Hawai‘i State Assessment Program

A Crosswalk of Accessibility Features

Across State Assessments in Hawai‘i

(Smarter Balanced ELA/Literacy and Math, HSA Science (NGSS), End of Course Exams, KĀ‘EO, HSA Alternate Assessments, ACCESS for ELLs, ACT)

Adapted in part from the
Smarter Balanced Usability, Accessibility, and Accommodations Guidelines
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Introduction

The Hawai'i State Assessment Program (HSAP) strives to provide every student with a positive and productive assessment experience, generating results that are a fair and accurate estimate of each student's achievement. Further, HSAP is building on the Universal Design principles of accessibility for **all** students, including English Learners (ELs), students with disabilities, and with disabilities, but not limited to those groups. It is recognized that the validity of assessment results depends on each and every student having appropriate universal tools, designated supports, and accommodations to remove barriers when needed while still maintaining the constructs being measured by the assessment.

This document was adapted from the Smarter Balanced *Usability, Accessibility, and Accommodations Guidelines* (UAAG). The *Crosswalk of Accessibility Features Across State Assessments in Hawai'i* (*Crosswalk*) is intended to inform the selection and administration of universal tools, designated supports, and accommodations on statewide assessments. The *Crosswalk* is supported by the respective Test Administration Manuals for each of the assessments.

Intended Audience and Recommended Use

The HSAP *Crosswalk of Accessibility Features Across State Assessments* in Hawai'i (CAF) is intended for school-level personnel and decision-making teams, particularly Student Services Coordinators, Test Coordinators, and Individualized Education Program (IEP) teams, as they prepare for and implement statewide assessments in Hawai'i. The *Crosswalk* also provides information for classroom teachers, English development educators, special education teachers, and related services personnel to use in selecting and administering accessibility features for those students who need them in instruction and assessment.

The *Crosswalk* applies to **all** students. It emphasizes an individualized approach to the implementation of assessment practices for those students who have diverse needs and participate in statewide assessments. Sections I, II, and III of this document focus on universal tools, designated supports, and accommodations for the Smarter Balanced English language arts/literacy and mathematics (math) assessments, the Hawai'i State Science (NGSS) Assessments, and the various end-of-course exams.

Hawai'i also conducts the Hawai'i State Alternate Assessments (HSA-Alt), Kaiapuni Assessment of Educational Outcomes (KĀ'EO) Assessments, the ACCESS for ELLs, and the ACT for 11th graders. The universal tools, designated supports, and accommodations for these assessments vary and are sometimes substantially different from those described in Sections I - III of this document. Information related to these additional assessments can be found in Sections IV - VII.

In addition, the *Crosswalk* helps to inform important instructional decisions about accessibility and accommodations for students who participate in the HSAP assessments.

Recognizing the Access Needs of All Students

All students (including students with disabilities, ELs, and ELs with disabilities) are held to the same expectations for participation and performance on HSAP assessments. The expectations meet the requirements of the Every Student Succeeds Act (ESSA) of 2016, the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), and Section 504 of the Rehabilitation Act of 1973 (reauthorized in 2008). Students with the most significant cognitive disabilities (approximately 1% or fewer of the student population) who meet the established criteria will participate in the Hawai'i State Alternate Assessments (HSA-Alt) based on alternate achievement standards. All other students enrolled in:

- Grades 3–8 and 11 are required to participate in the Smarter Balanced mathematics assessment.

- Grades 3–8 and 11 are required to participate in the Smarter Balanced English language/literacy assessment, except for ELs who are enrolled for the first year in a U.S. school. These students, along with other ELs in grades K–12, participate in the WIDA ACCESS for ELLs Assessments.

Note: First year ELs who do not complete the WIDA ACCESS for ELLs Assessments are required to participate in the Smarter Balanced English language/literacy assessment

- Grades 5 and 8, as well as students enrolled in high school biology, are required to participate in the HSAP science assessments.

- Grade 11 students are required to participate in the ACT tests including writing.

The *Crosswalk* was developed in recognition of the diverse characteristics and needs of students who participate in the HSAP assessments. The research-based lessons learned about universal design, accessibility tools, and accommodations played an important role in the development of the *Crosswalk* guidelines.

The conceptual model that serves as the basis for the *Crosswalk* is shown in Figure 1. This figure portrays several aspects of the HSAP assessment features:

- The three categories of supports
  - Universal tools – supports available for all students
  - Designated supports – supports available when indicated by an adult or team (these are called Administrative Considerations on the ACCESS for ELLs)
  - Accommodations – supports available when the need is documented in an Individualized Education Program (IEP) or 504 plan and aligned with the "Recommended Use" guidelines found in this document.

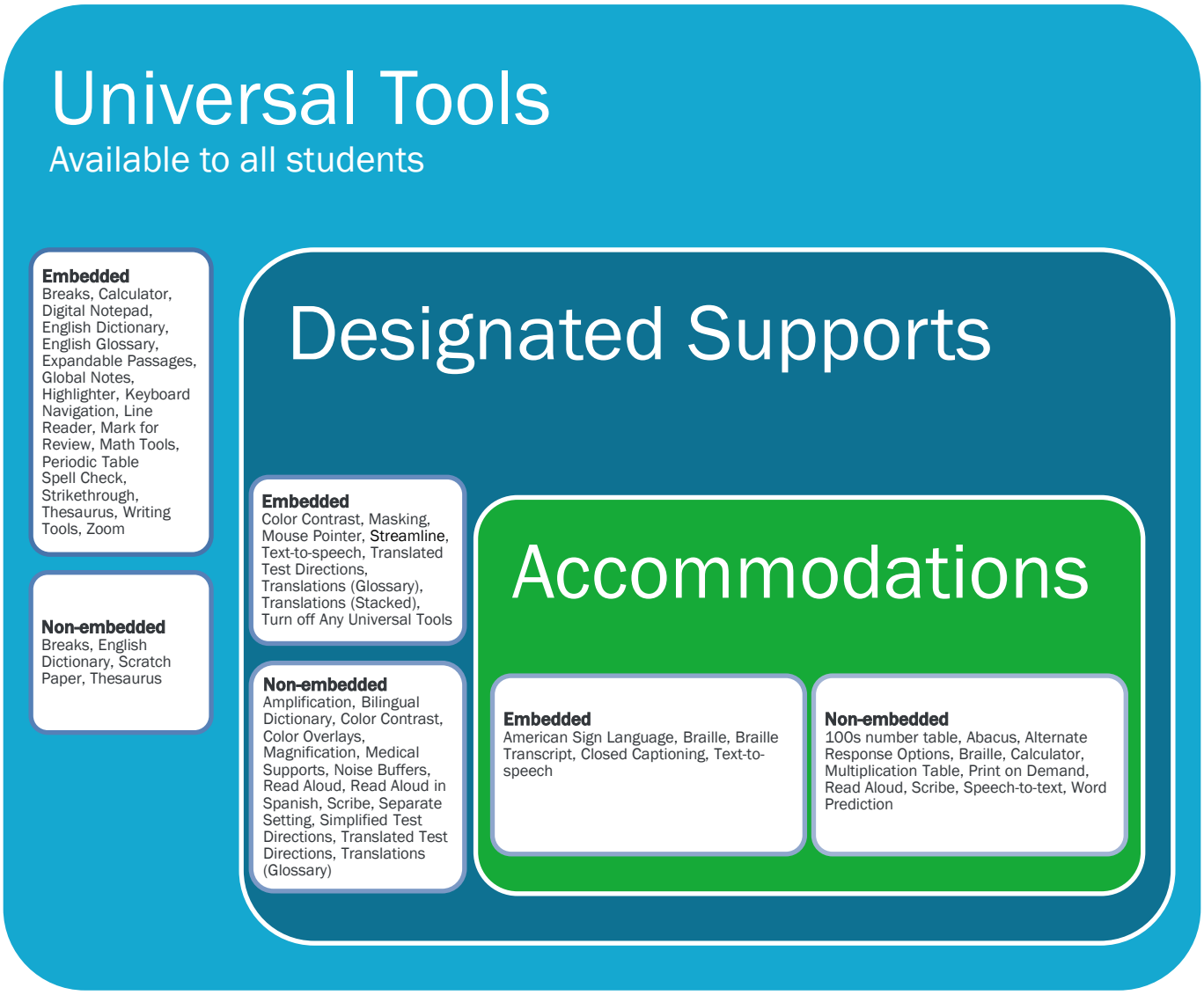
- The supports within each of the three categories (universal tools, designated supports, and accommodations) are either embedded or non-embedded into the test delivery system.
  - Embedded supports – supports provided through the test delivery system such as text-to-speech
  - Non-embedded supports – supports provided outside of the computer test delivery system.

Figure 1 also portrays the additive nature of these three aspects. Universal tools are available to all students, including those receiving designated supports and those receiving accommodations. Designated supports are available to any student for whom the need has been indicated by an educator or team of educators, sometimes with parent/guardian and student input; these can be provided individually or in any combination with or without universal tools for any student. For students with a 504 Plan or IEP, universal tools and designated supports can also be combined with testing accommodations. Accommodations are only available to those students with documentation of the need through a formal plan (i.e., IEP or 504).

A universal tool for one assessment may be an accommodation for another test (see, for example, calculator). Similarly, a designated support may also be an accommodation, depending on the content being assessed (see, for example, text-to-speech, read aloud, and scribe). This approach is consistent with the emphasis that the HSAP places on the validity of assessment results along with accessibility. Universal tools, designated supports, and accommodations for testing all yield valid scores that count as participation in assessments that meet the requirements of ESSA when used in a manner consistent with *Crosswalk* guidelines.

Note: In some cases, an identified instructional accommodation in an IEP, 504 plan, or in the Hawai'i Department of Education's Electronic Comprehensive Student Support System (eCSSS), may be classified as a designated support in the *Crosswalk*. Noise buffers and separate setting are instances of this. Special attention must be given to the description of these supports and their recommendations for use. Further information can be found in Appendix A.

Figure 1: Conceptual Model Underlying the *Crosswalk of Accessibility Features Across Hawai'i State Assessments*



The model recognizes that all students should be held to the same expectations for instruction in grade-level standards adopted by the Hawai'i Board of Education and have available to them universal accessibility features. It also recognizes that some students may have certain characteristics and access needs that require the use of supports and accommodations for classroom instruction/assessment and state testing.

Note: There is a critical connection between accessibility and accommodations provided in classroom instruction/assessment and the accessibility features available during HSAP assessments. Ideally, students and teachers will select, test, and evaluate the efficacy of aligned classroom instruction/assessment supports prior to HSAP test administration. Preparations for state testing should include practice with, and evaluation of the usefulness of available accessibility supports.

Not all classroom supports can be used on HSAP assessments; some classroom supports are not allowed or are strictly limited to maintain the validity of the assessments. This often varies from one test to another depending upon the content being assessed. The *Crosswalk* was created to assist teachers and IEP teams in selecting appropriate and allowable accessibility supports for state testing.

This document presents the current universal tools, designated supports, and accommodations that are available across Hawai'i State assessments. The guidelines ensure that the supports provided do not interfere with the collection of valid and reliable assessment results. A summary of the available universal tools, designated supports, and accommodation is presented in Tables 1, 4, and 7, respectively. More detailed information about each is presented in later sections of this document.

Section I: Universal Tools on Smarter Balanced and Science Assessments and End-of-Course Exams

What Are Universal Tools?

Universal tools are access features of the assessment that are either provided as digitally-delivered components of the test administration system or separate from it. Universal tools are available to all students based on student preference and selection. The Universal Tools are not modifications and all yield valid scores when used in a manner consistent with the *Crosswalk*.

Table 1: Universal Tools on HSAP Assessments

Universal Tools		SB ELA CAT	SB ELA PT	SB Math	HSA Science and Biology EOC	Alg 1 and 2 EOCs
Embedded	Breaks	✓	✓	✓	✓	✓
	Digital Calculator			✓[1]	✓	✓
	Digital Notepad	✓	✓	✓	✓	✓
	English Dictionary		✓			
	English Glossary	✓	✓	✓		
	Expandable Passages and/or Stimuli	✓	✓	✓	✓	✓
	Global Notes		✓			
	Highlighter	✓	✓	✓	✓	✓
	Keyboard Navigation	✓	✓	✓	✓	✓
	Line Reader	✓	✓	✓	✓	✓
	Mark for Review	✓	✓	✓	✓	✓
	Periodic Table				✓	
	Math Tools			✓		✓
	Spell Check	✓	✓			
	Strikethrough	✓	✓	✓	✓	✓
	Thesaurus		✓			
	Writing Tools	✓	✓			
	Zoom	✓	✓	✓	✓	✓
Non-embedded	Breaks	✓	✓	✓	✓	✓
	English Dictionary		✓			
	Scratch Paper	✓	✓	✓	✓	✓
	Thesaurus		✓			

[1] For calculator-allowed items only in SB Math grades 6–8 and 11

Embedded Universal Tools

The HSAP assessments include a wide array of embedded universal tools. These are available to all students as part of the technology platform.

Table 2 lists the embedded universal tools available to all students for the HSAP assessments. It includes a description of each tool. Although these tools are generally available to all students, educators may determine that one or more might be distracting for a particular student, and thus might indicate that the tool should be turned off for the administration of the assessment to the student (see Section II – Designated Supports).

Table 2: Embedded Universal Tools Available to All Students

Universal Tool	Description
Breaks	The number of items per session can be flexibly defined based on the student's need. **Breaks of more than 20 minutes will prevent the student from returning to items already attempted by the student.** There is no limit on the number of breaks that a student might be given. The use of this universal tool may result in the student needing additional overall time to complete the assessment.
Digital Calculator (HSA Science Tests, the Biology 1 EOCs, and for calculator-allowed items only, math grades 6–8, and 11) (See Non-embedded Accommodations for students who cannot use the embedded calculator)	An **embedded on-screen digital calculator** can be accessed for calculator-allowed items when students click on the calculator button. This tool is available only with the specific items for which the item specifications indicated that it would be appropriate. When the embedded calculator is not appropriate for a student (for example, for a student who is blind), the student may use the calculator offered with assistive technology devices (such as a talking calculator or a braille calculator) as a **non-embedded accommodation**. 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.**
Digital notepad (for all assessments)	This tool is used for making notes about an item. The digital notepad is item-specific and is available through the end of the test segment. **Notes are not saved** when the student moves on to the next segment or after a break of more than 20 minutes.
English Dictionary (for ELA-performance task full writes)	An English dictionary **is** available for the full write portion of an ELA performance task. A full write is the second part of a performance task. The use of this universal tool may result in the student needing additional overall time to complete the assessment.
English glossary (for ELA and math assessments in grades 3–8 and 11)	Grade- and context-appropriate definitions of specific construct-irrelevant terms are shown in English on the screen via a pop-up window. The use of this tool may result in the student needing additional overall time to complete the assessment.
Expandable passages (for all assessments)	Each passage or stimulus can be expanded so that it takes up a larger portion of the screen.
Global notes (for ELA performance tasks)	Global notes is a notepad that is available for ELA performance tasks in which students complete a full write. A full write is the second part of a performance task. During the ELA performance tasks, **the notes are retained from segment to segment and saved from one testing session to another** so that the student may go back to the notes even though the student is not able to go back to specific items in the previous segment.
Highlighter (for all assessments)	A digital tool for marking desired text, item questions, item answers, or parts of these with a color. Highlighted text remains available throughout each test segment.
Keyboard navigation (for all assessments)	Navigation throughout the test can be accomplished by using a keyboard.
Line Reader	The student uses an onscreen universal tool to assist in reading by raising and lowering the tool for each line of text on the screen.
Mark for review (for all assessments)	Allows students to flag items for future review during the assessment. Markings are not saved when the student moves on to the next segment or after a break of more than 20 minutes.
Math tools (for select items on math assessments in grades 3–8 and 11)	These digital tools (i.e., embedded ruler, embedded protractor) are used for measurements related to math items. They are available only with the specific items for which the item specifications indicate that one or more of these tools would be appropriate.

Universal Tool	Description
Periodic Table (HSA Science grade 8 and the Biology 1 EOC Exam)	An embedded Periodic Table is available on the HSA Science grade 8 and the Biology 1 EOC Exam.
Spell check (for ELA-performance task full writes only)	Writing tool for checking the spelling of words in student-generated responses. Spell check only gives an indication that a word is misspelled; it does not provide the correct spelling. This tool is available only with the specific items for which the item specifications indicated that it would be appropriate. Spell check is bundled with other embedded writing tools for all performance task full writes (planning, drafting, revising, and editing). A full write is the second part of a performance task.
Strikethrough (for all assessments)	Allows users to cross out answer options. If an answer option is an image, a strikethrough line will not appear, but the image will be grayed out.
Thesaurus (for ELA performance task full writes)	A thesaurus is available for the full write portion of an ELA performance task. A thesaurus contains synonyms of terms while a student interacts with text included in the assessment.
Writing tools (for all assessments)	Selected writing tools (i.e., bold, italic, bullets, undo/redo) are available for all student-generated responses. (Also see spell check.)
Zoom (for all assessments)	A tool for making text or other graphics in a window or frame appear larger on the screen. The default font size for all tests is 14 pt. The student can make text and graphics larger by clicking the *Zoom In* button. The student can click the *Zoom Out* button to return to the default or smaller print size. When using the zoom feature, the student only changes the size of text and graphics on the current screen. To increase the default print size of the entire test (from 1.5X to 3.0X default size), the print size must be set for the student in TIDE or set by the test administrator prior to the start of the test.

Non-embedded Universal Tools

Non-embedded universal tools are tools that are provided outside of the computer test administration system. These tools, shown in Table 3, are to be provided locally for those students and can be made available to any student.

Table 3: Non-embedded Universal Tools Available to All Students

Universal Tool	Description
Breaks (for all assessments)	Breaks may be given at predetermined intervals. At the discretion of the test administrator, students may be allowed to take breaks when individually needed to reduce cognitive fatigue when they experience heavy assessment demands. The use of this universal tool may result in the student needing additional overall time to complete the assessment.
English Dictionary (for ELA-performance task full writes only)	An English dictionary can be provided for the full write portion of an ELA performance task. A full write is the second part of a performance task. The use of this universal tool may result in the student needing additional overall time to complete the assessment.

Universal Tool	Description
Scratch paper (for all assessments) (there are special guidelines for the ELA performance tasks)	Scratch paper to make notes, write computations, or record responses may be made available. Only plain paper or lined paper is appropriate for ELA. Graph paper is required beginning in sixth grade and can be used on all math assessments including the Algebra EOCs. Students taking the HSAP science assessments can be provided with plain paper, lined paper, or graph paper. A whiteboard with marker may be used as scratch paper. Assistive technology devices, including low-tech assistive technology (e.g. Math Window), are permitted to make notes, including the use of digital graph paper. The assistive technology device needs to be familiar to the student and consistent with the child's IEP or 504 plan. **Access to internet must be disabled on assistive technology devices.** With the exception of the ELA Performance Task, all scratch paper must be collected and securely destroyed at the end of each test session to maintain test security. All notes on whiteboards or assistive technology devices must be erased at the end of each CAT session. For ELA **performance tasks**, scratch paper, whiteboards, and/or assistive technology devices may be collected at the end of each session, securely stored, and made available to the student at the next performance task testing session. Once the student completes the performance task, the scratch paper must be collected and securely destroyed, whiteboards should be erased, and notes on assistive technology devices erased to maintain test security.
Thesaurus (for ELA-performance task full writes only)	A thesaurus containing synonyms of terms can be made available to students during the full write which is the second part of ELA performance task. The use of this universal tool may result in the student needing additional overall time to complete the assessment.

Note: Students who are easily distracted may be overwhelmed by some of the universal tools. Disabling any universal tools that might be distracting or that students do not need to use, or are unable to use is allowed as a designated support.

Section II: Designated Supports on Smarter Balanced and Science Assessments and End-of-Course Exams

What Are Designated Supports?

Designated supports, both embedded and non-embedded, for the HSAP assessments are those features that are available for use by **any student for whom the need has been indicated by an educator or team of educators**. A student does not have to have IDEA or 504 status to receive Designated Supports.

The following Designated Supports are not modifications. They all yield valid scores that count as participation in assessments when used in a manner consistent with the *Crosswalk*. It is recommended that a consistent process be used to determine these supports for individual students. All educators making these decisions should be trained on the process and should be made aware of the range of designated supports available and the recommendations for their use.

Table 4: Designated Supports on HSAP Assessments

Designated Supports		SB ELA CAT	SB ELA PT	SB Math	HSA Science and Biology EOC	Alg 1 and 2 EOCs
Embedded	Color Contrast	✓	✓	✓	✓	✓
	Masking	✓	✓	✓	✓	✓
	Mouse Pointer	✓	✓	✓	✓	✓
	Streamline	✓	✓	✓	✓	✓
	Text-to-Speech	✓[1]	✓	✓	✓	✓
	Translated Test Directions			✓		
	Translations (Glossary)			✓		
	Translations (Stacked)			✓		
	Turn off Any Universal Tools	✓	✓	✓	✓	✓
Non-embedded	Amplification	✓	✓	✓	✓	✓
	Bilingual Dictionary		✓[2]		✓	✓
	Color Contrast	✓	✓	✓	✓	✓
	Color Overlay	✓	✓	✓	✓	✓
	Magnification	✓	✓	✓	✓	✓
	Medical Supports	✓	✓	✓	✓	✓
	Noise Buffers	✓	✓	✓	✓	✓
	Read Aloud	✓[3]	✓	✓	✓	✓
	Read Aloud in Spanish			✓		
	Scribe	✓	✓[4]	✓	✓	✓
	Separate Setting	✓	✓	✓	✓	✓
	Simplified Test Directions	✓	✓	✓	✓	✓
	Translated Test Directions	✓	✓	✓	✓	✓
	Translations (Glossary)			✓[5]		

[1] This does not include reading passages. See TTS accommodation for reading passages.
[2] For ELA PT full write only
[3] This does not include reading passages. See Read Aloud accommodation for reading passages.
[4] For all items except the ELA performance task full write. See Scribing accommodation for the performance task full write.
[5] For math items on the paper-pencil test

Note: Designated supports need to be identified prior to assessment administration. Embedded and non-embedded supports must be entered into TIDE. Any non-embedded designated supports must be acquired prior to testing.

Who Makes Decisions About Designated Supports?

Informed adults make decisions about designated supports. Ideally, the decisions are made by all **educators familiar with the student's characteristics and needs**, as well as those supports that the **student has been using during instruction**. Student input to the decision, particularly for older students, is also recommended.

The use of the *Individual Student Assessment Accessibility Profile* (ISAAP) is one process that may be used to determine which designated supports should be available for an individual student. Schools may choose to use another decision-making process. **Regardless of the process used, all embedded designated supports must be activated prior to testing by entering information in the TIDE.**

Embedded Designated Supports

Table 5 lists the embedded designated supports available to all students for whom the need has been indicated. It includes a description of each support along with recommendations for when the support might be needed.

Table 5: Embedded Designated Supports

Designated Support	Description	Recommendations for Use
Color contrast (for all assessments)	Enable students to adjust screen background or font color, based on student needs or preferences. This may include reversing the colors for the entire interface or choosing the color of font and background.	• Students with attention difficulties may need this support for viewing test content. • Students with visual impairments or other print disabilities (including learning disabilities). Choice of colors should be informed by evidence that color selections meet the student's needs.
Mouse Pointer (Size and Color)	Allows the mouse pointer to be set to a larger size and also for the color to be changed.	• Students who are visually impaired and need additional enlargement or a mouse in a different color to more readily find their mouse pointer on the screen will benefit from the Mouse Pointer support. Students who have visual perception challenges will also find this beneficial.
Masking (for all assessments)	Masking involves blocking off content that is not of immediate need or that may be distracting to the student. Students are able to focus their attention on a specific part of a test item by masking.	• Students with attention difficulties may need to mask content not of immediate need or that may be distracting during the assessment. • Students with print disabilities (including learning disabilities) or visual impairments. Masking allows students to hide and reveal individual answer options, as well as all navigational buttons and menus.
Streamline (for all assessments)	This designated support provides a streamlined interface of the test in an alternate, simplified format in which the items are displayed below the stimuli.	• This designated support may benefit a small number of students who have specific learning and/or reading disabilities and/or visual impairment in which the text is presented in a more sequential format. Students should have familiarity interacting with items in streamline format.

Designated Support	Description	Recommendations for Use
Text-to-speech (for science, math, and EOC stimuli and items and ELA items, not for reading passages) (**See Embedded Accommodations for ELA reading passages**)	Text is read aloud to the student via embedded text-to-speech technology. The student is able to control the speed as well as raise or lower the volume of the voice via a volume control.	• Students who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. • Students with reading-related disabilities, or by students who are blind and do not yet have adequate braille skills. • This support will likely be confusing and may impede the performance of students who do not regularly have the support during instruction. • Students who use text-to-speech will need headphones unless tested individually in a separate setting.
Translated test directions (math assessments in grades 3–8 and 11)	Translation of test directions is a language support available prior to beginning the actual test items. Students can see test directions in another language. As an embedded designated support, translated test directions are automatically a part of the stacked translation designated support.	• Students who have limited English language skills can use the translated directions support. • This support should only be used for students who are proficient readers in the other language and not proficient in English.
Translations (glossaries) (math assessments in grades 3–8 and 11)	Translated glossaries are a language support. The translated glossaries are provided for selected construct-irrelevant terms for math. Translations for these terms appear on the computer screen when students click on them. Students with the language glossary setting enabled can view the translated glossary. Students can also select the audio icon next to the glossary term and listen to the audio recording of the glossary.	• Students who have limited English language skills (whether or not designated as ELs or ELs with disabilities) can use the translation glossary for specific items. • The use of this support may result in the student needing additional overall time to complete the assessment.
Translations - Stacked (math assessments in grades 3–8 and 11, **Spanish only**)	Stacked translations are a language support. Stacked translations are available for some students; stacked translations provide the full translation of each test item above the original item in English.	• For students whose primary language is not English and who use dual language supports in the classroom, use of the stacked (dual language) translation may be appropriate. • This support will increase reading load and cognitive load. • The use of this support may result in the student needing additional overall time to complete the assessment.
Turn off any universal tools (for all assessments)	Disabling any universal tools that might be distracting or that students do not need to use, or are unable to use.	• Students who are easily distracted (whether or not designated as having attention difficulties or disabilities) may be overwhelmed by some of the universal tools. Knowing which specific tools may be distracting is important for determining which tools to turn off.

Non-embedded Designated Supports

Some designated supports may need to be provided outside of the digital-delivery system. These supports, shown in Table 6, are to be provided locally for those students unable to use the designated supports when provided digitally.

Table 6: Non-embedded Designated Supports

Designated Support	Description	Recommendations for Use
Amplification	The student adjusts the volume control beyond the computer's built-in settings using headphones or other non-embedded devices.	• Students may use amplification assistive technology (e.g., headphones, FM System, noise buffers, white noise machines) to increase the volume provided in the assessment platform. Use of this resource likely requires a separate setting.
Bilingual dictionary (for HSA Science, EOCs, and the ELA-performance task full writes only)	A bilingual/dual language word-to-word dictionary is a language support. A bilingual/dual language word-to-word dictionary can be provided for HSA Science and the EOCs as well as the full write portion (segment 2) of an ELA performance task.	• For students whose primary language is not English and who use dual language supports in the classroom, use of a bilingual/dual language word-to-word dictionary may be appropriate. • The use of this support may result in the student needing additional overall time to complete the assessment.
Color contrast (for all assessments)	Test content of online items may be printed with different colors.	• Students with attention difficulties may need this support for viewing the test when digitally-provided color contrasts do not meet their needs. • Some students with visual impairments or other print disabilities (including learning disabilities) also may need this support. Choice of colors should be informed by evidence of those colors that meet the student's needs.
Color overlays (for all assessments)	Color transparencies are placed over a paper-based assessment.	• Students with attention difficulties may need this support to view test content. • This support also may be needed by some students with visual impairments or other print disabilities (including learning disabilities). Choice of color should be informed by evidence of those colors that meet the student's needs.
Magnification (for all assessments)	The size of specific areas of the screen (e.g., text, formulas, tables, graphics, navigation buttons, and mouse pointer) as well may be adjusted by the student with an assistive technology device. Magnification allows increasing the size and changing the color contrast, including the size and color of the mouse pointer, to a level not provided for by the Zoom universal tool, color contrast designated support, and/or mouse pointer designated support.	• Students used to viewing enlarged text or graphics, or navigation buttons may need magnification to comfortably view content. • This support also may meet the needs of students with visual impairments and other print disabilities. • The use of this designated support may result in the student needing additional overall time to complete the assessment.

Designated Support	Description	Recommendations for Use
Medical supports	Students may have access to an electronic device for medical purposes (e.g., Glucose Monitor). The device may include a cell phone, and should only support the student during testing for medical reasons.	• Students' health is the highest priority. Use of electronic devices require testing in a separate setting to avoid distractions to other test takers and to ensure test security. The test administrator must closely monitor the use of the device to maintain test security.
Read Aloud (for science, math, and EOC stimuli and items as well as ELA items but not for reading passages) (**See Non-embedded Accommodations for ELA reading passages**)	Text is read aloud to the student by a trained and qualified human reader who follows the administration guidelines provided in the relevant *Test Administration Manuals* and *Guidelines for Read Aloud, Test Reader*. All or portions of the content may be read aloud.	• Students who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. • This support also may be needed by students with reading-related disabilities, or by students who are blind and do not yet have adequate braille skills. • If not used regularly during instruction, this support is likely to be confusing and may impede the performance on assessments. • Readers should be provided to students on an individual basis – not to a group of students. • A student should have the option of asking a reader to slow down or repeat text. • The use of this support may result in the student needing additional overall time to complete the assessment and/or the use of a separate setting.
Read Aloud in Spanish (for mathematics, all grades)	Spanish text is read aloud to the student by a trained and qualified human reader who follows the administration guidelines provided in the *Smarter Balanced Test Administration Manual* and *Guidelines for Read Aloud, Test Reader*. All or portions of the content may be read aloud.	• Students receiving the Translations (stacked) Designated Support and who are struggling readers may need assistance accessing the assessment by having all or portions of the assessment read aloud. • This support also may be needed by students with reading-related disabilities. • If not used regularly during instruction, this support is likely to be confusing and may impede the performance on assessments. • A student should have the option of asking a reader to slow down or repeat text. • The use of this support may result in the student needing additional overall time to complete the assessment and/or the use of a separate setting.

Designated Support	Description	Recommendations for Use
Scribe (for all math and science assessments, including EOCs, and the ELA items, except for the ELA performance task full write). **See Accommodations for the use of scribes for the ELA performance task full write.**	Students dictate their responses to a human who records verbatim what they dictate. The scribe must be trained and qualified, and must follow the administration guidelines provided in the test administration manuals.	• Students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that make it difficult to produce responses may need to dictate their responses to a human, who then records the students' responses verbatim. • The use of this support may result in the student needing additional overall time to complete the assessment.
Separate Setting (for all assessments)	Test location is altered so that the student is tested in a setting different from that made available for most students. This incorporates being seated near the TA, being tested in a small group, and being tested individually.	• Students receiving scribe, read aloud, print on demand, braille, on-site interpreter, and, in some cases, alternate response options as supports will also need the Separate Setting designated support. • Students who are easily distracted in the presence of other students or may distract others, for example, may need an alternate location to be able to take the assessment. • Some students may benefit from being in an environment that allows for movement, such as being able to walk around. • In some instances, students may need to interact with instructional or test content outside of school, such as in a hospital or their home. • The separate setting may be in a different room that allows them to work individually or among a smaller group or to use a device requiring voicing (e.g., a Whisper Phone) or use Amplification. It may also include the use of a calming device or support (e.g. fidgets) as recommended by educators and/or specialists. • The separate setting may be in the same room but in a specific location (for example, away from windows, doors, or pencil sharpeners, in a study carrel, near the test administrator, or in the front of a testing room).

Designated Support	Description	Recommendations for Use
Simplified Test Directions (for all assessments)	The test administrator simplifies or paraphrases the test directions found in the test administration manual according to the Simplified Test Directions Guidelines.	• Students who need additional support understanding the test directions may be provided with Simplified Test Directions as a designated support allowable across the Smarter Balanced, HSA Science Assessments (NGSS), and the End-of-Course exams. This could include students with difficulties in auditory processing, short-term memory, attention, or decoding. • This designated support may require testing in a separate setting to avoid distracting other test takers.
Translated test directions (for all assessments)	PDF of directions translated in each of the languages currently supported. Bilingual adult can read to student.	• Students who have limited English language skills (whether or not designated as ELs or ELs with disabilities) can use the translated test directions. • A bi-literate adult trained in the test administration manual can read the test directions to the student. • The use of this support may result in the student needing additional overall time to complete the assessment.
Translations (glossaries) (for math items, paper/pencil assessment)	Translated glossaries are a language support. Translated glossaries are provided for selected construct-irrelevant terms for math. Glossary terms are listed by item and include the English term and its translated equivalent.	• Students who have limited English language skills can use the translated glossary for specific items. • The use of this support may result in the student needing additional overall time to complete the assessment.

Section III: Accommodations on the Smarter Balanced and Science Assessments and End-of-Course Exams

What Are Accommodations?

Accommodations are changes in procedures or materials that increase equitable access during the HSAP assessments. The following Accommodations are not modifications. Accommodations all yield valid scores that count as participation in the assessments **when used in a manner consistent with the *Crosswalk***. They allow students to show what they know and can do. Both digitally embedded and non-embedded **accommodations** are available for students for whom there is documentation of the need for the accommodations on an Individualized Education Program (IEP) or 504 accommodation plan. One exception to the IEP or 504 requirement is for students who have had a temporary physical injury (e.g., broken hand or arm) that impairs their ability to use a computer. These students may use the speech-to-text or the scribe accommodations (if they have had sufficient experience with the use of these), as noted in this section.

Table 7: Accommodations on HSAP Assessments

Accommodations		SB ELA CAT	SB ELA PT	SB Math	HSA Science and Biology EOC	Alg 1 and 2 EOCs
Embedded	American Sign Language (ASL)	✓[1]		✓[1]		
	Braille	✓	✓	✓	✓	
	Braille Transcript	✓				
	Closed Captioning	✓[2]				
	Text-to-Speech	✓[3]				
Non-embedded	100s Number Table			✓	✓	✓
	Abacus			✓	✓	✓
	Alternate Response Options	✓	✓	✓	✓	✓
	Braille (paper/pencil assessment)	✓	✓	✓		
	Calculator			✓	✓	✓
	Multiplication Table			✓	✓	✓
	Print on Demand	✓	✓	✓	✓	✓
	Read Aloud	✓[3]				
	Scribe	✓	✓[4]			
	Speech-to-Text	✓	✓	✓	✓	✓
	Word Prediction	✓	✓			

[1] For ELA listening items and math items

[2] For ELA listening items

[3] For ELA passages. All other TTS and Read Aloud is under designated supports. For further information see the *Guidelines for Choosing the Text-To-Speech or Read Aloud Accommodations for Reading Passages on the ELA/Literary Summative and Interim Assessments for Students with Disabilities.*

[4] For ELA performance task full write. All other scribing is under designated supports.

Determination of which accommodations an individual student will have available for the assessment is necessary because these accommodations must be made available before administering the assessment by entering information into the TIDE for embedded accommodations, or by ensuring that the materials or setting are available for the assessment for non-embedded accommodations.

Some accommodations could increase cognitive load or create other challenges for students who do not need them or who have not had experience using them. Because of this possibility, **a student's parent/guardian should be aware of the specific accommodations which will be made available on HSAP assessments through a parent/guardian report.** This would ensure that parents/guardians are aware of the conditions under which their child participated in the assessment. Information included in the parent/guardian report **should not be the basis for any educational decisions** (such as eligibility for an Advanced Placement class) **nor for documenting/reporting the use of the accommodation elsewhere** (such as on a transcript).

Who Makes Decisions About Accommodations?

IEP teams and educators make decisions about accommodations for both instruction and statewide assessments. These teams (or educators for 504 plans) provide evidence of the need for accommodations, ensure that the student's needs **fall within the recommendations for use set forth in the *Crosswalk***, and that they are noted on the IEP or 504 plan.

Note: Hawai'i has developed guidelines for the provision of appropriate accommodations on statewide assessments. These guidelines identify accommodations for each assessment that do not invalidate the score if used according to the recommendations for use described in this document and the Smarter Balanced UAAG. **IEP Teams should select, for each assessment, only those accommodations for which a student meets the recommendations for use guidelines.** (Authority: 20 U.S.C. 1412(a)(16)) [72 FR 17781, Apr. 9, 2007]

The IEP team (or educator developing the 504 plan) is responsible for informing the school's Test Coordinator, who will submit the appropriate forms to the HIDOE Assessment Section for verification. The Assessment Section will review all of the available relevant information (e.g. IEPs and 504 plans), including this *Crosswalk* and, if verified, enter the information in the TIDE system.

Embedded Accommodations

Table 8 lists the embedded accommodations available for the HSAP assessments for those students for whom the accommodations are included on an IEP or 504 plan. The table includes a description of each accommodation along with recommendations for when the accommodation might be needed and how it can be used. For those accommodations whose appropriate use may be unclear, a description of considerations about the use of the accommodation is provided.

Table 8: Embedded Accommodations

Accommodation	Description	Recommendations for Use
American Sign Language (ASL) (for listening items on the ELA CAT grades 3–8 and 11 and math items grades 3–8 and 11)	Test content is translated into ASL video. ASL human signer and the signed test content are viewed on the same screen. Students may view portions of the ASL video as often as needed.	• Some students who are deaf or hard of hearing and who typically use ASL may need this accommodation when accessing text-based content in the assessment. • The use of this accommodation may result in the student needing additional overall time to complete the assessment. • For many students who are deaf or hard of hearing, viewing signs is the only way to access information presented orally. • Some students who are hard of hearing will be able to listen to information presented orally if provided with appropriate amplification and a setting in which extraneous sounds do not interfere with clear presentation of the audio presentation in a listening test.

Accommodation	Description	Recommendations for Use
Braille (for all assessments)	A raised-dot code that individuals read with the fingertips. Graphic material (e.g., maps, charts, graphs, diagrams, and illustrations) is presented in a raised format (paper or thermoform). Contracted and non-contracted braille is available; Nemeth code is available for math.	• Students with visual impairments may read text via braille. • Tactile overlays and graphics also may be used to assist the student in accessing content through touch (requires setting Emboss and Emboss Request Type accommodations in TIDE). • Due to limitations with refreshable braille technology and math braille codes, refreshable braille is available only for ELA. • For math, science, and EOCs, braille will be presented via embosser; embosser-created braille can be used for ELA also. For math and ELA, alternative text descriptions are embedded in the assessment for all graphics. • The type of braille presented to the student (contracted or non-contracted) is set in TIDE. • The use of this accommodation may result in the student needing additional overall time to complete the assessment.
Braille Transcript (ELA listening passages)	A braille transcript of the closed captioning created for the listening passages. The braille transcripts are available in the following braille codes: ELA • EBAE uncontracted • EBAE contracted • UEB uncontracted • UEB contracted	• Students may have difficulty hearing the listening portion of the passage and also do not have enough functional vision to read the closed captioning provided for the passage. These students who are visually impaired or blind and deaf or hard of hearing AND who use braille may have access to Braille Transcripts. These students must be registered in TIDE, or members' comparable platform, for both Braille and Closed Captioning. The use of this accommodation may result in the student needing additional overall time to complete the assessment.
Closed captioning (for listening items on the ELA CAT)	Printed text that appears on the computer screen as audio materials are presented.	• Students who are deaf or hard of hearing and who typically access information presented via audio by reading words that appear in synchrony with the audio presentation may need this support to access audio content. • For many students who are deaf or hard of hearing, viewing words (sometimes in combination with reading lips and ASL) is how they access information presented orally. • It is important to note, however, that some students who are hard of hearing will be able to listen to information presented orally if provided with appropriate amplification and a setting in which extraneous sounds do not interfere with clear presentation of the audio presentation in a listening test.

Accommodation	Description	Recommendations for Use
Text-to-speech (reading passages on the ELA CAT grades 3–8 and 11) (TTS is a designated support for the remainder of the ELA CAT and all other HSAP assessments)	Text is read aloud to the student via embedded text-to-speech technology. The student is able to control the speed as well as raise or lower the volume of the voice via a volume control.	• This accommodation is appropriate for a very small number of students. • Text-to-speech for reading passages is available as an accommodation for students whose need is documented in an IEP or 504 plan and supported by strong evidence of the persistence of the disability despite intensive, targeted instruction. • A professionally diagnosed reading disability should indicate the medical condition that causes significant decoding or fluency challenges, e.g., dyslexia. • There should be documentation of the interventions used and formative assessment data on the effect of each intervention. Evidence of a reading-based disability should have been documented in grades K–2, and reflected in such difficulties as difficulty learning letters or letter sounds, difficulty in learning sight words, and difficulty in phoneme blending. • The text-to-speech accommodation for reading passages is intended to provide access to the text, not to make up for being a slow reader. Being a slow reader does not mean that the student should receive the text-to- speech for the Smarter Balanced ELA reading assessment. • Students who use text-to-speech for the reading passages will need headphones unless tested individually in a separate setting.

Non-embedded Accommodations

Table 9 lists the non-embedded accommodations available for the HSAP assessments for those students for whom the accommodations are documented on an IEP or 504 plan. The table includes a description of each accommodation, along with recommendations for when the accommodation might be needed and how it can be used. For those accommodations that may be considered controversial, a description of considerations about the use of the accommodation is provided.

Table 9: Non-embedded Accommodations Available

Accommodation	Description	Recommendations for Use
100s Number Table (grades 4-8 and 11 math)	A paper-based table listing numbers from 1 – 100 available on alohahsap.org for reference.	• Students with visual processing or spatial perception needs may find this beneficial, as documented in their IEP or 504 plan.
Abacus (math grades 3–8 and 11, HSA Science, and EOCs)	This tool may be used in place of scratch paper for students who typically use an abacus.	• Some students, including students with visual impairments or with documented processing impairments, who typically use an abacus may use an abacus in place of using scratch paper.

Accommodation	Description	Recommendations for Use
Alternate response options (for all assessments)	Alternate response options include but are not limited to adapted keyboards, large keyboards, StickyKeys, MouseKeys, FilterKeys, adapted mouse, touch screen, head wand, and switches.	• Students with some physical disabilities (including both fine motor and gross motor skills) may need to use the alternate response options accommodation. • Some alternate response options are external devices that must be plugged into and be compatible with the assessment delivery platform.
Braille (paper/pencil assessment)	A raised-dot code that individuals read with the fingertips. Graphic material (e.g., maps, charts, graphs, diagrams, and illustrations) is presented in a raised format (paper or thermoform). Codes available on paper/pencil: ELA • EBAE uncontracted • EBAE contracted • UEB uncontracted • UEB contracted Mathematics • EBAE uncontracted with Nemeth • EBAE contracted with Nemeth • UEB Contracted with Nemeth • UEB Uncontracted with Nemeth • UEB Contracted with UEB Math • UEB Uncontracted with UEB Math	• Students with visual impairments may read text via braille. Tactile overlays and graphics also may be used to assist the student in accessing content through touch. • The use of this accommodation may result in the student needing additional overall time to complete the assessment.
Calculator (for calculator allowed items only, grades 6–8 and 11)	A non-embedded calculator for students needing a special calculator, such as a braille calculator or a talking calculator, currently unavailable within the assessment platform.	• Students with visual impairments who are unable to use the embedded calculator for calculator-allowed items will be able to use the calculator that they typically use, such as a braille calculator or a talking calculator. • Test administrators should ensure that the calculator is available only for designated calculator items.
Multiplication Table (grades 4–8 and 11 math items)	A paper-based single digit (1–9) multiplication table will be available from alohahsap.org for reference.	• For students with a documented and persistent calculation disability (i.e., dyscalculia).
Print on demand (for all assessments)	Paper copies of either passages/ stimuli and/or items are printed for students. For those students needing a paper copy of a passage or stimulus, permission for the students to request printing must first be set in TIDE. For those students needing a paper copy of one or more items, the help desk must be contacted by the school principal or test coordinator to have the accommodation set for the student.	• Some students with disabilities may need paper copies of either passages/stimuli and/or items. • A very small percentage of students should need this accommodation. • The use of this accommodation may result in the student needing additional time to complete the assessment.

Accommodation	Description	Recommendations for Use
Read Aloud (reading passages on the ELA CAT grades 3–8 and 11) (Read Aloud is a designated support for the remainder of the ELA CAT and all other HSAP assessments)	Text is read aloud to the student via an external screen reader or by a trained and qualified human reader who follows the administration guidelines provided in the *HSA Science (NGSS) and End-of-Course Exams, Smarter Balanced Test Administration Manuals,* and in the *Guidelines for Read Aloud, Test Reader*. All or portions of the content may be read aloud. Members can refer to the *Guidelines for Choosing the Read Aloud Accommodation* when deciding if this accommodation is appropriate for a student.	• This accommodation is appropriate for a very small number of students. Read Aloud for reading passages is available as an accommodation for students whose need is documented in an IEP or 504 plan and supported by strong evidence of the persistence of the disability despite intensive, targeted instruction. • A professionally diagnosed reading disability should indicate the medical condition that causes significant decoding or fluency challenges, e.g., dyslexia. • There should be documentation of the interventions used and formative assessment data on the effect of each intervention. Evidence of a reading-based disability should be documented in such difficulties as difficulty learning letters or letter sounds, difficulty in learning sight words, and difficulty in phoneme blending. • The Read Aloud for reading passages accommodation is intended to provide access to the text, not to make up for being a slow reader. Being a slow reader does not mean that the student should receive the Read Aloud for reading passages accommodation for the Smarter Balanced ELA reading assessment. • Students who use this accommodation will need to be tested individually in a separate setting.
Scribe (full write segment of the ELA/Literacy PT) (Scribe is a designated support for the ELA CAT and segment 1 of the ELA PT as well as all other HSAP assessments)	Students dictate their responses to a human who records verbatim what they dictate. The scribe must be trained and qualified, and must follow the administration guidelines provided in the *Test Administration Manuals* and the *Scribing Protocol*.	• Students who have documented significant motor or processing difficulties, or who have had a recent injury (such as a broken hand or arm) that makes it difficult to produce responses may need to dictate their responses to a human, who then records the students' responses verbatim. • The use of this accommodation may result in the student needing overall additional time to complete the assessment. • For many of these students, dictating to a human scribe is the only way to demonstrate their composition skills. It is important that these students be able to develop planning notes via the human scribe, and to view what they produce while composing via dictation to the scribe.

Accommodation	Description	Recommendations for Use
Speech-to-text (for all assessments)	Voice recognition allows students to use their voices as input devices to the computer, to dictate responses or give commands (e.g., opening application programs, pulling down menus, and saving work). Voice recognition software generally can recognize speech up to 160 words per minute. Students may use their own assistive technology devices. Speech-to-text software requires that the student go back through all generated text to correct errors in transcription, including use of writing conventions.	• Students who have motor or processing disabilities (such as dyslexia) or who have had a recent injury (such as a broken hand or arm) that make it difficult to produce text or commands using computer keys may need alternative ways to work with computers. • For many of these students, using voice recognition software is the only way to demonstrate their composition skills. • Students will need to be familiar with the software, and have had many opportunities to use it prior to testing. • Speech-to-text software requires that the student go back through all generated text to correct errors in transcription, including use of writing conventions; thus, prior experience with this accommodation is essential. • If students use their own assistive technology devices, all assessment content should be deleted from these devices after the test for security purposes.
Word Prediction	Word prediction allows students to begin writing a word and choose from a list of words that have been predicted from word frequency and syntax rules. Word prediction is delivered by a non-embedded software program. The program must use prediction. Functionality such as phrase prediction and next word as well as expanded dictionaries must be deactivated.	• Students who have motor or orthopedic impairments which severely impairs their ability to provide written or typed responses may use word prediction. • Students with moderated to severe learning disabilities that prevent them from recalling, processing, or expressing written language may also use word prediction. • Students will need to be familiar with the software, and have had many opportunities to use it daily.

Additional Accommodation Requests

The accommodations listed in Tables 8 and 9 are intended to address the needs of most students with disabilities; however, occasionally a student may have unique needs that are not addressed through the identified accommodations and supports. If a student is currently receiving an accommodation for classroom instruction or another assessment that is not included in the HSAP accommodations list, the school may request that that accommodation be made available for the student to use on the statewide assessments. This is accomplished by submitting the Additional Accommodation Request Form to the Assessment Section for review.

Section IV: Hawai'i State Alternate Assessments

The Purpose of the Hawai'i State Alternate Assessments

The Hawai'i State Alternate Assessments, commonly referred as the HSA-Alt, is a system of assessments based on alternate academic achievement standards and designed for students with the most significant cognitive disabilities. 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.

The purposes of the HSA-Alt are to maximize access to the general education curriculum for students with significant cognitive disabilities; ensure that all students with disabilities are included in Hawai'i's statewide assessments; and ensure that they are included in the educational accountability system. The results of the assessments can inform instruction in the classroom by providing data that guides decision making. Results from the HSA-Alt also serve to inform stakeholders including parents, schools, complex areas, HIDOE, and community members about student achievement.

The HSA-Alt in ELA, mathematics, and science are typically delivered to students via the online test delivery system, which will be accessed by using the assessment secure browser on an iPad (or other digital device, such as a computer or tablet). A paper/pencil test is available as an accommodation for students with certain disabilities whose needs require the paper form of the answer options resources.

Universal Tools and Accommodations for the HSA-Alt

Universal Tools

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 amount of supports that may be required for access. It is essential that HSA-Alt test administrators provide their students with the supports that they routinely receive during instruction during the HSA-Alt assessment. This critical need is reinforced within the Test Administrator Code of Conduct that establishes the expectation that test administrators for the alternate test provide their students with the supports during summative testing that the students typically have during classroom instruction and assessment. Test Administrators are expected to provide to their students during summative testing any support typically used during classroom instruction and assessment.

Table 10: HSA-Alt Universal Tools

HSA-Alt Universal Tool	Description
Adjust the volume for listening passages	All students can adjust the volume on their 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.

HSA-Alt Universal Tool	Description
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 (embedded)	Text 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).
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.
Calculators	Students who use a calculator during instruction may use the calculator during the administration of the assessment.
Color overlays (Paper/Pencil Form only)	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 (embedded)	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 *ON*.
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 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 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	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.

HSA-Alt Universal Tool	Description
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.
Repetition	Students may have all parts of the assessment presented to them as many times as is necessary, including passages/stimuli, question stem, and response options.
Timing or Scheduling	Students can be tested during their optimal time of day. Scheduling should account for a student who requires frequent breaks and rest periods, over an extended time period.
Translated test directions	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.
Translated test	Students who have limited English language skills and who are provided dual language instructional supports in the classroom may have the **mathematics and science assessments** translated during alternate testing. Translation of the English language arts assessment is not allowed. 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. They must provide a word for word translation not deviating from the presented stimulus, item, and audio script. All translators must sign the *Test Security and Administration Procedures Acknowledgement Form* (*HSA-Alt Test Administration Manual*, Appendix M). The paper/pencil accommodation is required for the administration of a translated test. The use of this support may result in the student needing additional overall time to complete the assessment.
Scratch paper	Scratch paper to make notes, write computations, or record responses may be made available. Assistive technology devices, including low-tech assistive technology (Math Window), are permitted to make notes. The assistive technology device needs to be consistent with the student's IEP or 504 plan. Access to internet must be disabled on assistive technology devices. All scratch paper must be collected and disposed of at the end of each test session to maintain test security. Digital notes entered into an assistive device, if used, need to be deleted.
Separate Setting	Test location is altered so that the student is tested in a setting different from that made available for most students. The HSA-Alt is designed to be primarily administered in a one-to-one setting. Students who are easily distracted in the regular classroom setting, may need an alternate location to be able to take the assessment. Text to Speech is a universal tool for these assessments, therefore students need to either use headphones or be tested in a separate setting. Allow students time to become familiar with the new testing location.

HSA-Alt Universal Tool	Description
Suppress Score	Student test results are not shown on screen at the end of the test; for the HSA-Alt the default position for this universal tool is *OFF* with student results automatically shown on screen when the test is submitted.
Zoom	Students may make test questions, text, or graphics larger by clicking on the Zoom icon that has four levels of magnification; for the HSA-Alt the default level is *Level 1.*

Accommodations

Accommodations for the HSA-Alt do not require the submission of an HSA-Alt Accommodation Verification Form. TAs are able to set the accommodations that their students need directly in TIDE with one exception. The one exception is the Paper/Pencil Form accommodation, which will continue to be set by the Assessment Section after receiving the Paper/Pencil Test Kit Request and verification of student need in their IEP.

All accommodations should continue to be recorded in the IEP. If an 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 Additional Accommodations Verification Request Form found in Appendix H of the *HSA-Alt Test Administration Manual*.

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

Table 11: HSA-Alt Accommodations

HSA-Alt 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 as basis for student response; i.e., TA cannot take orally provided answer on first item and then switch response on the next.
American Sign Language (non-embedded)	Students who cannot hear the audio for the assessment, may have their TA repeat the audio script using American Sign Language. TAs must take care to precisely follow the audio script that is provided for test item component: passage, stimulus, question, and answer option card descriptions.
Calculator	Students who have calculator use documented in their IEP and who regularly use a calculator during instruction must have the calculator available to them during the administration of the assessment. The difference between the Calculator Accommodation and the Calculator Universal Tool is the Calculator Accommodation is specifically listed as an accommodation in the student IEP.

HSA-Alt Accommodation	Description
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. For the paper-and-pencil form 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.
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.
Paper/Pencil Test	Some students with disabilities may be better able to access the assessment with the paper/pencil version of the HSA-Alt rather than the online version. If a student's IEP care coordinator determines the student would be best served by the paper/pencil version of the HSA-Alt, due to his or her specific needs, the student's Test Administrator will need to contact the school's Test Coordinator to order the Paper/Pencil test kit.
Read Aloud	The Read Aloud accommodation may be needed during the assessment for students who require a slower audio delivery speed than is currently available via the online platform. If this accommodation is provided to a student, the in-test audio must first be played for the student via the Test Delivery System 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 make any changes, additions or deletions, intonation, or emphases that might inadvertently lead a student to the correct response. All TAs who deliver the Read Aloud Accommodation during testing must follow the *HSA-Alt Guidelines for Read Aloud, Test Reader* found in the *HSA-Alt Assessments Test Administration Manual.*
Reinforcement System	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 Aides and Services section on the Services page. (Follow student's Behavior Intervention Plan or Behavior Support Plan.)
Scribe	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. The TA must follow the *HSA-Alt Scribing Protocol* and sign the *HSA-Alt Test Security and Confidentiality Form* found in the *HSA-Alt Test Administration Manual.*

HSA-Alt Accommodation	Description
Tactile sensitivity (Paper/Pencil Form only)	Students are provided with an analogous response option with enhanced/reduced features so as to address specific tactile sensitivity: slippery, fuzzy, rough, etc.
Visual Descriptions	Students who are visually impaired may require TA description of charts and graphs in order to access the assessment materials. Descriptions provided must not cue students to the correct answer. Those TAs providing their students with a visual description of charts and graphs must follow the *HSA-Alt Visual Descriptions Protocol* and sign the *HSA-Alt Test Security and Confidentiality Form.*

Section V: Kaiapuni Assessment of Educational Outcomes Assessments

The Purpose of the Kaiapuni Assessment of Educational Outcomes Assessments

Hawai'i has designated Hawaiian as one of its two official state languages. In 1987, HIDOE established the Hawaiian Studies Program and the Hawaiian Language Immersion Program, Ka Papahana Kaiapuni. There are currently 14 Kaiapuni schools where students receive instruction exclusively in Hawaiian through 4th grade, with English introduced in 5th grade. The Kaiapuni Assessment of Educational Outcomes Assessments (KĀ'EO) are assessments developed and delivered in Hawaiian to assess Hawaiian Language Arts and math in grades 3 and 4 and science in grade 5. These assessments comply with student testing requirements stipulated under Every Student Succeeds Act (ESSA).

This assessment is managed and delivered through the University of Hawai'i at Mānoa. The information contained in the tables in this section is summarized from the Test Administration Manual for the Kaiapuni Assessment of Educational Outcomes (KĀ'EO). Those administering the KĀ'EO assessments should consult the full document which can be found at https://kaiapuni-wp.coe.hawaii.edu/kumu/. Students that require additional accommodations as designated in their IEP or Section 504 Plans that are not included in the KĀ'EO test delivery system or as a non-embedded accommodation for the KĀ'EO assessment will be administered the appropriate grade-level Smarter Balanced Summative assessment with the appropriate accommodations.

Universal Tools

Table 12: KĀ'EO Universal Tools

KĀ'EO Universal Tool	Description
Adjust the volume for listening passages	All students can adjust the volume on their headphones for the listening passages.
Designate a question for later review	Students can select any question that they would like to return to for later review.
Mark for Review	Students can select any question that they would like to return to for later review.
Scratch Paper	Any student may use plain sheets of paper to record notes, calculations, or responses.
Visual Progress	There will be a list of the question numbers at the bottom of each test page where students can monitor their progress visually on the screen.
Volume for listening passages	All students can adjust the volume on their headphones for the listening passages.
Zoom	Students can use the magnifier feature in their web browser on the tests to increase the size of the text and graphics including reading passages, items, and response options.

Designated Supports

Table 13: KĀ'EO Designated Supports

KĀ'EO Designated Support	Description
Color Overlays	Enables the student or proctor to adjust the screen background to create a light yellow overlay which covers sections of the screen for focused reading. A student who meets the criteria for the Print on Demand accommodation may place color transparencies over the printed stimuli, items, and answer options in an Assessment if these color transparencies are used during classroom instruction.
Masking (embedded)	Masking involves blocking off content that is not of immediate need or that may be distracting to the student.
Magnification (embedded)	A student may adjust the size of specific areas on the screen, e.g.,text, formulas, tables, graphics, and navigation buttons using the native functionality available on all supported operating systems.
Noise Buffers	A student wears equipment, e.g., ear mufflers, white noise, to block external sounds and will need to wear headphones unless tested individually in a separate setting.
Read Aloud	Students who are struggling readers may have all or portions of an assessment or exam read aloud, e.g., stimuli, and/or items by a trained and qualified TA human reader. The reader should review and adhere to the *Guidelines for Read Aloud, Test Reader* and adjust to ensure that the designated support is provided in Hawaiian.
Scribe	A student who has documented significant motor or processing difficulties, or who has had a recent injury, such as a broken hand or arm, that makes it difficult to produce responses may dictate his or her responses to a trained and qualified TA human scribe who records the responses verbatim. The scribe must independently review the *Scribing Protocol* and adjust to ensure that the designated support is provided in Hawaiian.
Separate Setting	Test location is altered so that the student is tested in a setting different from the setting made available for most students. Four previous settings that were accommodations are included. These are Read Aloud to Self; Being Seated Near TA; Being Tested Individually; and Being Tested in a Small Group.
Simplified Test Directions	This designated support provides a streamlined interface of the test in which the items are displayed below the stimuli. This support may benefit a small number of students who have specific learning and/or reading disabilities and/or visual impairment in which the text is presented in a more sequential format.
Streamline (embedded)	Students who need additional support understanding the test directions may be provided with Simplified Test Directions as a designated. This could include students with difficulties in auditory processing, short-term memory, attention, or decoding. This designated support may require testing in a separate setting to avoid distracting other test takers.
Zoom (embedded)	Functionality to increase the font size for the entire assessment or exam is native to all web browsers supported by this testing application.

Accommodations

Table 14: KĀ'EO Accommodations

KĀ'EO Accommodation	Description
100s Number Table	A table listing numbers from 1–100 is a non-embedded accommodation only for students with visual processing or spatial perception needs as documented in their IEP or 504 plan.
Alternate Response Options	Students with some physical disabilities, including both fine motor and gross motor skills, may need to use adapted keyboards, large keyboards, StickyKeys, MouseKeys, FilterKeys, adapted mouse, touch screen, head wand, and switches.
American Sign Language or Close Captioning	Contact the KĀ'EO Help Desk for more information regarding these accommodations.
Braille	Braille is available. Please contact the KĀ'EO Help Desk if you need more information about this accommodation.
Multiplication Table	A single-digit (1–9) multiplication table is a non-embedded accommodation only for students with a documented and persistent calculation disability.
Paper/Pencil Test	A printed version of the test will be provided upon request.
Print on Request	A student may request printed copies of individual test items and stimuli based on a documented need. A request must be made for this accommodation for a student using the Appendix B form in the Test Administration Manual. Please call the Help Desk for additional information.
Read Aloud for HLA Reading Passages	This accommodation is appropriate for a very small number of students. Read Aloud for reading passages is available as an accommodation for students whose need is documented in an IEP or 504 plan and supported by strong evidence of the persistence of the disability despite intensive, targeted instruction. Text is read aloud to the student by a trained and qualified human reader who follows the administration guidelines provided in Test Administration Manual. The reader should review and adhere to the *Guidelines for Read Aloud, Test Reader* and adjust to ensure that the designated support is provided in Hawaiian.
Scribe (for student essays)	This accommodation is for students who have documented significant motor or processing difficulties, or who have had a recent injury that makes it difficult to produce responses. The student may dictate his or her responses to a trained and qualified TA human scribe who records the responses verbatim. The scribe must independently review the *Scribing Protocol* and adjust to ensure that the designated support is provided in Hawaiian.
Speech to Text	This accommodation is for students who have motor or processing disabilities (such as dyslexia) or who have had a recent injury that make it difficult to produce text or commands using computer keys. Voice recognition allows students to use their voices as input devices to the computer, to dictate responses or give commands (e.g., opening application programs, pulling down menus, and saving work). Students may use their own assistive technology devices. Speech-to-text software requires that the student go back through all generated text to correct errors in transcription, including use of writing conventions.

If a student uses an accommodation that is not listed above, an accommodation can be requested by using the Additional Accommodation Request form.

Section VI: The ACCESS for ELLs

The Purpose of the ACCESS for ELLs

The ACCESS for ELLs Summative Assessment is a secure large-scale English language proficiency assessment administered to Kindergarten through 12th grade students who have been identified as English learners (ELs). ACCESS for ELLs, which meets federal requirements for the monitoring and reporting of ELs' progress toward English language proficiency, is administered annually by HIDOE to all EL students. ELs are assessed in listening, speaking, reading, and writing. The results generate information that assists in determining whether ELs have attained the language proficiency needed to participate meaningfully in content area classrooms, provides HIDOE and schools with information that will help them evaluate the effectiveness of their EL programs, provides teachers with information they can use to enhance instruction and learning in programs for their ELs, and helps students and families understand students' current level of English language proficiency.

The ACCESS for ELLs incorporates Universal Design principles in order to provide greater accessibility for all ELs. The test items are presented using multiple modalities, including supporting prompts with appropriate animations and graphics, embedded scaffolding, tasks broken into chunks, and modeling that uses task prototypes and guides.

This assessment is managed and delivered through ACCESS for ELLs test delivery system. The information contained in the tables in this section is summarized from the 2019-2020 *WIDA Accessibility and Accommodations Supplement*. Those administering the ACCESS for ELLs assessment should consult the full document which can be found at the WIDA portal in the Download Library.

Universal Tools

Universal tools are available to all students taking ACCESS for ELLs, Kindergarten ACCESS for ELLs, WIDA Screener, and Alternate ACCESS for ELLs in order to address their individual accessibility needs. These may either be embedded in the online test or provided by test administrators during testing. Universal tools do not affect the construct being measured on the assessment.

Table 15: ACCESS for ELLs Universal Tools Available to All Students

ACCESS Universal Tool	Description
Audio aids	A tool that the student can use to amplify or diminish sound. Audio aids include amplification devices, noise buffers, and white noise machines. The student uses a noise buffer (e.g., headphones, earbuds) to minimize distraction. Any noise buffer must be compatible with the requirements of the test (i.e., allow the student to hear listening items). **Online test:** Noise canceling headphones or earbuds may be connected to the computer. Headphones needed for testing may not be compatible with some personal audio amplification devices (i.e., hearing aids, cochlear implants). In these situations, the student may participate in online testing by playing the sound through the computer's speakers or external speakers. Students using speakers must be tested in a separate setting in order to not disturb or distract other students. **Paper-based test:** Noise canceling headphones, earplugs, earphones, or other noise buffers not connected to an audio device may be used during paper-based testing for Reading, Writing, and Speaking. For the Listening test, students may need to use the noise buffers connected directly to the device used to play the Listening and Speaking CD. Noise buffers may not be compatible with some oral presentation accommodations such as the Human Reader accommodations.

ACCESS Universal Tool	Description
Color contrast	A tool that the student can use to change the text and background color. **Online test:** This is an embedded tool. **Paper-based test:** See Color overlay
Color overlay	A tool that the student can use that changes the contrast between the text and the background color. **Online test:** This is an embedded tool. Students may also use external color overlays provided by the school or student. **Paper-based test:** Students may use a full page or a partial page semi-transparent color overlay (e.g., a color acetate transparency).
Highlighters, colored pencils, or crayons	A tool that the student can use to mark specific text. **Online test:** This is an embedded tool. **Paper-based test**: Students can use their preferred writing tool(s) to mark specific text in the test booklet.
Keyboard Navigation	A tool that the student can use to change to different areas of the online test screen or move from screen to screen. **Online test:** Navigation throughout the test can be accomplished by using a keyboard in place of a mouse. Keyboard navigation does not allow for manipulation of embedded tools. TAB order: highlighter, magnification, line guide, pause, help, options, next. See Appendix B for Keyboard Shortcuts. **Paper-based test:** Does not apply.
Line guide or tracking tool	A tool that the student can use to guide his or her eyes while reading text on the computer screen. **Online test:** After selecting the Line Guide button found at the bottom of the screen, a light blue rectangle will appear in the upper-right portion of the screen. Students select the light blue rectangle and drag it to position and move the line guide. **Paper-based test:** Students use the tracking tool they typically use during instruction (e.g., note card, bookmark, cut out sentence highlighting strip).
Low-vision aids or magnification devices	A tool that the student can use to increase the size of graphics and text. Online test: **Online Test:** After selecting the magnifier button, students may enlarge the test content by choosing 1.5x or 2.0x. **Paper-based test**: Students will use their low vision device with a regular or large print paper-based form. Student answers in the test booklet. Transcription is required if the student answers in the large print test booklet.
Sticky notes	A tool that the student can use to make notes while preparing responses on the Writing test. **Online test:** Students select the sticky notes button located at the bottom of the screen and a blank box pops-up on screen. Students may type notes in the box. Sticky notes do not maintain content between screens. **Paper-based test:** See Scratch paper.

ACCESS Universal Tool	Description
Scratch paper	A tool that the student can use for notes, drafts, and diagrams. The student receives one sheet (or more as needed) of scratch paper with a pencil, pen, or marker. Scratch paper can be a blank sheet, grid paper, wide-ruled paper, or braille paper No graphic organizers may be provided. Test administrators must collect and securely dispose of used scratch paper and completely erase whiteboards at the end of each test domain to maintain test security.

Some universal tools may need to be provided outside of the computer test administration system.

Administrative Considerations

Administrative determinations can be made available to any EL student as long as test security is not compromised and the requirements are met regarding testing conditions and environment. Administrative considerations do not change what the test items are designed to measure or the way test scores are interpreted. These are similar to the Designated Supports available for the Smarter Balanced and other HSAP assessments.

Table 16: ACCESS for ELLs Administrative Considerations

ACCESS Administrative Considerations	Description
Adaptive and Specialized Equipment or Furniture	Some students may require specialized equipment or furniture including (but not limited to) special seating, weighted vests, fidget tools, noise reducing headphones, specialized lighting or acoustics, or adaptive keyboards. Students who routinely use adaptive or specialized furniture or equipment should have access to these during testing. If other students in the testing environment are familiar with the furniture/ equipment being used (so it is not deemed a disruption to others), students using the furniture/equipment may test alongside other students, rather than in a separate environment.
Alternative Microphone	Students may feel uncomfortable speaking into the microphone attached to the headset. Students may use an alternate microphone such as a microphone built into the computer or one that attaches to the device using a USB port. Students may also need to be tested in a separate environment in order not to distract other students.
Familiar Test Administrator	Students may feel more comfortable with a known test administrator. All test administrators are required to be trained and certified to administer the test.
Frequent or Additional Supervised Breaks	Students may take breaks as needed. Frequent breaks refers to multiple, planned, short breaks during testing based on a student's specific needs (e.g., fatigues easily, overly anxious).
Individual or Small Group Setting	Students may be tested individually or in small groups so long as the environment is a secure and safe environment and monitored by a proctor.
Monitor placement of responses in the test booklet or onscreen	Test administrators may monitor response placement to ensure that the student is marking the answer in the correct location for the problem the student intends to answer. For example, a student may accidentally skip a question in the test booklet or may not use the correct keyboard navigation (e.g., the student used the "tab" rather than the arrow keys to navigate), resulting in a changed answer. The test administrator may not assist the student in any way with respect to the content of the item or selecting the correct response.

Participate in different testing format (paper vs online)	Students may participate in the assessment using a different format from their peers. Hawai'i administers computer-based assessments; however, paper-based assessment may be made available to a student for a variety of reasons. In these circumstances, using the paper-based test should be considered.
Read Aloud to Self	A student may read the assessment aloud to him/herself. Devices, such as "whisper phones," may also be used. The student should be tested in an environment separate from other students.
Short Segments	In rare instances, students may need longer breaks than provided through the **Frequent or Additional Supervised Breaks** administrative procedures. In these cases, the assessment may be given in short segments. If needed, it is recommended that the student participate in paper-based administration, if allowable by state policy. Students would have their test materials collected by the test administrator after each segment and resume testing at a later time. A language domain should be completed within one school day. NOTE: The scheduled breaks should be determined before the day of testing and based on the use of scheduled breaks during classroom instruction and classroom testing.
Specific Seating	Students may be seated in a specific location in the testing environment. However, students must be positioned in a suitable manner for testing and visible to the test administrator.
Verbal praise or tangible reinforcement for on task or appropriate behavior	It may be appropriate to provide students positive reinforcement during testing. *Reinforcement may not depend on the accuracy of the student's response.* Feedback may be given after item completion, at check-ins, or upon section completion, as appropriate for the student. Verbal feedback may include phrases such as "Good job", "Very good", "Nice job", and "Okay."
Verbally redirect student's attention to the test (English or Native Language)	Test administrators may verbally redirect the student's attention to the test when the student is demonstrating off task behaviors. Care must be taken not to coach or assist the student. Verbal redirection should be provided quietly without disturbing other students in the testing environment.

Accommodations

Accommodations during ACCESS for ELLs and Alternate ACCESS for ELLs are available only to ELs with disabilities when specified in the student's IEP or 504 Plan, and only when the student requires the accommodation(s) to participate in the assessment meaningfully and appropriately. Decisions about accommodations appropriate for all four domains of the ACCESS for ELLs assessment– Listening, Reading, Speaking, and Writing – should be based on the needs of individual students, rather than based on the nature or disability type. IEP teams and 504 plan committees make decisions about accommodations. Accommodation decisions may not be made unilaterally by a teacher or other school employee outside of the IEP process.

Students should typically receive only those accommodations that are in use for daily instruction (with rare exceptions) and that are needed in order to participate meaningfully in the English language proficiency assessment. The appropriate use of accommodations for ELs with disabilities should ensure (or at least increase the likelihood) that the student's disability will not prevent the student from demonstrating his or her English language proficiency during the assessment. Accommodations do not reduce learning expectations, and may not be used to compensate for a student's lack of knowledge and/or skills, or because of a lack of appropriate instruction in (or lack of access to) complex academic language associated with any content area. Neither should accommodation selection be based on a "more-is-better" approach in an attempt to provide every possible advantage on the assessment, nor should students be provided with unnecessary accommodations. An abundance of unnecessary accommodations may actually hinder the student's performance.

Table 17: ACCESS for ELLs Accommodations

ACCESS Accommodation	ACCESS for ELLs Test Domains				Key Information
	Listening	Reading	Speaking	Writing	
Extended testing of a test domain multiple days (EM)	✓	✓	✓	✓	Must provide written request and evidence supporting the need due to a student's illness, disability, or extended interruption in testing, to the state assessment office.
Extended Speaking test response time (ES)	N/A	N/A	✓	N/A	This feature provides twice the programmed time to complete. Must be pre-selected in AMS.
Extended testing time within the school day (ET)	✓	✓	N/A	✓	Listening, Reading and Writing domains may have until the end of the school day. Speaking domain see ES.
Human reader for response options (HR)	✓	No	N/A	N/A	The reader must read answer choice text exactly as it appears on screen.
Human reader for repeat of response options one time (RR)	✓	No	N/A	N/A	Option to repeat 1x only. The reader must read text exactly as it appears on screen.
Interpreter signs test directions in ASL (SD)	✓	✓	✓	✓	Directions refer to administration logistics, test directions and practice items provided prior to the first test item.
Manual control of item audio (MC)	✓	No	✓	✓	Allows the play button to be enabled by the student one time but cannot be paused or stopped. Must be pre-selected in AMS.
Repeat item audio (RA)	✓	No	✓	✓	Listening audio may be repeated only one time. Speaking and Writing audio can be repeated multiple times. Must be pre-selected in AMS.
Scribed response (SR)	✓	✓	N/A	✓	For students who are unable to write due to a disability. TA types student responses as the student dictates responses directly into the test platform.
Student responds using a recording device, which is played back and transcribed by the student (RD)	N/A	N/A	N/A	✓	Student uses a recording device to respond; and then the student transcribes the response into the test.

ACCESS Accommodation	ACCESS for ELLs Test Domains				Key Information
	Listening	Reading	Speaking	Writing	
Test may be administered by school personnel in non-school setting (NS)	✓	✓	✓	✓	For students who are enrolled but unable to attend school due to hospitalization or other extended absence during the testing window. Must be approved by SEA.
Word processor or similar keyboarding device to respond to test items (WD)	✓	✓	N/A	✓	Responses must be transcribed verbatim onscreen as soon as possible after testing by TA.

Table 18: ACCESS for ELLs Accommodations–Paper Testing

ACCESS Accommodation	ACCESS for ELLs Test Domains				Key Information
	Listening	Reading	Speaking	Writing	
Braille with Tactile Graphics (Braille Writer/Braille Note-taker)	✓	✓	No	✓	(Grades 1- 12) Must be ordered in either contracted or uncontracted UEB.
Extended testing of a test domain multiple days (EM)	✓	✓	✓	✓	Must provide written request and evidence supporting the need due to a student's illness, disability, or extended interruption in testing, to the state assessment office.
Extended Speaking test response time (ES)	N/A	N/A	✓	N/A	This feature provides twice the recommended time to complete.
Extended testing time within the school day (ET)	✓	✓	N/A	✓	Listening, Reading and Writing domains may have until the end of the school day. Speaking domain see ES.
Human reader for items (HI)	✓	No	✓	✓	The reader must read item text exactly as it appears in the test book. Dialogue in the Listening and Speaking Human Reader Accommodation Script may require two trained Test Administrators.
Human reader for response options (HR)	✓	No	N/A	N/A	The reader must read answer choice text exactly as it appears in the test booklet.
Human reader for repeat of test items (RI)	✓	No	✓	✓	Oral repetition of Listening, Speaking, and Writing test items by in- person human reader. Listening items may be repeated only one time.

ACCESS Accommodation	ACCESS for ELLs Test Domains				Key Information
	Listening	Reading	Speaking	Writing	
Human reader for repeat of response options one time (RR)	✓	No	N/A	N/A	Option to repeat one time only. The reader must read text exactly as it appears in the test booklet.
Interpreter signs test directions in ASL (SD)	✓	✓	✓	✓	Directions refer to administration logistics, test directions and practice items provided prior to the first test item.
Large Print (LP)	✓	✓	✓	✓	18 point font. Responses must be transcribed.
Manual control of item audio (MC)	✓	No	✓	✓	Allows the TA to ask if the student is ready before each item audio is played.
Repeat item audio (RA)	✓	No	✓	✓	TA may repeat item audio files. Listening items may be repeated only one time. Speaking items can be repeated multiple times.
Scribed response (SR)	✓	✓	N/A	✓	For students who are unable to write due to a disability. TA writes student responses as the student dictates responses directly into the test book during testing.
Student responds using a recording device, which is played back and transcribed by the student (RD)	N/A	N/A	N/A	✓	Student uses a recording device to respond; and then the student transcribes the response into the test.
Test may be administered by school personnel in non-school setting (NS)	✓	✓	✓	✓	For students who are enrolled but unable to attend school due to hospitalization or other extended absence during the testing window. Must be approved by SEA.
Word processor or similar keyboarding device to respond to test items (WD)		✓	N/A	✓	Responses must be transcribed verbatim in test booklet as soon as possible after testing by TA.

Table 19: ACCESS for ELLs Accommodations–Kindergarten Testing

ACCESS Accommodation	ACCESS for ELLs Test Domains				Key Information
	Listening	Reading	Speaking	Writing	
Interpreter signs test directions in ASL (SD)	✓	✓	✓	✓	Directions refer to administration logistics, test directions and practice items provided prior to the first test item.
Large Print (LP)	✓	✓	✓	✓	Response options may be further enlarged at the local level if allowable per state policy. All student response booklets, storybook, and cards are already in 18 point font or larger.
Scribed response (SR)	N/A	N/A	N/A	✓	For students who are unable to write due to a disability. TA writes student responses as the student dictates responses directly into the test book during testing.
Test may be administered by school personnel in non-school setting (NS)	✓	✓	✓	✓	For students who are enrolled but unable to attend school due to hospitalization or other extended absence during the testing window. Must be approved by SEA.
Word processor or similar keyboarding device to respond to test items (WD)	✓	✓	N/A	✓	Responses must be transcribed verbatim in test booklet as soon as possible after testing by TA.

Alternate ACCESS for ELLs

An ELL who is identified with a significant cognitive disability, who is unable to take ACCESS for ELLs, even with accommodations, should be considered for Alternate ACCESS for ELLs. Alternate ACCESS for ELLs is intended for ELLs with significant cognitive disabilities who participate, or who would be likely to participate, in their state's alternate content assessment(s). Alternate ACCESS for ELLs is available for grade level clusters 1–2, 3–5, 6–8, and 9–12.

WIDA-recommended participation criteria for Alternate ACCESS for ELLs include:

- The student is classified as ELL.
- The student has a significant cognitive disability and receives special education services.
- The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade- and age-appropriate curriculum.
- The student is or will be participating in his or her statewide alternate assessment based on alternate achievement standards.

Administrative procedures of Alternate ACCESS for ELLs incorporate the following; therefore, they do not need to be recorded in WIDA AMS or on the student test booklet:

- Extended testing of a test domain over multiple days
- Extended Speaking test response time
- Extended testing time within the school day

- Human Reader for items
- Human Reader for response options
- Human Reader for repeat of paper-based test items
- Human Reader for repeat of response options one time

Table 20: Alternate ACCESS for ELLs Accommodations

Accommodation	ACCESS for ELLs Test Domains				Key Information
	Listening	Reading	Speaking	Writing	
Extended testing of a test domain multiple days (EM)	N/A	N/A	N/A	N/A	Allowable per administration procedures
Extended Speaking test response time (ES)	N/A	N/A	N/A	N/A	Untimed
Extended testing time within the school day (ET)	N/A	N/A	N/A	N/A	Untimed
Human reader for items (HI)	N/A	N/A	N/A	N/A	Embedded in administration procedures
Interpreter signs test directions in ASL (SD)					Directions refer to administration logistics, test directions and practice items provided prior to the first test item.
Large Print (LP)					Response options may be further enlarged at the local level if allowable per state policy.
Scribed response (SR)	N/A	N/A	N/A		For students who produce text by means other than a pencil.
Test may be administered by school personnel in non-school setting (NS)					For students who are enrolled but unable to attend school due to hospitalization or other extended absence during the testing window. Must be approved by SEA.
Word processor or similar keyboarding device to respond to test items (WD)			N/A		Responses must be transcribed verbatim in paper test booklet after testing by TA. For Writing test, spell and grammar checker, dictionary/ thesaurus, and access to Internet must be turned off. Delete once finished.

Section VII: The ACT

The HIDOE offers the ACT with Writing College and Career Readiness Assessments on a statewide basis for all grade 11 students. This enables secondary public and public charter schools to monitor and measure student progress toward readiness for post-secondary opportunities. The assessment assesses college and career readiness in language arts, including reading and writing, mathematics, and science content knowledge and skills. Schools may also choose to administer either the online or paper versions of the assessments.

This assessment is managed and delivered by ACT. Those administering the ACT should consult the: Accommodations and English Learner Supports document; and ACT Policy for English Learners Supports Documentation.

The ACT identifies three categories of accommodations for students: local test arrangements, which may be provided to any examinee with an identified need; ACT-Approved accommodations, which change the testing situation but still allow for results to be reported to colleges and other agencies; and Non-College Reportable accommodations, which yield results that can be used for state and school purposes but will not be available to be reported to colleges and other agencies.

Table 21: ACT Local Test Arrangements

Local Test Arrangements
Paper Testing: • wheelchair accessible room • seating near the front of room • irlen filters/color overlays • individual or small group testing • food, drink, or access to medication for examinees with medical needs • written verbal instructions and visual notification of time • sign language interpreter (not a relative, not for test items) • examinee circling multiple-choice answers in the test booklet and staff transferring answers to an answer document
Online Testing • wheelchair accessible room • seating near the front of room • individual or small group testing • food, drink, or access to medication for examinees with medical needs • written verbal instructions and visual notification of time • sign language interpreter (not a relative, not for test items) • use of an answer eliminator • answer masking • browser zoom • keyboard navigation • line reader magnifier

ACT-approved accommodations are available for examinees with a professional diagnosis and a current Individualized Education Program (IEP), Section 504 Plan, or official accommodations plan.

Table 22: ACT-Approved Accommodations

ACT-Approved Accommodations
Paper and Online Testing • double time over multiple days • triple time over multiple days • standard time over multiple days • single session with authorized stop-the-clock breaks • time-and-a-half, single session, self-paced • time-and-a-half over multiple days • standard time for multiple- choice tests and double time for writing test, single session
Paper Only • braille (EBAE and UEB), large type, DVDs, or a reader • scribe or computer for the writing test • scribe to grid multiple-choice answers, if examinee is not able to circle answers in the test booklet
Online Only
• text-to-speech

Non-college reportable accommodations are available for examinees with an IEP, Section 504 Plan, official accommodations plan, or exceptions statement; those whose request for ACT-approved accommodations cannot be approved; and, those receiving services solely for limited English proficiency.

Table 23: ACT-Non-College Reportable Accommodations

Non-College Reportable Accommodations

Paper Testing
• more than standard time on the multiple-choice, and/or writing test
• testing over multiple days
• additional or stop-the-clock breaks
• alternate formats or response modes:
  • large type, DVDs, or a reader
  • scribe or computer for the writing test
  • scribe to grid multiple-choice answers, if examinee is not able to circle answers in the test booklet
  • translation into a foreign language, if included in your testing program
 	
Online testing is not available for students with accommodations in the non-college reportable category.

ACT has adopted the following guiding principles for responding to requests from examinees identified as English learners for test supports:

1. Requirements and procedures for test supports must ensure fairness for all examinees, both those seeking supports and those testing under standard conditions.
2. Supports must be appropriate and reasonable for those with English learner needs.
3. Documentation of English learner status must meet guidelines established herein. Examinees must provide information about prior supports received in a similar setting, such as in academic classes and other testing situations.

Table 24: ACT-Approved English Learner Supports

ACT-Approved English Learner Supports

Criteria for Establishing English Learner Status
 	
ACT follows criteria outlined in federal law for establishing English learner status, mainly criteria identified in the Every Student Succeeds Act (ESSA). To be eligible for supports on the basis of English learning needs, an examinee must provide proof of one or more of the following:
 	
• Difficulties in speaking, reading, writing, or understanding the English language that result in:
  • An inability to meet challenging state academic standards
  • An inability to successfully achieve in classrooms where the language of instruction is English
  • An inability to participate fully in society
• Enrollment in an English Language program at a school located within the United States
• Receipt of the requested supports on classroom tests via a formalized plan
• Results from an appropriate English language assessment that demonstrate the examinee's limited language proficiency

ACT-Approved English Learner Supports
 	
• English learners may utilize one or all of following supports if approved by ACT:
  • Extended Time, not to exceed time-and-a-half
  • Approved word-to-word bilingual dictionary (no definitions)
  • Test directions in the native language
  • Testing in a familiar environment/small group

Appendices

Appendix A: Comparison of the eCSSS Accommodations for Statewide Assessments and HSAP Tools, Supports, and Accommodations

It should be noted that, in some cases, an identified "accommodation" in an IEP or 504 plan, for example in the Hawai'i Department of Education's Electronic Comprehensive Student Support System (eCSSS), may be classified as a "designated support" in the *Crosswalk*.

eCSSS Accommodations for Statewide Assessments	HSAP Tools, Supports, and Accommodations
American Sign Language (ASL)	ASL is available as an **accommodation** for the grades 3–8 and 11 math assessments and for listening items on the grades 3–8 and 11 ELA assessments.
Braille Version	Braille is available as an **accommodation** for all HSAP assessments. Further information can be found in this *Crosswalk*.
Closed Captioning	Close Captioning is available as an **accommodation** for listening items on the grades 3–8 and 11 ELA assessments.
Streamline	Streamline is an available **designated support** for all HSAP assessments.
Text-to-Speech	Text-to-Speech is available to all students with a demonstrated need, including those with IEP and 504 plans, as designated support which allows all parts of the test, except, ELA Reading passages to be "spoken" aloud to the student. The Text-to-Speech **accommodation for reading passages** is available on the grades 3–8 and 11 ELA CAT to students whose need is documented in an IEP or 504 plan and supported by strong evidence of the persistence of the disability despite intensive, targeted instruction. A professionally diagnosed reading disability should indicate the medical condition that causes significant decoding or fluency challenges, e.g., dyslexia. The text-to-speech **accommodation** is intended to provide access to the text, not to make up for being a slow reader. Being a slow reader does not mean that the student should receive the text-to-speech for the Smarter Balanced ELA reading assessment.
Abacus	The abacus is an **accommodation** available for the math and science assessments including the Biology, Algebra 1 and Algebra 2 EOCs.
Alternate Response Options	Alternate Response Options are allowed as an **accommodation** for all HSAP assessments.
Calculator (grades 6 and above)	The calculator **accommodation** is available on the grades 6–8 and 11 mathematics assessments, Algebra 1 and Algebra 2 EOCs for students with visual impairments. They typically use a braille calculator or a talking calculator. Test administrators should ensure that the calculator is available only for designated calculator items.
Multiplication Table (grades 4 and above)	The Multiplication Table **accommodation** is available to students with a documented and persistent calculation disability (i.e., dyscalculia) for the grades 4-8 and 11 mathematics assessments, grades 4 and 8 science assessments, and the Biology, Algebra 1 and Algebra 2 EOCs.
Noise Buffers	Noise Buffers are a **designated support** which can be provided to any student with a demonstrated need including those with IEPs and 504 plans.
Print on Demand	The Print on Demand is an **accommodation** available for all HSAP assessments.

eCSSS Accommodations for Statewide Assessments	HSAP Tools, Supports, and Accommodations
Read Aloud	Read Aloud is available to **all students with a demonstrated need**, including those with IEP and 504 plans, as **a designated support** which allows all parts of the test **except** ELA Reading passages to be read aloud to the student. The **Read Aloud accommodation expands the level of support provided by the Read Aloud designated support to include reading passages.** With this accommodation all parts of the test are read aloud to the student. The accommodation is available on the grades 3–8 and 11 ELA CAT to students whose need is documented in an IEP or 504 plan and supported by strong evidence of the persistence of the disability despite intensive, targeted instruction. A professionally diagnosed reading disability should indicate the medical condition that causes significant decoding or fluency challenges, e.g., dyslexia. The Read Aloud accommodation is intended for students who cannot read and who are no longer receiving reading support and intervention. This group of students is extremely small and the accommodation should only be provided in narrowly defined and limited cases. It is not intended to make up for being a slow reader. Being a slow reader does not mean that the student should receive Read Aloud for the Smarter Balanced ELA reading assessment.
Scribe	Scribing is available as a **designated support** on all HSAP assessments **except** writing items on the grades 3–8 and 11 ELA Performance Tasks to all students, including those with IEP and 504 plans, with a demonstrated need, including those with IEP and 504 plans, Scribing is available as an **accommodation for writing items on the grades 3–8 and 11 ELA Performance Tasks** for students who have significant motor or processing difficulties, or who have had a recent injury. Scribing is not normally intended as an accommodation for students who struggle with representing and organizing their thoughts in written formats.
Speech to Text	Speech to Text is allowed as an **accommodation** for all HSAP assessments.
HSA SCI, EOC Seated near TA	Separate Setting, which includes being seated near the TA, being tested in a small group, and being tested individually, is a **designated support** which can be provided to any student with a demonstrated need. The student may or may not have an IEP or 504 plan; this is not part of the requirement.

Appendix B: Related Resources

The following related resources can be found at alohahsap.org in the Accessibility and Accommodations folder on the Resources page.

Assistive Technology Manual Sample Printer Output File (PRN) Sample Braille Ready Format (BRF) File	This manual provides information on administering the Hawai'i Statewide Assessments to students who require the use of any assistive technologies, includes Braille students. Sample BRF and PRN files are available for configuring printing software.
Guidelines for Choosing TTS or Read Aloud Accommodations	This document describes the guidelines for choosing the text-to-speech or read aloud accommodation for reading passages on the ELA/Literacy Summative and Interim Assessments for students with disabilities.
Guidelines for Read Aloud, Test Reader	When a student is unable to use text-to-speech as an embedded designated support or embedded accommodation due to other learning needs, the student may be eligible to use the non-embedded read aloud designated support or non-embedded read aloud accommodation that requires a test reader for the Smarter Balanced Assessments, Hawai'i State Science (NGSS) Assessments (HSA Science [NGSS]), and End-of-Course (EOC) Exams.
Guidelines for Simplified Test Directions	These guidelines are intended for Test Administrators for implementation of the newly added Smarter Balanced designated support, Simplified Test Directions.
Instructions for Using Embedded Glossaries	This document provides instructions for Test Administrators and students to access the embedded glossaries.
Scribing Protocol	Scribes are allowable for Smarter Balanced ELA/Literacy and Mathematics Assessments, Hawai'i State Science (NGSS) Assessments (HSA Science [NGSS]), and End-of-Course (EOC) Exams as a **documented non-embedded designated support for non-ELA writing items and a documented non-embedded accommodation for ELA writing items**.
Smarter Balanced 100s Number Table	A table listing numbers from 1–100 is a non-embedded accommodation for **grades 4 and above** mathematics items. The 100s number table is to be used **only** for students with visual processing or spatial perception needs as documented in their IEP or 504 plan. This table may be printed **only** for students approved for this accommodation. Please see the Smarter Balanced Summative Test Administration Manual for additional information on requesting this accommodation.
Smarter Balanced Multiplication Table	A single-digit (1–9) multiplication table is a non-embedded accommodation for **grades 4 and above** mathematics items. The multiplication table is to be used **only** for students with a documented and persistent calculation disability. This table may be printed **only** for students approved for this accommodation. Please see the Smarter Balanced Summative Test Administration Manual for additional information on requesting this accommodation.
Translated Test Directions: English Language Arts (ELA)	These documents are the Smarter Balanced **English Language Arts/Literacy (ELA)** Test Administration Directions translated into foreign languages. For a language that is not listed, a word document template is available for a translator to fill out and provide to a student.

Translated Test Directions: Mathematics	These documents are the Smarter Balanced **Mathematics** Test Administration Directions translated into foreign languages. For a language that is not listed, a word document template is available for a translator to fill out and provide to a student.
Usability, Accessibility, and Accommodations Guidelines	These guidelines present the current universal tools, designated supports, and accommodations adopted by the Smarter Balanced states to ensure valid assessment results for all students taking its assessments.

The following resources can be found on the websites of the agencies administering the KĀʻEO, Access for ELLs, and ACT assessments.

KĀʻEO	The Test Administration Manual for the Kaiapuni Assessment of Educational Outcomes contains information regarding the universal tools, designated supports available to students taking these tests. The manual can be found at https://kaiapuni-wp.coe.hawaii.edu/kumu/
ACCESS for ELLs	The full details regarding supports for students taking ACCESS for ELLs can be found in the WIDA Accessibility and Accommodations Supplement. Those administering the ACCESS for ELLs assessment should consult the full document which can be found at https://wida.wisc.edu/assess/accessibility.
ACT	Further information related to the accommodations and ELL supports available on the ACT can be found at http://www.act.org/content/act/en/products-and-services/the-act/registration/accommodations.html

Appendix C: Revision Log

Updates to the HSAP *Crosswalk of Accessibility Supports Across State Assessments in Hawai'i* are documented in this Revision Log.

Section	Page(s)	Clarification: Description of Changes	Date
Introduction	3	Updated Table 1 to match the 2019-2020 Smarter Balanced Usability, Accessibility, and Accommodations Guidelines	10/24/19
Section I	5	Added "Periodic Table" to the list of Universal Tools	10/24/19
~~Section II~~	~~9~~	~~Added "Illustration Glossaries" to the list of Designated Supports~~	~~10/24/19~~
Section III	21	Updated the paper/pencil Braille assessment codes available for Math assessments in 2019-2020.	10/24/19
Section IV	25-29	Updated information for HSA-Alt Universal Tools and Accommodations including the tables of available tools and supports.	10/24/19
Section V	30-32	Updated information for KĀ'EO Universal Tools, Designated Supports, and Accommodations including the tables of available tools and supports.	10/24/19
Section VI	33-40	Updated all tables throughout the ACCESS for ELLs section.	10/24/19
Section VI	40-41	Added information on the Alternate ACCESS for ELLs assessment.	10/24/19
Appendix A	45	Updated table to clarify "Streamline" is a designated support for HSAP assessments.	10/24/19
Section IV	26	Added "Translated test" as a Universal Tool for the HSA-Alt Assessments	11/26/19
Global		Removed references to Illustration Glossaries. Hawaii will not use this designated support in SY 2019-2020.	12/23/19