



Hawai'i

Statewide Assessment Program



Hawai'i State Science Bridge Assessments and End-of-Course Exams

Test Administration Manual
2018–2019

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Descriptions of the operation of the Test Delivery System, Test Information Distribution Engine, Online Reporting System, and related systems are property of the American Institutes for Research (AIR) and are used with permission of AIR under Contract Number CO-10361.



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HSA SCIENCE BRIDGE ASSESSMENTS AND END-OF-COURSE EXAMS CUSTOMER SERVICE

The [Hawai'i Statewide Assessment Program portal](#) is the home for all HSA Science Bridge Assessments and End-of-Course Exams administration information.

For questions regarding the online testing system or for additional assistance, please contact the Hawai'i Statewide Assessment Program (HSAP) Help Desk at 1-866-648-3712 or hsaphelpdesk@air.org.

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

The Help Desk may be contacted for situations and questions that include the following:

- testing environment down or unavailable; user accounts not available or users not able to administer tests;
- student information incorrect or missing;
- loading student data or student settings into TIDE;
- reporting testing incidents in TIDE;
- test security violations and testing policy inquiries (callers will be forwarded to the Hawai'i Department of Education Assessment Section);
- preparing for online testing—downloading the secure browser, voice packs, etc.;
- tests showing as unavailable to students when they log in to begin testing;
- password resets for state, complex area, complex, and school users; and
- settings not presenting as intended

When contacting the Help Desk, provide the representative with as much detail as possible about the issue(s) encountered and the system on which it occurred. This should include the following:

- type of device being used for the test;
- any error messages that appeared (code and description);
- operating system and browser information;
- network configuration information (consult with your Technology Coordinator for this information);
- your contact information for follow-up, including email address and phone number; and
- any relevant and authorized student and school information, including statewide student identifier (SSID), grade level, content area, and computer adaptive test (CAT). Please do not take any screen captures, or photos of the screen that show test items or answers.



1.0 OVERVIEW OF HSA SCIENCE BRIDGE ASSESSMENTS AND END-OF-COURSE EXAMS

1.1 About the Hawaii State Science Bridge Assessments and End-of-Course Exams

Students enrolled in grade 4 or 8 will take the Hawai'i State Science Bridge Assessments. Students may take these science assessments up to two times. Although the Next Generation Science Standards (NGSS) have been adopted as our state science standards, the 2018–2019 science assessments and Biology 1 End of Course Exam (EOC) will be a bridge assessments. The development and implementation of these assessments represents an important milestone in the transition process from Science Hawai'i Content and Performance Standards, Third Edition, (HCPS III) to the Next Generation Science Standards (NGSS). They will provide all students, regardless of the extent to which a school has moved forward with NGSS implementation, with a fair, valid, and reliable test of their science knowledge and skills by measuring only the knowledge and skills found in *both* HCPS III and NGSS at grades 4, 8, and in biology. The Bridge Assessments will:

- Use items from the current HSA Science and Biology 1 EOC Exam item banks so the look and feel will be like the current assessments.
- Only include items addressing HCPS III benchmarks which align with content that also appears in NGSS at grades 4, middle school earth and space science, and high school life science, respectively.
- Have the same reporting categories and family reports as the current assessments.

In addition to providing all students with a fair and valid test, whether they are in a HCPS III or a NGSS classroom, the Bridge Assessments ensure that the performance of students and schools is not negatively impacted by moving forward with implementation of the NGSS. NGSS-aligned assessments will be in place by SY 2019–2020 when NGSS is fully implemented.

The HSA Science Bridge Assessments and Biology 1 EOC will include NGSS-aligned items and item clusters which are being field tested and will not affect student scores.

The EOC Exams for Algebra 1 and Algebra 2 are designed to measure students' levels of performance for the Common Core State Standards (CCSS). Students enrolled in Algebra 1 or Algebra 2 courses may be required by their school to take the corresponding optional EOC Exam(s). Students may take one or more of the EOC Exams only once (during the three-week late-November and December 2018 testing window for block schedule schools or the five-week late-April and May 2019 testing window for traditional schedule schools) if they are currently enrolled in a corresponding course(s).

The Kaiapuni Assessment of Educational Outcomes (KĀ'EO) in Science will be administered to students in grade 4 and 8 in the Hawaiian Language Immersion Program. Further information regarding this assessment can be found at <https://kaiapuni-wp.coe.hawaii.edu/kumu/>.

All public and public charter schools are required to administer the HSA Science Bridge Assessments or corresponding KĀ'EO assessment to the students in grades 4 and 8, and the Biology 1 EOC Exam to students who are currently enrolled in the corresponding course. Students' scores for these assessments and exams will be used for accountability purposes.

[Appendix X](#) provides a scheduling worksheet schools can use to determine how much time testing will take based on the number of students who must be tested and the number of computers available at the school.



The adaptive online HSAs and the Algebra 1, Algebra 2, and Biology 1 EOCs will be available to students who use Braille. These students may take the grade 4 or 8 Hawai'i State Science Bridge Assessment up to two times during the testing window. They may take the Braille versions of the four EOC exams only once during the testing window. Nemeth and Unified English Braille (UEB) will be provided for mathematics and science equations so students can be tested with the type of braille they are currently used during classroom instruction.

The HSA Science Bridge Assessments and the Algebra 1, Algebra 2, and Biology 1 EOC Exams may be started during one session and completed during another session. A typical student may need two test sessions of approximately 45 minutes, or about 90 minutes in all, to complete one online HSA or EOC Exam. Extending the test administration over multiple days and sessions may lead to student fatigue and burnout, as well as increase the risk of test security incidents or improprieties.

Students who finish early should be encouraged to use any remaining time to check their answers before submitting the test for scoring. Your school may decide whether students will be given quiet work in the testing room that is not related to the subject being tested, or be moved to another site on campus when they finish testing early. Due to test security requirements, students may not access online programs or electronic devices when they finish testing early. Schools also need to account for any time required to start computers, launch secure browsers, and log students into the online testing system.

Any HSA Science Bridge Assessment or EOC that is started must be completed within 45 calendar days or it will expire. Grade 4 and 8 students using a second testing opportunity for the HSA Science Bridge Assessment must wait 14 calendar days between their first opportunity and their second.



NOTE: *The 14-day wait-period for the online Grade 4 and Grade 8 HSA Science Bridge Assessments will be lifted during the last five weeks of the testing window (April 29 – May 31, 2019).*

The Algebra 1 and Algebra 2 EOC Exams have two segments. In the first, shorter segment, students will use an online pop-up scientific calculator. In the second, longer segment, students will use an online pop-up scientific/graphing/regression calculator. Once students have finished the first segment and begun the second segment, they will not be able to go back and look at the items they marked for review in the first segment.

For all online HSA Science Bridge Assessments and EOC Exams, as long as the student's test is not paused for longer than 20 minutes, the student can review the answers for all questions completed during a test session, including any specific questions marked for review. Students taking the Algebra 1 and Algebra 2 EOC Exams, which have two segments, will only be able to review items in the segment they are working on.

For all online HSA Science Bridge Assessments and EOC Exams, if it has been 30 minutes since a student last answered a question, the following message window will appear on the student's screen: "Are you still there? Click OK to continue or you will be logged out in 30 seconds." In order to keep the student's test session active and enable the student to go back and review previously answered questions earlier within the session, the student must click "OK" and proceed to answer the question that he or she is currently on. If the student fails to click "OK" or select an answer option for the question, the student will be logged out of the test session and will not be allowed to go back and review his or her answers to previous questions.

1.2 Key Dates for 2018-2019

Table 1 Content Areas, Grades Tested, and Testing Windows for 2018-2019

Additional dates are listed under the Important Dates section of each portal found at alohahsap.org.

| Content Area | Grades Tested | Testing Window |
|--|---|--|
| Online HSA Science Bridge Assessments (HCPS III and NGSS) | 4 and 8 | January 8, 2019 – May 31, 2019 |
| Online HSA Science Bridge Assessments (HCPS III and NGSS): Multi-track Schools | 4 and 8 | January 8, 2019 – June 21, 2019* |
| Biology 1 End-of-Course Exam (HCPS III and NGSS) (Required) | All students enrolled in Biology 1 course | November 26, 2018 – December 21, 2018 April 29, 2019 – May 31, 2019 June 12, 2019 – July 18, 2019 |
| Algebra 1 End-of-Course Exam (CCSS) (Optional) | All students enrolled in Algebra 1 course | November 26, 2018 – December 21, 2018 April 24, 2019 – May 31, 2019 June 3, 2019 – June 21, 2019* (Multi-track schools and summer school only) |
| Algebra 2 End-of-Course Exam (CCSS) (Optional) | All students enrolled in Algebra 2 course | November 26, 2018 – December 21, 2018 April 29, 2019 – May 31, 2019 June 12, 2019* – July 18, 2019* (Summer school only) |

*Subject to change

1.3 Test Administration Roles and Responsibilities

The Hawai'i Statewide Assessment Program uses a role based system. Each user is assigned a specific role which has access to the different systems or features. Users' roles and responsibilities for the assessments are provided in [Table 2](#).



Table 2: User Roles in the Online Testing System

| User Role | Description |
|---|---|
| Principal | <p>Principals are responsible for the following:</p> <ul style="list-style-type: none"> • adding their school's Test Coordinators (TCs) into Test Information Distribution Engine (TIDE) system; • ensuring that the TCs and Test Administrators (TAs) in their schools are appropriately trained regarding the state's assessment administration and security policies and procedures; • ensuring that test security incidents are reported to the state; and • general oversight responsibilities for all administration activities in their schools. |
| <p>Test Coordinator (TC) <i>Note: A TC can be any school staff member. If possible, a TC should be a person with non-instructional or limited instructional duties so that he or she can coordinate and monitor testing activity in the school.</i></p> | <p>TCs are responsible for:</p> <ul style="list-style-type: none"> • identifying TAs, entering them into TIDE, and ensuring they are properly trained; • coordinating with TAs so they administer all assessments to students in identified grades; • collaborating with the Student Services Coordinator (SSC) and teachers to enter and verify designated supports and accommodations settings for all students • creating or approving testing schedules and procedures for the school (consistent with state policies); • working with technology staff to ensure that necessary secure browsers are installed and any other technical issues are resolved; • monitoring testing progress during the testing window and ensuring that all students participate, as appropriate; • addressing testing issues, as needed; • mitigating and reporting all test security incidents in a manner consistent with state policies; and • general oversight responsibilities for all administration activities in their school and for all TAs. |
| <p>Test Administrator (TA) <i>Note: Only the personnel described in Table 3 (below) who meet the requirements may administer the HSA Science Bridge Assessments and/or the EOC Exams.</i></p> | <p>TAs are responsible for:</p> <ul style="list-style-type: none"> • completing assessment administration training (see section 1.4 Training) and reviewing all policy and administration documents prior to administering any assessments; • reviewing student information in TIDE prior to testing to ensure that each student receives the proper assessment with the appropriate supports. TAs should report any potential data errors to TCs as appropriate; • assuring the test environment meets the specified requirements; • administering the HSAP assessments; and • reporting all potential test security incidents to their TC in a manner consistent with state policies. |
| <p>Teacher (TE) <i>NOTE: Teachers may often serve a dual</i></p> | <p>Teachers are responsible for:</p> <ul style="list-style-type: none"> • reviewing all assessment policy and administration documents; |



| User Role | Description |
|--|---|
| <p><i>role as TAs; some of these responsibilities may overlap between the two roles.</i></p> | <ul style="list-style-type: none"> • reviewing student information in TIDE prior to testing to ensure that each student receives the proper assessment with the appropriate supports. Teachers should report any potential data errors to TCs as appropriate; • monitoring students' testing progress in the Test Information Distribution Engine (TIDE) and reviewing students' performance results using the Online Reporting System (ORS); and • reporting all potential test security incidents to their TC in a manner consistent with state policies. • using the Usability, Accessibility, and Accommodations Guidelines (UAAG) and Crosswalk of Accessibility Features Across State Assessments in Hawai'i (CAF) to learn about state test accessibility support options for students - the specific definitions and suggested uses for the universal tools, designated supports and accommodations that are available, make selections of appropriate accessibility supports for students, test accessibility support selections in consultation with students, parents, and other special education and support staff, and align classroom instruction and assessment with the available state test accessibility supports; • communicating with parents regarding student accessibility supports and state test results in accordance with school policy. |
| <p>Technology Coordinator</p> | <p>Technology Coordinators are responsible for:</p> <ul style="list-style-type: none"> • verifying that all of your school's computers that will be used for online testing meet the operating system requirements as described in the <i>Technical Specifications Manual</i>; • verifying that your school's network and Internet are properly configured for testing (see the <i>System Requirements</i> on alohahsap.org), conduct network diagnostics, and resolve any issues. • installing the secure browser, voice packs for text-to-speech, etc., on all computers that will be used for testing; and • monitoring any technical problems during testing and applying resolutions or informing TC and TAs if test sessions need to be rescheduled. |
| <p>Data Assessment Team Advisor</p> | <p>Data Assessment Team Advisors are responsible for:</p> <ul style="list-style-type: none"> • data collection and management • report creation • data analysis • communicating with school staff |

For a checklist of example activities to complete for Principals, see [Appendix J](#). For Test Coordinators, see [Appendix K](#). For Test Administrators, see [Appendix L](#). Checklists are also provided for Technology Coordinators, see [Appendix M](#), Student Services Coordinators, see [Appendix N](#), and for Curriculum Coordinators, see [Appendix O](#).

Table 3: Personnel Who May Serve as Test Administrators

| Personnel | Requirements |
|---|---|
| General education teacher (full or part time) | Must have a Hawai'i teacher license or credential |
| Special education teacher, including those hired (full or part time) by a private recruiting agency | Must have a teacher license or credential for Hawai'i or another state |
| School counselor | Must have a master's degree in counseling |
| Instructors | Must be teaching a class independently in a content area where there is a shortage of Hawai'i licensed or credentialed teachers |
| Long-term substitute teachers | Not required to have a Hawai'i teacher license or credential if they are teaching a class independently |
| Identified public charter school employees | Qualified teaching faculty |
| Test Coordinator | Must meet any one of the above requirements |

Each TA must

- be familiar with this *Test Administration Manual (TAM)*;
- be trained in and knowledgeable about proper test administration and test security; and
- have completed the appropriate online certification course

It is recommended that TCs conduct school sponsored face-to-face training for their TAs.



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



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

1.4 Training

Anyone who will administer the online HSA Science Bridge Assessments and/or EOC Exams must complete the online TA Certification Course. Test Administrators must be re-certified each year; therefore, anyone who completed the online TA Certification Course for the 2018-2019 online HSAP assessments must complete the updated version for 2018-2019. Proctors may not administer the online assessments or exams and do not need to complete the online TA Certification Course.

Prior to administering an assessment, Test Administrators who will be administering any secure HSA Science Bridge assessments and/or EOC Exams should read this manual, the *Smarter Balanced Usability, Accessibility, and Accommodations Guidelines*, the *HSAP Crosswalk of Accessibility Features Across State Assessments in Hawai'i*, and the *Guide to Navigating Online HSAP Administration*; view the associated training modules; and/or attend a face-to-face training. Test coordinators are encouraged to provide face-to-face training for all of their school's administrators. All Test Administrators who will be administering the HSA Science Bridge assessments and/or EOC Exams must also complete the online TA Certification Course prior to the start of testing.



The online TA Certification Course and all other training materials may be found on the HSA Science and EOC portal website at alohahsap.org.

If needed, Test Coordinators may work with their principals to identify proctors to assist Test Administrators. Proctors are recommended when more than 25 students will test with one Test Administrator. Only Hawai'i State Department of Education employees (e.g., educational assistants, part-time teachers, project teachers) may serve as proctors. Proctors may not administer any of the online assessments or exams and do not need to take the online TA Certification Course. Proctors may walk around the room to monitor students' behavior and inform the Test Administrator if anyone becomes ill, is disruptive, or appears to be cheating. Before proctoring an assessment or exam, Test Coordinators should review the test security and student confidentiality requirements in this manual with the proctor, and the proctor must sign the Acknowledgement Form for Proctors and Skills Trainers found in [Appendix V](#). This form can also be downloaded from the Test Administration Forms page at <https://smarterbalanced.alohahsap.org/test-administration-forms.stml>.

1.5 Overview of the Assessment Process

Understanding the information in this manual is essential to the successful administration of the online Hawai'i State Science Bridge Assessments and End-of-Course Exams.

Table 4: Overview of Assessment Process

| Step | Description |
|-----------------------------------|---|
| Prepare Technology | <ul style="list-style-type: none"> • Install secure browsers. • Configure network firewall and proxy access to online HSAP systems. • Check to make sure you are using supported browsers. • Disable pop-up blockers. |
| Register Online System Users | <ul style="list-style-type: none"> • Principals register Test Coordinators (TCs) in TIDE. • Test Coordinators register Test Administrators (TAs) and Teachers in TIDE. |
| Complete Training and Preparation | <ul style="list-style-type: none"> • Test Coordinators and Technology Coordinators complete respective training modules located on alohahsap.org. • Test Coordinators provide information and training for Test Administrators in their schools. • Test Administrators, Teachers, and the School's Student Services Coordinator examine available state test accessibility supports- their definitions and suggested use, select (and test) appropriate test accessibility supports for students, and align classroom instruction and assessment with state test accessibility supports. Test Coordinators and Test Administrators complete online TA Certification course. • Test Administrators use TA Training Site to practice administering assessments and exams. • Students use Training Tests to become familiar with online assessment system, tools, and accessibility supports |



| Step | Description |
|----------------------------------|--|
| Conduct Online Assessment | <ul style="list-style-type: none">• Develop an assessment schedule/plan.• Communicate with parents about assessments, exams, and available accessibility supports.• Finalize list of students with specific designated supports and accommodations that have been identified for state testing. Set student designated supports in TIDE.• Submit student Accommodation Verification Requests to state for approval.• Ensure that appropriate designated supports and verified accommodations for identified students are provided during testing.• Administer assessments and exams through TA Live Site. |
| Review Reports | <ul style="list-style-type: none">• TCs, TAs, Principals, and Teachers use Plan and Manage Testing to see which students still need to complete assessments and exams.• Principals and Teachers review Score Reports to examine student learning and determine which students may need additional support or to take an assessment more than once. Multiple opportunities only apply to the online Grade 4 and Grade 8 HSA Science Bridge Assessment. |

2.0 TEST ADMINISTRATION RESOURCES

This *Test Administration Manual (TAM)* for the HSA Science Bridge Assessments and End-of-Course Exams is intended for staff who have a role in the administration of HSA Science Bridge Assessments and End-of-Course Exams, including State Users, Principals, Test Coordinators, and Test Administrators. This manual provides procedural and policy guidance. The appendices of this manual contain important information that can be used as stand-alone materials and are easily extracted for printing or distribution.

Information in the appendices include:

- Foundational Information for Smarter Balanced Assessments, such as a list of frequently used terms
- Test Administration Forms
- Student Population Definitions and Participation Requirements
- Test Security
- Test Preparation Checklists for Principals, Test Coordinators, Test Administrators, Technology Coordinators, Student Services Coordinators, and Curriculum Coordinators

For specific questions not addressed in this manual, please contact the HSAP Help Desk.

2.1 HSA Science Bridge Assessments and End-of-Course Exams Administration Resources

The *TAM* is designed to complement a variety of other resources listed in Table 5 (Manuals), Table 6 (Training Modules), and Table 7 (Other Resources). All resources can be found at alohahsap.org.

Table 5: Manuals

| Resource | Description |
|--|--|
| <i>Braille Requirements and Testing Manual</i> | The <i>Braille Requirements and Testing Manual</i> provides information on administering the Assessments to students who require the Braille accommodation and information about supported operating systems and required hardware and software for braille testing. |
| <i>Crosswalk of Accessibility Features Across State Assessments in Hawai'i</i> | The <i>Crosswalk of Accessibility Features Across State Assessments in Hawai'i</i> focuses on universal tools, designated supports, and accommodations for statewide assessments. The <i>Crosswalk</i> is intended for school-level personnel and decision-making teams, particularly Individualized Education Program (IEP) and 504 teams, as they prepare for and implement the Smarter Balanced assessments. The <i>Crosswalk</i> provides information for classroom teachers, English language development educators, special education teachers, and instructional assistants to use in selecting and providing universal tools, designated supports, and accommodations for those students who need them during the administration of the assessments. The <i>Crosswalk</i> is also intended for assessment staff and administrators who oversee the decisions that are made for instruction and assessment. |
| <i>Guide to Navigating Online HSAP Administrations</i> | The <i>Guide to Navigating Online HSAP Administrations</i> supports individuals using the test delivery system applications to manage testing for students. This resource provides information about the test delivery system, including the Test Administrator and student applications. |



| Resource | Description |
|---|---|
| <i>Online Calculators in the Test Delivery System Manual</i> | The <i>Online Calculators in the Test Delivery System Manual</i> is a quick reference guide for the online Desmos Calculators used on the Algebra 1 and II EOC Exams. |
| <i>Online Reporting System User Guide</i> | The <i>Online Reporting System (ORS) User Guide</i> provides instructions on how to generate reports with student score information. |
| <i>Secure Browser Installation Manual</i> | The <i>Secure Browser Installation Manual</i> provides instructions for installing the secure browser on supported operating systems and is organized by operating system. This document is a supplement to the <i>Technical Specifications Manual for Online Testing</i> . |
| <i>Technical Specifications Manual for Online Testing (TSM)</i> | The <i>Technical Specifications Manual for Online Testing</i> provides technology staff with the technical specifications for online testing, including information on Internet and network requirements, general hardware and software requirements, secure browser installation, and the text-to-speech function. |
| <i>TIDE User Guide</i> | The Test Information Distribution Engine (TIDE) is the system used to plan, monitor, and manage testing. Users can establish school-level TA and TC accounts, access student information, update teacher rosters and student accessibility supports report testing improprieties, monitor test progress, and submit and generate reports on student participation. The <i>TIDE User Guide</i> provides a step-by-step approach to using the system. |
| <i>Usability, Accessibility, and Accommodations Guidelines</i> | The <i>Usability, Accessibility, and Accommodations Guidelines</i> focus on universal tools, designated supports, and accommodations for the Smarter Balanced assessments. The <i>Guidelines</i> are intended for school-level personnel and decision-making teams, particularly Individualized Education Program (IEP) and 504 teams, as they prepare for and implement the Smarter Balanced assessments. The <i>Guidelines</i> provide information for classroom teachers, English language development educators, special education teachers, and instructional assistants to use in selecting and providing universal tools, designated supports, and accommodations for those students who need them during the administration of the assessments. The <i>Guidelines</i> are also intended for assessment staff and administrators who oversee the decisions that are made for instruction and assessment. |

Table 6: Training Modules and Online TA Certification Course

| Module Name | Primary Audience | Objective |
|--------------------------------|--|--|
| Online TA Certification Course | Test Administrators, Test Coordinators | This online TA Certification Course must be completed prior to the start of testing by all TAs and any other individuals who will be administering HSA Science Bridge Assessments and End-of-Course Exams. |



| <i>Training Modules</i> | | |
|---|--|--|
| Accessibility and Accommodations Training Module | Test Administrators, Teachers, Test Coordinators | This module describes the recommended uses of available universal tools, designated supports, and accommodations for student accessibility to HSA Science Bridge Assessments and End-of-Course Exams. |
| Embedded Universal Tools and Online Features Tutorial | Students, Test Administrators, Teachers | This module acquaints students and teachers with the online, universal tools (e.g., types of calculators, expandable text) available in the HSA Science Bridge Assessments and End-of-Course Exams. This module should be shown to students in a classroom/group setting. It is encouraged that the teachers be in the room to answer questions from the students as they view the module. |
| Online Reporting System (ORS) Training Module | Test Coordinators, Test Administrators, Teachers | This module provides detailed information on how to access the Student Results and Score Reports sections to create and view various types of reports by drilling down through levels of reporting. |
| Read-Aloud Training Module | Test Coordinators, Test Administrators, Teachers | This training module is designed to help the read-aloud test reader understand the guidelines for the Read-Aloud designated support and accommodation when administering the HSA Science Bridge Assessments and End-of-Course Exams. |
| Scribing Protocol Training Module | Test Coordinators, Test Administrators, Teachers | This module is designed to help the adult who acts as a scribe for a student understand the guidelines for the scribe designated support and accommodation when administering the HSA Science Bridge Assessments and End-of-Course Exams. |
| Student Interface Training Module | Students, Test Coordinators, Test Administrators | This module explains how to navigate the Student Interface. This module includes information on how students log into the testing system, how students select a test, the layout of the test, the functionality of the test tools, and how students navigate through the test. |
| Technology Requirements Training Module | Technology Coordinators | This module provides current information about technology requirements, site readiness, supported devices, and secure browser installation. |
| Test Administrator (TA) Interface Training Module | Test Coordinators, Test Administrators | This module presents an overview on how to navigate the Test Administrator Interface. |



| | | |
|--------------------------------------|--|--|
| Testing with Braille Training Module | Test Coordinators, Test Administrators | This training module provides Test Administrators with information to administer online tests to students using Braille. |
| TIDE Module | Test Coordinators, Test Administrators | This module provides detailed information on how to register users, enroll students, manage and edit users/students, and process/view testing incident requests. |

Table 7: Other Resources

| Resource | Description |
|--|--|
| Training Test (HSA Science Bridge Assessments) * | Training Tests are for TAs and students to become familiar with the format and functionality of the online assessments including item types. This resource is available by grade band (4 or 8) or course (e.g., Algebra 1 or Algebra 2). |
| Training Test (EOC Exams) * | Item types are listed and described in Appendix B . See also Appendix D for additional information about the Training Tests. |
| Practice Test (EOC Exams) * | Practice Tests allow educators and students to experience a full test for each assessment or exam and gain insight into the online assessments. The Practice Tests mirror the assessments but are not scored. Each grade-level test includes a variety of item response types and difficulty levels. See also Appendix D for additional information about the Practice Tests. |

*The Training and Practice Tests do not require use of the secure browser and can be used by a “guest” user without login credentials; however, if users want to administer a braille Training or Practice Test, or use some accessibility features such as text-to-speech, they must access either of these sites as a Test Administrator and administer the tests via the secure browser (see section 6.2 *The Secure Browser* and the *Technical Specifications Manual*).



3.0 ENSURING TEST SECURITY

The security of assessment instruments and the confidentiality of student information are vital to maintaining the validity, reliability, and fairness of the results.

All test items and test materials are secure and must be appropriately handled. Secure handling protects the integrity, validity, and confidentiality of assessment items, prompts, and student information. Any deviation in test administration must be reported as a test security incident to ensure the validity of the assessment results.

3.1 Security of the Test Environment

[Table 8](#) describes security requirements for the test environment during various stages of testing. The test environment refers to all aspects of the testing situation while students are testing and includes what a student can see, hear, or access (including access via technology).

Table 8: Requirements of the Test Environment

| Requirement | Description |
|--|---|
| BEFORE TESTING | |
| Instructional materials removed or covered | Instructional materials must be removed or covered, including but not limited to information that might assist students in answering questions that is displayed on bulletin boards, chalkboards or dry-erase boards, or on charts (e.g., wall charts that contain literary definitions, maps, mathematics formulas, etc.). |
| Designated area for backpacks, cell phones, etc. | The TA should prepare a designated location in the classroom for students to place their backpacks, purses, cell phones, and other electronic devices. This location should be inaccessible to students during testing. |
| Student seating | Students must be seated so there is enough space between them to minimize opportunities to look at each other's work, or they should be provided with table-top partitions. |
| Signage | If helpful, place a "TESTING—DO NOT DISTURB" sign on the door or post signs in halls and entrances rerouting hallway traffic in order to promote optimum testing conditions. |
| DURING TESTING | |
| Quiet environment | Provide a quiet environment void of talking or other distractions that might interfere with a student's ability to concentrate or might compromise the testing situation. |
| Student supervision | Students are actively supervised and are prohibited from access to unauthorized electronic devices that allow availability to outside information, communication among students, or photographing or copying test content. This includes any device with cellular, messaging, or wireless capabilities, but is not limited to cell phones, personal digital assistants (PDAs), iPods, cameras, smart watches, and electronic translation devices. |
| Access to allowable resources only | Students must only have access to and use of those allowable resources identified by the Hawai'i Department of Education (see section 9.1 <i>Establishing Appropriate Testing Conditions</i> for examples) that are permitted for each specific test (or portion of a test). |



| Requirement | Description |
|---|--|
| Access to assessments | Unauthorized staff or other adults must not be in the room during testing. Only students who are testing can view items. Students who are not being tested must not have access to secure testing materials including test items. Trained Test Administrators (TAs) may have limited exposure to items in the course of properly administering the assessments; however, even TAs and other trained staff may not actively review or analyze any test items. |
| Testing through secure browser | Administration of the HSA Science Bridge Assessments and EOC Exams is permitted only through the Student Interface via the secure browser. |
| DURING AND AFTER TESTING | |
| No access to responses | Principals, Test Coordinators (TCs), Test Administrators (TAs), and other staff are not permitted to review student responses in the testing interface or students' notes on scratch paper. |
| No copies of test materials | Unless needed as a print-on-demand or braille accommodation, no copies of the test items or stimuli may be made or otherwise retained. |
| No access to digital, electronic, or manual devices | No digital, electronic, or manual device may be used to record or retain test items or stimuli. Similarly, these materials must not be discussed with or released to anyone via any media, including fax, email, social media websites, etc. Students who require access to medical monitoring devices during testing should be tested in a separate setting. |
| No use of student monitoring software | Use of student monitoring software (such as Hapara and similar software/applications) is prohibited during testing. The software may be installed on tablets used for testing (such as Chromebooks) but the Test Coordinator, technology coordinator, and/or others who may have access to the parent computer may not use the program to monitor students during testing. |
| No retaining, discussing, or releasing test materials | Descriptions of test items, stimuli, printed reading passages, or writing prompts must not be retained, discussed, or released to anyone. |
| No reviewing, discussing, or analyzing test materials | Principals, TCs, TAs, and other staff may not review, discuss, or analyze test items, stimuli, reading passages, or writing prompts at any time, including before, during, or after testing. |
| All test materials must remain secure at all times | Printed materials from the print-on-demand accommodation, scratch paper, and documents with student information must be kept in a securely locked room or cabinet that can be opened only with a key or keycard by a Test Administrator or Test Coordinator until they are shredded. |
| AFTER TESTING | |
| No test materials used for instruction | Test items and stimuli must not be used for instruction. |
| Destroy test materials securely | Printed test items, including embossed braille printouts, and scratch paper must be collected and inventoried at the end of each test session and then immediately shredded in all cases. See section 3.2 <i>Secure Handling of Printed Materials</i> for details. |



TAs and TCs or other individuals who have witnessed, been informed of, or suspect the possibility of a test security incident that could potentially affect the integrity of the assessments or exams should follow the steps outlined in section [4.0 Responding to Testing Improprieties, Irregularities, and Breaches](#) of this manual and the *TIDE User Guide* located at alohahsap.org.

3.2 Secure Handling of Printed Materials

For a student whose Individualized Education Program (IEP) or 504 Plan expresses a need for a paper copy of **passages or items**, the [Appendix Q: Accommodations Verification Form](#) must be submitted to the Assessment Section for review and verification before it is activated in TIDE prior to testing.

Print requests from students must be approved and processed by the TA during test administration. The decision to allow students to use print-on-demand must be made on an individual student basis and is available only for students with an IEP or 504 Plan. Due to the adaptive nature of the online test, only one item can be printed at a time. Note that utilizing the print-on-demand functionality does not allow a printed version of the entire online test due to its adaptive nature.

Once a student is approved for the print-on-demand accommodation in a separate setting where no other students are present, that student may send a print request to the TA during testing by clicking on the print icon on the screen. Before the TA approves the student's request to print a test item/stimulus, the TA must ensure that the printer is on in the testing room and is monitored by staff who have been trained using the Test Administrator training modules for the test. This request needs to be made for each individual item.

Destruction of printed materials and scratch paper

All test materials must remain secure at all times. Printed test items/passages, including embossed braille printouts and scratch paper, must be collected and inventoried at the end of each test session and then immediately shredded. **DO NOT** keep printed test items or scratch paper for future test sessions.



There is no exception to this policy for HSA Science Bridge Assessments or EOCs. The only exception is for the Smarter Balance ELA PT.

4.0 RESPONDING TO TESTING IMPROPRIETIES, IRREGULARITIES, AND BREACHES

Test security incidents, such as improprieties, irregularities, and breaches, are behaviors prohibited either because they give a student an unfair advantage or because they compromise the secure administration of the assessments. Whether intentional or by accident, failure to comply with security rules, either by staff or students, constitutes a test security incident. Improprieties, irregularities, and breaches need to be reported in accordance with the instructions in this section for each severity level. Definitions for test security incidents are provided in [Table 9](#).

This section refers to documentation and reporting of incidents involving test security. Refer to [Appendix F](#) for a list of test security incident levels and examples of types of issues.

4.1 Impact and Definitions

Table 9: Definitions for Test Security Incidents

| Type | Definition |
|---------------------|---|
| Impropriety | An unusual circumstance that has a low impact on the individual or group of students who are testing and has a low risk of potentially affecting student performance on the test, test security, or test validity. An impropriety should be reported to the School Principal and Test Coordinator (TC) immediately, forwarded to the Assessment Section within 24 hours, and entered into TIDE should a testing incident request be required (see procedure outlined in section 4.2 <i>Reporting Timelines and Activities</i> below). |
| Irregularity | An unusual circumstance that impacts an individual or group of students who are testing and may potentially affect student performance on the test, test security, or test validity. These circumstances can be corrected and contained at the state level and do not need to be reported to the Consortium. An irregularity must be reported to the School Principal and TC immediately, forwarded to the Assessment Section within 24 hours, and entered into TIDE should a testing incident request be required (see procedure outlined in section 4.2 <i>Reporting Timelines and Activities</i> below). |
| Breach | An event that poses a threat to the validity of the test. Examples may include such situations as a release of secure materials or a security/system risk. These circumstances have broader implications and there may be a decision to remove the test item(s) from the available secure bank. A breach incident must be reported to the School Principal and TC immediately and both the Complex Area Superintendent and Assessment Section (808-733-4100) should be immediately contacted by telephone. The information should be entered into TIDE within 24 hours should a testing incident request be required (see procedure outlined in section 4.2 <i>Reporting Timelines and Activities</i> below). |

It is important for Test Administrators (TAs) to ensure the physical conditions in the testing room meet the criteria for a secure test environment. See section 3.1 *Security of the Test Environment* for more detail.

4.2 Reporting Timelines and Activities

Improprieties and **Irregularities** should be reported to the Assessment Section by the end of the school day. These are to be reported using the Testing Incident Report Form found in [Appendix P](#). This form can also be downloaded from the Test Administration Forms page at <https://smarterbalanced.alohahsap.org/test-administration-forms.shtml>.

A **breach** poses a serious threat to the integrity of the assessment and requires that the incident is addressed to the extent possible at the school site, that it be reported to the appropriate school

personnel right away, and that both the Complex Area Superintendent and Assessment Section be contacted by telephone. A more complete report of the incident should be submitted to the Assessment Section using the Testing Incident Report Form, found in [Appendix P](#), by the end of the school day during which the incident occurs.

For examples of test security incidents, please see the **Test Security Chart** located in [Appendix E](#).



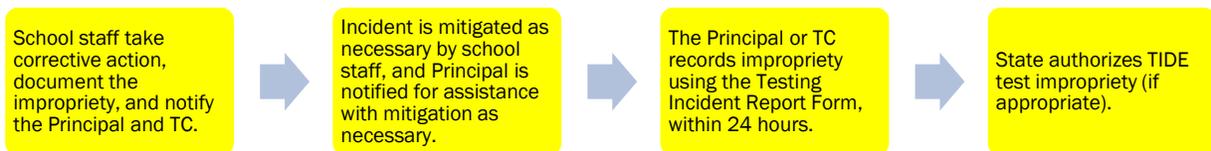
The only security incidents that are reported in TIDE are those that involve a student and test, and that require an action for the test such as to reset, reopen, invalidate, or restore a test that a student was taking at the time of the incident. TIDE does not serve as a log for all incidents.

4.3 Test Security Required Action Steps

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

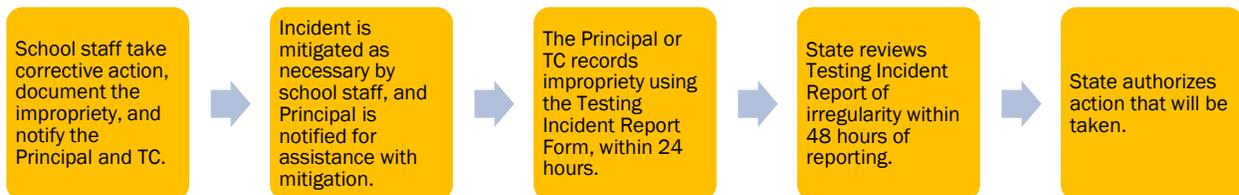
Impropriety

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



Irregularity

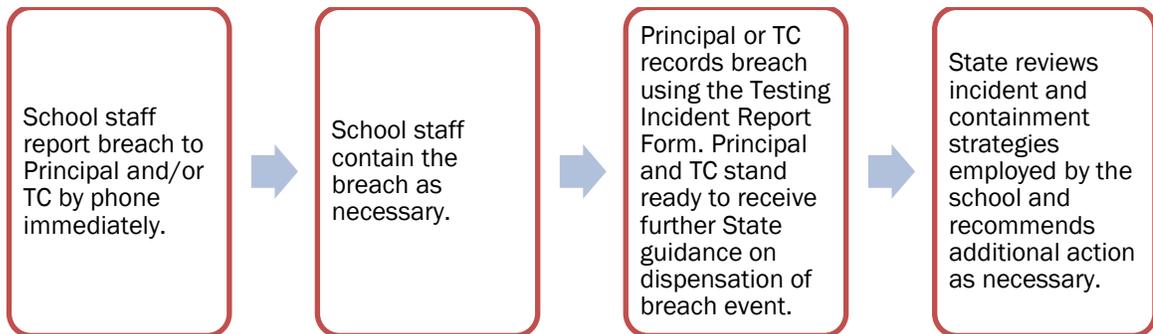
An unusual circumstance that impacts an individual or group of students who are testing and may potentially affect student performance on the test, test security, or test validity. These circumstances can be contained at the local level. (Example: Disruption during the test session such as a fire drill.)





Breach

A test administration event that poses a threat to the validity of the test. Breaches require immediate attention and escalation to the HIDOE Assessment Section at 808-733-4100. Examples may include such situations as exposure of secure materials or a repeatable security/system risk. These circumstances have external implications. (Example: Administrators modifying student answers, or test items shared in social media.)



4.4 Reporting Test Security Incidents

All staff members at a school are required to report test security incidents to the Principal. Test security incidents that do not involve the Test Coordinator should also be reported immediately to the Test Coordinator. Principals who have witnessed, been informed of, or suspect the possibility of a test security incident that could potentially impact the integrity of the assessments and test results should immediately contact the Assessment Section at 808-733-4100 or HSA/SAS/HIDOE@notes.k12.hi.us.

Principals and Test Coordinators should ensure that all test security incidents are reported to the Assessment Section within 24 hours using the Testing Incident Report Form, found in [Appendix P](#). This form can also be downloaded from the Test Administration Forms page at <https://smarterbalanced.alohahsap.org/test-administration-forms.stml>.

Test security incidents requiring specific actions to be taken regarding the test itself may need to be reported by the TC using the "Testing Incidents" tab in TIDE, in addition to reporting each incident using the Test Security Incident Report Form. These include incidents that result in a need to reset, reopen, invalidate, or restore individual student assessments or exams. The Assessment Section will direct the TC to submit a "Testing Incidents" request in TIDE if necessary following submission and review of a Test Security Incident Report Form. **All requests submitted via the "Testing Incidents" tab in TIDE must be approved by the state.** In most instances, these requests will be submitted to address a test security impropriety, irregularity or breach. *In some cases these requests may be submitted to address incidents that are not security related such as reopening an assessment for a student who becomes ill and is unable to resume testing until after the test has expired.*

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



5.0 TESTING INCIDENTS

For testing incidents that result in a need to reset, reopen, or invalidate individual student assessments, the request must be approved by the state. In most instances, a testing incident will be submitted to address a test security breach or irregularity.

In some cases a testing incident may be submitted to address incidents that are not security related such as reopening an assessment for a student who becomes ill and is unable to resume testing until after testing has expired.

The online process and conditions for use are described in Table 10. The TIDE User Guide, located at alohahsap.org, contains specific instructions on submitting requests.

5.1 Testing Incident Actions

Table 10: Action Types

| Action Type | Description | Conditions for Use |
|-------------------------------|--|--|
| GRACE PERIOD EXTENSION | <p>A Grace Period Extension (GPE) allows students whose tests have been paused for more than 20 minutes to review previously answered questions.</p> <p>Grace Period Extensions apply only to active tests. To request the re-opening of an expired or a submitted test, please select "Re-open a test".</p> | <p>The State may approve a Grace Period Extension if there is a major disruption causing students' tests to be paused for more than 20 minutes, such as:</p> <ul style="list-style-type: none"> • Internet outage • fire drill • school-wide power outage, or • a natural disaster. |
| INVALIDATION | <p>Invalidating a student's test eliminates the test. The test will not be scored and the student will be counted as a non-participant.</p> | <p>The State may invalidate any test if:</p> <ol style="list-style-type: none"> 1. There is a test security breach. 2. The test is administered in a manner inconsistent with the <i>HSA Science Bridge Assessments and EOC Exams Test Administration Manual (TAM)</i>. 3. There is a test session in which a student deliberately does not attempt to respond appropriately to items. <p><i>Note 1: Invalidated tests will not be scored.</i></p> <p><i>Note 2: After reviewing the circumstances of an incident, a state may elect only to document the above conditions as testing irregularities, rather than to invalidate the test.</i></p> |
| RE-OPEN | <p>Reopening a test allows a student to access a test that has already been submitted or has expired.</p> <p>If an <i>expired</i> test is reopened, the test will reopen at the location where the student</p> | <p>The State may reopen any test if:</p> <ol style="list-style-type: none"> 1. A student is unable to complete a test due to a technological difficulty that results in the expiration of the test. 2. A student is unable to complete the test before it expires (45 calendar days) due to an unanticipated excused absence or unanticipated school closure. |



| Action Type | Description | Conditions for Use |
|-----------------------------|--|--|
| | <p>stopped the test. The student will be able to review items within the current segment of the test but cannot return to previous segments.</p> <p>If a <i>submitted</i> test is reopened, the test will reopen at the last page of the test. The student can review items in the current segment but cannot return to previous segments.</p> | |
| RE-OPEN TEST SEGMENT | Reopening a test segment allows a student to access a test segment that the student inadvertently leaves. | The State may reopen a test segment that a student inadvertently leaves due to a technical interruption. |
| RESET | Resetting a student's test removes that test from the system and enables the student to start a new test. | <p>The State may reset any test if any of the following settings need to be changed because they were incorrectly set:</p> <ul style="list-style-type: none"> • Braille (braille is a language setting) • Streamlined interface (the streamlined interface is a test shell setting) • Any non-embedded accommodation(s) |
| RESTORE | Restoring a test returns a test from the Reset status to its prior status. This action can only be performed on tests that have been reset. | The State may only restore a test if a test was inadvertently or inappropriately reset. |

5.2 Retake Opportunity

In extremely rare instances the State may reset a student's assessment or exam at the request of the school if the State determines that the student's actions did not compromise the integrity of the assessment or exam. If it is reset, the student's initial responses will be removed and the student may retake this assessment or exam. The time limit for the test window will also be reset.

Schools that wish to request a retake should submit the testing incident form as well as a request using the "Testing Incidents" tab in TIDE. Specific information regarding the request should be included to help the Assessment Section process the request. The Assessment Section will notify the school via the TIDE system whether or not the request has been approved.



6.0 TECHNOLOGY INFRASTRUCTURE

Prior to assessment administration, Principals, Test Coordinators (TCs), Technology Coordinators, and Test Administrators (TAs) should review the technology infrastructure at their schools to ensure it meets the minimum requirements for administering the HSA Science Bridge Assessments and EOC Exams for students.

6.1 Technology Resources

The *System Requirements Manual* is available for download at alohahsap.org. This document provides information about supported technology and technology requirements and can be used to confirm that your school meets the minimum requirements for online testing.

The *Technical Specifications Manual*, located at alohahsap.org provides Technology Coordinators with the technical specifications for online testing, including information about Internet and network requirements, hardware and software requirements, secure browser installation, and text-to-speech functionality.

6.2 The Secure Browser

The secure browser is designed to support test security by prohibiting access to external applications or navigation away from the assessment. Devices that will be used for testing must be equipped with the latest version of the secure browser prior to the administration of the assessment.



The secure browser is updated each year and must be downloaded and installed on each device that will be used for online testing in 2018-2019 even if the device was used for testing in a prior year.

School Technology Coordinators are responsible for ensuring that each device to be used for testing at the school is properly secured by installing the most current secure browser.

See the *Secure Browser Installation Manual* at alohahsap.org for more information on secure browser installation.

See the *Technical Specifications Manual* at alohahsap.org for additional technology information.

See [Appendix C](#) for additional guidelines about using the secure browser.



7.0 GENERAL TEST ADMINISTRATION INFORMATION

This section provides an overview of the online testing environment and guidelines for test administration. Use this section to become familiar with what students will experience in accessing the assessments, how to prepare for the assessments, and to review general rules for online testing. Information about the Training and Practice Tests, test pauses, and test resumptions is also included in this section. Test Administrators (TAs) should become familiar with this section well in advance of the start of testing so materials for login, accommodations, and exemptions described below can be assembled.

7.1 Assessment Participation

Participation of Students with Disabilities, Hawaiian Language Immersion Program Students, and/or English Language Learners

Consistent with the HSA Science Bridge Assessments and EOC Exams testing plans, all students, including students with disabilities, English Language Learners (ELLs), and ELLs with disabilities, should have equal opportunity to participate in the HSA Science Bridge Assessments and EOC Exams.

All students enrolled in grade 4 and grade 8 are required to participate in the HSA Science Bridge Assessments except students enrolled in Hawaiian Language Immersion Programs who will be administered the Kaiapuni Assessment of Educational Outcomes (KĀ'EO) Science Assessment. (HLIP students with IEP/504 plan documentation of a need for Braille accommodation(s) for statewide assessments will be administered the HSA Science Bridge Assessment.)

Students are required to participate in the Biology 1 Exam if they are enrolled in the corresponding course.

For additional information about student participation requirements, see [Appendix G](#).

The Hawai'i State Assessment Program (HSAP) has created the *Crosswalk of Accessibility Features Across State Assessments in Hawai'i*, to assist school-level personnel and decision-making teams in the selection and administration of universal tools, designated supports, and accommodations on all statewide assessments."

School personnel should follow state and federal policies regarding student participation.

7.2 General Rules of Online Testing

This section provides a brief overview of the general test administration rules for different portions of each content area assessment as well as information about test tools and accommodations. For more information, refer to the *Guide to Navigating Online HSAP Administrations* located at alohahsap.org.

Basic online testing parameters

- Students may not return to a test once it has been completed and submitted.
- Within each test there may be more than one segment. For example, the Algebra 1 and Algebra 2 EOC Exams include a segment with an embedded scientific calculator and another segment with



an embedded scientific/graphic/regression calculator. **A student may not return to a segment once it has been completed and submitted.**

- Students **must enter an answer for all items on a page** before going to the next page. Some pages contain multiple items. Students may need to use the vertical scroll bar to view all items on a page.
- Students may mark items for review and use the **Past/Marked Questions** drop-down list to return to those items that have already been answered within a segment.

Pause rules

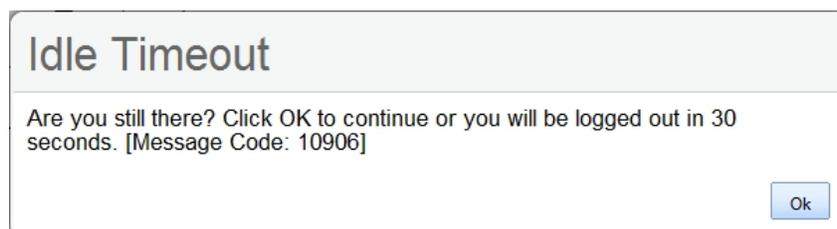
- If a test is paused for more than 20 minutes the student is:
 - Required to log back in to the student interface;
 - Presented with the page containing the item(s) he or she was working on when the assessment was paused (if the page contains at least one unanswered item) OR with the next page (if all items on the previous page were answered); and
 - NOT permitted to review or change any previously answered items, even if they are marked for review (with the exception of items on a page that contains at least one item that was not answered yet).
- Students may access the digital notepad and highlighted text for previous items unless they pause the test for more than 20 minutes.
- In the event of a technical issue (e.g., power outage or network failure), students will be logged out and the test will automatically be paused. The students will need to log in again upon resuming the test.

See [Appendix E](#) to review the rules that govern pausing during the test.

Test timeout (due to inactivity)

As a security measure, individual students and TAs are automatically logged out of a test session after 30 minutes of inactivity. Student activity is defined as selecting an answer or navigation option in the assessment (e.g., clicking [**Next**] or [**Back**] or using the **Past/Marked Questions** drop-down list to navigate to another item), or clicking on an empty space on the screen. Moving the mouse is not considered activity. TA activity is defined as clicking "Refresh" or navigating to any section of the site, such as Student Lookup.

Before the system logs an individual student or TA out of a test session, a warning message will be displayed on the screen. If the student or TA does not click [**Ok**] within thirty seconds after this message appears, he or she will be logged out. Clicking [**Ok**] will restart the 30-minute inactivity timer.





Caution: As a security measure, TAs are automatically logged out after 30 minutes of user inactivity which will result in the closing of the test session for all of the students. TA activity is described in the Test timeout paragraph above.

Test expiration

A student’s test remains active until the student completes and submits the test or until the testing opportunity has expired [45 calendar days for HSA Science Bridge Assessments or the closing of the testing window for EOC Exams].



If a student starts the test near the end of the testing window, the student must finish before the administration window officially closes. The assessment will automatically end on the last day of the scheduled administration window, even if the student has not finished.

7.3 Testing Time

Testing time and scheduling

Testing Windows

[Table 1](#) contains testing window information for the HSA Science Bridge Assessments and End-of-Course Exams. The Important Dates section of each assessment portal on alohahsap.org will include all relevant testing dates for each assessment, including downtimes, webinar dates, and testing windows.

Limiting the number of test questions that a student may answer during any one test session is considered a test security violation.

Scheduling Time for Testing

[Table 11](#) contains estimates of the time it will take most students to complete the HSA Science Bridge Assessments and End-of-Course Exams. This information is for scheduling purposes only, as the assessments are not timed. It is expected that most students will complete the assessment within two test sessions.

Table 11: Estimated Testing Times for HSA Science Bridge Assessments and End-of-Course Exams

| Content Area | Grades | Test Session #1 Estimated Testing Time hrs : mins | Test Session #2 Estimated Testing Time hrs : mins | Total Estimated Testing Time hrs : mins |
|-------------------------------|--------|---|---|---|
| HSA Science Bridge Assessment | 4 | 0:45 | 0:45 | 1:30 |
| | 8 | 0:45 | 0:45 | 1:30 |
| End-of-Course Exams | HS | 0:45 | 0:45 | 1:30 |

The test may be administered in one 90 minute session rather than two 45 minute sessions if a school wishes.



When developing a testing schedule, use the estimated testing times to calculate the number of days and the amount of time it will take to complete an assessment in each content area and grade level. Actual testing times may vary by subject and grade level.

These estimates do not account for any time needed to start computers, load secure browsers, and log in students, nor do they account for breaks. TAs should work with TCs to determine precise testing schedules.



Increasing the number of test sessions for a single test, or the length of time between test sessions may increase the risk of a testing incident.

7.4 Sensitive Responses

Taking appropriate action with student responses or student actions that cause concern

Throughout the test administration process, student safety is always the primary consideration.

During testing, TAs may encounter student actions that disrupt the assessment administration and may endanger the student or others. In addition, it is possible that TAs will encounter student responses to questions or notes on scratch paper that necessitate some action to ensure student safety.

Security protocols make it clear that TAs are not permitted to review student responses in the testing interface or students' notes on scratch paper. However, during or after the assessments or exams, a TA might unexpectedly encounter a student response that raises sufficient concern to warrant adult action. Topics that may require the TA to take action include, but are not limited to, student references to:

- Suicide
- Criminal activity
- Alcohol or drug use
- Extreme depression
- Extreme violence
- Sexual assault or physical abuse
- Self-harm or intent to harm others
- Neglect
- Bullying

Collecting information

Prior to administration, each TA should have a thorough understanding of school and state policies regarding documentation of student actions or concerning responses during a secure test event. The TA should document as much information as possible in accordance with school, and/or state policies.



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Escalating information

Should the TA encounter a sensitive situation while supervising the test session, the TA should immediately escalate this concern to the Test Coordinator or principal in accordance with school policies and procedures.

8.0 UNIVERSAL TOOLS, DESIGNATED SUPPORTS, AND ACCOMMODATIONS

The Smarter Balanced Assessment Consortium’s *Usability, Accessibility, and Accommodations Guidelines (UAAG)* and the HSAP *Crosswalk of Accessibility Features Across State Assessments in Hawai’i (CAF)* are intended for school-level personnel and decision-making teams, including Individualized Education Program (IEP) and Section 504 teams, as they prepare for and implement the HSA Science Bridge Assessments and End-of-Course Exams. The *UAAG* and *CAF* provide information for classroom teachers, English language development educators, special education teachers, and instructional assistants to use in selecting and administering universal tools, designated supports, and accommodations for those students who need them. The *UAAG* and *CAF* are also intended for assessment staff and administrators who oversee the decisions that are made in instruction and assessment.

The *UAAG* and *CAF* apply to **all** students. They emphasize an individualized approach to the implementation of assessment practices for those students who have diverse needs and participate in large-scale content assessments. The *UAAG* and *CAF* focus on universal tools, designated supports, and accommodations provided for the HSA Science Bridge Assessments and End-of-Course Exams. At the same time, the *UAAG* and *CAF* support important instructional decisions about and connection between accessibility and accommodations for students who participate in the HSA Science Bridge Assessments and End-of-Course Exams.

If a school staff member identifies a designated support and/or accommodation that he or she believes should be offered, and that is not available, the school should provide that information to the Assessment Section by submitting [Appendix S: Additional Designated Supports or Accommodations](#). A list of all requested designated supports and accommodations will be provided annually to HSA Science Bridge Assessments and End-of-Course Exams for evaluation.

The complete set of Usability, Accessibility, and Accommodations Guidelines and the *Crosswalk of Accessibility Features Across State Assessments*, as well as the full list of universal tools, designated supports, and accommodations, can be found at alohahsap.org. Please be sure to review these guidelines thoroughly before test administration.



To help users identify similarities between the test resources and classroom practices, Smarter Balanced has developed a *Resources and Practices Comparison Crosswalk*. The *Crosswalk* can be found in the Resources folder at: hsa.alohahsap.org or on the on the Accessibility and Accommodations page of the Smarter Balanced website <http://www.smarterbalanced.org/assessments/accessibility-and-accommodations/>.

The HSA Science Bridge Assessments and End-of-Course Exams, and Training and Practice Tests contain three levels of accessibility support: universal tools, designated supports, and accommodations. These supports can be embedded or non-embedded. Embedded supports are those that are part of the test delivery system, whereas non-embedded supports are those that are provided outside of that system; the three categories of accessibility support defined in [Table 12](#).

Table 12: Definitions for Universal Tools, Designated Supports, and Accommodations

| Type | Definition |
|------------------------|--|
| Universal Tools | Access features of the assessments that are either provided as embedded components of the test delivery system or separate from it. Universal tools are available to all students based on student preference and selection. |



| Type | Definition |
|----------------------------|--|
| Designated Supports | Access features of the assessments that are available for use by any student for whom the need has been indicated by an educator or team of educators. Educators may consult with a parent/guardian and student as needed. The access features are either provided as embedded components of the test delivery system or separate from it. |
| Accommodations | Accommodations are changes in procedures or materials that increase equitable access during the assessment or exam. Assessment accommodations generate valid assessment results for students who need them; they allow these students to show what they know and can do. Accommodations are available for students with documented IEPs or 504 Plans. Approved accommodations do not compromise the learning expectations, construct, grade-level standard, or intended outcome of the assessments. They are either provided as embedded components of the test delivery system or are non-embedded. |

The TIDE User Guide contains a full list of embedded and non-embedded designated supports and accommodations. Based on their specific user role in TIDE, State-level users, Test Coordinators, Test Administrators, and Teachers have the ability to set supports and accommodations. **Designated supports and accommodations must be set in TIDE prior to starting a test session.**

All Universal Tools will be available to all students during a test session. One or more of the preselected Universal Tools can be deactivated by the Test Coordinator in TIDE before a student is tested or by a Test Administrator in the TA Interface of the testing system for a student who may be distracted by the ability to access a specific tool during a test session.

Test Coordinators, Test Administrators, and Teachers have the ability to set embedded and non-embedded designated supports. **Designated supports must be set in TIDE prior to starting a test session.**

For additional information about the availability of designated supports and accommodations, refer to the Smarter Balanced *Usability, Accessibility, and Accommodations Guidelines* and the HSAP *Crosswalk of Accessibility Features Across State Assessments in Hawai'i* for complete information at: alohahsap.org.

For information on updating student settings, refer to the TIDE User Guide at alohahsap.org. The Guide to Navigating Online HSAP Administrations, located on the same website, also contains information on how to use some of these settings.

To help educators identify similarities between the test resources and classroom practices, *The Resources and Practices Comparison Crosswalk* located at alohahsap.org portal lists the resources or accessibility supports that are currently included in the *Usability, Accessibility, and Accommodations Guidelines* and *Crosswalk of Accessibility Features Across State Assessments in Hawai'i* documents and assists educators and decision-makers by providing a description of both the resource and its classroom equivalent.

Two particular non-embedded accommodations for grade 4 and above that can be used are the [Multiplication Table](#) and the [100s Number Table](#). Students must use a printed copy of the official Multiplication Table and/or 100s number table and may not use any other table provided by teachers during classroom instruction. A Test Coordinator must submit the [Appendix Q: Accommodations Verification Form](#) to the Assessment Section for review and verification. The



Assessment Section will notify the Test Coordinator of the approval or disapproval of the requested accommodations.

For students who require a small group or individual setting, these settings are now included in the Smarter Balanced non-embedded "Separate Setting" designated support. The total number of students may not exceed eight when a student is being tested in a small-group setting. If a proctor is present in the testing room with the Test Administrator, the total number of students should not exceed 12 to maintain the intent and benefits of a small-group setting.



9.0 PRIOR TO TEST ADMINISTRATION

9.1 Establishing Appropriate Testing Conditions

The Test Coordinator (TCs) and Test Administrators (TAs) will need to work together to determine the most appropriate schedule based on the number of computers available, the number of students in each grade tested, and the average time needed to complete each online HSA Science Bridge Assessment and EOC Exams. Testing students in classroom-sized groups is preferable. Establishing classroom-sized groups reduces test fear and anxiety for the students and facilitates monitoring and control for the TA.

The test administration should be conducted in a secure environment (see section 3.1 *Security of the Test Environment*).

An assessment or exam should be administered in a room that does not crowd students. Good lighting, ventilation, and freedom from noise and interruptions are important factors to be considered when selecting a site. **Students may not be tested at any site where some students are participating in classroom activities or completing assignments.**

The room should be prepared for test administration. Information displayed on bulletin boards, chalkboards, or charts that students might use to help answer test items **must be removed or covered**. This applies to rubrics, vocabulary charts, student work, posters, graphs, charts, etc. You will find it helpful to place a “TESTING – DO NOT DISTURB” sign on the door. You may also want to block off hallways by posting signs in halls and entrances. Reroute traffic, if necessary, in order to promote optimum testing conditions.

The Test Administrator must direct each student who enters the testing room with a cell phone or any other electronic device (including smart watches) to turn it off, put it in a back pack or bag, and place the back pack or bag in a designated, secure area in the testing room that cannot be accessed during the test session. If a student does not have a back pack or bag, his/her cell phone must be placed in a designated area. Students’ cell phones or other electronic devices will be returned to them after all students have ended their test session. This procedure is intended to prevent students from having their tests invalidated when they use their cell phones for any reason during test sessions e.g., checking their social networking feeds, texting friends and family members, listening to music, using the calculator on their cell phones to answer mathematics items when an online calculator is not allowed for these items, accessing the Internet on their cell phones to locate answers to test items, taking pictures of test items and posting them on social networking sites, e.g., Snapchat, Twitter, Facebook, and Instagram. **Any of these actions constitute a breach in test security, must be reported immediately to the Assessment Section, and will result in the invalidation of a student’s score for an assessment or exam.**

Students should be seated in such a way that they will not be tempted to look at the answers of others. Because the online HSA Science Bridge Assessments and EOC Exams are adaptive, it is unlikely that students will see the same test items as other students; however, appropriate seating arrangements need to be in place to prevent students from aiding one another. To prevent confusion, arrangements for student seating should be completed prior to the test administration.

Establish procedures to maintain a quiet environment throughout the test session, recognizing that some students will finish more quickly than others. If students are allowed to leave the testing room when they finish, explain the procedures for leaving without disrupting others and where they are expected to report once they leave. If students are expected to remain in the testing room until the end of the session, prepare some quiet work they may do after they finish the assessment or exam.



Examples of quiet work include reading a book or drawing using teacher provided paper and pencil. **Quiet work may not involve accessing the Internet to use other educational programs currently made available to students for instructional purposes;** student access to the Internet before or after a test session in the testing room is not allowed for test security purposes. Remember that the online HSA Science Bridge Assessments and EOC Exams are not timed, and some students may begin a test session and complete it on another day.

A variety of documents are available online for review and download at alohahsap.org.

- Combined online HSA Science Bridge Assessments and EOC Exams user guides and manuals for various online HSAP systems
- Online HSA Science Bridge Assessments and EOC Exams customizable English and translated Parent Letters for 12 student populations in the 14 most commonly spoken languages in Hawai'i
- Online EOC Exam Parent Information Booklets in English and translated languages
- Online HSA Science Bridge Assessment blueprints for each grade tested and each of the four EOC Exams
- Online HSA Science Bridge Assessments and EOC Exams scale score ranges by performance level for each content area and grade tested

Test Coordinators will receive copies of the following printed documents only:

- Combined Parent Information Booklet in English for online HSA Science Bridge Assessments in grades 4 and 8 and online Smarter Balanced Assessments in grades 3-8 and 11
- Combined Parent Information Booklet in translated languages for online HSA Science Bridge Assessments in grades 4 and 8 and online Smarter Balanced Assessments in grades 3-8 and 11

9.2 Tasks to Complete Prior to Test Administration

- ✓ **TCs, TAs, Teachers, Student Support Coordinators Team members, Parents, and Students should collaborate in learning about and selecting appropriate accessibility supports for each student.**
- ✓ **TCs and TAs should verify that students are provided the opportunity to take the Training Test and Practice Test for each content area prior to testing.**

It is highly recommended that ALL students be provided the opportunity to take the Training Test and Practice Test for each content area prior to testing. This allows students the opportunity to become familiar with all of the item types, the universal tools, buttons, and any allowable designated supports and/or accommodations.

- ✓ **TCs should ensure all TAs have login information for the TA interface that must be accessed via the TA Live Site.**
- ✓ **TCs should ensure that all TAs have received training and have been certified via the Online Certification course.**
- ✓ **TCs, TAs, and Teachers should verify student demographic information and update test settings as appropriate.**

Each student must be correctly assigned to his or her school and grade in TIDE. Incorrect student information must be updated in the student information system before the student can be tested. Data from the Department's electronic student information system (Infinite Campus) will



be uploaded nightly into the online TIDE system. Student information will appear in TIDE about 48–72 hours after it has been entered into Infinite Campus.

In addition to the correct school and grade, TCs, TAs, and Teachers should verify that all students have accurate test accessibility support settings in TIDE, including designated supports and accommodations (embedded and non-embedded) for each content area prior to testing.

TCs, TAs, and Teachers, based on their user role in TIDE, can set embedded and non-embedded designated supports and some accommodations in TIDE for students who require them. Within the TA Interface, a TA can change the default font size, turn off universal tools, and select some designated supports prior to the start of the test.

TCs will need to submit the appropriate Accommodations Verification Requests to the state for approval at least two weeks prior to testing. Upon approval, the Assessment Section will set the Braille, and Print On Demand in TIDE.



IMPORTANT: Any changes to student test settings must be completed **before the student begins testing**. The update, once made, may take **up to 24 hours to appear in the TA Interface**. Failure to correct test settings before testing could result in the student's not being provided with the needed designated supports and/or accommodations at the time of testing. This is considered a testing incident.

For information on how to view, add, upload, and modify student information, please refer to the TIDE User Guide located at alohahsap.org.



TAs may view student demographic information; however, TAs cannot add, upload, or modify student demographic information.

It is important for anyone with access to student information to remember that student personal information, including the student's SSID, is confidential. **If materials containing student personal information and/or SSIDs are distributed to students, these materials must be collected before the students leave the testing room and either securely stored to be used in a subsequent test session or shredded.** For additional information about security protocols, refer to section [3.0 Ensuring Test Security](#) of this manual.

✓ **TCs should ensure that TAs have necessary student login information.**

Each student will log in to the online testing system via the secure browser using his or her legal first name in TIDE, 10 digit SSID, and a test session ID. Prior to starting a test session, TAs must have a record of each student's legal first name and 10 digit SSID as it appears in TIDE. This information must be provided to each student to complete the login process. It is suggested that the student's legal first name and 10 digit SSID be printed on a card or piece of paper and distributed to each student just prior to testing to help him or her type it in the computer accurately. Student information is confidential; therefore, the cards/papers with this information must be kept secure until used during a test session.



When a TA creates a test session, a unique session ID is randomly generated. This session ID must be provided to students before they log in. Please refer to the *Guide to Navigating Online HSAP Administrations* located at alohahsap.org for detailed information on how to obtain session IDs.

✓ **TCs should ensure that TAs have the additional resources described in [Table 13](#) available for student use during test administration.**



- ✓ **Principals should ensure TCs and TAs understand protocols in the event a student moves to a new school.**

When a student moves within the state, his or her data record must be updated with the student’s new school code in TIDE before the student begins or resumes testing in the new school. Student information must be updated in the Department’s student information system (Infinite Campus) before the student can be tested. Data from the Department’s student information system will be uploaded nightly into the online TIDE system. Student information will appear in TIDE about 48–72 hours after it has been entered into Infinite Campus.

During test administration, students may have access to and use of these additional required resources in [Table 13](#) specific to each assessment and content area. Test Administrators need to prepare these resources prior to test administration.

Table 13: Allowable Resources for 2018-2019

| Content Area | Resources |
|--|--|
| For ALL Assessments | <ul style="list-style-type: none"> Headphones are required for students with the text-to-speech designated support. |
| Algebra 1 and Algebra 2 EOC Exams | <ul style="list-style-type: none"> Mathematics Reference Sheets: <ul style="list-style-type: none"> Algebra 2 EOC Exam pop-up Mathematics Reference Sheets are available in the online system; however, these sheets may be copied and handed out to students. Mathematics Reference Sheets for the Algebra 2 EOC Exam are available at alohahsap.org. |
| ALL Online HSA Science Bridge Assessments and EOC Exams | <ul style="list-style-type: none"> Pen or pencil Blank scratch paper for any assessment or exam, or graph paper for Algebra 1 and Algebra 2 EOC Exams (must be securely shredded immediately after a test session if written on by students). The blank scratch paper can be used to make notes or jot down information about test questions. It can also be used for mathematics and science calculations and drawings. Masks or barriers to prevent students from looking at others’ computers Posters offering students encouragement or inspiration without any specific content from the Common Core State Standards related to the Algebra 1 and Algebra 2 EOC Exams, or the HCPS III content standards and benchmarks related to the HSA Science Bridge Assessments, and Biology 1 EOC Exams, for example: <ul style="list-style-type: none"> “Believe in Yourself” “Set Your Dreams High” Handout of keyboard shortcuts (online testing system navigation symbols). These may also be posted in larger sizes on a wall if desired. |

9.3 Prepare Students for Testing

The online HSA Science Bridge Assessments and EOC Exams will include the following item types:

- Multiple-choice items in which students will select an answer option from a set of possible choices with the mouse or keyboard.
- Constructed-response items:



- Natural language items for which students will type a short answer into an answer space
- Interactive items for which students will use the mouse or keyboard keys to move items or draw responses within an answer space (also called a grid)

In addition to the above item types, identified EOC Exams will also include the following technology-enhanced item types:

- Equation editor items, in which students will input any mathematical expression or equation for the Algebra 1 and Algebra 2 EOC Exams
- Simulations, in which students will interact with data and provide answers in varied formats for the Biology 1 EOC Exam

An online HSA Science Bridge Assessment Training Test and course-specific EOC Exam Training Tests that include approximately 15 test items are available at alohahsap.org portal website, and students may log in with or without a password.



10.0 DAY OF TEST ADMINISTRATION

The Test Administrator (TA) should try to maintain a quiet environment, free from talking and other distractions. The TA must verify the security of the testing environment prior to beginning a test session. (See section 3.1 *Security of the Test Environment*.) Each TA **must** ensure that students do not have access to non-approved digital, electronic, or manual devices during testing. The TA should prepare a designated location in the classroom for students to place their backpacks, purses, cell phones, and other electronic devices. This location should be inaccessible to students during testing, and also ensure that students do not have access to digital, electronic, or manual devices during testing.



RECOMMENDATION to Test Coordinators: Print this section to be reviewed by each Test Administrator (TA) on the day of testing. [Appendix Y](#) contains a script for TAs which you may print.



The TA should verify that students have access to and use of the additional required resources in Table 13 specific to each assessment and content area (e.g. scratch paper for all tests, headphones for students using the Text-to-Speech Designated Support).



IMPORTANT: Any changes to student test settings must be completed **before the student can test**. The update, once made, may take **up to 24 hours to appear in the TA interface**. Failure to correct test settings before testing could result in the student's not being provided with the needed designated supports and/or accommodations at the time of testing. This is considered a testing incident.



Use the following information and script to assist students with the login procedures. Please refer to the Guide to Navigating Online HSAP Administrations at alohahsap.org to become familiar with the Online Testing System.

To ensure that all students are tested under the same conditions, the TA should adhere strictly to the script for administering the test unless a student is assigned the non-embedded designated support or accommodation for Simplified Test Directions. All directions that a TA needs to read to students are indicated by the word "SAY" and are in boxes so they stand out from the regular text. They should be read exactly as they are written, using a natural tone and manner. If the TA makes a mistake in reading a direction, the TA should stop and say, "I made a mistake. Listen again." Then the direction should be reread. If the class is resuming a test and the TA is sure that all students are able to log in without hearing the login directions again, the TA may skip the italicized portions of the directions.

When asked, the TA should answer questions raised by students but should never help the class or individual students with specific test items. No test items can be read to any student for any content area, unless the decision to provide the Read Aloud Designated Support or Accommodation has been verified and set in TIDE. Before each test begins, he or she should encourage students to do their best.

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



Launch Secure Browsers



Prior to launching the secure browser, all other applications should be closed.

A secure browser is required to access the online HSA Science Bridge Assessments and EOC Exams. The secure browser provides a secure environment for student testing by disabling the hot keys, copy, and screenshot capabilities and access to the desktop (Internet, email, and other files or programs installed on school machines). The secure browser will not display the IP address or URL for the secure testing website. Users cannot access other applications from within the secure browser, even if they know the keystroke sequences. The “back” and “forward” browser options are not available, except as allowed in the testing environment as testing navigation tools. Students will not be able to print from the secure browsers. During testing, the desktop is locked down, and students must “Pause” (to save the assessment or exam for another session) or answer all test items and complete the assessment or exam in order to exit the secure browser.

Before students arrive to take an assessment or exam, make sure that the student login screen is showing on each computer. Click the HSAP Secure Browser icon on each computer to open the secure browser. It is recommended that Test Administrators rather than students launch the browsers in order to prevent students from accessing other applications. Once the secure browser is launched, students can no longer access other applications.

In the event of technical difficulties with the secure browser, contact your technology coordinator or the HSAP Help Desk.

Distribute Materials

Distribute any needed materials (see [Table 13](#)), such as pencils, scratch paper and headphones. You may wish to plug in headphones ahead of time so that you do not need to pass them out during the test session.

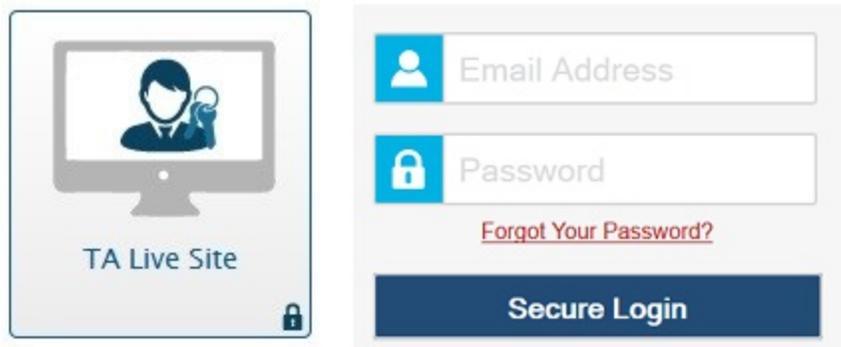
**Note: Handheld calculators are not allowed for the online Algebra 1 and Algebra 2 EOC Exams.*

10.1 Starting a Test Session

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

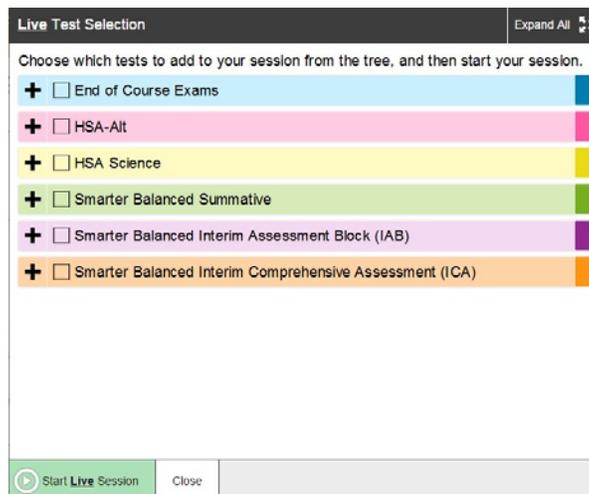
1. The TA logs into the TA Interface.

The TA accesses the TA Interface via the TA Live Site card at alohahsap.org. The TA then enters his or her username and password and clicks [**Secure Login**] to log in to the TA Interface.



2. The TA creates a test session.

When you log in to the TA Interface via the TA Live Site card, the Test Selection window opens automatically. This window allows you to select tests and start the session. To create a test session, select the particular test(s) to be administered in the test session. Only the test sessions that are to be administered should be selected.

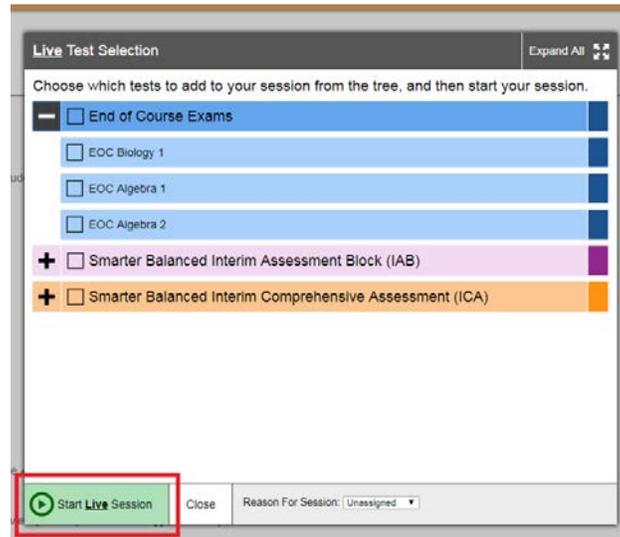


Students will only be able to see and access those selected tests for which they are eligible in TIDE.



3. The TA begins the test session.

After clicking on the test(s) to be administered during the test session, the TA clicks on the [Start Live Session] button to begin the test session and generate the session ID that students use to join that test session.



4. The TA informs students of the test session ID.

The system-generated session ID appears in the Live Session ID box at the top of the screen.



Write the Session ID clearly on the chalkboard or whiteboard or somewhere else where students will be able to see it. Students must enter the Session ID exactly as it is written, without extra spaces or extra characters, in order to log in.

Test sessions must be created on the day of testing, not before. This prevents potential test security problems. Students from the same class who take tests at different times or with different Test Administrators do not need to use the same Test Session ID.

The script should be read in its entirety prior to a student logging in for the first time. For subsequent administrations of the same assessment, read the unitalicized text from the script.

SAY: Today, you will take a test in [name subject(s)]. You will be given a test session ID that is required to start the test. Before logging in, let's go over some test rules.

You may only use the computer to take this test. You may not use the computer for another reason before, during, or after testing.

Take your cell phone and any other electronic devices out of your pocket, backpack, or bag and turn it off. Do not leave it on or place it on silent mode. If you have a backpack or bag, place the turned off phone or device in your



backpack or bag and place it in the area I have designated. If you do not have a backpack or bag, bring your phone or device to my desk and place it in the area I have designated. Your phone or device will be returned to you at the end of the test session. If you do not follow these test security directions and you use your phone or device during the test session for any reason, your test will be invalidated, your parents will be informed of your behavior and any consequences that will be determined by the principal.

During testing:

You must answer each question on the screen before going on to the next one. If you are unsure, go ahead and provide what you think is the best answer and mark it for review before going on to the next question. You may go back and change the answer during this test session.

If you have a question or need help during the test, raise your hand and I will come to you. Some of you may not finish your tests during this session and that is okay. You will be able to finish on another day.



NOTE: If a school has a more stringent cell phone policy, then that policy may be stated in place of the minimum cell phone test security requirements stated above.

NOTE: TAs may not limit the number of questions a student may answer during a test session.

SAY: Please write your name on the scratch paper. I will collect all papers at the end of this session.

[The following should be read for Algebra 1 and Algebra 2 ONLY]

SAY: Please keep in mind that this test is divided into segments. When you get to the end of a segment, you will be prompted to review your answers before moving on. Once you move to the next segment, you will not be able to return to any of the questions in the previous segment.

SAY: You may pause at any point in the test by clicking PAUSE after answering an item. Please raise your hand if you need a break and ask permission before clicking PAUSE.



SAY: If you pause your test for more than 20 minutes, you will not be able to go back and change your answers, even the ones you marked for review. You may check your answers to any questions before you pause your test.

Your answers need to be your own work. Please keep your eyes on your own test and remember, there should be no talking. If you still have a cell phone or an electronic device, please turn it off, raise your hand and I will come and collect it before the test begins.

If you finish your test early, review your answers. Once you have done so, submit your test and log out. You must sit quietly in your seat until dismissed. You may not use the computer for any reason.

We have [x] minutes to work on this test today. I will let you know when there are 5 minutes remaining in the session. Begin to log in now.

Give students the test session ID and other log-in information. The test session ID, the statewide student identifier (SSID), and the student's first name may be provided to students ahead of time on a card or piece of paper to help them type it in the computer accurately. Student information is confidential; therefore, the cards/papers with this information must be collected and securely stored after each test session and securely shredded after all testing has been completed. **The TA should write down the session ID for his or her own records, in case he or she gets involuntarily logged out of the system.** The TA will be logged out of a test session if there is no activity for 30 minutes by the TA or a student. Having the session ID will allow the TA to resume the test session.

TAs may also write the test session ID on a classroom dry-erase or chalk board or another place where students can see it. Make sure students know that the test session ID must be entered **exactly** as it is written—it is case sensitive—without extra spaces or characters. Please refer to the *Guide to Navigating Online HSAP Administrations* at alohahsap.org to become familiar with the Online Testing System.

SAY: Now we are ready to log in. Once you have logged in, you will have to wait for me to approve the test before you start. I'll be checking that you have correctly entered the test session ID and other information.

Enter your legal first name, not your nickname, followed by your SSID number. Then enter the test session ID. *Raise your hand if you need help typing this information on your keyboard.*

Please do not share your SSID with anyone. This is private information.

Now click "Sign In." *Once you have successfully logged in, you will see a screen with your first name and other information about you. If all of the information on your screen is correct, select YES to continue. If any of the information is incorrect, please raise your hand and show me what is incorrect.*

Ensure that all students have successfully entered their information. The TA should ensure that the students use their legal first names, not nicknames. If a student is unable to log in, he or she will be prompted to try again and provided with a message describing the reason (an invalid SSID, for example). If the student is still having difficulty, the TA can look up the correct information using the Student Lookup function on the TA Interface or TIDE. TAs may assist students with logging in if necessary.

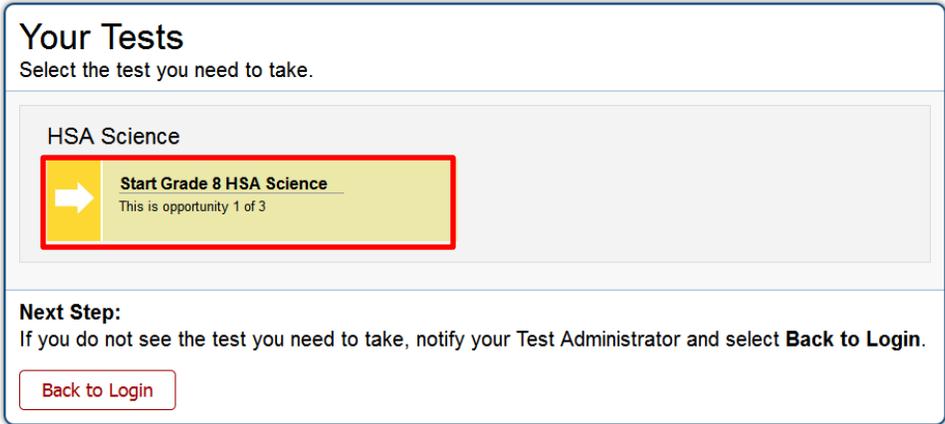
Student information could also be provided to students ahead of time on a paper or card to help them type it in accurately. Test tickets with students' legal name and 10-digit State Student Identification Number (SSID) number can be printed from the Students Section of Preparing for Testing in TIDE at www.hitide.org. However, please remember that SSIDs are confidential information and papers or cards need to be collected and stored in a secure location after each test session. The papers or cards must be shredded after testing has been completed.

If the information in the online testing system is incorrect for a student, the student's information must be updated in the Department's student information system by your school's office or registrar. Information from that system will then automatically be transferred into the online HSAP system. Typically, it will take 48–72 hours for updated information from the student information system to be updated in the online HSAP system. Please contact your Test Coordinator if a student's personal information is displayed incorrectly and you need assistance.

5. The TA informs students of the test session in which they are participating.

SAY: On the next screen, select the [INSERT NAME OF TEST (i.e., HSA Science Bridge Assessment)], and then click START TEST. After you have selected your test, you will see a screen with a moving bar and message saying that you are waiting for Test Administrator approval. This step helps ensure that you are taking the correct test. Please wait quietly while I verify each of your tests.

If TAs are unsure of which test students are participating in during that session, TAs should contact the Test Coordinator (TC).



Students may be able to select from more than one test, for example, an Algebra 1 or Biology 1 Exam. TAs should direct students to select the appropriate test name based on what the TA is planning to administer at that time. Students will see only assessments for which they are eligible.



6. The TA views and approves students who are waiting for test session approval.

After students have selected a test, the TA verifies that each student selected the appropriate test before approving that student for testing. **It is very important that the TA pays close attention to the test name prior to approving to be sure it is the correct test to be administered at that time.** To do this:

- a. Select the [Approvals (#)] button.



- b. A new window opens that shows a list of students, organized by test name. The TA should review the list to ensure that students are taking the correct test.
 - i. If a student selected a test other than the one the TA plans to administer to that student that day, the TA must deny the student entry to the test session. The student may then log in again and select the correct test.
- c. The TA should also review the test settings assigned to each student to ensure that they are correct.
 - i. If a student's settings are incorrect, do *not* approve that student to begin testing. Depending on the setting, the TA will need to work directly with the Test Coordinator (TC), the student's Teacher, and/or the Assessment Section to correct the test settings in TIDE before approving the student to begin testing. *(Reminder: It may take up to 24 hours for changes to appear in the TA interface.)* **Ensuring the test settings are correct before the student begins testing is critical to avoid the need for a test reset that may result in additional testing for the student later.** Please see the *TIDE User Guide* for additional information on correcting student test settings.
 - ii. If you approve a student or group of students for the wrong HSA Science Bridge Assessment, this opportunity cannot be reset for administration on a later date during the testing window. An HSA student or group of students must complete this opportunity within 45 calendar days after they are approved to begin the assessment. EOC Exams must be completed within the testing window.
 - iii. A designated support may be changed for a student after testing has begun; however, the student's test will need to be paused and he or she will need to log out of the test session in order for the TA to change the designated support in the TA Live Site. The TC may change the designated support in TIDE. The updated designated support will take effect once the student logs back in to the test session.
 - iv. The Language selection may not be changed after a student has begun a test opportunity. Once a student has started an online HSA Science Bridge Assessment in English or EOC Exam in English or Braille, the setting cannot be changed. If a student has started a test opportunity with the incorrect Language feature, the student's test should be immediately paused, and the Test Coordinator should contact the HSAP Help Desk for further assistance.

- d. When the correct test is selected and test settings are verified, the TA clicks [] for each student or [Approve All Students]. **The TA should only click Approve All Students if he or she confirms that the content area, type of test, and test settings for each student are correct.** Test settings, designated supports in particular, can be set by the TA if necessary and appropriate.

| Approvals and Student Test Settings | | | | |
|---|-------------|-------|----------|--|
| <input checked="" type="checkbox"/> Approve All Students <input type="button" value="Refresh"/> <input type="button" value="Done"/> | | | | |
| A Summative Test | | | | |
| Student Name | Student ID | Opp # | Details | Actions |
| Lastname, Firstname | 99999991234 | 1 | Standard | <input checked="" type="checkbox"/> <input type="checkbox"/> |
| Lastname, Firstname | 99999991234 | 3 | Custom | <input checked="" type="checkbox"/> <input type="checkbox"/> |

SAY: After I approve you to begin testing, you will see a screen asking you to check your test content area and settings. If all the information is correct, you may select YES, START MY TEST. If any of it is incorrect, please raise your hand.

Each student will be logging in at a different time. The TA should monitor the test session and approve all students who are currently ready before assisting any students who are having problems.

If students have access to text-to-speech designated support, read the next blue box so the students will know how to verify that their headsets are working properly.



[The following should be read for test sessions where any students have the Text-to-Speech designated support]

SAY: Next you should see a screen that prompts you to verify that the sound on your computer is working. Put your headsets on and click the icon of the speaker in the circle to hear the sound. If you hear the chime, click [YES]. If not, raise your hand.

Audio Playback Check

Make sure audio playback is working.



To play the sample sound, press the speaker button.

Next Step:

If you heard the sound, choose **I heard the sound**. If not, choose **I did not hear the sound**.

I heard the sound

I did not hear the sound

If a student's volume is not working, troubleshoot basic steps such as ensuring that the headset is fully plugged in, mute is not inadvertently selected, and the volume setting is turned up. If the student is still experiencing issues, contact your School Technology Coordinator or the HSAP Help Desk at 1-866-648-3712 or hsaphelpdesk@air.org.

SAY: Before your test appears, you will see a tutorial page listing the test tools and buttons that you may use during the test or that will appear on the test. Please read this carefully. You can also find this information during your test by clicking the HELP button in the top right corner. When you are ready to begin your test, click BEGIN TEST NOW at the bottom of the page.

7. *The TA monitors student progress.*

Monitoring Test Selection

It is very important that TAs monitor student progress throughout the test session. This includes verifying that students are participating in the appropriate assessment. The TA monitors the test each student is taking by referring to the Students in Your Test Session table in the TA Interface.

In the event a student is taking an incorrect test, the TA can pause the student's test. The TA should then instruct the student to log out and log in again to select the correct test.

Students in your Live Test Session

0 students awaiting approval 0 print requests 1 active tests

| Student Name | Student ID | Opp # | Test | Requests | Student Status | Test Settings | Pause Test |
|--------------|------------|-------|-------------------|----------|----------------|---------------|------------|
| Doyx, Oze | 999999203 | 1 | Grade 11 Math CAT | | approved: 00 | Custom | |

In the rare event that a student starts a test unintentionally, the test's expiration timeline will be activated. If a student is unable to return to and complete the test before it expires in forty-five days



(HSA Science Bridge) or within the testing window (EOC Exams), the TC will need to submit an "Testing Incident" request via TIDE to reopen the test.

Monitoring Test Progress

Once students have started their tests, the TA should circulate through the room to ensure that all conditions of test security are maintained. If the TA witnesses or suspects the possibility of a test security incident, the Principal and TC should be contacted immediately in accordance with the security guidance provided in this manual.

The TA may also use the TA Interface to view the testing progress of any student. This site will not show test items or scores but will let the TA see how many items have been delivered to each student and which item they are currently working on (e.g., question 24/40).

While the TA Interface is designed to automatically refresh every minute, the TA can refresh it manually at any time by clicking the  button in the upper-right corner to update it manually. Do NOT click the web browser's refresh button to refresh the TA Interface.

Student Directions During Testing

TAs and proctors may not advise or assist students during test sessions, such as:

- provide reminders of test taking strategies,
- advise a student to use scratch paper,
- provide hints on problem solving techniques,
- remind students to review work,
- provide guidance on pacing (speed up or slow down).

If you notice that a student is off task, you may read the statement below **verbatim**.

SAY: It is important that you do your best. Do you need to pause the test and take a break?



If a student is not actively engaged with the test, the TA may pause the student's test and should consult with the TC to determine if additional test sessions are appropriate. TAs are not required to provide additional test sessions for a student who has exceeded the average test taking time and is not actively engaged in the test.

If a student is concerned about an item, you may direct the student to review a tutorial by reading the script below **verbatim**.

SAY: Try your best and choose the answer that makes the most sense to you. If you are unsure about how a question works, you can select Tutorial from the context menu to view a short video.

Allowing the students to take the Training Test and Practice Test for each content area prior to testing is strongly encouraged to ensure that students are able to manipulate each item type and use the various tools and supports during testing.



IMPORTANT:

- If the TA is using the TA Interface and navigates to another AIR system (TIDE, ORS, etc.) the session will stop, and all students in the session will be logged out.
- If the TA Interface or TA training site browser is accidentally closed while students are still testing, the session will remain open until it times out after 30 minutes. Before thirty minutes have elapsed the TA can open the browser and navigate back to the TA Interface. The TA will be prompted to enter the active session ID and re-enter the test session.
- As a security measure, TAs are automatically logged out of the TA Interface after 30 minutes of TA user inactivity (defined as clicking the  button or navigating to any part of the TA Site) and/or student inactivity (defined as selecting an answer or navigation option in the test) in the test session, which will result in closing the test session. If this occurs, the TA will have to create a new session and the students will have to log in to the new session to resume testing. When starting a new session, the TA should give the students the new session ID so that they can log in and resume testing. Please note that students will not be able to return to items from previous sessions, even if the responses were marked for review.

8. The TA ends the test session and logs out of the Test Administrator Site

When there are approximately five minutes left in the test session, the TA should give students a brief warning.

SAY: There are 5 minutes remaining in this test session. If you have not reached the last question on the test, please answer the current question on your screen and stop.

You may review any completed or marked items now. Do not submit your test unless you have answered all of the questions. If you have not finished the test, you will have a chance to answer the rest of the test questions on another day.

If you need additional time let me know.

After answering the last item in each segment, each student is presented with a screen prompting him or her to review answers (marked and unmarked) for all items available to the student or prior to submitting the test.

After answering the last question and reviewing any marked test questions, students must pause or end their test. If students would like to review their answers before submitting their test, they should click **[Review My Answers]** and then **[Submit Test for Scoring]** after they finish reviewing. Once a student clicks **[Submit Test for Scoring]**, the student will not be able to review answers, and the student will receive his or her online HSA Science Bridge Assessment or EOC Exam score. Students must then click **[Log Out]** to exit the testing site. Students who have not finished can click **[Pause]**.

SAY: The test session is now over. If you have not finished, please answer the current question on your screen and click **[Pause]**, and you will be able to finish at another time. Then click **[Log Out]**.



Follow appropriate testing policies regarding allowing students who need additional time to finish testing. Keep in mind the 20 minute pause rule; students whose test is paused for longer than 20 minutes will not be able to go back to any questions that contain a response or are marked for review.

SAY: Remember, if you are not finished and need to pause your test for more than 20 minutes, you will not be able to go back to the questions from this test session, including questions marked for review.

If you have finished all the questions on your test and have finished reviewing your answers, click [**Submit Test For Scoring**]. You will then see your score. Please keep this information to yourself. Then click [**Log Out**]. I will now collect any scratch paper and other materials. Please be sure your name is written on your scratch paper.

TAs should click [**Stop Session**] to end the test session and pause any student test in the session that is still in progress. When finished, TAs can log out of the TA Interface by clicking the [**Logout**] button at the top right. TAs should also collect any scratch paper.

Any students who need to continue their assessments or exams will do so in a new test session.



11.0 FOLLOWING TEST ADMINISTRATION

11.1 Destroying Test Materials



Federal law—the Family Educational Rights and Privacy Act (FERPA)—prohibits the release of any student’s personally identifiable information. Any printed materials must be securely stored and then shredded after testing is complete.

The following test materials must be securely shredded and recycled immediately following each test session and may not be retained from one test session to the next:

- Scratch paper and all other paper handouts written on by students during online testing (For additional information on allowable resources, see [Table 13.](#))
- Any papers or cards that contain personally identifiable student information need to be collected and stored in a secure location after each test session. The papers or cards must be shredded after testing has been completed for 2018-2019.

11.2 Reporting Testing Improprieties, Irregularities, and Breaches

Throughout testing, ensure that all test security incidents were reported in accordance with the guidelines in sections [3.0 Ensuring Test Security](#) and [4.0 Responding to Testing Improprieties, Irregularities, and Breaches](#) in this manual and the TIDE User Guide located at alohahsap.org.

11.3 Make-up Testing

Students who are absent during their school’s scheduled test session(s) can be tested at any time during the testing window. Make-up testing must occur during the testing window.

Test Coordinators and others will be able to monitor students’ completion of assessments and exams, and plan for online HSA Science Bridge Assessment or EOC Exam make-up testing through the Plan and Manage Testing application of TIDE. For example this application allows users to see how many students have not yet started online HSA Science Bridge Assessment or EOC Exam testing, have started testing, or have completed testing. The TIDE User Guide has specific instructions on how to access and navigate this system.

11.4 Results

Test Coordinators and teachers will be able to view student results for the online HSA Science Bridge Assessments and EOC Exams through the Score Reports application of the Online Reporting System. The *Online Reporting System User Guide* has specific instructions on how to access and navigate this system.



APPENDIX A: FREQUENTLY USED TERMS

[Table 14](#) defines terms that are specific to the online HSA Science Bridge Assessments and EOC Exams.

Table 14: Frequently Used Terms

| Term | Definition |
|-------------------------------------|--|
| Accommodations | Changes in procedures or materials that increase equitable access during the assessment or exam. Assessment accommodations generate valid assessment results for students who need them; they allow these students to show what they know and can do. Accommodations are available for students with documented Individualized Education Programs (IEPs) or 504 Plans. Approved accommodations do not compromise the learning expectations, construct, grade-level standard, or intended outcome of the assessments. See the Smarter Balanced <i>Usability, Accessibility, and Accommodations Guidelines</i> and the HSAP <i>Crosswalk of Accessibility Features Across State Assessments in Hawai'i</i> at alohahsap.org for complete information. |
| Break | There is no limit on the number of breaks or the length of a break that a student may be given according to his or her unique needs. However pausing the test for more than 20 minutes will prevent the student from returning to items already answered by the student. |
| Computer Adaptive Test (CAT) | Based on a student's responses, the computer program selects the difficulty of items throughout the assessment. By adapting to each student as the assessment is taking place, these assessments present an individually tailored set of items to each student and provide more accurate scores for all students across the full range of the achievement continuum. |
| Data Assessment Team Advisor | School personnel responsible for data collection and management, report creation, data analysis, communicating with school staff. |
| Designated Supports | Accessibility features of the assessments available for use by any student for whom the need has been indicated by an educator or team of educators. Educators can consult with the parent/guardian and student as needed. See the Smarter Balanced <i>Usability, Accessibility, and Accommodations Guidelines</i> and the HSAP <i>Crosswalk of Accessibility Features Across State Assessments in Hawai'i</i> for complete information alohahsap.org . |
| Invalidation | A specific request in the "Testing Incidents" tab of TIDE. Invalidating a test results in the omission of test results and student responses from the testing and accountability systems. Invalidation is often the outcome for assessments impacted by a test security incident. Permission for an invalidation is initiated through TIDE. See the <i>TIDE User Guide</i> for more information. |
| Item | A test question or stimulus presented to a student to elicit a response. |



| Term | Definition |
|----------------------------|---|
| Pause | <p>Action taken by a student or TA to temporarily halt the test during any part of the test, as needed. Pauses of more than 20 minutes will prevent the student from returning to items already attempted, completed, and/or flagged for review.</p> <p>More information on test pausing is available in section 7.2 General Rules of Online Testing.</p> |
| Principal | <p>School-level staff member who is responsible for the overall administration of the summative assessments in a school. Principals should ensure that the Test Coordinators (TCs) and Test Administrators (TAs) in their schools are appropriately trained and understand policies and procedures.</p> |
| Reopen | <p>A specific request in the "Testing Incidents" tab of TIDE. It applies to a test that has already been submitted or has expired and allows the student to access the previously closed test.</p> <p>For example, a test may be reopened if a student started a test and became ill and was unable to resume testing until after the testing opportunity expired.</p> <p>Permission for a reopen is initiated through TIDE. See the <i>TIDE User Guide</i> for more information.</p> <p>Once a test is reopened, the same test window will apply as before.</p> |
| Reopen Test Segment | <p>A specific request in the "Testing Incidents" tab of TIDE. Reopening a test segment allows a student to access a test segment that the student inadvertently or accidentally leaves.</p> <p>Permission for a Reopen Test Segment is initiated through the "Testing Incidents" tab in TIDE. See the <i>TIDE User Guide</i> for more information.</p> |
| Reset | <p>A specific request in the "Testing Incidents" tab of TIDE. Resetting a student's test removes that test from the system and enables the student to start a new test. Any work previously done on the test would be lost.</p> <p>Valid reasons for a reset would be if a student's test event was administered inconsistently with the student's IEP (this would include both embedded and non-embedded accommodations) or if the student started a test and didn't have a needed language support (such as a language glossary).</p> <p>Permission for a reset is initiated through TIDE. See the <i>TIDE User Guide</i> for more information.</p> |
| Restore | <p>A specific testing incident request on the "Testing Incidents" tab in TIDE. A test will be restored from the "Reset" status to its prior status. This action can only be performed on assessments that have been reset.</p> <p>A test opportunity can be restored if it was reset in error. For example, if a test reset was requested for an Algebra I EOC Exam instead of an Biology I EOC Exam, then that Algebra I EOC Exam can be restored to its previous status.</p> <p>Permission for a restore is initiated through the "Testing Incidents" in TIDE. See the <i>TIDE User Guide</i> for more information on the testing incident request process.</p> |
| Secure Browser | <p>A web browser that is downloaded and installed on a computer prior to a student beginning the test. The browser is specifically designed for use with the</p> |



| Term | Definition |
|--|---|
| | Hawai'i Statewide Assessments to provide secure access to the tests for each content area and prevent students from accessing specific hardware and software functions (e.g., other browsers, screenshot programs) that are not allowed during the assessments. An updated secure browser must be installed prior to the start of testing, on each device used for testing. Secure browsers are updated each year to address updates in operating systems or to include changes in the way the tests are administered. |
| Segment | A part of a test within the test delivery system. Depending on the test, segments typically separate items from others if the tools are different (e.g., the Algebra I and II EOC Exams will have two segments – in the first, shorter segment, students will use an online pop-up scientific calculator, and in the second, longer segment, students will use an online pop-up scientific/graphing/regression calculator). When a student completes a segment of the test, he or she will receive a message which indicates that once this segment is submitted it is no longer possible to return to it. |
| Session | A timeframe in which students actively test in a single sitting. The length of a test session is determined by Principals or TCs who are knowledgeable about the class periods in the school's instructional schedule and the timing needs associated with the assessments. It is recommended that session length range between 40 and 120 minutes. However, assessments are not timed, and an individual student may need more or less time overall. Further, individual students will have unique needs regarding the length of a test session. Each test session is set up in the TA Interface by a Test Administrator. <i>Note: A test session does not need to end when a segment ends.</i> |
| Statewide Student Identifier (SSID) | A statewide, unique student identifier, assigned for use in TIDE by a student's state education agency for the purpose of statewide assessments. |
| Stimulus/Stimuli | Material or materials used in the test context which form the basis for students to answer connected test items. Many items/tasks for the assessments include a stimulus along with a set of questions to which the student responds. They can be passages/texts; images with audio presentations for students to listen to; simulated web pages for students to use for research; or scenarios to which students can react. |
| Technology Coordinator | School personnel responsible for ensuring that the school's computers and network are prepared for testing as well as monitoring any technical problems during testing and applying resolutions. |
| Test Administrator (TA) | School personnel responsible for administering statewide assessments in a secure manner in compliance with the policies and procedures outlined in the <i>Test Administration Manual</i> . |
| Test Coordinator (TC) | School staff member responsible for monitoring the testing schedule, test administration process, and student participation. TCs are also responsible for ensuring that TAs have been appropriately trained and that testing is conducted in accordance with the test security and other policies and procedures established by the Hawai'i Department of Education. |



| Term | Definition |
|--|---|
| Test Information Distribution Engine (TIDE) | The registration system used for the Hawai'i Statewide Assessment Program. This is the system through which users interact with and inform the test delivery system. This system includes adding and managing users and managing students participating in the assessments. This system uses a role-specific design to restrict access to certain tools and applications based on the user's designated role. |
| Testing Breach | A security event that poses a threat to the validity of the test. Examples may include such situations as a release of secure materials or a security/system risk. A breach incident must be reported immediately to the Assessment Section at 808-733-4100. For specific details on how to proceed when an incident has occurred, please refer to section 4.0 Responding to Testing Improprieties, Irregularities, and Breaches of this manual. |
| Testing Impropriety | An unusual circumstance that has a low impact on the individual or group of students who are testing and has a low risk of potentially affecting student performance on the test, test security, or test validity. For specific details on how to proceed when an incident has occurred, please refer to 4.0 Responding to Testing Improprieties, Irregularities, and Breaches of this manual. |
| Testing Irregularity | An unusual circumstance that impacts an individual or group of students who are testing and may potentially affect student performance on the test, test security, or test validity. For specific details on how to proceed when an incident has occurred, please refer to 4.0 Responding to Testing Improprieties, Irregularities, and Breaches of this manual. |
| Universal Tools | Available to all students based on student preference and selection. See the Smarter Balanced <i>Usability, Accessibility, and Accommodations Guidelines</i> and HSAP <i>Crosswalk of Accessibility Features Across State Assessments in Hawai'i</i> at alohahsap.org for complete information. |



APPENDIX B: ITEM TYPES

Item and response types

As students engage with the assessments or exams, they will be asked test questions that require them to respond in several ways, some of which may be new to students.

As pointed out in [Appendix D](#) of this manual, it is **highly recommended** that **ALL** students access the Training Test and Practice Test site before taking the assessment or exam. Doing so will provide students an opportunity to view and practice each of the item types.

The Training Tests and Practice Tests are available through the HSAP portal at alohahsap.org.

Summary of item types and how to provide responses

[Table 15](#) lists the different possible item types and briefly describes each one.



Note: Not all tests will necessarily include all item types.

Table 15: Item Types and Response Methods

| Type of Item | Brief Description of How to Respond |
|---|---|
| Multiple Choice (MC) | select a single option |
| Multiple Select (MS) | select two or more options |
| Match Interaction (MI) | match text or images in rows to values in columns |
| Short Answer Text Response (SA) | keyboard entry |
| Grid Item (GI) - Drag and Drop | drag-and-drop single or multiple elements into a background image |
| Grid Item (GI) - Hot Spot | select certain areas of an image |
| Grid Item (GI) - Graphing | plot points and/or draw lines |
| Table Interaction (TI) | keyboard entry into table cells |
| Equation (EQ) | Enter equation or numeric response using on-screen panel containing mathematical characters |
| Evidence Based Selected Response (EBSR) | Two part item: respond to a Multiple Choice (MC) item, and then cite the evidence that supports the answer to Part A either Multiple Choice, Multiple Select, or Hot Text |
| Hot Text (HTQ) | select sections of text, or drag-and-drop sections of text |

Technical skills to access embedded resources

To access some of the embedded resources such as strikethrough, highlighter (Universal Tools), and text-to-speech that are available to help work through these item types, students may need to access the **context menu** by clicking on the context menu bars in the top right corner of the item or passage. Please note the method to access the menu is dependent on the student's device type. Devices and methods are shown in [Table 16](#).



Table 16: Right-Click Context Menu Device Type

| Right-Click Context Menu Device Type | Method to Access Right-Click Context Menu |
|--|--|
| Windows-based desktop or laptop (two-button mouse) | Click on the right mouse button. |
| Mac OS-based desktop or laptop (one-button mouse) | Hold down the [Ctrl] key on keyboard and then click the mouse button. |
| iPad tablet (touchscreen) | Tap on the menu in the upper-left corner of the secure browser application. |
| Android-based tablet (touchscreen) | Tap on the menu in the upper-left corner of the secure browser application. |
| Chromebook (trackpad) | Hold down the [Alt] key on the keyboard and tap the trackpad. |



APPENDIX C: SECURE BROWSER FOR TESTING

Test Administrators (TAs) should be aware of the following guidelines and employ the necessary precautions while administering online assessments:

- **Close External User Applications**

Prior to administering the online assessments, TAs should check all computers that will be used and close all applications except those identified as necessary by the School Technology Coordinator. After closing these applications, the TA should open the secure browser on each computer.

The secure browser and Student Interface automatically detect certain applications that are prohibited from running on a computer while the secure browser is open. The secure browser will not allow a student to log in if the computer detects that a forbidden application is running. A message will also display that lists the forbidden application(s) that needs to be closed.



If a forbidden application is launched in the background while the student is already in a test, the student will be logged out and a message displayed. The TA with the assistance of the Technology Coordinator, if necessary, will have to close the forbidden application, reopen the secure browser, and approve the student to log in to continue working on the test. This would be considered a test security incident.

- **Testing on Computers with Dual Monitors**

Systems that use a dual monitor setup typically display an application on one monitor screen while another application is accessible on the other screen.

Students should *not* take online tests on computers that are connected to more than one monitor except in extremely rare circumstances such as when a TA is administering a test via the read-aloud designated support or accommodation and wants to have a duplicate screen to view exactly what the student is viewing for ease of reading aloud. In these rare cases where a dual monitor is allowed, the monitors should be set up to “mirror” each other. Technology Coordinators can assist TAs in setting up the two monitors to ensure they mirror each other rather than operate as independent monitors.

In these cases, all security procedures must be followed and the test administered using the separate setting designated support to prevent others from hearing the questions or viewing the student or TA screens.

Secure browser error messages

Possible error messages displayed by the secure browser are shown in [Table 17](#).

Table 17: Secure Browser Error Messages

| Secure Browser Error Messages | Description |
|------------------------------------|--|
| Secure Browser Not Detected | The system automatically detects whether a computer is using the secure browser to access the online testing system. The system will not permit access to a test other than through the secure browser; under no condition may a student access a test using a non-secure browser. |



| Secure Browser Error Messages | Description |
|---|--|
| Unable to Establish a Connection with the Test Delivery System | If a computer fails to establish a connection with the test delivery system, a message will be displayed. This is most likely to occur if there is a network-related problem. The causes may include an unplugged network cable or a firewall not allowing access to the site. |

Force-quit commands for secure browsers

In the rare event that the secure browser or test becomes unresponsive and you cannot pause the test or close the secure browser, users have the ability to “force quit” the secure browser.

To force the browser to close, use the following keyboard commands. (Reminder: This will log the student out of the test he or she is taking. When the secure browser is opened again, the student will have to log back in to resume testing.)



You are strongly advised against using the force-quit commands, as the secure browser treats this action as an abnormal termination. The secure browser hides features such as the Windows taskbar; if the secure browser is not closed correctly, then the taskbar may not reappear correctly.

These commands should be used only if the **[Close Secure Browser]** button does not work.

Force-quit Commands

Windows: **[Ctrl] + [Alt] + [Shift] + [F10]**

Mac OS X: **[Ctrl] + [Alt] + [Shift] + [F10]**

Linux: **[Ctrl] + [Alt] + [Shift] + [Esc]**

Note for Windows and Mac Users:

If you are using a laptop or netbook, you may also need to press the **[FN]** key before pressing **[F10]**.

Caution: *The secure browser hides features such as the Windows task bar or Mac OS X dock. If the secure browser is not closed correctly, then the task bar or dock may not reappear correctly, requiring you to reboot the device. Avoid using a force-quit command if possible.*



Force-quit commands do not exist for the secure browser for iOS, Chrome OS, and Android devices. These commands should be used only if the **[Close Secure Browser]** button does not work.

- iOS: To exit Guided Access, triple-click the Home button, then close the app as you would any other iOS app. To exit the secure browser while in Single App Mode, log out of the test and the lockdown will become disabled.
- Chrome OS: To exit the secure browser, press Ctrl + Shift + S.
- Android: To close the secure browser, tap the menu button in the upper-right corner and select Exit.



APPENDIX D: TRAINING AND PRACTICE TESTS

In preparation for the assessments or exams and to expose students to the various item-response types found on the assessments or exams (see [Appendix B](#) for item types), it is **highly recommended** that all students access the Training and Practice Tests, available through the HSAP portal at alohahsap.org. Each resource offers students an opportunity to experience a test in a manner similar to what they will see on the assessments or exams and prepares students for testing. These resources will not be automatically scored; however, for reference, scoring guides are available for the Practice Tests at <https://smarterbalanced.alohahsap.org/answer-keys.stml> but are not provided for the Training Tests.

Overview of the Training Tests

The Training Tests are designed to provide students and educators with an opportunity to quickly familiarize themselves with the software and navigational tools that they will use on the assessments. The Training Tests contain approximately 10 questions.

On the student Training Test website, the questions were selected to provide students with an opportunity to practice a range of item response types. Similar to the Practice Tests, the Training Tests include all embedded universal tools, designated supports, and accommodations. Note that the text-to-speech functionality is available *only* when using the Training Tests through the secure browser. The student Training Test site may be used by anyone. Students can log in as guests or use their first name and SSID. Students who log in using their credentials may log in to a guest session or a proctored training session with a training session ID set up through the TA Training Test site.

Overview of the Practice Tests

The Practice Tests allow educators and students to experience a full assessment or exam for each content area. Each practice test includes a variety of item response types and difficulty levels—approximately forty items each test. The Practice Test also includes a comprehensive set of embedded universal tools, designated supports, and accommodations, which should also be provided to students along with any non-embedded universal tools, designated supports, and accommodations as allowed on the summative assessments. Practice tests represent an important opportunity for students to practice using the tools, supports, and accommodations that they will be using on the assessment or exam. These same tools, supports, and accommodations should be simulated and aligned with those provided during regular classroom instruction and assessment to ensure appropriate levels of practice and transfer.

Test Administrator login for the Training and Practice Tests

The Test Administrator (TA) Training Site provides an opportunity for TAs to practice setting up a test session using a Training Test or Practice Test. Access to the TA Training Site requires active TA login credentials in TIDE. This site may only be used by authorized TAs. Note that braille Training Tests and Practice Tests can only be accessed through the TA Training Site.

To access the TA Training Site go to alohahsap.org and click on the Test Coordinators/Administrators card. Then select the Training Sites card followed by the TA Training Site card. Enter your username and password when prompted.

For additional information about how to set up a Training Test or Practice Test session, refer to the *Guide to Navigating Online HSAP Administrations* located on alohahsap.org.



Do NOT use the live Student Interface or live TA Interface for practice. Doing so constitutes a test security incident (breach). For all Training Test sessions, use the TA Training Site and the Training Tests or Practice Tests.

It is *highly recommended* that *all* students access the Training Test site before taking a test. The Training Tests will be especially beneficial for those students who have not previously participated in online testing. Teachers are encouraged to conduct a group walk-through of the Training Test or Practice Test with their students to promote familiarity with the testing format and basic test rules and to allow for free and open communication on the testing process and/or content (see section [7.2 General Rules of Online Testing](#)). This walk-through of the Training and Practice Tests provides opportunities for TAs to describe the limitations to the support they will be able to provide and the verbal interactions they can have with students during each live test session.



APPENDIX E: COMPUTER ADAPTIVE TEST PAUSE RULE SCENARIOS

Scenarios:

- If the computer adaptive test (CAT) is paused for 20 minutes or less, the student can return to previous test pages and change the response to any item he or she has already answered within a segment.
- If the CAT test is paused for more than 20 minutes, the test will return the student to the last page with unanswered items when the student resumes testing. If a page has both answered and unanswered items, the student may change any answers on that page. The student may not return to previous pages and cannot change answers to items on previous pages.
 - a. Example: A single test page has items 4–10. A student answers items 4–7 and pauses the test for more than 20 minutes. When the student resumes testing, he or she can change answers to items 4–10 but cannot return to items 1–3 on an earlier page.
 - b. Example: A page contains items 9–11 and a student answers all of those items before pausing the test for more than 20 minutes. When the student resumes testing, he or she will begin on item 12 and cannot return to items 1–11.

NOTE: A constructed response item is considered answered if the student has taken any action within the response area. This includes random keystrokes (e.g., sdkjfasdgi), one or more spaces using the spacebar, clicking anywhere on a Grid Item - Hot Spot item, etc.



APPENDIX F: TEST SECURITY CHART

The **Test Security Chart** shows the test security incident levels and examples of types of issues.

| Level of Severity & Potential Effect on Test Security | Types of Issues |
|---|--|
| <p>LOW Impropriety</p> | Student(s) making distracting gestures/sounds or talking during the test session that creates a disruption in the test session for other students. |
| | Student(s) leave the test room without authorization. |
| | Administrator or Coordinator leaving related instructional materials on the walls in the testing room. |
| <p>MEDIUM Irregularity</p> | Student(s) cheating or providing answers to each other, including passing notes, giving help to other students during testing, or using hand-held electronic devices to exchange information. |
| | Student(s) accessing the Internet or any unauthorized software or applications during a testing event. |
| | Student(s) accessing or using unauthorized electronic equipment (e.g., cell phones, PDAs, iPods, or electronic translators) during testing. |
| | Disruptions to a test session such as a fire drill, school-wide power outage, earthquake, or other acts. |
| | Administrator or Coordinator failing to ensure administration and supervision of the Smarter Balanced assessments by qualified, trained personnel. |
| | Administrator giving incorrect instructions that are not corrected prior to testing. |
| | Administrator or Coordinator giving out his or her username/password (via email or otherwise), including to other authorized users. |
| | Administrator allowing students to continue testing beyond the close of the testing window. |
| | Administrator or teacher coaching or providing any other type of assistance to students that may affect their responses. This includes both verbal cues (e.g., interpreting, explaining, or paraphrasing the test items or prompts) and nonverbal cues (e.g., voice inflection, pointing, or nodding head) to the correct answer. This also includes leading students through instructional strategies such as think-aloud, asking students to point to the correct answer or otherwise identify the source of their answer, or requiring students to show their work. |
| | Administrator providing students with materials or devices that are not allowed during test administration or allowing inappropriate designated supports and/or accommodations during test administration. |
| | Administrator allowing anyone other than a student to log in to the test unless prescribed as an allowable accommodation in the student's Individualized Education Program (IEP). This includes Test Administrators (TAs) or other staff using student information to log in or allowing a student to log in using another student's information. |
| | Administrator uses student monitoring software during testing. |
| | Administrator providing a student access to another student's work/responses. |
| <p>HIGH BREACH</p> | Administrator or Coordinator modifying student responses or records at any time. |
| | The live Student Interface or TA Interface being used for practice instead of the Training or Practice Tests. |
| | Adult or student posting items or test materials on social media (Twitter, Facebook, etc.). |
| | Administrator allowing students to take home printed test items, reading passages, writing prompts, or scratch paper that was used during the test or failing to otherwise securely store test materials. |
| | Adult or student copying, discussing, or otherwise retaining test items, reading passages, writing prompts, or answers for any reason. This includes the use of photocopiers or digital, electronic, or manual devices to record or communicate a test item. This also includes using secure test items, modified secure test items, reading passages, writing prompts, or answer keys for instructional purposes. |
| | Secure test materials being shared with the media (such as the writing prompts, test items, or reading passages), or allowing media to observe a secure test administration. |
| | Adult or student improperly removing secure testing materials such as test items, stimuli, reading passages, writing prompts, or scratch paper from the testing environment. |



APPENDIX G: STUDENT PARTICIPATION

[Table 18](#) provides an overview of student participation requirements for 12 student populations. Definitions of these student populations can be found in [Appendix I](#), which includes additional details about students who may be exempted from taking identified assessments but who may still be included in the Strive HI school accountability calculations.

The Department’s statewide student database will be used to verify the grade level in which each student is enrolled. All students must be entered in the Department’s electronic student information system (Infinite Campus) before they can take the HSA Science Bridge Assessments and End-of-Course Exams. If a student is not enrolled in Infinite Campus at the school where he/she will be tested, the school’s office staff or registrar will need to add the student to the system before he or she can take the assessments. Students attending public schools can take an online assessment 48 hours after the corrected student information has been entered in Infinite Campus. Students attending a public charter school can take an online assessment 72 hours after the corrected assessment information has been entered in Infinite Campus.

Table 18: Student Participation Requirements*

| Must Participate | May Participate | Exempt <i>(Based on Required Documentation)</i> |
|---|---|--|
| Alternative Program Students** English Language Learners (ELL) General education students Grade 31 Students Hawaiian Language Immersion Program (HLIP) students*** Home/hospital instruction students** Homeless students Individuals with Disabilities Education Act (IDEA)-eligible students Migrant students Public charter school students Retained students**** Section 504 students Suspended serious disciplinary action status students** | Home-schooled students, i.e., Courtesy Tested Students. This student population may take the HSA Science Bridge Assessments but not the four EOC exams. | Students who: <ul style="list-style-type: none"> ◆ have a significant medical emergency; ◆ are receiving services at an out-of-state residential program; or ◆ meet the requirements of Regulation 4140, Exceptions to Compulsory School Attendance |

* For the End-of-Course Exams, the students in the above “must participate” populations are required to take the Biology 1 EOC Exam if they are currently enrolled in the corresponding course. The Algebra 1 and Algebra 2 EOC Exams are optional for students who are enrolled in the corresponding courses unless their schools require them to take the EOC exams.

**Alternative Program, Home/Hospital Instruction, and Serious Disciplinary Action Status students must participate unless it is determined that they cannot cope with the testing requirements.

***HLIP students in grade 4 will take the Kaiapuni Assessment of Educational Outcomes in Science.

****A retained student who was administered the assessment in the previous school year must be administered the assessment again.

Table 19: Required and Optional Assessments and Exams

| Required Assessments and Exams | Optional EOC Exams* |
|--|--|
| <ul style="list-style-type: none"> • HSA Science Bridge Assessments (grades 4 and 8)** • Biology 1 EOC Exam (only for students currently enrolled in the course) | <ul style="list-style-type: none"> • Algebra 1 • Algebra 2 |

**Students must be currently enrolled in the course at their school of record, or a summer school course.*

***HLIP students in grade 4 will take the Kaiapuni Assessment of Educational Outcomes in Science.*

Summer school students enrolled in the Biology 1 course that requires the administration of an EOC Exam are to be administered the exam during the summer school testing window.

Results of the required Biology 1 EOC Exam and the optional Algebra 1 and Algebra 2 EOC Exams are made immediately available in the password protected Online Reporting System (alohahsap.org). Paper Family Reports for all EOC Exams administered from November 2018 through July 2019, including summer testing, will be delivered to schools within 60 days after the summer testing window ends.

APPENDIX H: SPECIAL PROCEDURES

For students in certain populations, Test Coordinators or other school staff may need to take additional steps prior to testing. [Table 20](#) summarizes these steps, and additional details follow.

Table 20: Special Procedures

| Student Population | Process |
|--|---|
| Alternative Program (off-island)* | The Assessment Section will identify an appropriate off-island staff person to serve as the TA who will administer the Hawai'i State Science Bridge Assessment and/or applicable EOC Exams. Based on a student's ability to cope with the online testing requirements, the TA needs to administer the online HSA Science Bridge Assessment and the Biology 1 EOC Exam for Strive HI school accountability purposes. The TC must notify the Assessment Section of an online HSA Science Bridge Assessment courtesy test request using the form in Appendix R . The Assessment Section will set the grade level, inform the TC via email that the student can now access the test site, and the student may be tested at the school. The four End-of-Course Exams will not be administered to Home-Schooled (Courtesy Tested) students. |
| Home/Hospital Instruction (off-island)* | |
| Serious Disciplinary Action Status (off-island)* | |
| Home-Schooled (Courtesy Tested) | |

*Note that for students in these populations served at an on-island site, the school at which a student is currently enrolled is responsible for identifying and training a TA to administer the online assessments at this site.

Alternative Program, Home/Hospital Instruction, Serious Disciplinary Action Status Students

Alternative Program students are served by both Hawai'i State Department of Education programs and non-Department programs. The Department of Education's Comprehensive School Alienation Program (CSAP) provides assistance for alienated/at-risk students through two types of service: (1) Special Motivation Programs (SMP) and (2) Alternative Learning Centers (ALC). Non-Department programs are collectively called Alternative Education Programs.

A Home/Hospital Instruction student is a student who receives appropriate educational services in a home or hospital setting, based on documented physical, mental, and/or emotional needs.

A Serious Disciplinary Action Status student is a student who may have been placed at an appropriate site other than the home school pursuant to Chapter 8-19, Hawai'i Administrative Rules.

If an Alternative Program, Home/Hospital Instruction, or Serious Disciplinary Action Status student meets the following participation criteria, the student must take the online Hawai'i State Science Bridge Assessment and/or the Biology 1 EOC Exam if the student is currently enrolled in the corresponding course:

- The student is currently enrolled in grade 4 or 8, or is currently enrolled in a Biology 1 course, at a public school or a public charter school in Hawai'i as indicated by the Department's official statewide student database.
- The student's current physical, mental, and/or emotional needs do not prevent the student from taking the online assessments and exams at the most appropriate site during the testing window.



The staff member at the home school who coordinates the services for a student who is receiving these services at an on-island or off-island site needs to complete the following:

1. Contact the student's parents to inform them of the participation requirements. If the parents agree to their child being tested at the site, the student must be tested. If the parents do not want their child to be tested, the student will not be tested.
2. Alternative Program or Serious Disciplinary Action Status students. Contact the on-island or off-island site staff to determine if the student's current physical, mental, and/or emotional needs allow testing.
 - a. If yes, the student must be tested at an appropriate site. See the procedures that will be used for On-Island and Off-Island sites in the appropriate section below.
 - b. If no, the student will not be tested.
3. Home/Hospital Instruction students. Request written confirmation from the professional(s) who authorized home/hospital instruction that the student can or cannot cope with taking the assessments and exams.
 - a. If the student can cope, the student will be tested at the most appropriate site (home, hospital, or enrolled school). If the home or hospital setting is more appropriate, a qualified TA at the school must test the student using two school laptops with secure browsers installed for the student and TA to use, or the TA must use the form in [Appendix T](#) to request paper/pencil assessments and exams if an Internet connection is not available at the site and the student is being tested on-island. All off-island students will be tested using paper/pencil assessments and exams.
 - b. If the student cannot cope, he or she will not be tested.

On-Island Sites

For students receiving services at an on-island site:

1. Principals or Test Coordinators should determine whether there is a Department of Education employee at the site who can administer the assessments and exams (see the Test Administrator Requirements column in [Table 3](#)). If there is, the Test Coordinator at the home school must train this person in the security and administration procedures, and the person must take the online TA Certification Course. The home school will need to provide two laptops with secure browsers installed for the student and TA to use or the Test Coordinator must request paper/pencil assessments and exams if an Internet connection is not available at the site, using the form in [Appendix T](#).
2. If a Department of Education employee is not available at the site, the school principal must identify a school-level staff member who meets the Test Administrator requirements or ask the Complex Area Superintendent to identify a complex area Department of Education staff member who meets the Test Administrator requirements to test the student at the site. The home school will need to provide two laptops with secure browsers installed for the student and TA to use, or the TA must use the form in [Appendix T](#) to request a paper/pencil assessment or exam if an Internet connection is not available at the site.

Off-Island Sites

Students at an off-island site are those who are receiving services at a site that is not on the same island as the school where they are enrolled. For students receiving services at an off-island site, Test Coordinators should fill out the form in [Appendix U](#) to request assistance with having the student tested. The Assessment Section will identify an appropriate staff person who can administer the online assessments and exams to the student at the site.



Home-Schooled Students

Students who are home-schooled may participate in the online HSA Science Bridge Assessments at the request of their parent or guardian. Schools must provide these grade 4 and 8 students at least one testing opportunity for the HSA Science Bridge Assessments, if requested. For the purposes of assessment, these students are considered Courtesy Tested students, and their scores will not be included in the school's results. Home-schooled students may not take any of the four End-of-Course Exams, because they are not enrolled in any of the Department's corresponding course(s).

A student's chronological age, adjusted grade placement by a public school or public charter school prior to a student's home-school status, or course credits must indicate that his or her current grade placement is 4 or 8 for a student to participate in the online HSA Science Bridge Assessment.

Test Coordinators **must** fill out the courtesy testing request form in [Appendix R](#) and fax it to the Assessment Section at 808-733-4483 to request that a student's grade level be entered in TIDE. **Do not ask parents to bring their home-schooled child to your school to be tested until an Assessment Section staff member informs the Test Coordinator that this student can access the secure online HSA Science Bridge Assessments.**

The public school or public charter school will send the parents a Parent Information Booklet and a Parent Letter that includes the testing dates for the online HSA Science Bridge Assessments. Parents are responsible for securing the necessary details from the principal of the school and for bringing their child to the school on days when the assessment(s) they want their child to take are being administered. Schools should not provide separate testing schedules for these students.

The Section 8-12-18, Hawai'i Administrative Rules (Department of Education), Chapter 12 testing requirements for home-schooled students are posted at alohahsap.org on the HSA Science Bridge Assessment Resources page with the title "Home Schooling Guidelines" in the list of Test Administration documents.

Exempt Students

For 2018-2019, the following student populations will not participate in the online HSA Science Bridge Assessments and EOC Exams.

A Student who has a significant medical emergency

A student who has a significant medical emergency must have a physician's signed report that describes the medical emergency that causes the student to be deemed medically unable to participate in the online HSA Science Bridge Assessment and EOC Exams during the appropriate testing windows.

The definition of a physician includes

- a doctor of medicine licensed under Chapter 453, Hawai'i Revised Statutes or the applicable laws of the state where the student has been placed in order to implement the student's IEP;
- an osteopath licensed under Chapter 460, Hawai'i Revised Statutes or the applicable laws of the state where the student has been placed in order to implement the student's IEP; or
- a psychologist licensed under (i) Chapter 465, Hawai'i Revised Statutes or (ii) the applicable laws of the state where the student has been placed in order to implement the student's IEP.

A Student who is receiving services at an out-of-state residential program

Students in out-of-state residential programs who are approved by the student's IEP or 504 Plan team, a hearings officer, or a judge cannot be tested because the Department of Education will not allow a student to be tested outside the state.



A Student who meets the requirements of Regulation 4140, Exceptions to Compulsory School Attendance

These students will not be tested if they withdraw from Hawai'i public school and public charter school system.

Each school is responsible for keeping an electronic or paper log throughout the 2018-2019 testing windows for all statewide student assessments and exams that includes the following information for each student who is enrolled and not tested:

1. Student's legal name
2. Student's current grade level
3. Student's 10 digit SSID number
4. Name of assessment or exam
5. Reason why the student was not tested during the testing window

Each school is responsible for providing documentation of students who do not participate in testing. This information is reported using the Non-Participation feature found in the After Testing section of TIDE at www.hitide.org.



APPENDIX I: STUDENT POPULATION DEFINITIONS

Each school is responsible for providing documentation of students who do not participate in testing. This information is reported using the Non-Participation feature found in the After Testing section of TIDE at www.hitide.org.

1. Alternative Program Students

Alternative Program students are served by both Hawai'i State Department of Education programs and non-Department programs. The Department of Education's Comprehensive School Alienation Program (CSAP) provides assistance for alienated/at-risk students through two types of services: (1) Special Motivation Programs (SMP) and (2) Alternative Learning Centers (ALC). Non-Department programs are collectively called Alternative Education Programs and include the Hawai'i National Guard Youth Challenge Academy, Kahi Mohala, Acadia-Hawai'i, and others.

2. English Language Learner Students

An English Language Learner (ELL) student is a student whose first or native language is not English and who receives English language instruction through the English Language Learners Program.

3. General Education Students

All General Education students who are currently enrolled in grades 4 and 8 must participate in the online Hawai'i State Science Bridge Assessment. All General Education students who are currently enrolled in a Biology 1 course must participate in the Biology 1 End-of-Course Exam. The administration of the Algebra 1 and Algebra 2 End-of-Course Exams is optional. Schools may require students currently enrolled in these courses to participate in the corresponding End-of-Course Exams.

4. Grade 31 Students

A grade 31 IDEA-eligible student receives Special Education services on a campus that does not include the grade level in which he or she is currently enrolled. For example, a grade 7 student's IEP team has determined that the most appropriate learning environment for him or her is on the campus of an elementary school based on this student's academic, social, and emotional needs.

5. Hawaiian Language Immersion Program Students

A Hawaiian Language Immersion Program (HLIP) student is a student who participates in an educational program that promotes the study of Hawaiian culture, language, and history. Instruction is provided in Hawaiian for grades K-12. Students in grades K-4 receive all instruction in the Hawaiian language. Formal English instruction is also provided during a portion of each day for grades 5-12.

6. Home/Hospital Instruction Students

A home/hospital instruction student is a student who receives appropriate educational services in a home or hospital setting, based on documented physical, mental, and/or emotional needs.

7. Homeless Children and Youth Program Students

Homeless children and youth are individuals who lack a fixed, regular, and adequate nighttime residence. Their homeless living conditions may include the following:

- Sharing the housing of other persons because of loss of housing or economic hardship
- Living in motels, hotels, or camping grounds
- Living in cars, parks, public spaces, abandoned buildings, or substandard housing
- Living in emergency or transitional shelters
- Being abandoned in hospitals
- Awaiting foster care placement

Children identified as migratory and abandoned or throwaway youths who live in one of the situations identified above are also considered homeless.



8. Home-Schooled Students

A home-schooled student is a student who receives instruction that is provided by parents instead of a Hawai'i public school or public charter school. A student must have Part B checked on Form 4140 to meet the requirement for home-schooled status and be registered at a public school or public charter school. The parents are required to submit their child's planned curriculum to the local public school or public charter school principal at the beginning of each school year and a report of their child's progress at the end of each school year.

9. IDEA-Eligible Students

An IDEA-eligible student is a student who has been found eligible to receive special education and related services under the Individuals with Disabilities Education Act (IDEA). In order to receive such services, a student must have an Individualized Education Program (IEP) in effect.

10. Migrant Education Program Students

The Hawai'i Migrant Education Program, begun in July 1999, has gradually evolved into a fully operational program. Approximately 1,500 eligible students are enrolled in schools on the islands of Hawai'i, Maui, Kaua'i, and O'ahu. Migratory workers are largely Pacific Islanders, with a smaller number of Hispanic workers making up the second largest ethnic group. Most migrant workers are engaged in qualifying agricultural activities, and a small number are engaged in fishing activities.

11. Public Charter School Students

A public charter school student is a student who participates in an educational program that is an alternative to the programs provided by the public schools. Public charter schools have their own school boards and operate under a charter, or contract, with the state giving them more autonomy over their curriculum, budget, and staffing decisions.

12. 504 Students

A 504 student is a student who has a physical, mental, or emotional impairment that substantially limits one or more major life activities. In order to receive services, a student must have a 504 Plan in effect.

13. Serious Disciplinary Action Status Students

A Serious Disciplinary Action Status student is a student who may be placed at an appropriate site other than the home school on the basis of the student's behavior and the related Chapter 8-19, Hawai'i Administrative Rules (Department of Education), misbehavior regulations.



APPENDIX J: SCHOOL PRINCIPAL CHECKLIST

The School Principal activity checklist below may be used to support the efforts of the technology, test, student services, and curriculum coordinators as they team up to complete key tasks before, during, and after the students are tested.

| School Principal Activities | Reference in Manual | Estimated Time to Complete | Target Completion Date | Notes/Resources |
|--|---------------------|----------------------------|------------------------|--|
| Before Testing | | | | |
| <input type="checkbox"/> 1. Identify staff members who will serve as Technology Coordinator, Test Coordinator, Student Services Coordinator, and Curriculum Coordinator. | None | 1 - 2 hours | August – September | Meet with the four coordinators to review their separate checklists of activities that need to be completed before, during, and after the administration of the HSA Science Bridge Assessments and/or End-of-Course Exams. |
| <input type="checkbox"/> 2. Submit the names and email addresses of the school Assessment Team to the Assessment Section by clicking this link to the School Contacts list on the DOE Intranet. School personnel (Principals, Vice Principals, SASAs, Test Coordinators, etc.) now have access to update school contact information throughout the school year. This ensures that Test Coordinators will receive important information in a timely manner. | None | 30 minutes – 1 hour | August-September | Call the Assessment Section to request assistance at 808-733-4100. |



| | School Principal Activities | Reference in Manual | Estimated Time to Complete | Target Completion Date | Notes/Resources |
|--------------------------|---|---|--|---|--|
| <input type="checkbox"/> | <p>3. Enter Test Coordinator(s) contact information in the Test Information Distribution Engine (TIDE) System so he/she can receive important information from the testing contractor throughout the school year.</p> <p>Only one Test Coordinator may be listed as “primary” contact. Additional Test Coordinators can be added via “Add New Users Section” in TIDE.</p> | <i>TIDE User Guide</i> | 30 minutes | August – September | <p>Test Coordinators/Administrators</p> <p>Call the toll free Help Desk number (1-866-648-3712) to request assistance in completing this task.</p> |
| <input type="checkbox"/> | <p>4. Meet with Curriculum Coordinator, Academic Coach, Title I Coordinator, etc. to determine the most effective ways to have the teachers receive professional development.</p> | | 1 - 2 hours | August - September | |
| <input type="checkbox"/> | <p>5. Ask Test Coordinator to meet with curriculum team to determine most effective way to have students take the appropriate Training and Practice Tests.</p> | None | 1 - 2 hours | September – April | Student Practice and Training Test Login |
| <input type="checkbox"/> | <p>6. Review scheduling and testing requirements with TC to ensure adequate time and resources for students.</p> | <i>HSA/EOC TAM</i> | 1 – 1½ hours | Complete at least 1-2 months prior to testing. | Test Coordinators/Administrators |
| <input type="checkbox"/> | <p>7. Plan test administration training, review training modules, and ask TC to coordinate scheduling of individualized online training sessions for TAs as needed.</p> | <i>HSA/EOC TAM, Other User Guides and Training Modules as applicable.</i> | 1 – 1½ hours for review / schedule; Time needed by each TA will vary | Complete while spaced over 1-2 months prior to testing. | Test Coordinators/Administrators |



| | School Principal Activities | Reference in Manual | Estimated Time to Complete | Target Completion Date | Notes/Resources |
|--------------------------|--|--|--|---|--|
| <input type="checkbox"/> | 8. Review test security procedures and ask TC to emphasize their importance with all staff members involved in test administration during group training. | HSA/EOC TAM | 1 hour | Complete at least 1 - 2 months prior to testing. | Test Coordinators/ Administrators |
| <input type="checkbox"/> | 9. Review computer setup plan with Technology and Test Coordinators to ensure timely completion of the key tasks. <ul style="list-style-type: none"> Conduct network diagnostics. Download secure browser (beginning early December). Verify that school meets minimum technology requirements. | HSA/EOC TAM <i>Technical Specifications Manual (TSM), section I, Network Diagnostic Tools</i> <i>TSM, section V</i> <i>TSM, sections I and II</i> | 1 hour to review plan Number of hours to complete setup will vary based on number of computers used for testing | Complete at least 2 weeks prior to testing. | Test Coordinators/ Administrators Technology Coordinators |
| During Testing | | | | | |
| <input type="checkbox"/> | 12. Ask Technology Coordinator to monitor any technical problems and apply resolutions or inform TC and TAs if test sessions need to be rescheduled. | None | As needed | On-going throughout testing window. | |
| <input type="checkbox"/> | 13. Ask TC and TAs to verify identified students' settings for designated supports and accommodations in TIDE before they are tested. | <i>TIDE User Guide</i> | As needed | Complete at least 2 weeks prior to testing identified students. | Test Coordinators/ Administrators |
| <input type="checkbox"/> | 14. Review documentation for all testing improprieties, irregularities, and breaches reported by TAs and TC. Follow reporting procedure according to section 4.0 . | HSA/EOC TAM | As needed | On-going throughout testing window. | Test Coordinators/ Administrators |



| School Principal Activities | Reference in Manual | Estimated Time to Complete | Target Completion Date | Notes/Resources |
|--|---------------------|---|---|--|
| <input type="checkbox"/> 15. Work with TC to report any test security incident to Assessment Section using Testing Incident Report Form according to guidelines in section 4.0 and 5.0 . | HSA/EOC TAM | As needed | On-going throughout testing window. Deadline for submitting documentation for all test security incidents is last day of testing window and school year. | Test Coordinators/ Administrators |
| <input type="checkbox"/> 16. Ensure that you, the vice principal (if applicable), or teacher in charge is available on campus during each summative assessment testing day to provide support for the TC and the staff members who are testing the students and to address any issues that arise. | None | As needed during the hours when students are being tested | Last day of the testing schedule for the identified grades at your school. | |
| After Testing | | | | |
| <input type="checkbox"/> 17. Meet with your school's team of Technology, Test, Student Services , and Curriculum Coordinators to determine the most effective way to obtain feedback from the staff regarding the HSA Bridge assessments or EOC exams in order to improve the entire process for the following school year, i.e., <ul style="list-style-type: none"> ▪ Universal Tools, Designated Supports, and Accommodations ▪ Practice Tests and Training Tests Sample Feedback Methods <ul style="list-style-type: none"> ▪ Online anonymous survey completed by | None | 2 - 4 hours | Complete after the school's testing window has ended. | Work with the school's team of coordinators to compile this feedback so it can with shared with the staff at the beginning of following school year and used to make meaningful adjustments that will benefit the teachers and students. |



| School Principal Activities | Reference in Manual | Estimated Time to Complete | Target Completion Date | Notes/Resources |
|---|---------------------|----------------------------|------------------------|-----------------|
| <p>individual staff members involved in any of the components before and during the administration of the summative assessments.</p> <ul style="list-style-type: none"> List of Recommendations submitted by each grade level / department/ principal's leadership team/ and/or student council. | | | | |

| Contact Information | |
|--|--|
| Questions about state policies | Questions about technology and the overall administration procedures |
| <p>HSAP Accommodations, Test Policy, Testing Irregularities</p> <p>Name: <u>HIDOE Assessment Section</u></p> <p>Phone: <u>808-733-4100</u></p> <p>Email: <u>HSA/SAS/HIDOE@notes.k12.hi.us</u></p> <p>Your HSAP State Contacts (in the event of a test security incident)</p> <p>Name: <u>Karen Tohinaka or Bruce Hirotsu</u></p> <p>Phone: <u>808-733-4100</u></p> <p>Email: <u>karen_tohinaka@notes.k12.hi.us</u> <u>bruce_hirotsu@notes.k12.hi.us</u></p> | <p>Hawai'i Statewide Assessment Program Help Desk Monday–Friday from 7:30 a.m. to 4:00 p.m. HST 1-866-648-3712 <u>hsaphelpdesk@air.org</u></p> |



APPENDIX K: SCHOOL TEST COORDINATOR CHECKLIST

The School Test Coordinator activity checklist below can be printed for reference while consulting with colleagues about the tasks that need to be completed before, during, and after testing for the students in the identified grades.

| School Test Coordinator Activities | Reference in Manual | Estimated Time to Complete | Target Completion Date | Notes/Resources |
|---|--|----------------------------|--|--|
| Before Testing | | | | |
| <input type="checkbox"/> 1. Review all Hawai'i State Assessment Program (HSAP) policy and test administration documents, including the online TA Certification Course and the self-paced online training modules posted on alohahsap.org . | <i>HSA/EOC TAM</i> | 8 – 10 hours | Complete at least 2 months prior to testing. | Test Coordinators/ Administrators |
| <input type="checkbox"/> 2. Ensure that all TAs attend your school's training, take and pass the online TA Certification Course and review the self-paced online training modules posted on alohahsap.org . | <i>HSA/EOC TAM</i> | 2 – 3 hours | Complete at least 1 – 2 months prior to testing. | Test Coordinators/ Administrators |
| <input type="checkbox"/> 3. Work with the Technology Coordinator to ensure timely computer setup: <ul style="list-style-type: none"> • Conduct network diagnostics. • Download the secure browser (beginning late August or early September). • Verify that your school has met the minimum technology requirements. • Ensure that other technical issues are resolved before and during testing. | <i>HSA/EOC TAM</i> <i>Technical Specifications Manual (TSM)</i> | 15 – 20 hours | Complete at least 1 – 2 months prior to testing. | Test Coordinators/ Administrators Technology Coordinators |



| | School Test Coordinator Activities | Reference in Manual | Estimated Time to Complete | Target Completion Date | Notes/Resources |
|--------------------------|--|--------------------------------|----------------------------|--|--|
| <input type="checkbox"/> | <p>4. Communicate with the TAs to identify the number of headsets needed for each testing room and ensure that the number needed is available at least two weeks prior to the testing window.</p> <ul style="list-style-type: none"> Headsets are required for all students with Text To Speech. | None | Up to 1 hour | Complete at least 2 weeks prior to testing. | <p>Order the number needed plus extra.</p> <p>Students are permitted and encouraged to use their own ear buds or headsets—but schools should also plan on having some available.</p> |
| <input type="checkbox"/> | <p>5. Perform an equipment needs check based on individual student requirements.</p> <ul style="list-style-type: none"> Work with TAs to identify students who will need specialized equipment for accommodations. | None | 1 - 2 hours | Complete at least 2 weeks prior to testing. | |
| <input type="checkbox"/> | <p>6. Based on the test administration windows, work with Principal and TAs to establish a testing schedule.</p> | HSA/EOC TAM | 2 - 4 hours | Complete at least 1 - 2 months prior to testing. | Test Coordinators/ Administrators |
| <input type="checkbox"/> | <p>7. Work with TAs to review student information in Test Information Distribution Engine (TIDE) applications before students are tested to ensure that correct student information and test settings for designated supports and accommodations are applied. Complete and submit Accommodation Verification Request Forms to the Assessment Section at least two weeks prior to testing if necessary.</p> | TIDE User Guide HSA/EOC TAM | 2 - 4 hours | Complete at least 1 - 2 weeks prior to testing. | Test Coordinators/ Administrators |



| | School Test Coordinator Activities | Reference in Manual | Estimated Time to Complete | Target Completion Date | Notes/Resources |
|--------------------------|--|--|----------------------------|---|---|
| <input type="checkbox"/> | 8. Establish a place to test those students who need a separate test setting. | <i>Usability, Accessibility, and Accommodations Guidelines</i> <i>Crosswalk of Accessibility Features Across State Assessments in Hawai'i</i> | 1 - 2 hours | Complete at least 1 - 2 weeks prior to testing. | Test Coordinators/Administrators |
| <input type="checkbox"/> | 9. Work with TAs to prepare quiet work for each test session for students who finish early. | None | 1 - 2 hours | Complete at least 1 - 2 weeks prior to testing. | The activity should not be related to the assessment being given. For example, students who finish early may read a book or draw using teacher provided paper and pencil. |
| <input type="checkbox"/> | 10. Review proper handling of all printed test materials and scratch paper with TAs prior to testing. TAs must collect all test materials on each day of testing to be kept in a secure location until after the test session, and then destroy according to the security policy outlined in the TAM. | <i>HSA/EOC TAM</i> | 1 hour | Complete during and after testing window. | Test Coordinators/Administrators |
| <input type="checkbox"/> | 11. Emphasize the importance of adhering to all test security policies with every staff member who serves as a TA or proctor. <ul style="list-style-type: none"> All TAs will be asked to indicate that they will adhere to all test security during the completion of the TA Certification Course. | <i>HSA/EOC TAM</i> | 1 hour | Ongoing | Test Coordinators/Administrators |



| School Test Coordinator Activities | Reference in Manual | Estimated Time to Complete | Target Completion Date | Notes/Resources |
|---|------------------------|----------------------------|---|---|
| <input type="checkbox"/> 12. Document any testing impropriety, irregularity, or breach reported by TAs or other staff members, students, or parents and submit a Testing Incident Report Form to the Department's state level Assessment Section immediately after learning of the incident. <ul style="list-style-type: none"> Working with the Assessment Section staff, you may be asked to enter information for some incidents in the TIDE Testing Incidents Tab. | <i>HSA/EOC TAM</i> | As needed | On-going | Test Coordinators/ Administrators |
| During Testing | | | | |
| <input type="checkbox"/> 13. Monitor testing progress during testing window and ensure that all students participate as appropriate, addressing student issues as needed. | <i>None</i> | As needed | On-going | |
| <input type="checkbox"/> 14. Discuss any technical issues with School Technology Coordinator to determine most appropriate resolution. | <i>None</i> | As needed | On-going | |
| <input type="checkbox"/> 15. Confirm that TAs have verified student settings for designated supports and accommodations in TIDE. Only Test Coordinators can preset accommodations in TIDE. | <i>TIDE User Guide</i> | | Complete at least 1 – 2 weeks prior to testing. | Test Coordinators/ Administrators |
| <input type="checkbox"/> 16. Assist TAs in taking proper measures to ensure that identified students have access only to allowable / documented embedded and non-embedded designated supports and accommodations during testing. | <i>None</i> | | Complete prior to testing. | |



| School Test Coordinator Activities | Reference in Manual | Estimated Time to Complete | Target Completion Date | Notes/Resources |
|--|---------------------|----------------------------|---|--|
| <input type="checkbox"/> 17. Verify that TAs are adhering to all test security policies and practices and that they have access to the Test Security Incident Log, and that they understand how to complete this document if testing improprieties, irregularities, or breaches occur. | HSA/EOC TAM | | Complete during testing. | Test Coordinators/Administrators |
| After Testing | | | | |
| <input type="checkbox"/> 18. Check with TAs to confirm that all printed test materials, scratch paper, and graph paper used by students during each test session have been destroyed according to the security policy outlined in the TAM. | HSA/EOC TAM | | Complete after testing. | Test Coordinators/Administrators |
| <input type="checkbox"/> 19. Ensure that all test security incidents were reported in accordance with the <i>Ensuring Test Security and Responding to Testing Improprieties, Irregularities, and Breaches guidelines</i> in this manual and the <i>TIDE User Guide</i> . | HSA/EOC TAM | | Complete after testing. | Test Coordinators/Administrators |
| <input type="checkbox"/> 20. Meet with the TAs and proctors after your school's testing window closes to discuss the test administration procedures that were clear and easy to implement and the procedures that were the most challenging. This summarized information can be used to improve the training and support for the summative administration. | None | 1 - 2 hours | Complete after the school's testing window has ended. | This summarized information can be used to improve the training and support for the summative administration. This feedback option is not required and schools may choose their own method. |
| <input type="checkbox"/> 21. Meet with your school's team of Technology, Test, Student Services, and Curriculum Coordinators to | None | 2 - 4 hours | Complete after the school's testing window has ended. | Work with the school's team of coordinators to compile this feedback |



| School Test Coordinator Activities | Reference in Manual | Estimated Time to Complete | Target Completion Date | Notes/Resources |
|---|---------------------|----------------------------|------------------------|---|
| <p>determine the most effective way to obtain feedback from the staff regarding the HSA Bridge assessments or EOC exams in order to improve the entire process for the following school year, i.e.,</p> <ul style="list-style-type: none"> ▪ Universal Tools, Designated Supports, and Accommodations ▪ Practice Tests and Training Tests <p>Sample Feedback Methods</p> <ul style="list-style-type: none"> ▪ Online anonymous survey completed by individual staff members involved in any of the components before and during the administration of the summative assessments. ▪ List of Recommendations submitted by each grade level / department/ principal's leadership team/ and/or student council. | | | | so it can be shared with the staff at the beginning of the following school year and used to make meaningful adjustments that will benefit the teachers and students. |

| Contact Information | |
|--|--|
| Questions about the overall administration and state policies | Questions about technology and the overall administration procedures |
| <p>HSAP Accommodations, Test Policy, Testing Irregularities</p> <p>Name: <u>HIDOE Assessment Section</u></p> <p>Phone: <u>808-733-4100</u></p> <p>Email: <u>HSA/SAS/HIDOE@notes.k12.hi.us</u></p> <p>Your HSAP State Contacts (in the event of a test security incident)</p> <p>Name: <u>Karen Tohinaka or Bruce Hirotsu</u></p> <p>Phone: <u>808-733-4100</u></p> <p>Email: <u>karen_tohinaka@notes.k12.hi.us</u> <u>bruce_hirotsu@notes.k12.hi.us</u></p> | <p>Hawai'i Statewide Assessment Program Help Desk Monday–Friday from 7:30 a.m. to 4:00 p.m. HST 1-866-648-3712 <u>hsaphelpdesk@air.org</u></p> |



APPENDIX L: SCHOOL TEST ADMINISTRATOR CHECKLIST

The School Test Administrator activity checklist below may be printed as a reference while completing the tasks before, during, and after testing the students.

| School Test Administrator Activities | Reference in Manual | Estimated Time to Complete | Target Completion Date | Notes/Resources |
|--|---------------------|----------------------------|--|--|
| Before Testing | | | | |
| <input type="checkbox"/> 1. Review all HSAP policies and test administration documents, particularly the <i>Test Administration Manual (TAM)</i> . | <i>HSA/EOC TAM</i> | 1 – 2 hours | Complete at least 2 – 3 weeks prior to testing. | Test Coordinators/Administrators |
| <input type="checkbox"/> 2. Complete the online TA Certification Course. Review the self-paced online training modules and attend school or state training sessions, if any are offered. | <i>HSA/EOC TAM</i> | 2 – 3 hours | Complete at least 2 – 3 weeks prior to testing. | Training Sites |
| <input type="checkbox"/> 3. Show students the module “Embedded Universal Tools and Online Features” | <i>HSA/EOC TAM</i> | 1 hour | Complete while spaced over 2 – 3 weeks prior to testing. | Training Sites |
| <input type="checkbox"/> 4. Provide students with a walk-through of the Training Test and/or Practice Test for familiarity with navigation of the system and tools. | <i>HSA/EOC TAM</i> | 1 hour | Complete while spaced over 2 – 3 weeks prior to testing. | Training Sites |
| <input type="checkbox"/> 5. Perform an equipment needs check based on individual student requirements. <ul style="list-style-type: none"> • Work with the TC to identify students who will need specialized equipment for accommodations. | <i>HSA/EOC TAM</i> | 1 – 2 hours | Complete at least 2 weeks prior to testing. | Students are permitted and encouraged to use their own ear buds or headsets—but schools should also plan on having some available. |
| <input type="checkbox"/> 6. Work with the TC to determine specific testing dates and times based on the school’s testing schedule. | <i>HSA/EOC TAM</i> | | Complete at least 1 – 2 weeks prior to testing. | Test Coordinators/Administrators |



| School Test Administrator Activities | Reference in Manual | Estimated Time to Complete | Target Completion Date | Notes/Resources |
|---|---|----------------------------|---|--|
| <input type="checkbox"/> 7. Confirm that you have received your TIDE login information. You should have received an automated email notifying you of how to log in to TIDE . You will also use this username (your school email address) and password for any other AIR-provided systems. | <i>TIDE User Guide</i> | 2 – 4 hours | Complete at least 1 – 2 weeks prior to testing. | Test Coordinators/Administrators TIDE website If you have not received this information, please check your spam/junk email folder to see if it was mistakenly routed there. If not, check with your School Test Coordinator. |
| <input type="checkbox"/> 8. Confirm each identified student's allowable / documented test settings for embedded and non-embedded designated supports and accommodations in TIDE using their IEP or 504 plan documentation or other relevant documentation as appropriate. | <i>TIDE User Guide</i> | 2 – 4 hours | Complete at least 1 – 2 weeks prior to testing. | Test Coordinators/Administrators |
| <input type="checkbox"/> 9. Ensure that the correct secure browser has been downloaded to any computer(s) which students will use during testing. | <i>Technical Specifications Manual (TSM)</i> <i>Secure Browser Installation Manual</i> | 1 – 2 hours | Complete at least 1 – 2 weeks prior to testing and double check again the day before testing or morning of testing. | Technology Coordinators |



| School Test Administrator Activities | Reference in Manual | Estimated Time to Complete | Target Completion Date | Notes/Resources |
|---|---------------------|----------------------------|--|---|
| <input type="checkbox"/> 10. Communicate to all students who have the text-to speech designated support the need for headsets in order to take the assessment. Identified students also need to use the voice package for the text-to-speech designated support. Identify any students who may not have their own headsets and make arrangements with the school to have headsets available for those students. Counts should be determined prior to testing. <ul style="list-style-type: none"> • Also have extra headsets on hand for students who may forget to bring theirs. • Send reminders several days before and the day prior to testing to ensure students remember to bring headsets. | None | | Make a count of needed headsets (vs. students who have their own) at least 3 weeks prior to testing and tell your TC the number needed. Three days before testing, remind students to have their headsets available the day of tests. One day before testing, remind students to bring their headsets. | Students using the text-to-speech designated support will need ear buds or headsets. Make sure your school has extras available for students who may need them on the day of testing. Have extra headsets on hand in case students forget. |
| <input type="checkbox"/> 11. Plan a quiet activity for each test session for students who finish early. | None | 15 - 30 minutes | Complete the week of testing. | The activity should not be related to the test being given. For example, students who finish early may work on assignments for unrelated subjects or read a book. They may not access online learning programs. |



| School Test Administrator Activities | Reference in Manual | Estimated Time to Complete | Target Completion Date | Notes/Resources |
|---|---------------------|----------------------------|--|--|
| <input type="checkbox"/> 12. Prior to administration, check all computers that will be used and close all applications except those identified as necessary by the school's Technology Coordinator. Make sure that no computer has dual monitors. | None | 1 – 2 hours | Complete the morning of testing. | The TA should open the secure browser on each computer after closing any unnecessary applications. |
| <input type="checkbox"/> 13. Review all guidelines for creating a secure test environment. <ul style="list-style-type: none"> Review all security procedures and guidelines in the TAM. | HSA/EOC TAM | | Prior to and during day(s) of testing. | Test Coordinators/Administrators |
| During Testing | | | | |
| <input type="checkbox"/> 14. Make sure the physical conditions of the testing room are satisfactory. <ul style="list-style-type: none"> Make sure that no instructional materials directly related to the content of the assessments are visible. Students should be seated so there is enough space between them, or provide desktop partitions to minimize opportunities to look at each other's screen. Actively monitor students throughout the test sessions. Students who are not scheduled for testing or unauthorized staff or other adults must not be in the room where a test is being administered. | HSA/EOC TAM | | Complete during day(s) of testing. | Test Coordinators/Administrators <ul style="list-style-type: none"> Make sure students clear their desks and put away all books, backpacks, purses, cell phones, electronic devices of any kind, and other materials not needed for the test. Ensure that students do not access unauthorized electronic devices (such as cell phones) at any time during testing. |



| School Test Administrator Activities | Reference in Manual | Estimated Time to Complete | Target Completion Date | Notes/Resources |
|--|------------------------|----------------------------|---|---|
| <input type="checkbox"/> 15. On the day of testing, verify that the students have their login information (first name, SSID, and session ID). | <i>TIDE User Guide</i> | | Complete during day(s) of testing. | Test Coordinators/Administrators TIDE website |
| <input type="checkbox"/> 16. Administer the assessments, following the script that includes the directions for administration. Check to see that identified students are using the appropriate embedded and non-embedded designated supports and accommodations during each test session. | <i>HSA/EOC TAM</i> | | Complete during day(s) of testing. | Provide students with scratch paper for all test sessions. Also provide students in grades 6 and above graph paper for the mathematics assessments. |
| <input type="checkbox"/> 17. Report any testing improprieties, irregularities, and breaches to the Principal and TC using the Testing Incident Report Form immediately after an impropriety, irregularity, or breach occurs. | <i>HSA/EOC TAM</i> | | Complete as soon as possible during or immediately following testing. | |
| After Testing | | | | |
| <input type="checkbox"/> 18. Securely dispose of all printed testing materials, including, print-on-demand documents, and scratch paper in a secure manner. Also securely dispose of student login information after they have completed all of the test sessions for each content area. | <i>HSA/EOC TAM</i> | | Complete after testing. | |



| Contact Information | |
|---|---|
| Questions about the overall administration and state policies | Questions about technology and the overall administration procedures |
| <p>HSAP Accommodations, Test Policy, Testing Irregularities</p> <p>Name: <u>HIDOE Assessment Section</u></p> <p>Phone: <u>808-733-4100</u></p> <p>Email: <u>HSA/SAS/HIDOE@notes.k12.hi.us</u></p> | <p>Hawai'i Statewide Assessment Program Help Desk Monday–Friday from 7:30 a.m. to 4:00 p.m. HST 1-866-648-3712 hsaphelpdesk@air.org</p> |
| <p>Your HSAP State Contacts (in the event of a test security incident)</p> <p>Name: <u>Karen Tohinaka or Bruce Hirotsu</u></p> <p>Phone: <u>808-733-4100</u></p> <p>Email: <u>karen_tohinaka@notes.k12.hi.us</u> <u>bruce_hirotsu@notes.k12.hi.us</u></p> | <p>School Technology Coordinator</p> <p>Name: _____</p> <p>Phone: _____</p> <p>Email: _____</p> |
| | <p>School Test Coordinator</p> <p>Name: _____</p> <p>Phone: _____</p> <p>Email: _____</p> |
| | <p>School Principal</p> <p>Name: _____</p> <p>Phone: _____</p> <p>Email: _____</p> |



APPENDIX M: SCHOOL TECHNOLOGY COORDINATOR CHECKLIST

The School Technology Coordinator activity checklist below can be printed for reference during review of networks and computers used for testing.

| School Technology Coordinator Activities | Reference in Manual | Estimated Time to Complete | Target Completion Date | Notes/Resources |
|--|---|----------------------------|---|---|
| Before Testing | | | | |
| <input type="checkbox"/> 1. Verify that all of your school's computers which will be used for online testing meet the operating system requirements. | <i>System Requirements Manual</i> | 5 – 10 hours | 3 – 4 weeks before testing begins in your school. | Technology Coordinators |
| <input type="checkbox"/> 2. Verify that your school's network and Internet are properly configured for testing, conduct network diagnostics, and resolve any issues. | <i>Technical Specifications Manual</i> | 5 – 10 hours | 3 – 4 weeks before testing begins in your school. | Technology Coordinators |
| <input type="checkbox"/> 3. Install the latest version of the secure browser on all computers that will be used for testing. | <i>Secure Browser Installation Manual</i> | 5 – 10 hours | 3 – 4 weeks before testing begins in your school. | Technology Coordinators |
| <input type="checkbox"/> 4. Enable pop-up windows and review software requirements for each operating system. | <i>Technical Specifications Manual</i> | 5 – 10 hours | 1 – 2 weeks before testing begins in your school. | Technology Coordinators |
| <input type="checkbox"/> 5. On Windows computers, disable any forbidden applications (e.g., Fast User Switching). If a student can access multiple user accounts on a single computer, you are encouraged to disable the Fast User Switching function. | <i>Technical Specifications Manual</i> | 5 – 10 hours | 1 – 2 weeks before testing begins in your school. | Technology Coordinators |
| <input type="checkbox"/> 6. On Mac computers , disable any forbidden applications (e.g., Exposé or Spaces in Mission Control). | <i>Technical Specifications Manual</i> | 5 – 10 hours | 1 – 2 weeks before testing begins in your school. | Technology Coordinators |
| <input type="checkbox"/> 7. On Chromebooks , disable any forbidden applications (e.g., ChromeVox). | <i>Technical Specifications Manual</i> | 5 – 10 hours | 1 – 2 weeks before testing begins in your school. | Technology Coordinators |



| School Technology Coordinator Activities | Reference in Manual | Estimated Time to Complete | Target Completion Date | Notes/Resources |
|---|--|----------------------------|--|--|
| <input type="checkbox"/> 8. Verify that voice package is operating correctly on each computer. | <i>Technical Specifications Manual</i> | 5 - 10 hours | 1 - 2 weeks before testing begins in your school. | Technology Coordinators Students' personal ear buds and/or school purchased headphones may be used when audio access via the voice package is needed. |
| <input type="checkbox"/> 9. On iPads, ensure that Guided Access or ASAM is enabled and that TAs know how to activate Guided Access. | <i>Technical Specifications Manual</i> | 5 - 10 hours | 1 - 2 weeks before testing begins in your school. | Technology Coordinators |
| <input type="checkbox"/> 10. On Android tablets, ensure that the secure browser keyboard is enabled. | <i>Technical Specifications Manual</i> | 5 - 10 hours | 1 - 2 weeks before testing begins in your school. | Technology Coordinators |
| During Testing | | | | |
| <input type="checkbox"/> 11. Monitor any technical problems during testing and apply resolutions or inform TC and TAs if test sessions need to be rescheduled. | None | As needed | Ongoing throughout testing window. | |
| <input type="checkbox"/> 12. Be available during the test window for Test Coordinators to communicate any technical issues. | None | As needed | Ongoing throughout testing window. | |
| After Testing | | | | |
| <input type="checkbox"/> 13. Meet with your school's team of Technology, Test, Student Services , and Curriculum Coordinators to determine the most effective way to obtain feedback from the staff regarding the HSA Bridge assessments or EOC exams in order to improve the entire process for the following school year, i.e., | None | 2 - 4 hours | Complete after the school's testing window has ended. | Work with the school's team of coordinators to compile this feedback so it can with shared with the staff at the beginning of the following school year and used to make meaningful adjustments that will benefit the teachers and students. |



| School Technology Coordinator Activities | Reference in Manual | Estimated Time to Complete | Target Completion Date | Notes/Resources |
|---|---------------------|----------------------------|------------------------|-----------------|
| <ul style="list-style-type: none">▪ Universal Tools, Designated Supports, and Accommodations▪ Practice Tests and Training Tests <p>Sample Feedback Methods</p> <ul style="list-style-type: none">▪ Online anonymous survey completed by individual staff members involved in any of the components before and during the administration of the summative assessments.▪ List of Recommendations submitted by each grade level / department/ principal's leadership team/ and/or student council. | | | | |



APPENDIX N: SCHOOL STUDENT SERVICES COORDINATOR CHECKLIST

The School Student Services Coordinator activity checklist below can be printed for reference during consultation with school colleagues regarding the use of appropriate Universal Tools, Designated Supports, and Accommodations by identified IDEA-eligible, 504, and ELL students.

| School Student Services Coordinator Activities | Reference in Manual | Estimated Time to Complete | Target Completion Date | Notes/Resources |
|---|---|----------------------------|---|---|
| Before Testing | | | | |
| <input type="checkbox"/> 1. Become familiar with Universal Tools, Designated Supports, and Accommodations that can be used by identified IDEA-eligible and 504 students based on their learning needs. | <i>Usability, Accessibility, and Accommodations Guidelines</i> <i>Crosswalk of Accessibility Features Across State Assessments in Hawai'i</i> <i>Guidelines for Choosing TTS or Read Aloud Accommodations</i> <i>Guidelines for Read Aloud, Test Reader</i> <i>Read Aloud Training Module PPT</i> <i>Scribing Protocol</i> <i>Scribing Protocol Training Module PPT</i> | 2 - 3 hours | Ongoing throughout testing window. | Test Coordinators/Administrators |
| <input type="checkbox"/> 2. Meet with the Test Coordinator, SPED Department Chairperson, 504 Coordinator(s), and ELL teacher(s)/tutor(s) to determine the most understandable way to share this information with the teachers who provide services for students with disabilities | None | 1 - 2 hours | 2 - 3 months before students are tested to ensure that appropriate Universal Tools, Designated Supports, and Accommodations are | Consult with other Student Services Coordinators and complex area support staff to obtain additional ideas/strategies for sharing this information with teachers. |



| School Student Services Coordinator Activities | Reference in Manual | Estimated Time to Complete | Target Completion Date | Notes/Resources |
|--|---------------------|----------------------------|--|--|
| or language acquisition needs. | | | identified for each student and entered in the TIDE System. | |
| After Testing | | | | |
| <input type="checkbox"/> 3. Meet with your school's team of Technology, Test, Student Services , and Curriculum Coordinators to determine the most effective way to obtain feedback from the staff regarding the HSA Bridge assessments or EOC exams in order to improve the entire process for the following school year, i.e., <ul style="list-style-type: none"> ▪ Universal Tools, Designated Supports, and Accommodations ▪ Practice Tests and Training Tests <p>Sample Feedback Methods</p> <ul style="list-style-type: none"> ▪ Online anonymous survey completed by individual staff members involved in any of the components before and during the administration of the summative assessments. ▪ List of Recommendations submitted by each grade level / department/ principal's leadership team/ and/or student council. | None | 2 - 4 hours | Complete after the school's testing window has ended. | Work with the school's team of coordinators to compile this feedback so it can with shared with the staff at the beginning of the following school year and used to make meaningful adjustments that will benefit the teachers and students. |



APPENDIX O: SCHOOL CURRICULUM COORDINATOR CHECKLIST

The School Curriculum Coordinator activity checklist below can be printed for reference during consultation with school colleagues regarding the use of the Digital Library, Training Tests and Practice Tests.

| Curriculum Coordinator Activities | Reference in Manual | Estimated Time to Complete | Target Completion Date | Notes/Resources |
|---|--|----------------------------|--|--|
| Before Testing | | | | |
| <input type="checkbox"/> 1. Meet with the Academic Coach, Literacy Coach, and/or Title I Coordinator, etc. at your school to determine the most effective ways to have the teachers receive professional development. | None | 1 - 2 hours | August - September | |
| <input type="checkbox"/> 2. Become familiar with the Usability, Accessibility, and Accommodations Guidelines so you will have general knowledge when teachers want to discuss how students can successfully participate in the Training Tests and Practice Test for each grade and content area using the appropriate Universal Tools, Designated Supports and Accommodations. | <i>Usability, Accessibility, and Accommodations Guidelines</i> <i>Crosswalk of Accessibility Features Across State Assessments in Hawai'i</i> | 1 - 2 hours | 2 - 3 months before students are tested to ensure that appropriate Universal Tools, Designated Supports, and Accommodations are identified for specific students and entered in the TIDE System. | Student Practice and Training Tests Test Coordinators/Administrators |
| After Testing | | | | |
| <input type="checkbox"/> 3. Meet with your school's team of Technology, Test, Student Services, and Curriculum Coordinators to determine the most effective way to obtain feedback from the staff regarding the HSA Bridge assessments or EOC exams in order to improve the entire process for the following school year, i.e., <ul style="list-style-type: none"> ▪ Universal Tools, Designated Supports, and Accommodations ▪ Practice Tests and Training Tests Sample Feedback Methods <ul style="list-style-type: none"> ▪ Online anonymous survey completed by individual | None | 2 - 4 hours | Complete after the school's testing window has ended. | Work with the school's team of coordinators to compile this feedback so it can be shared with the staff at the beginning of the following school year and used to make meaningful adjustments that will benefit the teachers and students. |



| Curriculum Coordinator Activities | Reference in Manual | Estimated Time to Complete | Target Completion Date | Notes/Resources |
|--|---------------------|----------------------------|------------------------|-----------------|
| <p>staff members involved in any of the components before and during the administration of the summative assessments.</p> <ul style="list-style-type: none">▪ List of Recommendations submitted by each grade level / department/ principal's leadership team/ and/or student council. | | | | |



APPENDIX P: TESTING INCIDENT REPORT FORM

| 2018-2019 Hawai'i Statewide Assessment Program Testing Incident Report Form | | |
|---|--------------------------|---|
| School: | School Code: | Today's Date: |
| School Telephone Number: | Test Coordinator Name: | |
| Person Completing this Report: | Test Coordinator E-mail: | |
| | Test Administrator Name: | |
| Severity Level: <input type="checkbox"/> Impropriety <input type="checkbox"/> Irregularity <input type="checkbox"/> Breach | | Initiated by: <input type="checkbox"/> Adult <input type="checkbox"/> Student |
| Assessment: <input type="checkbox"/> Smarter Balanced ELA/Literacy CAT <input type="checkbox"/> Smarter Balanced ELA/Literacy PT <input type="checkbox"/> Smarter Balanced Mathematics <input type="checkbox"/> HSA Science Bridge <input type="checkbox"/> Algebra 1 EOC <input type="checkbox"/> Algebra 2 EOC <input type="checkbox"/> Biology 1 EOC <input type="checkbox"/> HSA-Alt <input type="checkbox"/> ACCESS for ELLs <input type="checkbox"/> KĀ'EO | | |
| Date/Time of Incident: | Grade Level: | Test Session ID: |

Description of Incident:

Description of Action Taken:

Adults Involved:

| Name | Assessment Role | Description of Involvement | Action Taken |
|------|-----------------|----------------------------|--------------|
| | | | |
| | | | |

Students Involved:

| SSID | Description of Involvement | Action Taken |
|------|----------------------------|--------------|
| | | |
| | | |

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

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



APPENDIX Q: ACCOMMODATIONS VERIFICATION FORM

Student Name: _____ SSID: _____ Grade Level: _____

School Name: _____ School 3-digit Code: _____

School Contact Person Name: _____ Date: _____

School Contact Person Tel No.: _____ School Contact Person E-mail: _____

Student is: IDEA-eligible Section 504 Recently Injured (Scribe Only)
 (check only one)

Select all that apply as identified in the student's IEP/504 Plan:

| Embedded Accommodations | Non-Embedded Accommodations | |
|--|---|--|
| <input type="checkbox"/> American Sign Language ¹ (ASL) <input type="checkbox"/> Braille ¹ (BR) <input type="checkbox"/> Braille Transcript ¹ (BT) <input type="checkbox"/> Closed Captioning ¹ (CC) <input type="checkbox"/> Text-to-Speech (TTS) (for ELA Reading Passages) | <input type="checkbox"/> 100s Number Table (NT) <input type="checkbox"/> Abacus (AB) <input type="checkbox"/> Alternate Response Options (ARO) <input type="checkbox"/> Calculator (Braille/Talking) (CAL) <input type="checkbox"/> Multiplication Table (MT) | <input type="checkbox"/> Print-on-Demand (POD) <input type="checkbox"/> Read Aloud (RA) (for ELA Reading Passages) ^{2,3} <input type="checkbox"/> Scribe ^{2,3} (SC) <input type="checkbox"/> Speech-to-Text ² (STT) <input type="checkbox"/> Word Prediction (WP) |

¹School-level personnel must set in TIDE (TTS and non-embedded accommodations are set in TIDE by the Assessment Section)
²Requires Separate Setting Designated Support (i.e., individual setting or one-on-one testing)
³Requires submittal of Security/Confidentiality Agreement Form (see Read Aloud Protocol and/or Scribing Protocol)

In the space below, state the reason the student needs the accommodation(s) as documented in the IEP/504 Plan:

The principal, SSC or care coordinator and teachers who provide classroom instruction for the student must sign this form to verify that the student meets the criteria for the accommodation(s).

| Print Name | Signature | Title |
|------------|-----------|------------------------|
| | | Principal |
| | | SSC / Care Coordinator |
| | | Teacher |

Assessment Section Use Only

Verified (list all accommodations that apply):
 Name and Date:

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



APPENDIX R: COURTESY TESTING FOR HOME-SCHOOLED STUDENTS

Verification of Student Status Form

Date: _____

Student Name: _____

10-digit Student ID: _____ Grade Level: _____

School Name: _____ School Code: _____

School Contact Person Name: _____

School Contact Telephone Number: _____

School Contact Person E-mail: _____

Assessment(s):
(check all that apply) Smarter Balanced ELA/Literacy Smarter Balanced Mathematics HSA Science Bridge

Note: Courtesy testing for home-schooled students is not provided for the EOC Exams.

An Assessment Section staff member will inform the School Contact Person (listed above) whether this request has been approved or disapproved after it has been processed.

A home-schooled student cannot access the secure online Smarter Balanced ELA/Literacy or Mathematics Assessments or the Hawai'i Science Bridge Assessment until the grade level provided by the elementary school office staff or secondary school registrar and entered on this form has been activated in TIDE by the Assessment Section.

Do not ask parents to bring their home-schooled child to your school to be tested until an Assessment Section staff member informs the School Contact Person (listed above) that the student can access the secure online testing site.

Assessment Section Use Only

| |
|------------------------------------|
| Verified: Y or N Name and Date: |
|------------------------------------|

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



APPENDIX S: ADDITIONAL DESIGNATED SUPPORTS OR ACCOMMODATIONS

Verification of Student Need Form

A separate form for each additional designated support or accommodation that is not included in the list of Smarter Balanced universal tools, designated supports, and accommodations must be submitted and verified, if appropriate, by the Assessment Section prior to testing a student.

Date: _____

Student Name: _____ 10-digit Student ID: _____ Grade Level: _____

School Name: _____ School Code: _____

School Contact Person Name: _____

School Contact Tel No.: _____ School Contact Person E-mail: _____

Check each criterion that applies to this additional designated support or accommodation request.

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

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

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

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

| Print Name | Signature | Title |
|------------|-----------|-----------|
| | | Principal |
| | | Teacher |
| | | Teacher |

Assessment Section Use Only

Verified: Y or N
Name and Date:

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



APPENDIX T: ACKNOWLEDGEMENT FORM FOR PROCTORS AND SKILLS TRAINERS

Test Security and Acknowledgement Form

School Name: _____

Test Coordinator Name: _____

Note: This form is only for proctors and skills trainers. Test Administrators do not need to sign this form. They will acknowledge their understanding of test security and administration procedures through the online TA Certification Course. Proctors do not need to take the online TA Certification Course.

Role of a Proctor

A proctor may walk around the testing room to assist the Test Administrator in monitoring students' behavior and inform the Test Administrator if any student is confused and does not understand some of the online testing procedures, becomes ill, is disruptive, or appears to be cheating. A proctor is recommended when more than 25 students will test with one Test Administrator. Only Hawai'i Department of Education employees, e.g., educational assistants, part-time teachers, para professional teachers, may serve as proctors. Before proctoring an assessment, the Test Coordinator should review the test security and student confidentiality requirements included in this Test Administration Manual with the proctor and have him/her sign this form.

Role of a Skills Trainer

A skills trainer is assigned to sit next to a student who needs one-on-one support throughout each school day to manage his/her behavior and focus on the current task that needs to be completed. A skills trainer may not complete any of the tasks that are appropriate for a proctor but must adhere to all test security and administration procedures while present in the testing room with the assigned student.

By signing this form, I acknowledge that I understand all the required test security procedures and the required administration procedures for all test sessions in the HSAP Test Administration Manual for the online Smarter Balanced Assessments, HSA Science Bridge Assessments/EOC Exams and/or the WIDA Test Administration Manual for the ACCESS 2.0 Online Assessments.

| Proctor/Skills Trainer Name | Title or Position | Signature | Date |
|-----------------------------|-------------------|-----------|------|
| | | | |
| | | | |
| | | | |

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



APPENDIX U: SIGNIFICANT MEDICAL EMERGENCY

Verification of a Student Need for a Significant Medical Emergency Exemption

Submit this form only if one of the following apply.

- Exemption due to chronic absenteeism for medical reasons - requires a health provider's note excusing school attendance for 11 or more consecutive instructional days
- *Exemption due to doctor's orders - requires doctor's orders not to test through at least the majority of a test window (Smarter Balanced, HSA Science Bridge, HSA-Alt, Biology 1 EOC Exam, The ACT, KAEO).
* Exemptions from Smarter Balanced, HSA-Alt, or KAEO, effectively removes a student from Strive HI entirely.

Date: _____

Student Name: _____ 10-digit Student ID: _____ Grade Level: _____

School Name: _____ School Code: _____

School Street Address (Street, City, Zip Code - No P.O. Box): _____

School Contact Person Name: _____

School Contact Person Telephone Number: _____

School Contact Person E-mail: _____

Indicate assessment(s) for which the significant medical emergency exemption is being requested:

- Smarter Balanced ELA/Literacy Smarter Balanced Mathematics
- HSA Science Bridge Biology 1 EOC ACCESS for ELLs
- HSA-Alt ELA HSA-Alt Mathematics HSA-Alt Science (grade 4, 8 or 11)

Significant Medical Emergency Required Evidence

A healthcare provider (MD, OD, licensed psychologist, other provider) must write a note that includes the following information:

1. Student's Name.
2. General nature of the medical/psychiatric emergency.
3. Duration of the medical/psychiatric emergency for which absence from school and/or exemption from testing is ordered (must encompass the majority of the testing window for applicable assessment(s)).
4. Explanation stating that the student is excused from school and/or should not to be tested.
5. Provider's signature and date signed.

In the event that the healthcare provider is reluctant to provide a note indicating that the student should not be tested prior to the end of a testing window, submit this form with the provider's note after the testing window closes.

Assessment Section Use Only

Verified: Y or N
Name and Date:

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



APPENDIX V: WORKSHEET FOR SCHEDULING ONLINE ASSESSMENTS

It is recommended that schools have at least one lab or mobile cart where all students in a single class can be assessed at the same time for ease of administration. The online HSA Science Bridge Assessment or EOC Exams scheduling worksheet below shows how to estimate the number of days needed to administer one opportunity for each student at your school to take the online assessments and exams. A typical student will need two class periods of approximately 45 minutes, or about 90 minutes, to complete an online HSA Science Bridge Assessment or EOC Exam.

Online Assessment Scheduling Worksheet

FORMULA

Step 1 At your school, how many students will take the online HSA Science Bridge Assessment and/or End-of-Course Exams?

Step 2 At your school, how many computers are available in all computer labs/mobile carts that will be used for the online HSA Science Bridge Assessment and End-of-Course Exams?

Step 3 At your school, how many class periods per day will be used for testing?

Step 4 Multiply the results of Steps 2 and 3 and divide by two.

Step 5 Divide the total number in Step 1 by the result of Step 4. This gives you the total number of days required for your school to test students once.

EXAMPLE

Step 1 A high school has varying numbers of students enrolled in EOC Exam courses.

| Course | Number of Students |
|--------------|--------------------|
| Algebra 1 | 100 |
| Algebra 2 | 100 |
| Biology 1 | 100 |
| Total | 300 |

Step 2 The school has one lab with 30 computers.

Step 3 The school will test 4 class periods each day of the week.

Step 4 $30 \times 3 = 90 / 2 = 45$

Step 5 $300 / 45 = 6$ days required for the school to test students once.



APPENDIX W: PRINTABLE DIRECTIONS FOR ADMINISTRATION (WITH STEP-BY-STEP GUIDE)

It is recommended that schools have at least one lab or mobile cart where all students in a single class can be assessed at the same time for ease of administration.. A typical student will need two class periods of approximately 45 minutes, or about 90 minutes, to complete an online Hawai'i State Science Bridge Assessment or an End-of-Course Exam.

It is recommended that schools have at least one lab or mobile cart where all students in a single class can be assessed at the same time for ease of administration. A typical student will need two class periods of approximately 45 minutes, or about 90 minutes, to complete an online Hawai'i State Science Bridge Assessment or an End-of-Course Exam.

| Before Testing | |
|--|--|
| 1. Make sure you are prepared for testing. | <p>Complete the online TA Certification Course available at alohahsap.org. This will take approximately 30 minutes. You will not be able to log into the TA Live Site to administer assessments or exams without completing this course.</p> <p>Administer an HSA Science Bridge Assessment or EOC Exam Practice Test to students on the TA Training Site to become familiar with the procedures for creating a test session.</p> <p>Know what your students will see. Take an HSA Science Bridge Assessment or EOC Exam Training Test at alohahsap.org.</p> <p>Download and read relevant user guides and manuals, including the HSA Science Bridge Assessments and EOC Exams Test Administration Manual, the Guide to Navigating Online HSAP Administration, and the Guide to the Online Reporting System.</p> |
| 2. Make sure students are prepared for testing. | Make sure all of your students have taken the grade/subject appropriate Training and Practice Tests at before testing. |
| 3. Get a list of secure 10-digit State Student Identification Numbers (SSIDs). | Students will log into the online system using their legal first names, their 10-digit State Student Identification Numbers (SSIDs), and a Test Session ID. Your school clerk or registrar can export a list with student names and 10-digit State Student Identification Numbers (SSIDs) from Infinite Campus for students to use when logging into a test session. Talk to your Test Coordinator about how you will obtain this list. Remember that student personal information, including 10-digit State Student Identification Numbers (SSIDs), is confidential. |
| On Testing Day | |
| 4. Log into the Test Administrator Live Site. | Using your username and password, log into the TA Live Site by going to alohahsap.org . If you do not have a username and password, contact your Test Coordinator. The Test Coordinator must add each TA as a user in the TIDE system in order to generate a username and a secure web link, which will be emailed to the TA. The TA must use the secure link to create a password in TIDE and also select and answer a security question. If you forget your password, go to the TIDE home page, click the "Forgot Your Password?" link, and enter your email address on the subsequent screen. You will then be presented with your security question to answer. If you answer the security question correctly, you will receive an email with a new secure link, from which you can create a new password. Remember that you |



| | |
|--|--|
| | cannot log in to the TA Live Site unless you have successfully completed the online TA Certification Course. The words “Live Test” should appear adjacent to the Test Selection Table to confirm that you are in the TA Live Site and not the TA Training Site. |
| 5. Select tests to administer. | <p>Once you have logged in, select the tests you would like to administer by clicking the subject(s) and grade(s) in the box.</p> <p>Each test session that you create will be automatically assigned a unique Test Session ID number (e.g., “ORANGE-49F5-3”). Write this down somewhere where students will be able to see it. Students will need the Test Session ID to log into the test.</p> |
| 6. Launch the secure browser on each computer students will use for testing. | Before students arrive to take an assessment or exam, make sure that the student login screen is showing on each computer. Click the HI Secure Browser icon on each computer to open the secure browser. It is recommended that Test Administrators rather than students launch the browsers in order to prevent students from accessing other applications. Once the secure browser is launched, students can no longer access other applications. |
| 7. Distribute materials. | See Table 13 in the HSA Science Bridge Assessments and EOC Exams Test Administration Manual for additional details on allowable resources for an online HSA Science Bridge Assessment and each EOC Exam. |
| 8. Read Directions for Administration. | <p>SAY: Today, you will take a test in [name subject(s)]. You will be given a test session ID that is required to start the test. Before logging in, let’s go over some test rules.</p> <p>You may only use the computer to take this test. You may not use the computer for another reason before, during, or after testing.</p> <p>Take your cell phone and any other electronic devices out of your pocket, backpack, or bag and turn it off. Do not leave it on or place it on silent mode. If you have a backpack or bag, place the turned off phone or device in your backpack or bag and place it in the area I have designated. If you do not have a backpack or bag, bring your phone or device to my desk and place it in the area I have designated. Your phone or device will be returned to you at the end of the test session. If you do not follow these test security directions and you use your phone or device during the test session for any reason, your test will be invalidated, your parents will be informed of your behavior and any consequences that will be determined by the principal.</p> <p><u>During testing:</u></p> <p>You must answer each question on the screen before going on to the next one. If you are unsure, go ahead and provide what you think is the best answer and mark it for review before going on to the next question. You may go back and change the answer during this test session.</p> |



| | |
|---|---|
| | <p>If you have a question or need help during the test, raise your hand and I will come to you. Some of you may not finish your tests during this session and that is okay. You will be able to finish on another day.</p> <p> NOTE: If a school has a more stringent cell phone policy, then that policy may be stated in place of the minimum cell phone test security requirements stated above.</p> <p>NOTE: TAs may not limit the number of questions a student may answer during a test session.</p> <p>Please write your name on the scratch paper. I will collect all papers at the end of this session.</p> <p>[The following should be read for Algebra 1 and Algebra 2 ONLY]</p> <p>SAY: Please keep in mind that this test is divided into segments. When you get to the end of a segment, you will be prompted to review your answers before moving on. Once you move to the next segment, you will not be able to return to any of the questions in the previous segment.</p> <p>SAY: You may pause at any point in the test by clicking PAUSE after answering an item. Please raise your hand if you need a break and ask permission before clicking PAUSE.</p> <p>If you pause your test for more than 20 minutes, you will not be able to go back and change your answers, even the ones you marked for review. You may check your answers to any questions before you pause your test.</p> <p>Your answers need to be your own work. Please keep your eyes on your own test and remember, there should be no talking. If you still have a cell phone or an electronic device, please turn it off, raise your hand and I will come and collect it before the test begins.</p> <p>If you finish your test early, review your answers. Once you have done so, submit your test and log out. You must sit quietly in your seat until dismissed. You may not use the computer for any reason.</p> <p>We have [x] minutes to work on this test today. I will let you know when there are 5 minutes remaining in the session. Begin to log in now.</p> |
| <p>9. Approve students for testing.</p> | <p>Students can now log in using their first names, 10-digit State Student Identification Numbers (SSIDs), and Session ID. After students log in, you will see a box in the upper right corner that tells you which students have signed in and are waiting for your approval. Students cannot proceed to their test without the approval of the Test Administrator. Click the “Approvals” button in the upper right corner of the page to approve the waiting students. After carefully checking each student’s designated supports and accommodations, and opportunity number for the online HSA Science Bridge Assessment, you can click the “Approve” button for each individual student.</p> |



Or you can click the “Approve All” button to approve all of your students at once. Be careful using the “Approve All” feature. If you approve a student or group of students for the wrong online HSA Science Bridge Assessment opportunity number, this opportunity cannot be reset for administration on a later date during the testing window. The student or group of students must complete this online HSA Science Bridge Assessment opportunity within 45 calendar days after they are approved to begin the assessment.

SAY: Now we are ready to log in. Once you have logged in, you will have to wait for me to approve the test before you start. I'll be checking that you have correctly entered the test session ID and other information.

Enter your legal first name, not your nickname, followed by your SSID number. Then enter the test session ID. *Raise your hand if you need help typing this information on your keyboard.*

Please do not share your SSID with anyone. This is private information.

Now click “Sign In.” *Once you have successfully logged in, you will see a screen with your first name and other information about you. If all of the information on your screen is correct, select YES to continue. If any of the information is incorrect, please raise your hand and show me what is incorrect.*

On the next screen, select the [INSERT NAME OF TEST (i.e., HSA Science Bridge Assessment)], and then click START TEST. After you have selected your test, you will see a screen with a moving bar and message saying that you are waiting for Test Administrator approval. This step helps ensure that you are taking the correct test. Please wait quietly while I verify each of your tests.

After I approve you to begin testing, you will see a screen asking you to check your test content area and settings. If all the information is correct, you may select YES, START MY TEST. If any of it is incorrect, please raise your hand.

[The following should be read for test sessions where any students have the Text-to-Speech designated support]

SAY: Next you should see a screen that prompts you to verify that the sound on your computer is working. Put your headsets on and click the icon of the speaker in the circle to hear the sound. If you hear the chime, click [YES]. If not, raise your hand.

SAY: Before your test appears, you will see a tutorial page listing the test tools and buttons that you may use during the test or that will appear on the test. Please read this carefully. You can also find this information during your test by clicking the HELP button in the top right corner. When you are ready to begin your test, click BEGIN TEST NOW at the bottom of the page.



| | |
|---|--|
| <p>10. Monitor student progress.</p> | <p>Once your students have been approved, you will see a list of students who are currently testing in the session, and you can view which questions they have answered, as well as how long their tests have been paused.</p> <p>Circulate through the testing room to ensure that all conditions of test security are maintained.</p> <p>If you notice that a student is off task, you may read the statement below verbatim.</p> <p>SAY: It is important that you do your best. Do you need to pause the test and take a break?</p> <div style="border-left: 1px solid black; padding-left: 10px; margin-left: 20px;"> <p> NOTE: If a student is not actively engaged with the test, the TA may pause the student’s test and should consult with the TC to determine if additional test sessions are appropriate. TAs are not required to provide additional test sessions for a student who has exceeded the average test taking time and is not actively engaged with the test.</p> </div> <p>If a student is concerned about an item, you may direct the student to review a tutorial by reading the script below verbatim.</p> <p>SAY: Try your best and choose the answer that makes the most sense to you. If you are unsure about how a question works, you can select Tutorial from the context menu to view a short video.</p> |
| <p>11. Give students a 5-minute alert before the end of the test session.</p> | <p>SAY: There are 5 minutes remaining in this test session. If you have not reached the last question on the test, please answer the current question on your screen and stop. You may review any completed or marked items now.</p> <p>You may review any completed or marked items now. Do not submit your test unless you have answered all of the questions. If you have not finished the test, you will have a chance to answer the rest of the test questions on another day.</p> <p>If you need additional time let me know.</p> |
| <p>12. End the session and log out.</p> | <p>SAY: The test session is now over. If you have not finished, please answer the current question on your screen and click [Pause], and you will be able to finish at another time. Then click [Log Out].</p> <p>Follow appropriate testing policies regarding allowing students who need additional time to finish testing. Keep in mind the 20 minute pause rule; students whose test is paused for longer than 20 minutes will not be able to go back to any questions that contain a response or are marked for review.</p> <p>Remember, if you are not finished and need to pause your test for more than 20 minutes, you will not be able to go back to the questions from this test session, including questions marked for review.</p> |



| | |
|---|--|
| | <p>If you have finished all the questions on your test and have finished reviewing your answers, click [Submit Test For Scoring]. You will then see your score. Please keep this information to yourself. Then click [Log Out]. I will now collect any scratch paper and other materials. Please be sure your name is written on your scratch paper.</p> |
| | <p>TAs should click [Stop Session] to end the test session and pause any student test in the session that is still in progress. When finished, TAs can log out of the TA Interface by clicking the [Logout] button at the top right. TAs should also collect any scratch paper.</p> |
| <p>13. Collect any used paper or other materials.</p> | <p>Scratch paper and other handouts that students have written on <i>must be shredded</i> and disposed of immediately after each test session. Refer to the test security guidelines in the <i>HSA Science Bridge Assessments and EOC Exams Test Administration Manual</i> for additional information.</p> |



CHANGE LOG

This Change Log is used to identify specific changes that are made to any of the information included in the original document throughout the current school year.

| Change | Section | Date |
|--|--|---------|
| Updated information on Appendix S, page 101. | Appendix S: Additional Designated Supports or Accommodations | 10/5/18 |
| Updated example of quiet work on page 36. | 9.1 Establishing Appropriate Testing Conditions | 3/29/19 |
| Updated information to notes/resources on Appendix K, page 81. | Appendix K: School Test Coordinator Checklist | 3/29/19 |
| Removed Smarter Balanced images from headers. | Throughout | 4/15/19 |
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