers at the end of the test, simply move forward to end the assessment. Remember that once the “Next” button is pressed, the response that was entered should be considered to be the student’s final response.	Do not use the test platform functionality that allows you to review earlier test items. Do not use the Navigation Bar or the option provided at the end of the assessment to re-present, review, or change student responses to items that have already been registered into the system when the “Next” button was pressed.
Returning Test Materials	
Do return all printed test materials (for Paper Response Card or Paper and Pencil test) and any student-generated items to your school's TC.	
Resources	
Do call HIDOE for questions regarding the Range Performance Level Descriptors and instructional-related questions.	Do not call the HSAP Help Desk for instructional support.
Do call HIDOE with questions regarding the 1% Cap Waiver initiative, HSA-Alt participation criteria, regulations or policy issues.	Do not call HIDOE with questions regarding online test interface issues.
Do call the HSAP Help Desk for questions regarding the online Test Delivery System and secure browsers.	Do not call HIDOE with questions regarding the online Test Delivery System and secure browsers.

APPENDIX H: HSA-Alt Classroom Embedded Assessment (CEA) and Summative Assessment Comparison Chart

HSA-Alt Classroom Embedded Assessment (CEA)	HSA-Alt Summative
Use and Purpose	
The 2023-2024 CEAs are available to students in grades 3-8 and HS for all subject areas (ELA, Mathematics, and Science).	The Spring 2024 summative assessments will be administered to students in grades 3-8 and 11 (ELA and Mathematics) and grades 5, 8 and 11 (Science).
The CEAs are optional.	The summative assessments are required.
The CEAs may be taken up to five times during the school year.	The summative assessments have one test opportunity during the spring test window.
The CEAs include a teacher resource guide with materials list.	The summative assessment has no teacher resource guide and no materials are needed for delivery except the customary hands-on materials a student is provided during instruction, as documented in the student’s IEP as necessary accommodations for testing.
Test Design	
The CEA is a fixed form assessment.	The summative assessment as the online form is a computer-adaptive form of assessment. The paper version of the summative, is however, a fixed form assessment.
The CEA includes hands-on activities and requests for student performance.	There are no performance-based activities in the summative assessment. (Students may use concrete materials as an accommodation on the summative assessment, as necessary and indicated in the student’s IEP.)
The CEA includes activities at each of five performance levels: Prerequisite Skill, Well-Below, Approaches, Meets, and Exceeds. Tested students may progress through one or more of the five levels for each content area CEA test.	Students will not be exposed to items at a prerequisite skill level during the summative assessment; rather, all items on the summative test are aligned to the HSA-Alt Range PLD essence statements for the content area.
Each CEA contains items which are all aligned to the same, single standard.	The summative assessments contain items, each aligned to different standards and selected to meet the overall test blueprint.
The CEA includes teacher ratings of student engagement/accuracy and independence on the performance-based task.	Teacher ratings for the summative assessment are limited to the Learner Characteristics Inventory and Hawai’i Teacher Observation Ratings (LCI-HIORA). This inventory is completed prior to the start of the student’s content area tests.
There is no Paper Response Card or Paper and Pencil Test option available for the CEAs.	The Paper and Pencil Test Accommodation and Paper Response Card Accommodation are available for students who require the Paper Response Cards or Paper and Pencil Test option for summative administration.

HSA-Alt Classroom Embedded Assessment (CEA)	HSA-Alt Summative
Test Administration	
The LCI-HIORA is not required prior to CEA administration.	The LCI-HIORA must be completed prior to the start of content area summative administration.
Test Administrators read aloud the CEA items to students using the on-screen script.	All summative test items, stimuli, and reading passages have recorded audio files that must be played for students during test administration.
There is no Early Stopping Rule for the CEAs. All items on the CEA are optional and TAs may choose to administer as few or as many CEA items as best suits their individual student.	The summative assessment has an Early Stopping Rule. See page 39-40 for more information on the Early Stopping Rule.
The 2023-2024 CEAs test window is open from October 9, 2023 through July 19, 2024.	The Spring 2024 summative test window is open from February 20, 2024 through May 30, 2024.

APPENDIX I: Test Security Chart

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

Level of Severity & Potential Effect on Test Security	Types of Issues
LOW Impropriety	Student(s) leave the test room without authorization.
	Test Administrator not supervising students during testing to ensure all parts of the assessment are audio-delivered, all math and science visuals are expanded for full viewing, and sufficient wait time and presentation repetition are provided.
	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.
MEDIUM Irregularity	Student(s) cheating or providing answers to each other, including passing notes, giving help to other students during testing, or using hand-held electronic devices to exchange information.
	Student(s) accessing the Internet or any unauthorized software or applications during a testing event.
	Student(s) accessing or using unauthorized electronic equipment (e.g., cell phones, PDAs, iPods, or electronic translators) during testing.
	Disruptions to a test session such as a fire drill, school-wide power outage, earthquake, or other acts.
	Administrator or Coordinator leaving related instructional materials on the walls in the testing room.
	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.
HIGH BREACH	Test Administrator uses student monitoring software during testing.
	Test Administrator providing a student access to another student's work/responses.
	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 J: Test Security Response Form

This Test Security Response Form is intended for **internal school use only** by a Test Administrator and/or Proctor. This Form must be filled out by the individual that witnessed the testing security concern and reported to the school's Test Coordinator (TC) or Principal (PR), for official submission through the Submit Test Administration Forms in TIDE (refer to Appendix S: Instructions for Test Coordinators/Principals – TIDE Submission of the Test Security Response Form).

2023 2024 Hawai'i Statewide Assessment Program Test Security Response Form		
School:	Today's Date:	
Person Completing this Report:		
Email:	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 <input type="checkbox"/> Other/NA	
Assessment: <input type="checkbox"/> Smarter Balanced ELA/Literacy CAT <input type="checkbox"/> Smarter Balanced Mathematics <input type="checkbox"/> Algebra 1 EOC <input type="checkbox"/> Algebra 2 EOC <input type="checkbox"/> HSA-Alt <input type="checkbox"/> ACCESS for ELs	<input type="checkbox"/> Smarter Balanced ELA/Literacy PT <input type="checkbox"/> HSA Science (NGSS) <input type="checkbox"/> Biology 1 EOC (NGSS) <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

<i>School Test Coordinator/Principal Use Only</i>
Submitted into TIDE: Y or N
Name and Date:

See Appendix S in this TAM for TC/PR TIDE Submission Instructions. The TC/PR should retain the original form for documentation purposes.
Only after The Assessment Section approves this submission, should the TC/PR submit a Testing Incident in TIDE.

APPENDIX K: Unique Accommodation Request Form

A separate form for each additional accommodation that is not included in the list of eleven HSA-Alt accommodations listed in the table on pages 50-53 of this HSA-Alt Summative Test Administration Manual 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:

Email a scanned copy of the completed form (and any additional sheets as necessary) to the Assessment Section at hsa-alt@k12.hi.us.
 Or 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 L: 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 (4 + 4 = 8).
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:

Email a scanned copy of the completed form to the Assessment Section at hsa-alt@k12.hi.us.

Or 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 M: 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 who receives the Translated Test designated support or any of the following accommodations: Read Aloud and Scribe.

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 IEP team approval for the following HSA-Alt designated supports and/or accommodations (check all that apply):
 - Translated Test
 - Read Aloud
 - Scribe
- I have read and understand the following guidelines (check all that apply):
 - Translated Test
 - HSA-Alt Guidelines for Read Aloud, Test Reader
 - Scribing Protocol for HSA-Alt Assessments
- I have read and understand the test administration policies and procedures that pertain to the Translated Test designated support or the Read Aloud and/or Scribe accommodations in the *HSA-Alt Summative 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:

Email a scanned copy of the completed form to the Assessment Section at hsa-alt@k12.hi.us.
Or 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 N: Courtesy Testing for Home-Schooled Students (Summative Assessments Only)

This Courtesy Testing for Home-Schooled Students Request Form is intended for **internal school use only**. This form may be used by school personnel to collect a home-schooled student's request for courtesy testing. This Form must be given to the school's Test Coordinator (TC) or Principal (PR), for official submission the Submit Test Administration Forms in TIDE.

Date: _____

Student Name: _____

10-digit Student ID: _____ Grade Level: _____

School Name: _____ School Code: _____

School Contact Person Name: _____

School Contact Telephone Number: _____

School Contact Person E-mail: _____

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

A home-schooled student cannot access the secure online HSA-Alt summative 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.

An Assessment Section staff member will inform the School Test Coordinator whether this request has been approved or disapproved after it has been processed in TIDE. See Appendix T: Instructions for Test Coordinators/Principals – TIDE Submission of the Courtesy Testing for Home-Schooled Students Form.

<i>School Test Coordinator/Principal Use Only</i>
Submitted to TIDE: Y or N Name and Date:
Approved: Y or N Name and Date:

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

APPENDIX O: 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 Hawai'i 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 Hawai'i 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 Summative 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 Summative 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.

APPENDIX P: Significant Medical Emergency

Verification of a Student Need for a Significant Medical Emergency Exemption

Submit this form only if one of the following apply:

- Exemption due to chronic absenteeism for medical reasons - requires a health provider's note excusing school attendance for 11 or more consecutive instructional days
- *Exemption due to doctor's orders - requires doctor's orders not to test through at least the majority of a test window (Smarter Balanced, HSA Science(NGSS), HSA-Alt, Biology 1 EOC Exam (NGSS), The ACT, KĀ'EO, ACCESS for ELLs).
* Exemptions from Smarter Balanced, HSA-Alt, or KĀ'EO, effectively removes a student from Strive HI entirely.

Date: _____

Student Name: _____ 10-digit Student ID: _____ Grade Level: _____

School Name: _____ School Code: _____

School Street Address (Street, City, Zip Code – No P.O. Box): _____

School Contact Person Name: _____

School Contact Person Telephone Number: _____

School Contact Person E-mail: _____

Indicate assessment(s) for which the significant medical emergency exemption is being requested:

- Smarter Balanced ELA/Literacy Smarter Balanced Mathematics KĀ'EO
- HSA Science (NGSS) Biology 1 EOC (NGSS) ACCESS for ELLs
- HSA-Alt ELA HSA-Alt Mathematics HSA-Alt Scie
(grade 5, 8 or 1

Significant Medical Emergency Required Evidence

A healthcare provider (MD, OD, licensed psychologist, other provider) must write a note that includes the following information:

1. Student's Name.
2. General nature of the medical/psychiatric emergency.
3. Duration of the medical/psychiatric emergency for which absence from school and/or exemption from testing is ordered (must encompass the majority of the testing window for applicable assessment(s)).
4. Explanation stating that the student is excused from school and/or should not to be tested.
5. Provider's signature and date signed.

In the event that the healthcare provider is reluctant to provide a note indicating that the student should not be tested prior to the end of a testing window, submit this form with the provider's note after the testing window closes.

Assessment Section Use Only

Verified: Y or N
Name and Date:

Email a scanned copy of the completed form to the Assessment Section at hsa-alt@k12.hi.us.

Or 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 Q: Paper Response Card/Paper and Pencil Test Accommodation Request Form (Summative Assessments Only)

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: _____

Accommodation Requested:
(check one)

Paper Response Card

Paper and Pencil Test

The Paper and Pencil Test Accommodation is for students who can not access the electronic device because of their sensitivity, or students who are qualified for the translated test.

State the rationale for requesting the accommodation checked above for HSA-Alt testing. Please refer to the section **Requesting Paper Response Card or Paper and Pencil Test Accommodation** in the *HSA-Alt Summative Test Administration Manual*:

School Test Coordinators must **email** completed forms to:
Emily MacGillivray at emily.macgillivray@cambiumassessment.com

Forms must be submitted by April 26, 2024.

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 Hawai'i Department of Education's Assessment Section.

APPENDIX R: Paper Response Card/Paper and Pencil Test Accommodation Guidelines and Test Materials Handling

The Paper Response Card/Paper and Pencil Test Accommodations are available for the summative HSA-Alt ELA, Mathematics, and Science (NGSS) in Spring 2024 after Assessment Section verification of student need and approval.

For the 2023-2024 school year, the following paper test material accommodations are available for students:

- The Paper Response Card Accommodation presents items to the students using online test delivery system alongside the printed answer option cards and test visuals for student response selection. Student’s responses will be recorded in the online test delivery system. Students with visual impairment/Blindness may access assessments by textile enhancement of the Paper Response Cards and testing materials combining with embedded human voice recording in online test delivery system or read aloud accommodation.
- Paper and Pencil Test Accommodation uses the printed paper test booklet. The TA is required to read all parts of the test using the item script provided in the test booklet. Student’s responses may be noted in the paper test booklet at the time of administration, but the student’s responses **must be recorded via the online test delivery system** for the student’s test to be scored.

The following table summarizes the Paper Response Cards Accommodation and Paper and Pencil Test Accommodation options and processes.

	Paper Response Card Accommodation	Paper and Pencil Test Accommodation
Verification Request Form Required?	Yes	Yes
Test Administration Method	Online Test Delivery System using paper response cards (with tactile enhancement as needed)	Printed test booklet
Student Response Entry	TA required to enter students’ item responses into Online Test Delivery System.	
Recommended Use	For blind students or students with visual impairment who may need textile enhancement. For students who needs alternate response options	For students who cannot use a computer or iPad because of their sensitivity to electronic devices. When using translated test designated support, in order to prepare translations before the test session.

The student's IEP team is required to go over the available accessibility supports and document the identified accommodations in the IEP. TAs whose student(s) has the Paper Response Card Accommodations or Paper and Pencil Test Accommodation documented in their IEP, will need to contact their school Test Coordinator (TC). TCs will be responsible for requesting approval of these accommodations based on the students' need that is indicated in their IEP.

Requesting Paper Response Card or Paper and Pencil Test Accommodation

To request a Paper Response Card or Paper and Pencil Test Accommodation for an HSA-Alt eligible student, TCs must submit the *Paper Response Card/Paper and Pencil Test Accommodation Request Form* found in Appendix Q. Forms should be completed and emailed to the CAI 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 test kit 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.

Initial Paper Response Card and Paper and Pencil Test Accommodation requests can be submitted by February 2, 2024 in order to receive the test kit materials prior to the opening of the summative HSA-Alt test window on February 20, 2024.

TCs may continue to make additional Paper Response Card or Paper and Pencil Test Accommodation requests as needed until **April 26, 2024** (four weeks prior to the close of the Paper Response Card/Paper and Pencil Test Accommodation test window). Requests placed during the testing window (up through April 26, 2024) will result in test kits that arrive at the school address on file approximately 5-7 business days after the request is approved by the HIDOE Assessment Section.

For information about administering the HSA-Alt using the Paper Response Card or Paper and Pencil Accommodation, please see either the *HSA-Alt Spring 2024 Instructions for Use of Paper and Pencil Test Booklets for Students with Verified Accommodation* document or the *HSA-Alt Spring 2024 Instructions for Use of Printed Response Option Cards and Test Visuals for Students with Verified Accommodation* document, both of which are available on the HSA-Alt portal at alohahsap.org.

Test Materials Handling and Return of Assessment Materials

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

Receiving Materials

Schools with student(s) who have been approved for the Paper Response Card/Paper and Pencil Test Accommodation will receive a shipment containing the complete test kit materials for those student(s).

The Paper Response Card/Paper and Pencil Test Accommodation shipment includes a:

- School Packing List,
- Teacher Security Checklist,
- List of Test Kit Materials and TC Responsibilities; and
- Appropriate TA Test Kit for each TA who has a student approved for the Paper Response Card/Paper and Pencil Test Accommodation, based on the specific accommodation approved for the student:
 - The Paper Response Card Accommodation TA test kit will include paper answer option cards and test visuals for each content area test.
 - The Paper and Pencil Test Accommodation TA test kit will include a full paper test booklet for each content area test.

Materials are packed/shipped to schools by CAI. Likewise, Paper Response Card/Paper and Pencil Test Accommodation materials being returned will be packed by the school and shipped back to CAI.

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 CAI and will distribute them to TAs with students approved for the Paper Response Card/Paper and Pencil Test Accommodation.
- The TC will verify that materials for each TA match the Teacher Security Checklist and the List of Test Kit Materials. **NOTE:** For the Paper Response Card Accommodation, one test kit, per grade, is issued to each TA (not one kit per student). For the Paper and Pencil Test Accommodation, an individual student test booklet for each student will be issued.
- 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 Response Card/Paper and Pencil Test Accommodation testing window to allow time to review the materials prior to the first day of testing in order to develop appropriate translations of the paper test booklet, item response cards and test visuals and/or accommodations for item access during test delivery, 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 at 1-866-648-3712 to request replacement materials.

Preparing Materials after the Administration

When Paper Response Card/Paper and Pencil Test Accommodation administration is complete, the TA prepares the HSA-Alt test materials for return to the TC. The TC is responsible for

ensuring that Paper Response Card/Paper and Pencil Test Accommodation materials are returned to CAI on time. Once the TC receives the Paper Response Card/Paper and Pencil Test Accommodation materials from the TA, the TC must ensure the following:

- All paper test booklets, answer option cards and/or test visuals received for each content area have been put back into the TA kit envelope(s).
 - **Note: All printed material must be returned to CAI.**
- 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 Response Card/Paper and Pencil Test Accommodation testing should be placed in the original envelopes in which they were received.

Shipping Materials

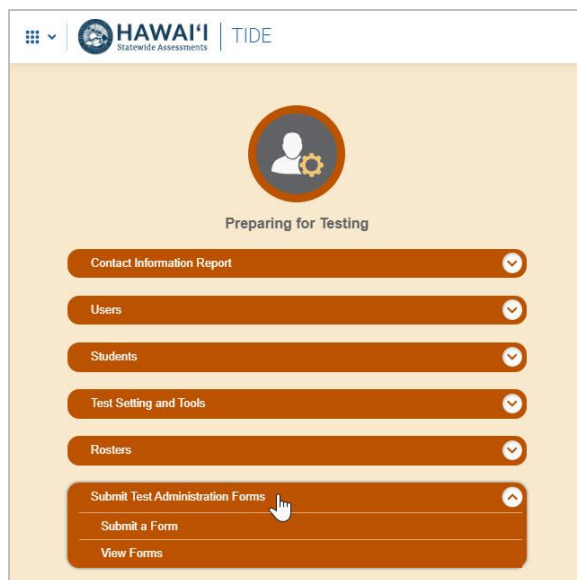
Plan to receive the HSA-Alt Paper Response Card/Paper and Pencil Test Accommodation materials from TAs by **May 28, 2024**. TCs must ship the materials to CAI by **May 29, 2024** for processing. Take these steps prior to shipping Paper Response Card/Paper and Pencil Test Accommodation materials to CAI:

- 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@cambiumassessment.com) by **May 29, 2024** to arrange return shipment.

APPENDIX S: Instructions for Test Coordinators/Principals – TIDE Submission of the Test Security Response Form

School Test Coordinators or Principals are required to submit the Test Security Response Form to the Assessment Section by logging in to the Test Information Distribution Engine (TIDE) (<https://www.hitide.org/>) and under *Preparing for Testing*, select *Submit Test Administration Forms* > *Submit a Form* > *Test Security Response Form*.



Use this form to report Test Improprieties, Irregularities and/or Breaches to the Assessment Section. Breaches should be addressed to the extent possible at the school site, reported to the appropriate school personnel right away, and the Assessment Section be contacted by telephone. A more complete report of the concern should then be submitted to the Assessment Section using this Test Security Response Form by the end of the school day, during which the incident occurs.

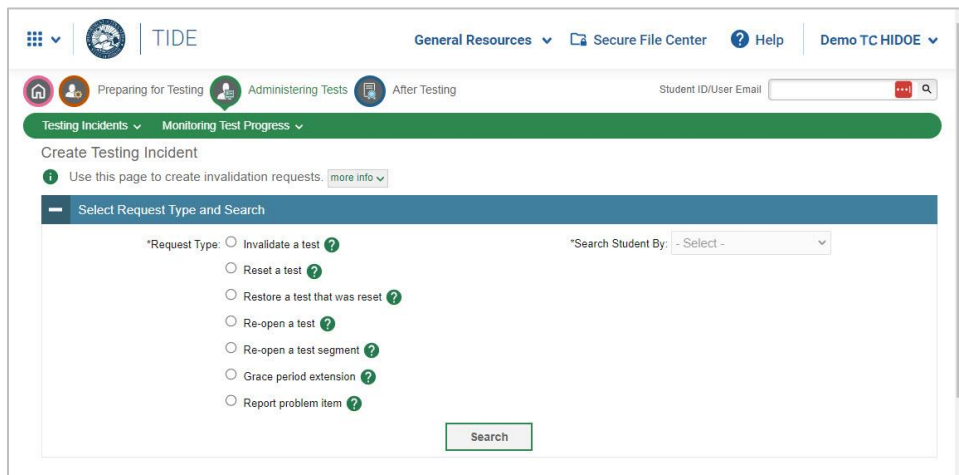
When submitting the Test Security Response Form the following information is required:

1. Name and role of the person submitting the form
2. Test Administrator Name
3. Severity Level
4. Assessment Name
5. Date/Time of Test Security Concern
6. Grade Level
7. Test Session ID
8. Name and Assessment Role of adults of involved
9. SSID(s) of students involved.
10. Description of incident, involvement, and actions taken.

Please check the accuracy of all required information in order to avoid delays in processing.

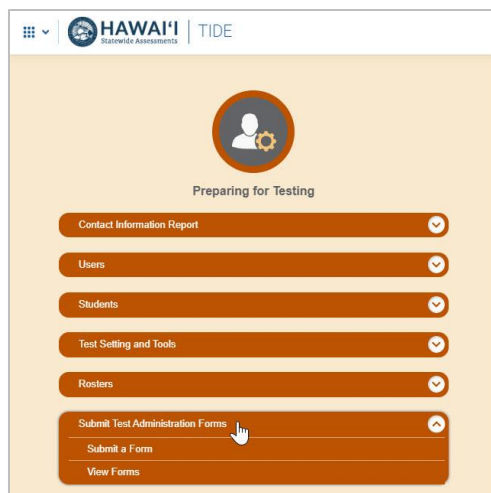
After completing all the required fields, the “Submit” button must be clicked to send the form electronically to the Assessment Section via TIDE. Please note that once the form is submitted, it cannot be revised. If a request form is submitted inadvertently or incorrectly, complete a new form, noting in the *Additional Comments* box of the form the error(s) made in the submitted form and if/how the request should be modified or canceled. The requestor or authorized school contact will receive an email response from the Assessment Section regarding the status of the correction/cancellation request.

Note: When an incident occurs within the test, and results in the need to reset, reopen, invalidate, or restore individual student assessments **these testing incidents must be submitted into the “Testing Incident” in TIDE.** The School’s Test Coordinator or Principal can submit the **Testing Incident** into TIDE under *Administering Tests > Testing Incidents > Create Testing Incident*. Once submitted, **the Assessment Section will review the submission and notify the school via TIDE whether or not the request has been approved.**



APPENDIX T: Instructions for Test Coordinators/Principals – TIDE Submission of the Courtesy Testing for Home-Schooled Students Form

School Test Coordinators or Principals are to submit the Courtesy Testing Form to the Assessment Section by logging in to the Test Information Distribution Engine (TIDE) (<https://www.hitide.org/>) and under *Preparing for Testing*, select *Submit Test Administration Forms* > *Submit a Form* > *Courtesy Testing for Home-Schooled Students*.



Complete this form to notify the Assessment Section of a courtesy test request for a Summative Smarter Balanced ELA/Literacy or Mathematics Assessment; a Hawaii State Science (NGSS) Assessment; and/or an HSA-Alt ELA/Literacy, HSA-Alt Mathematics, or HSA-Alt Science (NGSS) Assessment. Courtesy testing for home-schooled students is not provided for the EOC Exams. **Reminder: Do not ask parents to bring their home-schooled child to your school to be tested until an Assessment Section staff member informs you that the request has been processed.**

When submitting the request form the following information is required:

1. Student Name
2. Student 10-digit SSID
3. Grade Level
4. Complex Area/Complex/School Name
5. Assessment Name

After completing all the required fields, the “Submit” button must be clicked to send the form electronically to the Assessment Section via TIDE. Please note that once the form is submitted, it cannot be revised. If a request form is submitted inadvertently or incorrectly, complete a new form, noting in the *Additional Comments* box of the form the error(s) made in the submitted form and if/how the request should be modified or canceled. The requestor or authorized school contact will receive an email response from the Assessment Section via TIDE regarding the status of the correction/cancellation request.

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
Grammatical updates to various questions in the Grade 5 and 8 Science HIORA	Appendix A	11/13/23
Updated instructions and procedures for reporting test security incidents using the Test Security Response Form in TIDE	Test Security Guidelines	11/17/23
Updated all page references as necessary	Global	11/17/23
Updated Test Security Response Form name, fields, and instructions	Appendix J	11/17/23
Updated Courtesy Testing Request form instructions	Appendix N	11/17/23
Added new appendices with instructions for submitting test administration forms in TIDE	Appendix S and T	11/17/23
Updated document names for paper response card and paper and pencil test booklet instructions.	Spring 2024 Changes to the HSA-Alt Assessments Additional Relevant Documents Appendix R	2/14/24
Removed all references to the auto-play Human Voice Recording feature for Spring 2024 assessments.	Global	2/15/24

EXHIBIT C: Hawaii Alternate Assessments (HSA-ALT) Summative Test Scoring Specifications

EXHIBIT C

**Hawaii Alternate Assessments
(HSA-ALT)
Summative Test Scoring Specifications**

2023–2024 Administration

English Language Arts in Grades 3–8 and 11

Mathematics in Grades 3–8 and 11

Science in Grades 5, 8 and 11



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1. Overview

This document specifies the scoring specifications for the 2023–24 Hawaii State Alternate Assessments (HSA-ALT) summative tests.

In spring 2024, HSA-ALT summative tests have two test formats: the online Computer-Adaptive Test (CAT) format and the online fixed-form test format. Both online test formats rely on the digital presentation of stimuli, questions, and answer options. The online fixed-form also provides paper versions of the test answer option cards and visuals. Both test formats are available for all three test content areas, English Language Arts (ELA), mathematics, and science.

Students taking the online CATs will respond to

- 40 operational test (OP) items,
- 10 embedded field test (EFT) items from the Alt Collaborative MOU pool, and
- 1-15 field-test (FT) items from the Hawaii-only FT pool (for some content areas and grades).

Students taking the online fixed-form will only respond to the 40 operational items. There are no FT items found on the online fixed-form test.

The test designs for the 2023-2024 HSA-ALT online CAT and online fixed-form assessments are shown in Table 1.

Table 1. 2023-2024 HSA-ALT Test Design

Subject & Grade	Segment	Segment Type	#of OP Items	#of FT Items	Item Selection	
					Online CAT	Online Fixed-Form
ELA (3-8,11) Math (3-8, 11) Science (5,8,11)	1	ESR	8		Adaptive	Fixed
	2	OP with EFT from MOU	32	10 (CAT only)	Adaptive for OP items with Random Selection for MOU EFT items	Fixed (No EFT items)
	3	Hawaii-only FT		1 ~ 15* (CAT only)	Fixed	N.A.

* Not every CAT test has Hawaii-only FT items. For those CAT tests with Hawaii-only FT items, the actual number of items depends on a specific subject and grade.

Note. OP=Operational; FT=Field-Test; EFT=Embedded Field-Test; ESR=Early Stopping Rule.

2. Rules for Estimating Student Ability

2.1 Maximum Likelihood Estimation of Theta Score

The maximum likelihood estimation (MLE) method is used to estimate the theta score. Indexing items by i , the likelihood function based on the j th person's score pattern for I items is

$$L_j(\theta_j | \mathbf{z}_j, \mathbf{b}_1, \dots, \mathbf{b}_I) = \prod_{i=1}^I p_{ij}(z_{ij} | \theta_j, b_{i,1}, \dots, b_{i,m_i}),$$

where $\mathbf{b}'_i = (b_{i,1}, \dots, b_{i,m_i})$ is for the i th item's step parameters, m_i is the maximum possible score of this item, z_{ij} is the observed item score for person j on this item.

Depending on the item score points, the probability $p_{ij}(z_{ij}|\theta_j, b_i, \dots, b_{i,m_i})$ takes either the form of the Rasch model for items with one point or the form based on the partial credit model (PCM) for items with two or more points.

In the case of items with one score point, we have $m_i = 1$,

$$p_{ij}(z_{ij}|\theta_j, b_{i,1}) = \begin{cases} \frac{\exp((\theta_j - b_{i,1}))}{1 + \exp((\theta_j - b_{i,1}))}, & \text{if } z_{ij} = 1 \\ \frac{1}{1 + \exp((\theta_j - b_{i,1}))}, & \text{if } z_{ij} = 0 \end{cases}$$

in the case of items with two or more points,

$$p_{ij}(z_{ij}|\theta_j, b_{i,1}, \dots, b_{i,m_i}) = \begin{cases} \frac{\exp(\sum_{k=1}^{z_{ij}}(\theta_j - b_{i,k}))}{s_{ij}(\theta_j, b_{i,1}, \dots, b_{i,m_i})}, & \text{if } z_{ij} > 0 \\ \frac{1}{s_{ij}(\theta_j, b_{i,1}, \dots, b_{i,m_i})}, & \text{if } z_{ij} = 0 \end{cases}$$

where $s_{ij}(\theta_j, b_{i,1}, \dots, b_{i,m_i}) = 1 + \sum_{l=1}^{m_i} \exp(\sum_{k=1}^l(\theta_j - b_{i,k}))$.

The MLE theta is then estimated by finding the value of theta that maximizes the loglikelihood, i.e.,

$$\hat{\theta}_j = \operatorname{argmax} \log(L_j(\theta_j | \mathbf{z}_j, \mathbf{b}_1, \dots, \mathbf{b}_I)).$$

2.2 Extreme Score Handling

With the item response theory (IRT) maximum likelihood ability estimation method, 0 and perfect raw scores are assigned the ability of minus and plus infinity, respectively. For all-incorrect tests, score the tests by *adding* 0.3 to an item score among the administered operational items. For all-correct tests, score by *subtracting* 0.3 from an item score among the administered operational items.

3. Scoring Rules

3.1 Types of Item Responses

- *Answered Response*: A student answers the item and selects one or more of the response options (A/B/C/D).
- *No Response (NR)*: A student does not answer the item, but the test administrator (TA) marks *No Responses (NR)* on the item.
- *Blank Response*: A student does not answer the item, nor does the TA mark an *NR* on a selected item.

Since, students are not allowed to skip (omit) an item before proceeding to the next item or item group, no *Blank Response* will be observed between the first and last attempted items.

3.2 Item Scoring Rules

- Score *Answered Responses*
 - For one-key items, items are scored as 0 or 1. If the key is selected, a score of 1 is awarded; otherwise, a score of 0 is awarded.
 - For two-key items, items are scored as 0 to 2. If both keys are selected, a score of 2 is awarded; if one key is selected, a score of 1 is awarded. Otherwise, a score of 0 is awarded.
- Score *NRs*
 - *NRs* in both online CAT and online fixed-form tests are valid responses and scored as 0.
- If an operational item is dropped from scoring, the item is not included in the score estimation. However, the dropped item is counted as taken when determining test attemptedness.

3.3 Early Stopping Rule

If a student has *NRs* recorded for the eight items in Segment 1, the Test Delivery System will automatically stop the test. The student will not be able to continue on to Segment 2. For these tests, the lowest obtainable scale score (LOSS) of the test will be assigned, and the standard error of measurement (SEM) and theta score will be set to blank.

The decision of Early Stopping tests is based solely on the presence of eight *NRs* in the first segment of the assessment. Any test that has eight *NRs* recorded in Segment 1 will be considered as an ESR test.

3.4 Test Attemptedness and Scoring Rules

3.4.1 Attemptedness Rules

If a student logs into the test administration system, is presented one item, and a valid response (i.e., an *Answered Response* or an *NR*) is entered for that first item, the student is counted as participated. Participated students are counted as attempted. Scores are generated only for attempted tests.

Depending on the number of items attempted and types of responses provided, a Scorable indicator is created to specify the scoring rule for each indicator. Table 2 presents the rules in creating the Scorable indicator and corresponding test scoring rules.

Table 2. Test Attemptedness, Scorable Indicator, and Scoring Rules

Attempted	Scorable Indicator	Definition	Scoring Rules
Y	P	Students respond to one to four items with at least one <i>Answered Response</i> .	Receive LOSS; theta and SEM are set to blank.
	F	Students respond to at least five items with at least one <i>Answered Response</i> , but do not complete Segment 1 and 2.	Score with penalty. See Section 3.4.3 Score Incomplete Tests.
	NR	Students respond to 1-7 items exclusively with <i>NR</i> , but do not fully complete Segment 1 with 8 <i>NRs</i> (No <i>Answered Responses</i> were recorded within Segment 1.)	Receive LOSS; theta and SEM are set to blank.
	E	Early Stopping Rule. Students respond <i>NRs</i> to the eight items in Segment 1, the Test Delivery System will automatically stop the test.	Receive LOSS; theta and SEM are set to blank.
	C*	Student response, either an <i>Answered Response</i> or an <i>NR</i> , is recorded for all items in Segment 1 and 2, both OP and FT items.	Score without penalty. See Section 3.4.2 Score Completed Tests.
N	N	Not participated and not attempted. (The assessment may have been opened to the first item but no <i>Answered Response</i> and no <i>NR</i> were recorded.)	Do not receive any test score.

* If a student completes segments 1 and 2, but doesn't complete all items in segment 3, his/her test is considered completed and scored without penalty.

3.4.2 Score Completed Tests

- A *completed test* is a test when a student reaches the last item in Segment 2 with an *Answered Response* or an *NR*.
- A *completed test* may be submitted by the student or the test administrator at the end of Segment 3. If a test is submitted, it will be considered “complete.” Alternatively, if a student completes a test but does not submit the test, either because they do not reach the end of Segment 3 or they fail to submit the test at the end of Segment 3, the test delivery system (TDS) marks the test as complete (force completes).
- If a student completes the test (i.e., Scorable Indicator=C), *NRs* are scored as zero and the student receives a score without a penalty.

3.4.3 Score Incomplete Tests

For tests with Scorable Indicator = F (i.e., students respond to at least five items with at least one *Answered Response*, but do not complete Segment 1 and 2), the test is scored with penalty. The penalty is the theta estimate minus one conditional standard error of measurement (SEM) associated with the estimated theta. *NRs in incomplete tests (i.e., Scorable Indicator=F) are also scored as zero.*

3.5 Reported Scores

For the HSA-ALT, the overall test performance of a student on a specific subject and grade is reported with a scale score and an associated performance level. No sub-scores are reported.

4. Scale Score

4.1 Transforming Theta to Scale Score

The scale score is linearly transformed from the IRT ability estimate (i.e., theta score) using the scaling constants of a and b , $SS = a * \theta + b$, where a is the slope and b is the intercept. Table 3 provides the linear transformation slope and intercept with four decimal places. Final computed scale scores are rounded to the nearest integer.

4.2 Lowest/Highest Obtainable Scale Scores

Extremely unreliable student ability estimates will be truncated to the lowest obtainable scale score (LOSS) or the highest obtainable scale score (HOSS). For the HSA-ALT, the LOSS and HOSS are set at 100 and 500, respectively, shown in Table 3. For the overall test scores, scale scores lower than 100 or higher than 500 are truncated to 100 or 500, respectively.

Table 3. Scaling Constants, Lowest and Highest Obtainable Scale Scores

Test	Grade	Slope (a)	Intercept (b)	LOSS	HOSS
ELA	3	58.2226	315.2557	100	500
	4	34.9890	313.1294	100	500
	5	47.1900	313.4609	100	500
	6	49.9795	308.6650	100	500
	7	40.4259	305.9030	100	500
	8	45.6364	299.7642	100	500
	11	46.5888	296.4862	100	500
Mathematics	3	52.2253	313.5599	100	500
	4	56.2908	325.0816	100	500
	5	48.9529	319.7003	100	500
	6	74.9348	325.9483	100	500
	7	72.7005	324.0774	100	500
	8	61.1726	322.9731	100	500
	11	56.3914	316.6731	100	500
Science	5	62.3787	312.6114	100	500
	8	53.1189	298.1127	100	500
	11	60.3206	311.5589	100	500

5. Standard Error of Measurement (SEM)

5.1.1 SEM of Theta Scores

With the maximum likelihood estimation (MLE) method, the SEM of the theta score for student j is:

$$SEM(\theta_j) = \frac{1}{\sqrt{I(\theta_j)}}$$

where $I(\theta_j)$ is the test information for student j , calculated as:

$$I(\theta_j) = \sum_{i=1}^I \left(\frac{\sum_{l=1}^{m_i} l^2 \text{Exp}(\sum_{k=1}^l (\theta_j - b_{i,k}))}{s_{ij}(\theta_j, b_{i,1}, \dots, b_{i,m_i})} - \left(\frac{\sum_{l=1}^{m_i} l \text{Exp}(\sum_{k=1}^l (\theta_j - b_{i,k}))}{s_{ij}(\theta_j, b_{i,1}, \dots, b_{i,m_i})} \right)^2 \right)$$

where m_i is the maximum possible score point (starting from 0) for the i^{th} item.

The SEM is calculated based on the items contributing to students' test scores for both complete and incomplete tests in both online CATs and online fixed-form tests.

5.1.2 SEM of Scale Scores

The SEM of theta scores is transformed onto the reporting scale using the following formula:

$$SEM_{SS} = a * SEM_{\theta_j}$$

where SEM_{θ_j} is the SEM of the theta score for student j , and a is the linear transformation slope presented in Table 3.

The SEM for LOSS and HOSS is computed based on the corresponding theta score estimated from the responded items.

6. Performance Standards

The overall scale scores are classified into four performance levels for each subject and grade. The performance level designations are categorized as: Well Below, Approaches, Meets, and Exceeds. Table 4 shows the cut scores on the scale score metric for each test and Table 5 shows the scale score range at each performance level.

Table 4. Cut Scores for the HSA-ALT

Subject	Grade	Approaches	Meets	Exceeds
ELA	3	287	300	332
	4	287	300	318
	5	282	300	329
	6	279	300	331
	7	278	300	325
	8	276	300	334
	11	270	300	328
Mathematics	3	278	300	316
	4	278	300	337
	5	289	300	323
	6	274	300	337
	7	270	300	326
	8	276	300	322
	11	283	300	317

Subject	Grade	Approaches	Meets	Exceeds
Science	5	270	300	336
	8	266	300	332
	11	265	300	332

Table 5. Scale Score Ranges by Performance Level for the HSA-ALT

Subject	Grade	Well Below	Approaches	Meets	Exceeds
ELA	3	100-286	287-299	300-331	332-500
	4	100-286	287-299	300-317	318-500
	5	100-281	282-299	300-328	329-500
	6	100-278	279-299	300-330	331-500
	7	100-277	278-299	300-324	325-500
	8	100-275	276-299	300-333	334-500
	11	100-269	270-299	300-327	328-500
Mathematics	3	100-277	278-299	300-315	316-500
	4	100-277	278-299	300-336	337-500
	5	100-288	289-299	300-322	323-500
	6	100-273	274-299	300-336	337-500
	7	100-269	270-299	300-325	326-500
	8	100-275	276-299	300-321	322-500
	11	100-282	283-299	300-316	317-500
Science	5	100-269	270-299	300-335	336-500
	8	100-265	266-299	300-331	332-500
	11	100-264	265-299	300-331	332-500

EXHIBIT D: Smarter Balanced Resources

EXHIBIT D

Smarter Balanced Resources

The following are two main resource sites available to prospective vendors interested in learning more about Smarter Balanced:

Smarter Balanced Public Site

Smarter Balanced public website: <https://www.smarterbalanced.org>

Links to Key sites and publications:

- [Development and Design](#)
- [Sample Items](#)
- [Meeting the Needs of Diverse Learners](#)
- [Practice Tests and Sample Questions](#)
- [Smarter Reporting](#)
- [Service Provider Support](#)
- [Smarter Balanced Reporting System User Guide, Oct 31, 2022](#)
- [Smarter Balanced Enhanced CAT Blueprints for Students Participating in Smarter Balanced Embedded Field Test of Performance Tasks](#)
- [Smarter Balanced Usability, Accessibility, and Accommodations Guidelines \(UAAG\)](#)

SmarterApp Site

Smarter Balanced Open-Source Applications (SmarterApp): <http://www.smarterapp.org>

Sample applications posted include:

- Individual Student Assessment Accessibility Profile ([ISAAP](#)) [Accessibility Feature Codes](#)
- [Secure Browsers](#)
- [Single Sign-on and Access Management Recommended Requirements](#)
- [Test Results Transmission \(TRT\) format](#)
- [Smarter Balanced Administration and Registration Tools User Guide](#)
- [Hosting Requirements - Smarter Balanced Assessment Consortium – Test Delivery System](#)

EXHIBIT E: Guidelines for Access to Student Assessment Material for the Hawaii State Assessment Program

EXHIBIT E

Guidelines for Access to Student Assessment Material for the Hawaii State Assessment Program

Introduction

The Hawaii State Assessment Program (HSAP) encompasses the entire state testing program and is comprised of a standards-based set of assessments. The assessments include the Smarter Balanced Assessments, the Hawaii State Assessment of Science (HSA Science), the Hawaii State Alternate Assessment (HSA-Alt), and the End-of-Course Exams. These assessments comprise an ongoing, legislatively mandated program to collect evidence of student learning by testing the academic knowledge and skills of Hawaii students. The primary goal is to report valid and reliable information on student achievement in English language arts (ELA), mathematics, and science taught in elementary and secondary schools. Student responses are maintained by the Hawaii Department of Education (HIDOE).

This Request to View (RTV) document is provided to allow specific individuals access to their students's assessment responses and the test questions for the state assessments listed above. This document includes guidelines aimed at:

- Providing parents, legal guardians, students over the age of 18, emancipated youth, or advocates (referred to as requestors from here on throughout the document) the opportunity to view a student's assessment as provided by the Family Educational Rights and Privacy Act (FERPA).
- Safeguarding the integrity of the state assessments and protecting secure test questions from public release, in accordance with state law.
- Assuring requestor that the confidentiality of the student's education records will be maintained.

State law provides legal avenues for HIDOE to address any willful or malicious attempts to compromise the integrity of the test. Although it is important and permissible for families to discuss their student's performance on the assessments, individuals are not permitted to share test questions through any means, as that would constitute a security breach and jeopardize the test's integrity.

Timeline

Test processing includes all post-test administration procedures including item scoring, data analyses, and reporting of scores. Tests are available to review for one year after post-test

administration procedures have concluded. The table below indicates when post-test administration procedures are generally concluded, and assessments will be available for review.

Test Administration	Available for Requesting to View
Fall Smarter Balanced Assessments and EOC Exams	May
Spring Smarter Balanced Assessments, HSA Science, HSA-Alt, and EOC Exams	November

Process for Request to View

Request forms are available on the [Request to View Your Student's Test](#) page on the HIDOE website, or by contacting HIDOE at HSA@k12.hi.us.

The following are steps to accommodate requests to view a student's assessment responses:

1. Requestor fills out the request form and **mails** it to HIDOE.
2. HIDOE receives the completed request form, verifies the information provided, and submits a request to the test contractor to make the test and review materials available to the school. Tests will be made available electronically to the Test Coordinator (TC) and requestor only at the time of the viewing.
3. Each Requestor Packet includes a *Requestor Certification Form* and *Scored Response Summary* for each requested state assessment. Requestor Packets will be sent to the TC through the TIDE Secure Inbox.
4. Upon receipt of the Requestor Packet, the TC contacts the requestor to schedule a test review.
 - Per FERPA requirements, the requestor must be offered a viewing date that falls within 45 days of the receipt of the completed request form at HIDOE, and the availability of the request to view process.
 - Only parents, legal guardians, students over the age of 18, emancipated youth, or an advocate may view test materials.
 - If the request is to view multiple tests or content (subject) areas, these should all be viewed in the same sitting, with up to an hour provided for the review of each test or content area.
5. TCs will ensure that the same security protocols that apply to the test administration are followed throughout the viewing. At least one trained employee must be in the review area throughout the review. The employee should be familiar with the state assessment and score reports and be prepared to answer any questions the requestor(s) may have. Any questions that are not able to be answered should be forwarded to HIDOE.
6. Requestors are required to sign the *Requestor Certification Form* prior to the viewing session. This form certifies that they are the parents, legal guardians, a student over the age of 18, an emancipated youth, or an advocate and that they have been made aware of the laws and policies regarding the disclosure of test questions.

- Identification of the requestor is required.
- 7. After the review the requestor is required to sign the *Security Attestation and Electronic Signature Agreement* at the bottom of the *Scored Response Summary*. The TC should retain a copy of the signed *Requestor Certification Form* and a signed *Scored Response Summary* in the school. A copy of the *Requestor Certification Form* should also be provided to the requestor.
- 8. At the conclusion of the review, school staff will secure online testing information and delete any digital versions of students' paper tests, if applicable.

Note: The Request to View (RTV) process is now primarily electronic. Review materials will be sent via the TIDE Secure Inbox and all forms can be signed using the eSignature process and saved electronically. Paper copies of *Scored Response Summaries* may be made available. Since these forms include secure student information they cannot be transmitted electronically.

Protocol for Review of State Assessment Records

- Once materials are ready for review the school will contact the requestor to schedule a one- hour review session for each of the student's tests and *Scored Response Summaries*. This time constraint is meant to facilitate scheduling and should provide ample time for the review session. Additional time may be provided either at the initial review session or later. The requestor must be offered a review date that falls within the 45-day FERPA deadline. If the requestor is unable to schedule a review within 30 days of the school's receipt of materials, the TC will return secure materials immediately to the state test contractor. The requestor may reinitiate a request.
- Test materials may only be viewed—no printing, recording, deleting, or altering permitted.
- Note-taking is not allowed during test material review. Notes may be taken during any discussions prior to or following the review once test materials have been secured. Electronic devices must be turned off and kept out of view or left with school staff outside of the viewing area.
- The [Practice and Training Tests](#) may be useful in understanding the scoring of the tests. School staff can provide general information about test construction but are not expected to provide item-level interpretation or analysis.
- The requestor can request a paper copy of each *Scored Response Summary and the Requestor Certification Form*. that was included in the review packet.
- Advocates are permitted for parents/legal guardians with disabilities, limited English, or other special needs who require assistance.

EXHIBIT F: SUPPORTING MATERIALS Current status of research and best practice in alternate assessment, how that is reflected in this RFP

This request for proposal is based on a conceptual framework that was developed and validated through two nationally funded projects, the New Hampshire Enhanced Assessment Initiative (NHEAI) funded by the Office of Elementary and Secondary Education at the USED, and the National Alternate Assessment Center (NAAC), a research center funded by the Office of Special Education Programs, also at USED. The conceptual framework is based on the approach to validity articulated in *Knowing What Students Know* (National Research Council, 2001), and on the specific standards put forth in the *Standards for Educational and Psychological Testing* (AERA, NCME, APA, 2014). This approach to building and documenting tests was not written from the perspective of any particular format of assessment; it is format neutral. The framework is meant to be flexible in order to work for any type of design of the test (e.g., performance assessment, checklist, multiple choice, or any combination). However, it does set up a framework to judge the quality of any approach for yielding score inferences appropriate to the purpose of the test.

This request for proposal systematically builds on the NHEAI/NAAC validity framework to lay out specific components of the resulting test that will measure the student population we have defined in the context of the challenging curriculum we define as important at each grade level. We expect a successful Offeror to be able to meet the criteria defined in the NHEAI/NAAC framework, showing how the proposed approach specifically meets not only these quality criteria, but also supports the philosophy, beliefs, and purposes stated by the State of Hawaii specific to the defined population and the approach to content linkage that we define in Appendix A.

The bottom line is that in Hawaii, all students are included in the design of our standards-based reform efforts, and all students are to benefit from their participation in the reform effort. That means a successful proposal will demonstrate clearly how their approach to alternate assessment will be part of the larger fabric of school reform in instruction and curriculum for all students, part of a seamless system that ensures high expectations and support for students with significant cognitive disabilities and for their teachers. Each decision the Contractor makes in design and budget should be articulated to show the connection between what they propose and the educational goals we have stated as essential for these students.

Essential resources on the conceptual framework include all of the resources included in the NCEO Resources listed at the Web page <https://nceo.info/Resources?topic=11.alternate-assessments>

This request for proposal needs to be considered in the larger context of curriculum, instruction, and assessment in Hawaii. To that end, this proposal was developed with full participation and agreement from leadership in curriculum, instruction, and assessment at the DOE. Although this proposal addresses one small part of the entire reform system, we have committed to partnering over the duration of the development and implementation of this particular contract, and long into the future, to ensure that all components of the reform puzzle are aligned, coherent, and focused on improving outcomes for all of Hawaii's students, including those with the most significant cognitive disabilities.

EXHIBIT G: PARTICIPATION GUIDELINES

Hawaii State Alternate Assessment (HSA-ALT) Participation Guidelines

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.

<i>Criteria</i>	<i>Yes</i>	<i>No</i>	<i>Evidence</i>
(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

Additional HSA-Alt Student Identification resources are available within the HSA-Alt portal at www.alohahsap.org; these are Factors and Red Flags on the Road to HSA-Alt Student Identification, Decision-making Questions with Case Study Examples and the HSA-Alt Decision-making Flow Chart.

EXHIBIT H: HIDOE Guidelines on Educator/Stakeholder Committees

[Hawaii Board of Education](#) > [Policies & Framework](#) > [4500 Series](#) > [4550](#)

STAKEHOLDER INCLUSION IN THE DEVELOPMENT OF CONTENT STANDARDS AND ACHIEVEMENT STANDARDS POLICY

Hawaii's academic content standards and academic achievement standards apply to all students, including students with disabilities and English language learners. Thus, it is critical to include a broad possible array of stakeholders in the review of these standards during the development process. This will ensure that the needs and abilities of all students in the public school system are taken into account during the development process.

The Department of Education (Department) shall ensure a diverse statewide representation of education stakeholders in the review of the State's academic content and achievement standards. These stakeholders shall include but not be limited to the following:

- Parents or guardians, including those whose children have disabilities and/or are second language learners
- Educators, including those who have worked with students with disabilities and/or students who are English language learners;
- Educational community, representatives from various educational institutions and organizations such as institutes of higher education, private schools, and independent entities that serve the educational community;
- Community organizations, representatives from various community groups and organizations such as business partnership organizations, the Parent Teacher Student Association (PTSA), and military partnerships.

The Department shall also ensure that there is a diversity of gender and ethnicity among the various stakeholders. The Department shall keep accurate records to document the inclusion of stakeholders providing input during the developmental process of the content and achievement standards.

Approved: 11/16/06

EXHIBIT I: Glossary

Accommodations: Accommodations are changes in the administration of an assessment. Accommodations are used for equity, not advantage, and serve to “level the playing field.” To be applied in ESSA 2015 testing, assessment accommodations must be identified in the student’s individualized education program (IEP) or Section 504 plan. It is generally considered best practice for assessment accommodations to have been regularly used during instruction and classroom assessment.

- **Standard Accommodations;** These are accommodations that are in general use in most testing programs and that do not change the construct being tested.
- **Non-standard Accommodations:** Also referred to as modifications, these are accommodations that may be provided for students that change the construct being tested.

Academic Content Standards: Defines what all students should know and be able to do.

Achievement standards: Also known as “performance standards”

- **Alternate achievement standards:** Performance standards that reflect an understanding of the results of good teaching in the general curriculum in the enrolled grade for students with significant disabilities. (See definition of performance standards.)
- **Grade-level achievement standards:** Performance standards that reflect an understanding of the results of good teaching in the general curriculum in the enrolled grade. Most students with disabilities will participate in this way in state assessments.

Alternate assessment: An instrument used in gathering information on the standards-based performance and progress of students whose disabilities preclude their valid and reliable participation in general assessments. Alternate assessments measure the performance of a relatively small population of students who are unable to participate in the general assessment system, with or without accommodations as determined by the student’s Individual Education Planning (IEP) team.

Benchmarks: Benchmarks describe the knowledge and skills that all students should know and be able to do, in selected content areas, by the time they reach certain grade levels. Benchmarks are yardsticks or targets, because they specify the knowledge and skills within a content area’s continuum that a student must possess to demonstrate a level of progress toward mastery or proficiency of a standard.

Body of Evidence: An array of information or data, produced by a student or collected by someone who is knowledgeable about the student, establishing that the student can perform one or more particular skills related to a content standard and judged against predetermined achievement standards.

Content Areas: ELA/Literacy, Mathematics, Science, etc.

Field test: A pre-test administration that mimics the intended actual administration of a test that is used to check the adequacy of testing procedures, including administration, item performance, scoring, and reporting. Field testing is generally considered a research and development activity and results are usually not made public.

General Academic Curriculum: The curriculum (programs, course work, etc.) taught to students that are aligned to the academic content standards and grade level benchmarks.

Grade level: The grade in which a student is enrolled or, for students not assigned a grade, the academic grade of same-age peers who are in a general education classroom.

Individualized Education Program (IEP): A written statement for each child with a disability that is developed, reviewed and revised to reflect the decisions made by an interdisciplinary team, including the parent and the student when appropriate. An IEP for a student includes such things as, instructional, placement, and assessment decisions.

Item: An individual question or exercise in an assessment.

Operational Assessment: An assessment that is developed and administered at a specified time and whose scoring results are used for the purpose of meeting local, state, and/or federal requirements.

Reliability: The degree to which the scores of every individual are consistent over repeated applications of a measurement procedure and hence are dependable and repeatable; the degree to which scores are free of errors of measurement. Reliability is usually expressed in the form of a reliability coefficient or as the standard error of measurement derived from it. The higher the reliability coefficient the better, because this means there are smaller random errors in the scores.

Rubric: A scoring tool based on a set of criteria used to evaluate a student's test performance. The criteria contain a description of the requirements for varying degrees of success in responding to the question or performing the task. Rubrics may be diagnostic, analytic (i.e., providing ratings of multiple criteria), or holistic (i.e., describing a single, global trait).

Students with significant cognitive disabilities: Students who are within one of the existing categories of disability under IDEA (autism, deaf-blindness, hearing impairment, mental retardation, orthopedic impairment, deafness, emotional disturbance, multiple disability, traumatic brain injury, visual impairment, learning disability, speech and language impairment, other health impaired) whose cognitive impairments may prevent them from attaining grade-level achievement standards, even with the very best instruction.

Stakeholders: A group of individuals perceived to be vested in a particular decision. These individuals might include parents, educators, and community leaders.

Standardized: An established procedure that assures a test is administered with the same directions, under the same conditions and is scored in the same manner for all students to ensure the comparability of scores. Standardization allows reliable and valid comparison to be made among students taking the test. The two major types of standardized tests are norm-referenced and criterion-referenced.

Universal design of assessment: Assessments that have been designed from the beginning to ensure accessibility by all students regardless of ability or disability. Elements of universally designed assessments have been described and research is being conducted to better delineate how to build universally designed assessments.

Validity: The degree to which a test actually measures what it claims to measure. To examine that, researchers look at the extent to which inferences, conclusions, and decisions made on the basis of test scores are appropriate and meaningful. The concept of validity therefore, refers, not to the test, but to the interpretations and uses made from test results. Multiple types of validity evidence can be gathered to support the use of a test for a specific purpose.