TEST ADMINISTRATION MANUAL FOR THE KAIAPUNI ASSESSMENT OF EDUCATIONAL OUTCOMES (KĀʻEO) 2017

School Administrator/Test Coordinator/ Test Administrators

Abstract

This document describes the test administration procedures for the operational tests of the 2017 Kaiapuni Assessment of Educational Outcomes (KĀʻEO). The guidelines presented were based on Administration Procedures for the Hawaiian Aligned Portfolio Assessment (HAPA), Hawaii State Science Assessment in Hawaiian and End-of-Course Exams. If you have questions or concerns, please do not hesitate to contact the Help Desk at kaiapuni@hawaii.edu or 808-956-7834

University of Hawaiʻi Mānoa
Ka Papahana Loiloi Kaiapuni

Purpose of the Kaiapuni Assessment of Educational Outcomes (KĀʻEO) Language Arts, Mathematics and Science Assessments

The purpose of this administration of the KĀʻEO is twofold. First, the operational test in 3rd and 4th grade in Hawaiian language arts and mathematics and 4th grade science will assess the educational outcomes of 3rd and 4th grade Kaiapuni students in a reliable, valid, and fair way. To ensure this, the operational assessments are comprised of items and processes field tested during 2015 and 2016. Second, achievement scores generated from the Language Arts, Mathematics, and Science test will count towards schools' Strive HI measures (for information on Strive HI scores see: http://www.hawaiipublicschools.org/VisionForSuccess/AdvancingEducation/ StriveHIPerformanceSystem/Pages/Strive-HI-System-Index.aspx).

Test Window

The test window for the Language Arts, Math, and Science operational assessment is:
April 3rd, 2017 to May 26**th**, 2017.

Test Format

The test format will include multiple choice and constructed response (open-ended) items for the Hawaiian language arts, mathematics, and science operational tests. The writing portion of the language arts test and the mathematics test will include a performance task item that will guide students in writing a passage or solving a multi-step problem. All tests will be accessible through the same online format and can be scheduled to be taken as each school's Testing Coordinator sees fit.

The operational tests will be administered in an online fixed format using a computer. This allows students to use different features (e.g., adjust audio volume) to more easily access the test material. Students will be allowed to magnify or increase the size of the text and graphics using the menu functions on their browser and mark questions that they would like to review later in the session.

Each operational test is divided by its subject area (Hawaiian Language Arts, Mathematics, or Science). Students may take as much time as needed to complete the online assessments. Testing may be split across multiple sessions on multiple days so that the testing does not interfere with class schedules. As a general guideline, schools should schedule 4 1-hour sessions for each subject area, but more or less time can be used depending on the progress of each student and the schedule of the school. For the separate performance task items, schools should schedule 2 30-minute sessions. However, the assessments must be completed within the testing window.

Important: Please note that for test security purposes, once a student has started a test session they must answer all questions they have attempted while logged in. Students will be allowed to go back and check their answers to previous questions viewed during that login session. However, once the testing session ends or the student logs out he or she will not have access to questions they have already seen, regardless of the reason or state of completion of the question. Questions they have not seen will still be available to them during the next testing session. Students are not allowed to discuss the operational tests. Students are not allowed to navigate to other websites while they are taking any part of the assessment.

Contact Information

The testing program has established a Help Desk that is staffed by English and Hawaiian speakers. The Help Desk will be staffed Monday through Friday 8:00AM to 2:30PM (with the exception of University of Hawaiʻi holidays). Help Desk staff will respond to your questions as quickly as possible. These personnel are trained to address your questions about aspects of the test administration both technical and logistical.

- The Help Desk phone number is: 808-956-7834
- The Help Desk email is: kaiapuni@hawaii.edu
- The website is: https://kaiapuni-wp.coe.hawaii.edu/kumu
- Physical Address:

  Hawaiian Immersion Assessment Project
  Attn: Pōhai Kukea Shultz
  1776 University Avenue, Everly 126
  Honolulu, HI 96822

For questions about the content and purpose of the 2017 Hawaiian Immersion Assessment Project, please visit our website at: https://kaiapuni-wp.coe.hawaii.edu/kumu or contact the project staff at the University of Hawaiʻi, Mānoa: kaiapuni@hawaii.edu

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Overview of the Assessment Program

The Kaiapuni Assessment of Educational Outcomes (KĀʻEO) assessment program was developed to test 3rd and 4th graders on skills and knowledge based on Kaiapuni Standards. Hawaiian Language Immersion Program (HLIP) teachers and other educators from across the state developed these standards to set high expectations for what our students should be able to know and do in each grade level. These rigorous standards will ensure that students are ready for college or a career after high school. Educators from Hawaiian Language Immersion Program schools across the state used these standards as a foundation by which to develop the items included in the Hawaiian language arts, mathematics, and science operational tests. These test items were created based solely on the Kaiapuni Standards and were written and revised in Hawaiian. None of the items have been translated from English and as such, these items are sensitive to the needs of and prioritize the academics for our students.

This assessment program also ensures that Hawaiian Language Immersion Program (HLIP) schools are meeting the testing requirements necessary under the Every Student Succeeds Act (ESSA). This legislation requires that all states assess students in specific grades and subject areas. This assessment will address those requirements for 3rd and 4th grade HLIP students in reading, writing, mathematics, and science. The Hawaiian Language Arts assessment is based solely on the Kaiapuni HLA Standards, however, a crosswalk between the Common Core State Standards in LA (CCSS) and the Kaiapuni HLA Standards was developed to demonstrate their alignment. The Mathematics assessment is based on CCSS, with additional standards to include Hawaiian mathematical knowledge. The Kaiapuni Science assessment is based solely on the Kaiapuni Science Standards, however, a crosswalk between the Next Generation Science Standards (NGSS) and the Kaiapuni Science Standards has been developed to demonstrate their alignment. Copies of the Standards used for these assessments can be found at https://kaiapuni-wp.coe.hawaii.edu/kumu.

This is the second year that the HLA and Mathematics assessments are being administered as an operational test. The data from previous administrations and cognitive interviews done with students allowed for in depth analyses and review of each item. The administration procedures have also been examined to make sure the tests could be implemented successfully. Because of these rigorous processes and the great contributions of each school in supporting previous field tests and operational tests, the program can continue to implement the operational tests for HLA and Mathematics and generate scores. Achievement scores generated from the Hawaiian Language Arts and Mathematics test will count towards schools' Strive HI scores (for information on Strive HI scores see: http://www.hawaiipublicschools.org/VisionForSuccess/AdvancingEducation/StriveHIPerformanceSystem/Pages/Strive-HI-System-Index.aspx). It is important that students take these tests seriously.

Following the same process as the 2016 HLA and Mathematics tests, this year's administration of the Kaiapuni Science is **an operational test**. Because of these rigorous processes and the great contributions of each school in supporting the previous field test, the program is ready to implement the operational test for Science and generate scores. Achievement scores generated from the Science test will count towards schools' Strive HI measures.

Thank you so much in advance for your assistance and dedication to Ka Papahana Loiloi Kaiapuni!

Overview of the Manual

The purpose of this manual is to provide guidance to school staff about the administration of the Kaiapuni Assessment of Educational Outcomes (KĀʻEO). The guidelines in this manual will ensure that the operational tests are administered in a consistent and secure manner across all the participating schools.

All HLIP school administrators and school staff who are Test Coordinators or Test Administrators should review the details presented in this manual. This assessment program is still fairly new and as such you may have questions. Please refer to the https://kaiapuni-wp.coe.hawaii.edu/kumu website to find an updated 'Frequently Asked Questions' page. Questions that have been asked by you and your colleagues from across the state have been posted with corresponding answers. If you have a question that has not yet been addressed on the FAQ page, please do not hesitate to reach out to the Help Desk at kaiapuni@hawaii.edu or 808-956-7834.

Key Dates

- **March 8th**: Schools receive student rosters of those students who the state has identified as participating in the operational tests. Schools will need to check this roster against their records to ensure that it accurately reflects **all 3rd and 4th grade students.** If there is a discrepancy, The Test Coordinator must contact UH staff.
- **No later than March 14th:** School administrators must identify Test Coordinators and Test Administrators. All Test Administrators' names and emails need to be sent to kaiapuni@hawaii.edu so that their credentials can be entered into the system.
- **March 14th**: UH staff provides a training video for all Test Coordinators and Test Administrators on the testing procedures. The video will be recorded and placed on line at https://kaiapuni-wp.coe.hawaii.edu/kumu. At minimum, all Test Administrators **MUST** watch the training video before the school begins testing.
- **March 14th**: A Test Administration Guide will be posted on https://kaiapuni-wp.coe.hawaii.edu/kumu that describes the technical requirements for administering the operational tests for Testing Coordinators and Administrators. Please work with your

school's technology staff person to review your systems to ensure it meets the requirements. All school administrators, Test Coordinators, and Test Administrators **MUST** read the Test Administration Guide before the school begins testing.

- **March 16th**: Login credentials will be sent to the Test Administrators and the Practice Test, or Hōʻike Hoʻomaʻamaʻa will be available for students.
- **No later than March 17th:** School administrator (usually the principal) establishes the testing schedule. The schedule is communicated to the Test Coordinator and Test Administrator.
- **March 28th**: A live webinar on testing procedures and functionality of the assessments will be available to all Test Coordinators and Administrators, where questions can be answered about the administration of the assessment. It is highly recommended that at least one representative from each school attend this virtual meeting.
- **No later than March 29th**: Test Coordinators email a filled out and signed [Appendix A:](#) Test Security and Administration Procedures Acknowledgement and Identification of Test Coordinators and Test Administrators Form with names and signatures of the Test Coordinator and all Test Administrators to kaiapuni@hawaii.edu. The hard copy of the form can be mailed with all other paperwork at the end of the testing window.
- **No later than March 29th**: Test Coordinators email a filled out and signed Appendix B or C to request for accommodations or designated supports.
- **April 3rd:** The test window starts for the Language Arts, Math, and Science assessments.
- **April 3rd – May 26th**: Test Coordinator monitors the test schedule and ensures that 3rd and 4th grade students are progressing on the completion of the tests.
- **May 26th:** The test window ends.
- **No later than May 27th:** Submit any final paperwork to UH staff (e.g., Accommodation forms). A checklist is provided in Appendix I of all forms and documents that must be submitted to UH staff.

Key Personnel

This guide includes administration procedures for the school administrator, Test Coordinator and Test Administrators. The school administrator is responsible for the overall implementation of the procedures in this manual including establishing the test schedule and designating the Test Coordinator. The Test Coordinator is the member of the school staff who is responsible for ensuring that Test Administrators are trained and follow administration procedures, ensures the security of the tests, and facilitates the overall school level administration. The Test Administrator is the member of the school staff who works directly with students to administer the tests. This person reads directions, makes sure that there are no improprieties (e.g., cheating), and adheres to the assessment testing schedule. These roles and responsibilities are outlined further in the text below. The Test Coordinator and Test Administrator roles are broken into responsibilities before, during, and after the tests.

School Administrator

The school administrator (usually the school principal) is a key participant in the testing process. The school administrator is required to ensure all testing procedures are followed and implemented according to this manual and the operational test training. School administrators must:

1. *Assign Test Coordinator:* The school administrator will designate a staff member to serve as the Test Coordinator. The Test Coordinator will be a member of the school staff with no instructional duties (e.g., assistant principal, technology coordinator). The school administrator will also ensure the Test Coordinator has completed the training video and signed the Test Security and Administration Procedures Acknowledgement and Identification of Test Coordinators and Test Administrators Form in Appendix A: Test Security and Administration Procedures Acknowledgement and Identification of Test Coordinators and Test Administrators Form. A digital copy of this form must be emailed to kaiapuni@hawaii.edu no later than **March 29, 2017**. The hard copy of the form can be mailed with any other required paperwork immediately after the testing window.

2. *Testing Schedule:* The school administrator will establish a testing schedule. The schedule can consist of as many sessions as are necessary for the students to finish the assessment. There is no time limit for these assessments, but students must finish all assessments within the established testing window. As a general guideline, it is recommended that 4 1-hour sessions be scheduled for each subject area, with 2 30-minute sessions scheduled for the performance tasks for Hawaiian Language Arts and Mathematics however, more or less time should be given depending on the progress of students on the tests and the school's schedule.

3. *Testing Incidents:* The school administrator must oversee the documentation of any testing incidents (using the Testing Incident Report in Appendix E)

4. *Validity Study Survey:* As stated earlier, the 2017 administration is an operational assessment in HLA, mathematics, and Science. It is extremely important that we gather feedback from grade 3 and 4 teachers about their students' achievement levels so that we can compare teacher perceptions with assessment results for Federal Peer Review. More information about this validity study will be sent to School Administrators.

Test Coordinator

The Test Coordinator must be an employee of the school where the testing will occur and is designated by the school administrator. The Test Coordinator must be a staff member with no instructional duties such as a school administrator, counselor or technology coordinator. This section is broken into Test Coordinator responsibilities that occur before, during, and after the tests.

Before testing

The following responsibilities are to be completed by the Test Coordinator:

1. ***Identify and Train Test Administrators:*** Ensure that all Test Administrators have been trained in the administration of the operational assessments. Training includes reading the policies and procedures in this manual and watching the training video posted on the https://kaiapuni-wp.coe.hawaii.edu/kumu website. The Test Coordinator will also have the opportunity to call in to the live webinar training. Test Coordinators should ensure that Test Administrators have no outstanding questions.
2. ***Communication with Families:*** The Test Coordinator will also be the point of contact for any questions that arise from parents about the operational assessments.
3. ***Review the Testing Schedule:*** The school administrator will establish the testing schedule, which the Test Coordinator will review and approve.
4. ***Reviewing student rosters and log in information***: Each school will receive a list of students who are eligible to participate in the administration of the 2017 tests. The Test Coordinator will need to review these materials and report any discrepancies.
   a. The Test Coordinator should review the rosters of students that are provided by the state to ensure all 3rd and 4th grade students are listed and have log in information. Immediately notify the UH Help Desk if any student who is currently enrolled in the school is not listed on the roster or if there are students listed on the roster who are no longer enrolled. If necessary, the UH Help Desk will generate a new student record with log in information so that the student will have access to the tests.
5. ***Submit a list of all Test Administrators:*** Test Coordinators will need to submit full legal names and emails addresses for all individuals who have been identified as Test Administrators for the school to kaiapuni@hawaii.edu. This list needs to be submitted prior to the testing window. After this list is received, the Test Administrators will receive the login information, further instructions for receiving their passcodes, and information about distributing passcodes to students. This process will also be thoroughly explained in all training videos and webinars.
6. ***Test Security***: The Test Coordinator will ensure that the student roster and log in materials are secured at all times and stored in a locked location when not being used.
   a. Test Coordinators will also sign and ensure that Test Administrators sign the Test Security and Administration Procedures Acknowledgement and Identification of Test Coordinators and Test Administrators Form (Appendix A). A digital copy of this form must be emailed to kaiapuni@hawaii.edu no later than **March 29, 2017**. The hard copy of the form can be mailed with any other required paperwork immediately after the testing window.
7. ***Assist Teachers and Test Administrators with identifying appropriate accommodations for students.*** A list of accommodations and designated supports is provided in Appendix B or C. Please review the list and preliminarily identify accommodations for students who are eligible. If additional types of accommodations are needed, please use the Additional Accommodation Request Form in Appendix C to request them.

8. ***Verify availability of test materials***: Ensure that all needed materials are available including computers with Internet access and headphones, scratch paper (see Appendix D : Acceptable Test Materials List). The Test Coordinator will also ensure that any materials needed for students' accommodations are available.

9. ***Verify Technology Requirements***: The Test Coordinator will work with the school's technology staff to ensure the technology requirements are sufficient (See Technology Requirements document in Appendix F of this Test Administration Guide).

10. ***Conduct practice tests***: The Test Coordinator will also ensure that students and teachers have had the opportunity to complete the sample questions to test the system. The sample questions also allow students to 'try out' some items that might be similar to those on the assessments. There are currently 2 types of practice tests available. The Hōʻike Hoʻāʻo is a practice test that does not require a passcode for the students to enter and does not save student answers, enabling students to re-enter the practice test more than once. This is a new type of practice test and has been made available prior to the 2017 administration. The second is the Hōʻike Hoʻomaʻamaʻa, which is the practice test that requires a passcode to enter, saves student responses, and functions exactly like the operational tests. Once a student submits the Hōʻike Hoʻomaʻamaʻa, he or she cannot retake this type of practice test. Both kinds of practice tests can be found at: https://kaiapuni.coe.hawaii.edu.

During the testing

The following responsibilities are to be completed by the Test Coordinator during the operational tests:

1. ***Monitor the Progress of the Operational Tests:*** The Test Coordinator will ensure that participating students are making progress through the test sessions in a timely manner and according to the schedule provided by the school administrator.

2. ***Monitor Policies and Procedures:*** The Test Coordinator will ensure that the Test Administrators follow all the policies in this manual. He/she will also address any testing questions that may arise from the Test Administrator, teachers, or families.

3. ***Monitor Technology Needs***: The Test Coordinator will ensure that there are sufficient numbers of computers available for the number of students needing to be tested at a given session.

4. ***Accommodations***: The Test Coordinator will ensure that students are provided with appropriate accommodations and such accommodations are documented on the Accommodations Information and Documentation Form (Appendix B).

5. ***Monitor and Report any Testing Incidents***: The Test Coordinator will work with Test Administrators to record any discrepancies or deviations in test administration. All incidents need to be recorded on the Testing Incident Report in Appendix E.

After the testing

After students have completed the designated tests, the Test Coordinator shall:

1. ***Test Completion:*** The Test Coordinator will ensure that all participating students have completed the operational tests during the test window.
2. ***Submit Final Documentation:*** Test Coordinators will need to complete documentation and send these documents to UH staff (e.g., Accommodation Documentation, Testing Incident Report). Some of these documents may have been scanned and emailed to UH staff during the test window. Final hardcopy versions of these documents must be submitted to the UH staff. Please see (Appendix I: Checklist for Submitting Final Documentation) for a complete list of documents and the submission information.
3. ***At the end of the test window send hard copy forms to:***
   > Hawaiian Immersion Assessment Project
   > Attn: Pōhai Kukea Shultz
   > 1776 University Avenue, Everly 126
   > Honolulu, HI 96822

Test Administrator

The Test Administrator must be an employee of the school where the students are being tested. The Test Administrator can be a school administrator (e.g., assistant principal), teacher (e.g., grade level teacher), counselor, technology coordinator, or coach. The Test Coordinator may serve as a Test Administrator as long as they have been trained in both capacities. The Test Administrator may not be a parent, community member, or other non-school personnel.

Before the testing

1. ***Training:*** All Test Administrators must be trained in administration procedures by watching the UH training video. It is also highly recommended that Test Administrators attend the webinar, so that all questions can be answered about the administration of the assessment. They must also read through this manual and sign the Test Security and Administration Procedures Acknowledgement and Identification of Test Coordinators and Test Administrators Form provided in Appendix A. If questions arise, these should be discussed with the Test Coordinator.
2. ***Prepare the Test Setting:*** The room where testing occurs needs to be free from all instructional materials or other materials that may relate to the Common Core Standards, the Kaiapuni Standards, or Hawaiian Immersion Assessment Project. See Appendix D for a list of materials that students may use or access.
3. ***Prepare the Test Browser:*** Internet browsers contain features designed to improve the web browsing experience that may have a negative impact on the test tasking process. To ensure a consistent and functional experience for all users, please verify browser features identified in the Browser Preparation section are adjusted accordingly. Please see Appendix F for detailed instructions on preparing the browser.
4. ***Accommodations:*** The Test Administrator must work with the students' classroom teacher to identify any accommodations that the students currently use in the classroom and are allowed on the operational tests (see Appendix B for accommodations). If an IDEA eligible or 504 student with an IEP or 504 plan uses an accommodation that is not listed in the plan and the school staff who work with the student would like to use the

accommodation, they will need to complete the Additional Accommodation Request Form in Appendix C. The paperwork must be submitted to UH staff who will review and approve or deny the accommodation based on consultation with HIDOE staff.

During the testing

1. *Accommodations:* If students have approved accommodations, the Test Administrator must ensure that these are provided to the student and documented accordingly.
2. *Generate student codes or passcodes:* The responsibility for giving students passcodes for each session lies with the test administrator. For enhanced security, new codes/passcodes must be given out to students for each test, but not between testing sessions. The administrator is responsible for collecting passcodes between test sessions and monitoring the security of these codes until the next session. Further instructions on generating codes/passcodes is in the Administration Procedures of this document, on the training video and will be covered in the webinar.
3. *Administer the Tests:* The Test Administrator must administer the operational tests in the manner set forth in this manual. This includes reading the Test Directions script provided in the administration instructions below (see Appendix A) and providing login codes to students. The Test Administrator should also ensure that students are not navigating to other websites during the assessment. A "map" of the test will be provided to all Test Administrators so that they can manage the testing sessions and progression of students on the assessment.
4. *Report incidents:* Any testing incident must be reported in a timely manner according to the type and severity of the incident. (for more information, see Testing Incidents section)
5. *Validity Study Survey:* As stated earlier, the 2017 administration is an operational assessment in HLA, mathematics, and Science. It is extremely important that we gather feedback from grade 3 and 4 teachers about their students' achievement levels so that we can compare teacher perceptions with assessment results for Federal Peer Review. More information about this validity study will be sent to School Administrators.

After the testing

1. *Test Security and Confidentiality:* At the end of the test session, the Test Administrator must collect all materials and shred any scratch paper that students have used. They must also secure any student identifying information (e.g., log in information).
2. *Conduct any make-up operational test sessions as designated by the Test Coordinator:* If students cannot complete a test during the designated session, a make-up test must be scheduled. Similarly, if a student is absent during the scheduled session, a makeup session must be scheduled for the student.

The following Checklist can be used to aid the Test Administrator in preparing for and administering the test:

Kaiapuni Testing Checklist

Before Test

✓   Login codes generated and available to Test Administrators. Login codes should be generated for the follow assessments:
- Papa 3 and/or Papa 4 Mākau ʻŌlelo
- Papa 3 and/or Papa 4 Mākau ʻŌlelo – Nīnau Kākau Lōʻihi (performance task item that is listed separately but a part of the Hawaiian Language Arts test)
- Papa 3 and/or Papa 4 Pili Helu
- Papa 3 and/or 4 Pili Helu – Nīnau Kākau Lōʻihi (performance task item that is listed separately but a part of the Mathematics test)
- Papa 4 Akeakamai

✓   Room is clear of instructional materials

✓   Computers meet minimum requirements (see Appendix F)

✓   Browser preparation completed (See Browser Preparation section of this document and/or Appendix F)

✓   Headphones are available at each station

✓   Test Coordinators and Test Administrators review this Administration Manual and/or view the Training Video; attend live webinar if necessary.

✓   Signed Test Security & Administration Procedures Acknowledgement

During Test

✓   Students are using Chrome, Firefox, or Internet Explorer

✓   Student log in at https://kaiapuni.coe.hawaii.edu

✓   Students reuse same passcode across multiple sessions of the same content area test; new passcodes need to be generated for each content area test (Hawaiian Language Arts, Math, Science) and for the all tests labeled "Nīnau Kākau Lōʻihi"

✓   Students leave test by logging out and quitting all browsers properly, not closing the browser window

✓   Complete Incident Report if necessary (see Appendix E)

After Test

✓   Collect all materials, logins and shred scratch paper

✓   Submit final documentation (see Appendix I)

Questions or Problems? The Help Desk phone number is: 808-956-7834 or email: kaiapuni@hawaii.edu

Testing Environment and Security

Maintaining Security and Understanding the Consequences

The security of assessment instruments and the confidentiality of student information are vital to maintaining the integrity of the assessments and the reliability of the results. Due to the importance of test security for all of the Hawai'i Department of Education's statewide student assessments, the following measures will be in place during the 2016-2017 school year:
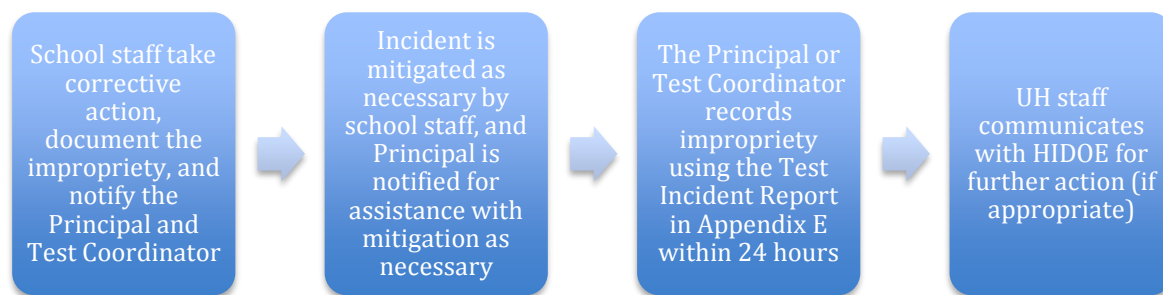
1.   A test security audit will be carried out to ensure that the current processes and procedures reflect best practices. Server logs are monitored and regularly checked for abnormal behavior that may be indicative of an intrusion attempt. Logs are also monitored during test-taking to check for inappropriate access outside of school hours, or strange responses to exam attempts that may be indicative of tampering.

2.   Student scoring patterns will be electronically monitored throughout the testing windows to identify and detect possible cheating and other irregularities. Consultation with the principal and test coordinator will take place as necessary when potential problems are identified.

3.   Teams will conduct on-site monitoring of schools at various times during testing windows to verify adherence to test administration procedures and provision of appropriate test accommodations for identified students.

If testing incidents occur during administration of an assessment, the Department of Education will be notified (within 24 hours for improprieties and irregularities and immediately for breaches). Using HI DOE procedures, the Department may invalidate impacted assessments that have been wholly or partially completed. However, invalidation will not occur automatically. The Department will not invalidate an assessment until it verifies the facts associated with the alleged testing incident with the School Administrator and Test Coordinator, and makes a determination based on test security criteria. (Please see the 2016-17 Hawai'i State Science Assessment for 4th grade and End-of-Course Exams Test Administration Manual for guidance on this criteria)

Testing Incidents

A testing incident is any disruption in the stated testing procedures that might have any impact on the integrity of the test scores. The process flow diagrams below also illustrate required actions for each type of incident. Three types of testing incidents may occur and all should be reported using the Testing Incident Report in Appendix E. These three categories are as follows:

Test Impropriety: These incidents may include one or more students and have only a small chance of impacting test results and interpretability. These include students talking, making gestures that disturb other students, students accessing the internet or electronic devices for purposes that do not involve cheating, teachers leaving instructional materials on the wall.

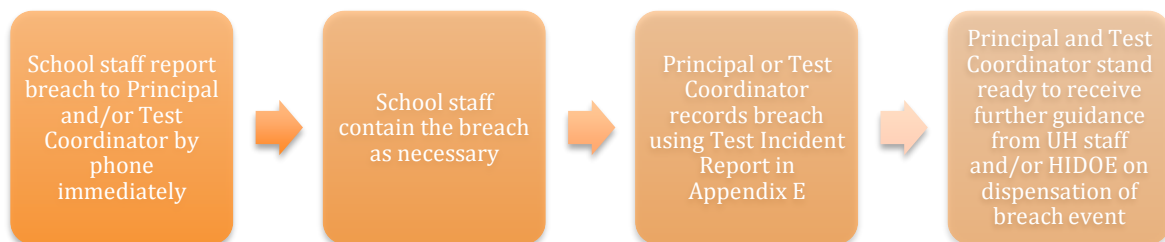| School staff take corrective action, document the impropriety, and notify the Principal and Test Coordinator | → | Incident is mitigated as necessary by school staff, and Principal is notified for assistance with mitigation as necessary | → | The Principal or Test Coordinator records impropriety using the Test Incident Report in Appendix E within 24 hours | → | UH staff communicates with HIDOE for further action (if appropriate) |

Irregularities: These are incidents that occur that effect one or more students which may impact test scores or results. These incidents include such behaviors as students cheating, disruptions to a test environment (e.g., fire drill, electrical failure), administrators providing incorrect instructions, administrators providing a test participants login information to another user, students receiving incorrect instructions, test administrators coaching students, or administrators providing test materials that are not on the approved list of materials. Some common testing incidents and specific procedures are described below.

- If a student becomes ill or has a medical emergency, the Test Administrator should assist the student in logging out of the system. Please make sure that the student is logged out correctly, and does not simply close the browser window. Note that any questions the student had previously answered or seen will no longer be available for access.
- If a student demonstrates behavior that is disruptive to other students, the Test Administrator should log them out of the system. Please make sure that the student is logged out correctly, and does not simply close the browser window. The student should be removed from the test environment but be allowed to take the test at a rescheduled time. Note that any questions the student had previously answered or seen will no longer be available for access.
- In the event of a natural disaster, extended power outage, fire drill; students should follow school policies for evacuating the building. If time allows, students should log out of the system. Students will be allowed to log back into the system and complete the test at a different time or at the end of the disruption. However, any questions that the student had previously answered or seen will no longer be available for access.

| School staff take corrective action, document the impropriety, and notify the Principal and Test Coordinator | → | Incident is mitigated as necessary by school staff, and Principal is notified for assistance with mitigation as necessary | → | The Principal or Test Coordinator records impropriety using the Test Incident Report in Appendix E within 24 hours | → | UH staff communicates with HIDOE and jointly conducts a review of the Test Incident Report within 48 hours of reporting | → | HIDOE and UH staff authorizes action that will be taken |

Breaches: Breaches are serious incidents that could threaten the validity of the test scores. IF YOU FEEL YOUR SCHOOL HAS HAD A BREACH INCIDENT, IMMEDIATELY REPORT THE BREACH TO THE HELP DESK STAFF AT THE UNIVERSITY OF HAWAIʻI. Examples of breaches include any school staff member who alters one or more students' test responses, students using cellphones to take pictures of assessment items, unapproved printing of test items or reading passages, any retention or distribution of test responses/answers (this includes improper shredding of scratch paper, any reproduction of test materials, and removing any test materials from the test environment[1].

| School staff report breach to Principal and/or Test Coordinator by phone immediately | → | School staff contain the breach as necessary | → | Principal or Test Coordinator records breach using Test Incident Report in Appendix E | → | Principal and Test Coordinator stand ready to receive further guidance from UH staff and/or HIDOE on dispensation of breach event |

Reporting Testing Incidents

It is extremely important that any and all testing incidents be reported. It is important to the interpretability of the analyses that UH assessment staff understand the type, breadth, and severity of the incident. If any school staff member observes a testing incident, it should be reported immediately to the School Administrator. If a Test Coordinator is NOT involved it should also be reported to him/her.

If it is determined that a Breach incident has occurred, it must be reported immediately to UH staff at kaiapuni@hawaii.edu. In addition, a Testing Incident Report must be completed in detail and scanned and emailed to UH staff at kaiapuni@hawaii.edu.

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[1] For additional examples of testing incidents, please see the HSA Science Assessment and End-of-Course Exams Test Administration Manual (p. 11-14) under the "Respond to Testing Improprieties, Irregularities, and Breaches" heading at alohahsap.org

If school staff determines that an impropriety or irregularity has occurred, it must be reported to UH staff within 24 hours using the Testing Incident Report in Appendix E.

With any incident, UH staff will review the documentation in collaboration with HIDOE and report any conclusions or dispositions to the school Test Coordinator and school administrator.

KĀʻEO Technology Contingency Plan

Outages

In case of an outage of service, the following actions will be performed.

Network Outage

In the event of a loss of network connectivity to either the physical servers or the virtual server, the provider is only responsible for on-premises equipment. Any equipment outside of the host provider's control is subject to the responsible party's service agreements.

Dual redundant Cisco network switches provide the main connection to the server infrastructure, and will automatically switch over to the backup in case of single device failure. All equipment is monitored for potential issues and is replaced in case of long-term evidence of failure in order to proactively avoid dual device failure.

In the case of all network switches failing at the same time, temporary equipment will be installed until new equipment can be ordered.

In case of virtual switch failure, troubleshooting will be performed during business hours to restore service ASAP.

Power Outage

In the event of power outage, all equipment is connected to an Uninterruptible Power Supply (UPS) unit. However, in the event of a wider spread power outage, upstream networking equipment may be offline, and as a result, the Hawaiian Assessment Server may be unavailable. This is outside of the provider's control, as the upstream provider may not have their equipment on UPS units, or may be affected by the outage in other ways.

The UPS will maintain uptime for the provider's entire server infrastructure for approximately 15 minutes before shutting down non-critical services. If power is restored within the 15 minute timeframe, testing may immediately resume.

In the event that a power outage lasts longer than 15 minutes but less than 30 minutes, the Hawaiian Assessment server must be shut down to prevent issues with the server infrastructure. Once power is restored, the virtual server will be brought back online within a max 2 hour timeframe.

In the event that a power outage lasts longer than 30 minutes, all hosting infrastructure must be shut down. Once power is restored, the host infrastructure must be brought back online, which

can require up to 6 hours to restore service. After restoration of service, the Hawaiian Assessment test server will be brought back online within 2 hours.

Server Failure

The Hawaiian Assessment server is hosted on a virtual server infrastructure. The state of the server is monitored via an in-house dashboard, and is checked to display the current state of any errors or issues with the server.

The virtual server has triple redundancy of all data writes across different storage devices. In the case of one data server going offline, one of the other two remaining copies will be used to immediately continue providing service.

All data is backed once per day at 6 AM HST. This includes all code for the service, as well as the database containing the test results and information. These backups are kept in a secure location requiring two separate access keys to retrieve, or SSH access via a separate remote access process.

In the case of an outage during business hours, administrative staff will begin assessment and resolution as soon as notification occurs. Once resolved, all involved parties will be notified via email.

In the case of the virtual server failing, a new virtual server will be provisioned, and data will be restored from backup. Restoration will occur within a 2 hour timeframe of assessment that the server must be restored from backup.

Student Confidentiality

Federal law prohibits releasing student identifiable information to the public (The Family Educational Rights and Privacy Act). Some examples that violate this policy are:

- Student test materials and reports must not be exposed in such a manner that student names can be identified with student results, except to authorized individuals with an educational need to know.
- Sending a student's name and 10-digit State Student Identification Number (SSID) together in an email message. If information must be sent via email or fax, include only the SSID, not the student's name
- Schools giving out student log in information (i.e., SSID).
- School staff giving students incorrect log in information so that they are tested under another student's identifier

Student Identifiers

Each participating Hawaiian Language Immersion Program School will receive a roster of students who are eligible to take the 2017 operational tests. FERPA does not allow us to email this information together, so we are depending on each school site to locate and collect the

student ID numbers to be used as the student username. If you have a student in 3rd or 4th grade who does not appear on your school roster, or a student that is no longer enrolled at your school, please notify UH staff to receive log in information for that student or delete them from the roster. Student rosters must be stored in a secure location when they are not being used. Students will log into the test with a combination of their Student ID and an identification code generated for each student by the Test Administrator before starting each test (Hawaiian Language Arts, Mathematics, Science, and Nīnau Kākau Lōʻihi). Passcode generation is done within the test software and each code is tied directly to a student's ID number. Student ID numbers and passcodes may be printed on cards to ease administration and should be distributed at the beginning and collected at the end of each session. Unlike last yearʻs test administration, Test Administrators only need to generate 1 passcode per student for each assessment and this passcode can be re-used if the student takes the test over more than one session. Passcodes DO NOT need to be regenerated for each test session, they only need to be generated once per test. The Test Administrator can help students log in but cannot log in for them unless it is part of a student's IEP or specific accommodation.

Test Security

It is critical that test security be maintained before, during, and after the administration of the language arts, mathematics, and science operational tests. It is only through maintaining these procedures that we can assure that the results of the tests are useful and provide accurate information for next year's assessment.
This assessment is property of the HI Department of Education (HI DOE). It is imperative that security procedures be maintained to ensure the integrity of the tests and the data. If there are any breaches in policy, the HI DOE may take disciplinary action. Similarly, school administrators must take the appropriate disciplinary action as stated in HI DOE policies. It is also critical that student information is secured to protect the rights and privacy of students.

Student Participation

The operational test methods and subsequent analyses are based on a high level of student participation. Therefore, all students in grades 3 and 4 must participate in this year's administration. Please note, that off grade level testing is not possible.
The mathematics, language arts, and science assessments are operational and will contribute in the calculation of each school's Strive HI measures.

Exempt Students

If a student is a 3rd or 4th grade student at a participating school but the school staff needs to designate the student as 'EXEMPT' from taking the tests, schools must contact UH staff with the student's ID number, name, and documentation with a reason for their exemption. This should be emailed to kaiapuni@hawaii.edu as soon as the information becomes available.

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 KĀʻEO during the appropriate testing windows. The definition of a physician includes:

- a doctor of medicine licensed under Chapter 453, Hawaiʻi 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, Hawaiʻi 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, Hawaiʻi Revised Statutes, or (ii) the applicable laws of the state where the student has been placed in order to implement the student's IEP.

If a student incurs a medical emergency during the testing window and is unable to complete the tests, the Test Coordinator must contact UH assessment staff with the student's ID number, name and provided a statement from a licensed physician, osteopath, or psychologist. This should be emailed to kaiapuni@hawaii.edu as soon as the information becomes available.

Universal Tools, Test Features, and Accommodations

Universal tools are access features of an assessment or exam that are provided as digitally-delivered, i.e., embedded, or separately-delivered, i.e., non-embedded, components of the test administration system. Universal tools and test features are available to all students based on their preference and selection and have been preset in KĀʻEO.

Embedded and Non-Embedded Universal Tools for All Students

All students will have access to the following assessment features:

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

Language

Students who do not speak Hawaiian or are deemed to be more appropriately assessed in English (using ELL accessibility options as appropriate) may be administered the Smarter Balanced Assessments or Hawaii State Assessments (HSA) Science. These assessments are provided in English but have additional language supports. For example, Smarter Balanced Assessments

provide features such as text-to-speech, translated test directions and glossaries provided in different languages (e.g., Spanish, Tagalog, Vietnamese). If a grade 3 or 4 Hawaiian Language Immersion Program student is to be administered the Smarter Balanced Assessments or HSA Science, the school test coordinator is expected to notify the HI DOE Assessment Section at:

> Phone: 808-733-4100
> Fax: 808-733-4483
> Email: HSA/SAS/HIDOE@notes.k12.hi.us

Designated Supports and Accommodations

The following designated supports and accommodations and policies are based on the 2016-17 Hawai'i State Science Assessment for 4th grade and End-of-Course Exams Test Administration Manual.

Designated supports are access features that are available for use by a student for whom a need has been indicated by an educator or team of educators and a parent/guardian and a student. A consistent process needs to be used to determine which embedded and non-embedded designated supports are needed by a student for an assessment or exam. Educators who make these decisions for an identified student need to have a clear understanding of the process for ensuring that this student is currently using the feature during classroom instruction and is given an opportunity to practice using any variation in the feature that will be provided during the administration of an assessment or exam.

Accommodations are changes in procedures or materials that increase equitable access for IDEA-eligible and 504 students during the administration of KĀ'EO. A student's need for an embedded or non-embedded accommodation must be documented in his or her IEP or 504 Plan.

For each student who receives an accommodation or designated support, the Test Administrator must complete an Accommodation Documentation Form or Designated Support Documentation Form in Appendix B or C. These requests will then be submitted to the HIDOE Assessment Section for approval, following HIDOE processes and procedures.

Students who are eligible for approved accommodations cannot be denied accommodations.

Embedded Designated Supports

- **Zoom functionality** to increase the font size for the entire assessment or exam is native to all web browsers supported by this testing application. Please contact the Help Desk if you need assistance.

Non-Embedded Designated Supports

- **Color Overlays:** A student who meets the criteria for the Print on Demand accommodation may place color transparencies over the printed stimuli, items, and answer options in an Assessment if these color transparencies are used during classroom instruction.
- **Magnification:** A student may adjust the size of specific areas on the screen, e.g., text, formulas, tables, graphics, and navigation buttons using the native functionality available on all supported operating systems. Please contact us if you need assistance.
- **Noise Buffers:** A student wears equipment, e.g., ear mufflers, white noise, to block external sounds and will need to wear headphones unless tested individually in a separate setting.
- **Read Aloud:** Students who are struggling readers may have all or portions of an assessment or exam read aloud, e.g., stimuli, and/or items by a trained and qualified TA human reader. The reader should review and adhere to the Read Aloud Guidelines on alohasap.org and adjust to ensure that the designated support is provided in Hawaiian. Please contact the Help Desk for further information.
- **Scribe:** A student who has documented significant motor or processing difficulties, or who has had a recent injury, such as a broken hand or arm, that makes it difficult to produce responses may dictate his or her responses to a trained and qualified TA human scribe who records the responses verbatim. The scribe must independently review the Scribing Guidelines on alohasap.org and adjust to ensure that the designated support is provided in Hawaiian. Please contact the Help Desk for further information.
- **Separate Setting:** Test location is altered so that the student is tested in a setting different from the setting made available for most students. Four previous settings that were accommodations are included.
  - Read Aloud to Self
  - Being Seated Near TA
  - Being Tested Individually
  - Being Tested in a Small Group
- **Simplified Test Directions:** Students who need additional support understanding the test directions may be provided with Simplified Test Directions as a designated support allowable across the assessments. This could include students with difficulties in auditory processing, short-term memory, attention, or decoding. This designated support may require testing in a separate setting to avoid distracting other test takers.

Embedded Accommodation

- **Language – Braille:** Please contact the Help Desk if you need more information about

Embedded Accommodation
this accommodation. • **Streamline:** Please contact the Help Desk if you need more information about this accommodation.

Non-Embedded Accommodation
• **100s Number Table:** A table listing numbers from 1-100 is a non-embedded accommodation only for students with visual processing or spatial perception needs as documented in their IEP or 504 plan. This table may be printed only for students approved for this accommodation. Guidelines for the 100s Number Table are provided in Appendix H: Multiplication Table and 100s Number Table. • **Alternate Response Options:** Students with some physical disabilities, including both fine motor and gross motor skills, may need to use adapted keyboards, large keyboards, StickyKeys, MouseKeys, FilterKeys, adapted mouse, touch screen, head wand, and switches. • **Multiplication Table:** A single-digit (1–9) multiplication table is a non-embedded accommodation only for students with a documented and persistent calculation disability. This table may be printed only for students approved for this accommodation. Guidelines for the Multiplication Table are provided in Appendix H: Multiplication Table and 100s Number Table. • **Print on Request:** A student may request printed copies of individual test items and stimuli based on a documented need. A request must be made for this accommodation for a student using the Appendix B form in the Test Administration Manual. Please call the Help Desk for additional information.

If a student uses an accommodation that it not listed above, an accommodation can be requested using the Additional Accommodation Request form in Appendix C. For additional information and resources on accommodations and designated supports, Test Coordinators and Administrators can also refer to http://alohahsap.org/

Testing Conditions

It is critical that all students are assessed under the same testing conditions to ensure score consistency. Students may receive additional materials listed in Appendix D Acceptable Test Materials List.

Students should be tested in an environment that allows them to focus fully on each test. This might be accomplished by testing classroom size groups of students in a room (or computer lab)

where they will not be disturbed. The room should be quiet, free of visual and noise distractions, adequate temperature control, and good lighting. Under no condition are students to be tested in the same room where other students are being provided instruction.

All instructional materials should be removed from the walls or covered. These materials include spelling and vocabulary words, multiplication tables, maps, graphs, and instructional posters. Students should be seated so that they cannot look at other students' computers or work. Place a DO NOT DISTURB sign on the door so that the test session is not interrupted.

There may be test sessions where some students finish a test before others. The Test Administrator should have materials available so that students who are finished can participate in 'quiet work'. This can include journaling, reading, or drawing. Students may not access the Internet on the computer in the testing room before, during, or after they have completed each test session.

If students have cellphones or other electronic devices, these items must be powered down and placed in a backpack or bag that is secured or not otherwise accessible during the assessment. These devices will be returned at the end of the testing session. All schools are being asked to use this procedure to ensure that students do not access social media, take pictures of the items or use the internet during the test. **Any of these actions constitute a breach in test security and will result in an invalidation of the student(s) scores for the assessment.**

Please note that students do not need to complete the operational tests in a specified time limit. Schools should schedule uninterrupted sessions as they see fit, but should schedule more than one session for each subject area. It is recommended that schools schedule 4 1-hour sessions for each subject area, as well as 2 30-minute sessions for the Performance Tasks (labeled Nīnau Kākau Lōʻihi on the test site), but more or less time can be given to students depending on their progress on the tests and the school's schedule. However, it is also important to note that once students have read and answered a question, they cannot go back and change the answer to that question if they have logged out of the system and continue working on the test during a separate session. There are a few scenarios where additional time may need to be allocated and they include:

- A student needs to use the bathroom during a test session. The student must logout of the test and be escorted by another Test Administrator to the restroom. The Test Administrator should ensure that the student logs out correctly and does not simply close the browser window. Please note that any questions the student has seen or answered will not be accessible to them after logging out. When the student returns, he/she can log back into the test and immediately continue their work using the same passcode they used for this specific test.

- A student has a medical emergency, is disruptive and needs to be removed, or needs to leave the testing room immediately. The Test Administrator should log the student out of the system. The Test Administrator should ensure that the student is logged out correctly and does not simply close the browser window. Please note that any questions the student has seen or answered will not be accessible to them after logging out. If the student returns at a later time, he/she can log back into the test and immediately continue their work, using the same passcode they used for this specific test. This should be documented on the Testing Incident Report and submitted to UH staff.

Prepare Students: Practice Test

The KĀʻEO is comprised of several item types. These include multiple choice where the student selects the 'correct' answer from several possibilities; constructed response items where the student writes a short answer, extended response where the student writes a several paragraph response on the writing assessment, and a performance task item that requires students to work on the question over more than one session.

Students should be allowed to take the practice tests located on the https://kaiapuni.coe.hawaii.edu/ website. These practice tests will allow students to familiarize themselves with the item types and features of the assessment so that they will know what will be expected of them during the operational tests. There are 2 types of practice tests available. The Hōʻike Hoʻāʻo is a practice test that does not require a student to login, however, answers are not saved when the student logs out of the test and students can enter the test more than once. The Hōʻike Hoʻomaʻamaʻa is a practice test that functions exactly as the operational tests do: students need a login in code in order to enter the test, answers are saved when students logout, but once submitted, students cannot re-enter the test. The following is a list of the types of questions students may see on the practice tests and operational tests:
- Multiple choice with only one possible answer
- Multiple choice with more than one possible answer
- Fill in the blank
- Sorting and ordering answers
- Matrix or matching answers
- Open ended, extended response questions
- Performance task – this question type will be listed separately from the Hawaiian Language Arts and Mathematics tests and labeled "Nīnau Kākau Lōʻihi". However, it is considered a part of the Hawaiian Language Arts or Mathematics test. More information on this question type is included in this administration guide, in the New Performance Task Question (Nīnau Kākau Lōʻihi) section.

Examples of each type of question will be on the practice tests, so it is very important to use the practice tests as a tool to prepare students to take the operational tests. Administering the practice test to students will also give Test Administrators an opportunity to practice the process of giving

students their passcodes for each test. This year, Test Administrators will also see "Hoʻomaʻamaʻa Nīnau Kākau Lōʻihi" for each grade level – this is to enable students to practice the functionality of the performance task type questions before they start taking the operational tests. It is recommended that students **do not** use Safari to take any of the assessments as there can be issues with the playing of audio files on the Safari web browser.

Teachers should also encourage students to practice their typing and keyboarding skills to help prepare them for the extended response questions. Hawaiian fonts and diacritical marks can be used on the tests if they are enabled on a student's computer. There is also a feature on the tests where students can click letters that include kahakō and ʻokina, if their computer does not have the Hawaiian font and/or keyboard enabled. This feature will be on the practice test and teachers should encourage students to become familiar with it so that they can utilize it correctly during the tests.

Administration Procedures

It is very important that schools follow consistent administration procedures during the tests. This consistency will help us ensure that the items, test, computer technology, and administration policies are functioning in a manner that will result in a high quality operational assessment for future testing. If you are a school administrator, Test Coordinator, or Test Administer, please read these procedures carefully before the start of testing. If you have any questions or concerns please contact the Help Desk at kaiapuni@hawaii.edu.

Before Testing

Once the Test Coordinator has established the testing schedule, Test Administrators will be asked to approve and implement the schedule. Before testing begins, make sure you have completed the online training provided by the UH staff. It can be found at https://kaiapuni-wp.coe.hawaii.edu/kumu. The training provides an overview of your role and responsibilities. You should administer the student practice tests located at https://kaiapuni.coe.hawaii.edu. This practice test will give you a small sampling of the tasks that students will see on the tests and give you a sense of what they will need to do. This practice session will give them a chance to understand the functions included in the tests such as zoom, mark for later, etc. They will also be able to practice reading and responding to test items.

Finally, obtain the student roster from the Test Coordinator. The student roster should contain all students for whom you are responsible for administering the tests. The roster will include important log in information for each student including the students' full names, and a username for their login, which should be the student's school ID. Please work with the classroom teacher(s) to verify that the roster is a comprehensive and exhaustive list of all participating students. If you notice that there are omissions, inaccuracies, or a student is listed who is not at your school (e.g., a recent transfer), report the discrepancy to your Test Coordinator who will contact UH staff at kaiapuni@hawaii.edu. Also, double check with the classroom teachers to be sure that you have addressed any accommodations that students will need and that those

accommodations are documented using the Accommodations or Designated Supports Documentation Form (Appendix B and C).

Generate Login Information

Schools must designate one test administrator per grade level to be responsible for generating the passcodes (referred to in the system as **Exam Codes**) for the entire grade for each test (Language Arts, Math, Science). Other test administrators will be able to regenerate exam codes for individual students when needed, however, one test administrator should be responsible for generating the codes for each subject area test.

Students are able to re-use exam codes multiple times until one of two events occur:

1. The student finishes the exam
2. The testing window closes

In order to generate login codes for students, the test administrator must navigate to the testing software site and login with credentials they will have already received. The url is: https://kaiapuni.coe.hawaii.edu/admin/login. Upon login, they will see "Exam Login Code Generator" at the left side of their screen and should click on it, and then "Manage Exam Codes" will appear.
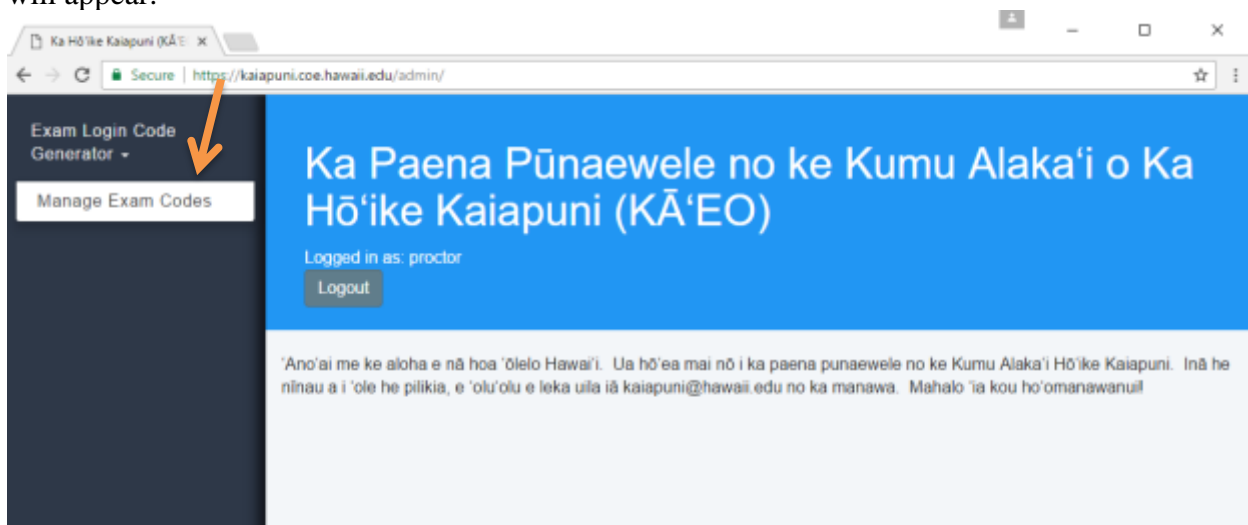

When they click on Manage Exam Codes, they will be presented with a list of student names and IDs that represent all students from that school that will be taking the test. The test administrator should then select the correct test from the drop-down menu; when selected all of the students

will still be seen on the page, as this is not a filtering tool.
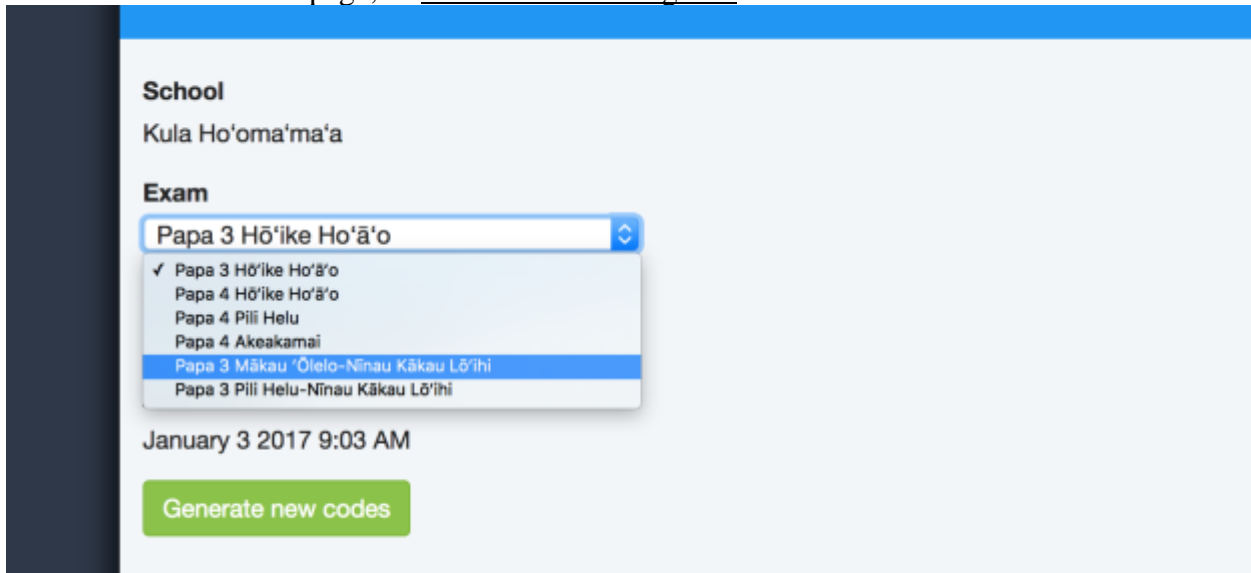
The test administrator will then select the 'Generate new codes' button to create the login codes for all students at for that specific test.
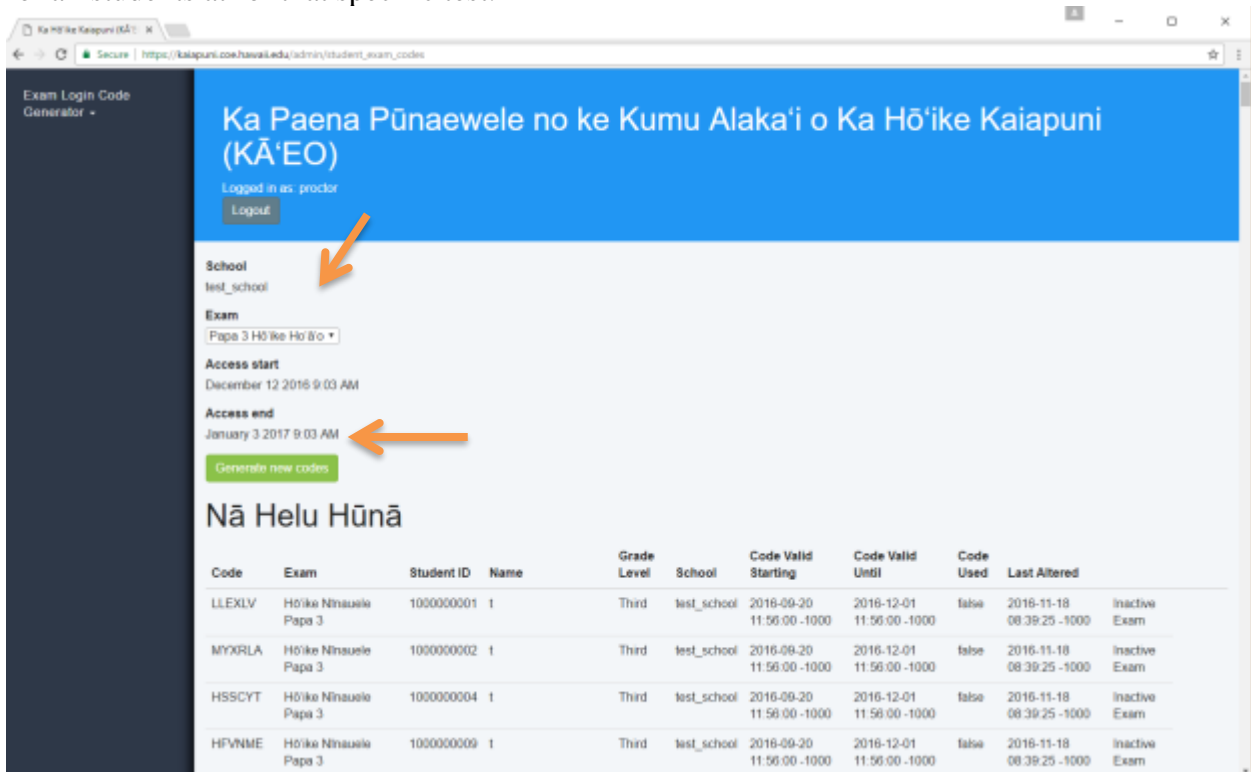
Codes will then appear on the left hand side of the page for all students who are eligible to take the selected test.

School
test_school

Exam
Papa 3 Hōʻike Hoʻāʻo ▾

Access start
December 12 2016 9:03 AM

Access end
January 3 2017 9:03 AM

Generate new codes

Nā Helu Hūnā

Code	Exam	Student ID	Name	Grade Level	School	Code Valid Starting	Code Valid Until	Code Used	Last A
LLEXLV	Hōʻike Nīnauele Papa 3	1000000001	t	Third	test_school	2016-09-20 11:56:00 -1000	2016-12-01 11:56:00 -1000	false	2016-1 08:39:2
MYXRLA	Hōʻike Nīnauele Papa 3	1000000002	t	Third	test_school	2016-09-20 11:56:00 -1000	2016-12-01 11:56:00 -1000	false	2016-1 08:39:2
HSSCYT	Hōʻike Nīnauele Papa 3	1000000004	t	Third	test_school	2016-09-20 11:56:00 -1000	2016-12-01 11:56:00 -1000	false	2016-1 08:39:2
HFVNME	Hōʻike Nīnauele Papa 3	1000000009	t	Third	test_school	2016-09-20 11:56:00 -1000	2016-12-01 11:56:00 -1000	false	2016-1 08:39:2

These codes may then be written on to information cards to be distributed to the students, or printed out for ease of distribution. Here is an example of the printout:

If you would like to print this information, it is recommended that when generating passcodes, test administrators **not** use the Firefox web browser as there can sometimes be printing issues. All other web browsers should work if printing out the student codes. For students taking the test, any web browser listed in Appendix F: Online System Requirements can be used, including Firefox. However, it is recommended that students **do not** use Safari to take any of the assessments as there can be issues with the playing of audio files on the Safari web browser.

New Performance Task Question (Nīnau Kākau Lōʻihi)

Based on feedback from the 2016 administration of KĀʻEO and analysis of 2016 results and alignment, for the 2017 administration of the Hawaiian Language Arts and Mathematics assessments, a performance task question has been added to each of these tests. There is one of these types of questions in the Hawaiian Language Arts test, and one in the Mathematics test, however, it will appear to Test Administrators as a separate test. Although it appears as a separate test it is considered to be a question within the Hawaiian Language Arts or Mathematics test.

The purpose of the performance task question is for students to spend an extended time on a question that requires them to complete more than one step. In a Hawaiian language arts question, this may include a pre-writing step before the actual drafting of a complete written response; in a mathematics question this may include calculations as a first step with explanations and justifications for answers in the second step. For the 2017 administration, each performance task question (1 for Hawaiian Language Arts and 1 for Mathematics) will have only two parts or steps. Two separate 30-minute sessions should be scheduled for students to complete this task, but there is no time limit so more or less time can be given to the students if it is necessary. The two sessions can be scheduled on the same day (i.e. one in the first morning block, the second in the second morning block after recess), or across two different days.

As mentioned previously, these performance tasks (or Nīnau Kākau Lōʻihi) will appear as separate tests when Test Administrators are generating passcodes for students. Below is what Test Adminstrators will see in the drop-down menu:
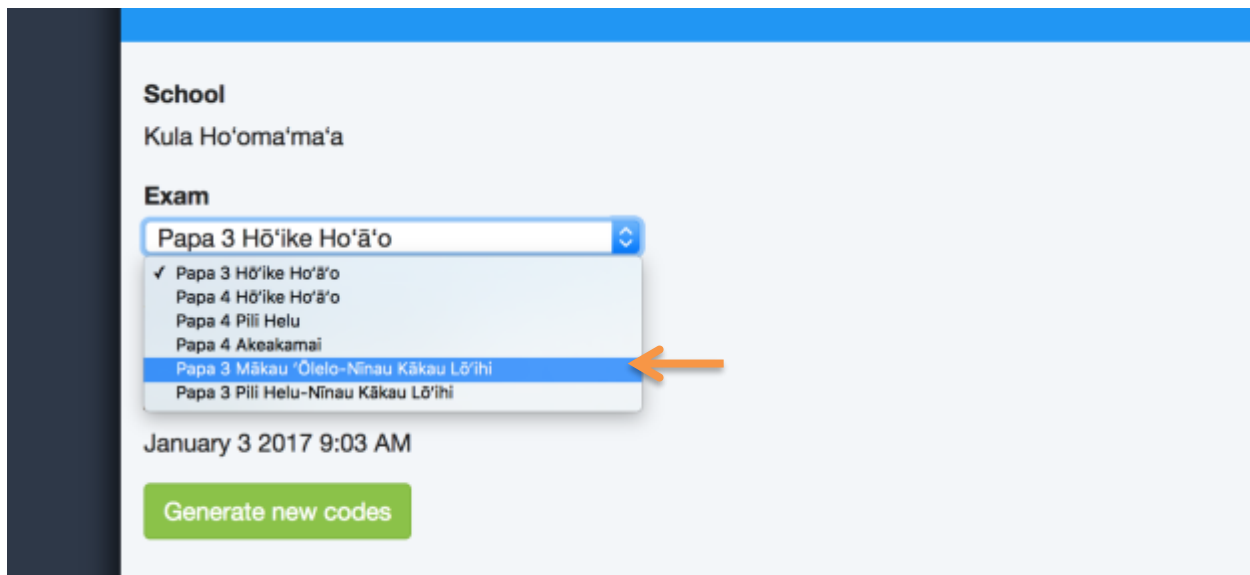
Test Administrators will need to generate passcodes for the performance task questions (Nīnau Kākau Lōʻihi), however, like the other tests, this passcode can be re-used across the multiple sessions of the test and will not need to be regenerated between sessions. Students need to complete the Hawaiian Language Arts/Mathematics test **and** the associated performance task question (Nīnau Kākau Lōʻihi) for the entire test to be considered complete.

Like the Hawaiian Language Arts and Mathematics tests, once a student has seen or completed a question on the performance task and logs out, when they log in for the second part of the performance task, they will not be able to change their response to the part of the performance task that they have already seen. However, they will be able to see their response to the first part of the performance task and use what they have written to complete the second part, as shown below:

As such, care should be taken to schedule enough time for students to complete each part of the performance task because they will not be able to edit their answers they have written once they log out of that part of the performance task. Students will see a warning message if they attempt to navigate to the next part of the performance task question to ensure that they have enough time to complete that section in the time that has been allotted by the test administrator:
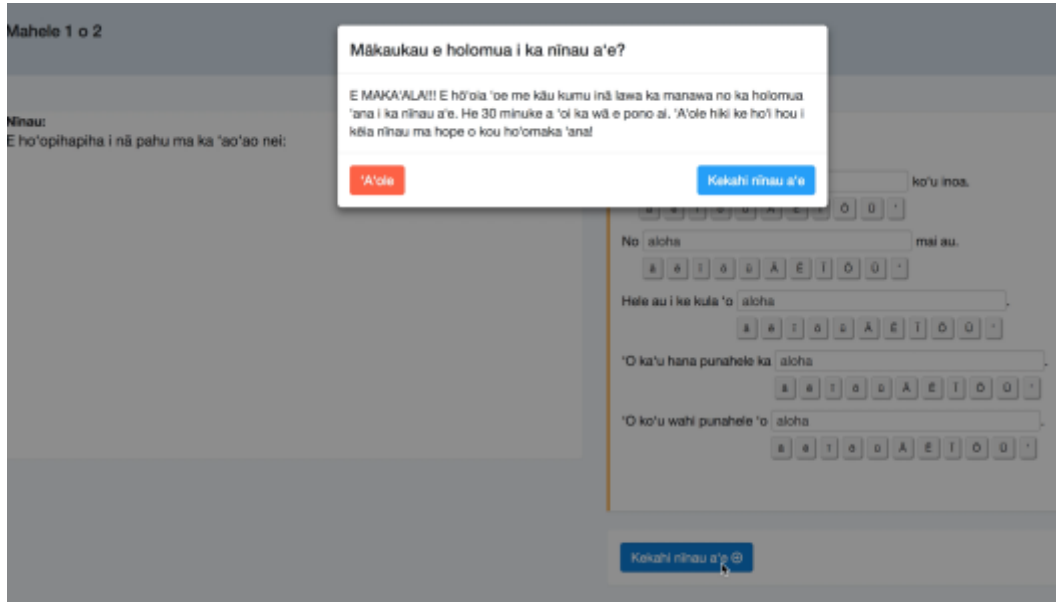
A practice performance task question will be provided for students along with other practice tests. These can be seen in the drop down menu when Test Administrators are generating passcodes for students. Test Administrators should select the appropriate test for their students: either Hoʻomaʻmaʻa Nīnau Kākau Lōʻihi Papa 3 or Hoʻomaʻamaʻa Nīnau Kākau Lōʻihi Papa 4. In addition, a demonstration of this item type has been included in the training video for Test Administrators.

Regenerate or Reenable Codes

Note there are two ways to generate new codes if necessary:
1. 'Recreate' – This generates a **NEW** code for the student.
2. 'Reenable' – This allows the student to reuse the **OLD** code. This should only be done if a student accidentally closed the browser, the browser crashed or the computer shutdown. If a student logs in with a reenabled code, they will see all questions they have answered since last logging off properly. In other words, this allows a student to finish answering or reviewing questions despite exiting the test.

Regenerate

Any test administrator with login credentials can **regenerate** a passcode for a specific student if their code has been lost. Unlike last year, Test Administrators do not have to regenerate codes for new test sessions as students can re-use the exam code through multiple sessions of the same

test. Exam codes should only be regenerated if the login credentials have been lost, and not in between sessions of the same test. To do this, the test administrator must login to the test software, find the student's name and select 'Recreate' on the far right of the page.

A new page will appear where you will confirm the student and exam information. If this is all correct, click on "Regenerate this code" and a new code for the student will appear at the top of the page, below the "Logout" button.

This code should be recorded and may then be given to the student for them to login again. The student must be logged out of their session in order for this new code to be regenerated.

Reenable

Any test administrator with login credentials can **reenable** a passcode for a specific student. To do this, the test administrator must login to the test software, find the student's name and select 'Reenable' on the far right of the page. The Reenable option is only available if a student has used the code to access their exam and their session was improperly completed (ie, network outage or simply closing out of the browser rather than logging out).

Once selected a confirmation message that the code has been re-enabled will appear at the top of the page, below the "Logout" button.

Exam code: FABUAV for student number: 1111111111 was successfully re-enabled.

School
test_school

Exam
Test Exam ▾

Access start
January 1 2017 1:16 PM

Access end
March 30 2017 1:16 PM

Generate new codes

Nā Helu Hūnā

Browser Preparation

Before testing can begin each computer must have an approved browser installed that is properly configured for testing. The most updated versions of Chrome, Firefox, or Internet Explorer can be safely used for testing on all recent operating systems. For a detailed list of all supported browsers and versions across operating systems, please see Appendix F: Online System Requirements for the Hawaiian Immersion Assessment Project Tests.

Additionally, the following browser settings should be checked to ensure test security throughout the testing window: (1) Disable Auto-fill / Auto-complete, (2) Disable Passcodes Save, and (3) Enable Clearing of Cookies/Cache on Close. These instructions can also be given to the school's Technology Coordinator to ensure that all computers being used for the assessment have the correct settings to ensure optimum test security measures are in place.

Chrome (v56)

Step 1 – Open Chrome and locate the menu
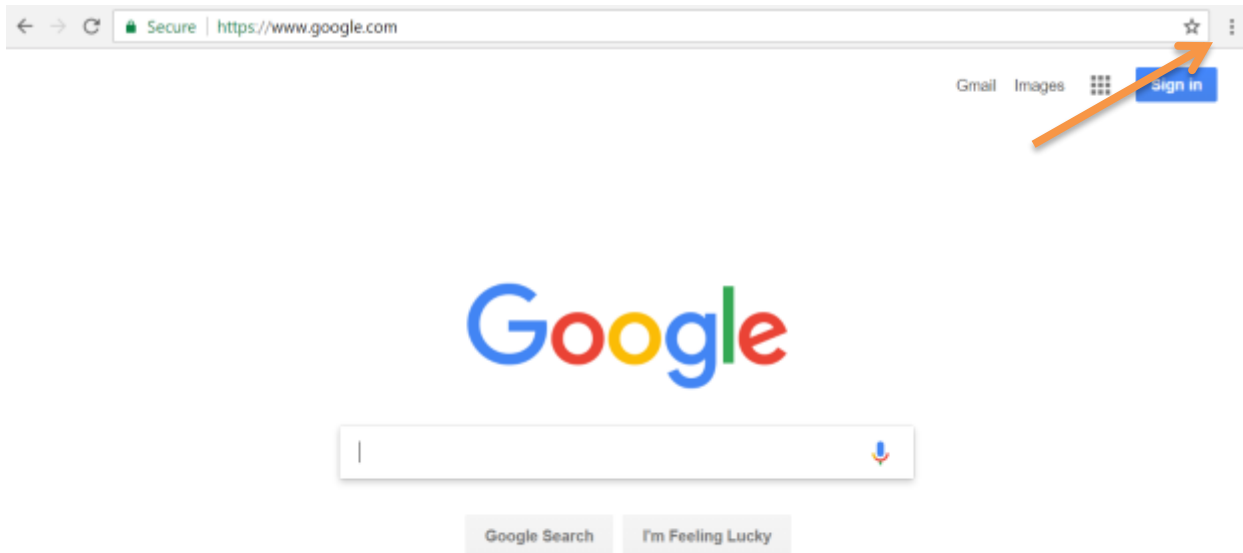
Step 2 – Open Chrome's settings
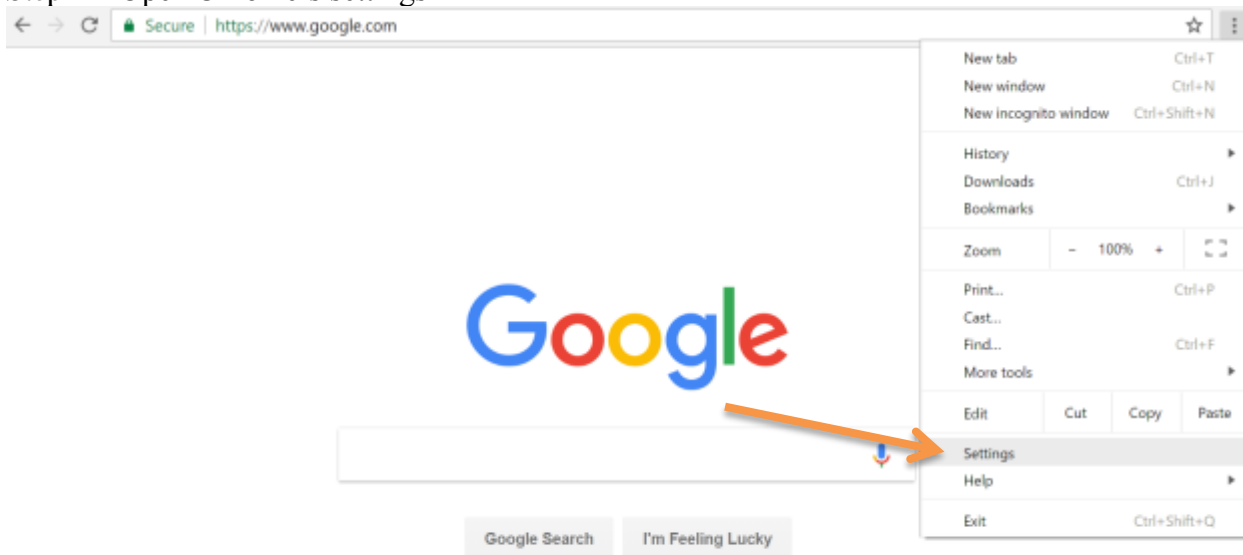
Step 3 – Select 'Advanced Settings'
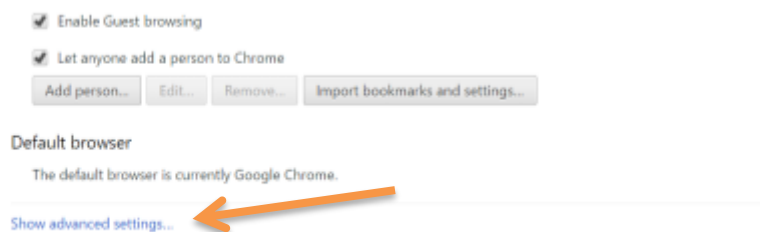
Step 4 – Disable auto-fill and passcodes save

Privacy

Content settings...   Clear browsing data...

Google Chrome may use web services to improve your browsing experience. You may optionally disable these services. Learn more

☑ Use a web service to help resolve navigation errors

☑ Use a prediction service to help complete searches and URLs typed in the address bar

☑ Use a prediction service to load pages more quickly

☐ Automatically report details of possible security incidents to Google

☑ Protect you and your device from dangerous sites

☐ Use a web service to help resolve spelling errors

☐ Automatically send usage statistics and crash reports to Google

☐ Send a "Do Not Track" request with your browsing traffic

Passwords and forms

☐ Enable Autofill to fill out web forms in a single click. Manage Autofill settings

☐ Offer to save your web passwords. Manage passwords

Step 5 – Select 'Content Settings'

Privacy

Content settings...   Clear browsing data...

Google Chrome may use web services to improve your browsing experience. You may optionally disable these services. Learn more

Step 6 – Select 'Keep local data only until you quit your browser'

Content settings   ✕

Cookies

○ Allow local data to be set (recommended)

● Keep local data only until you quit your browser

○ Block sites from setting any data

☐ Block third-party cookies and site data

Manage exceptions...   All cookies and site data...
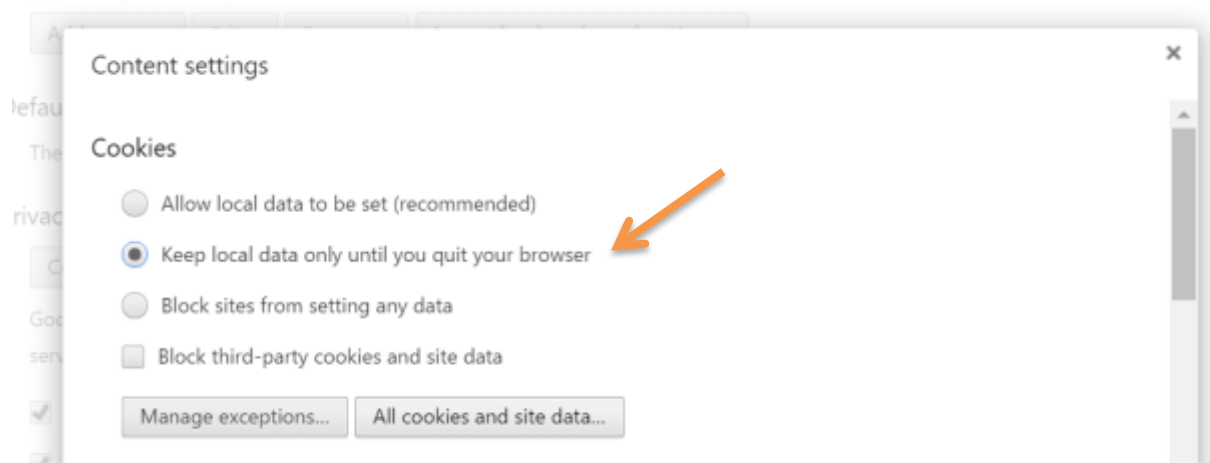
Step 1 – Open Firefox and locate the menu

Step 2 – Open Firefox's Options
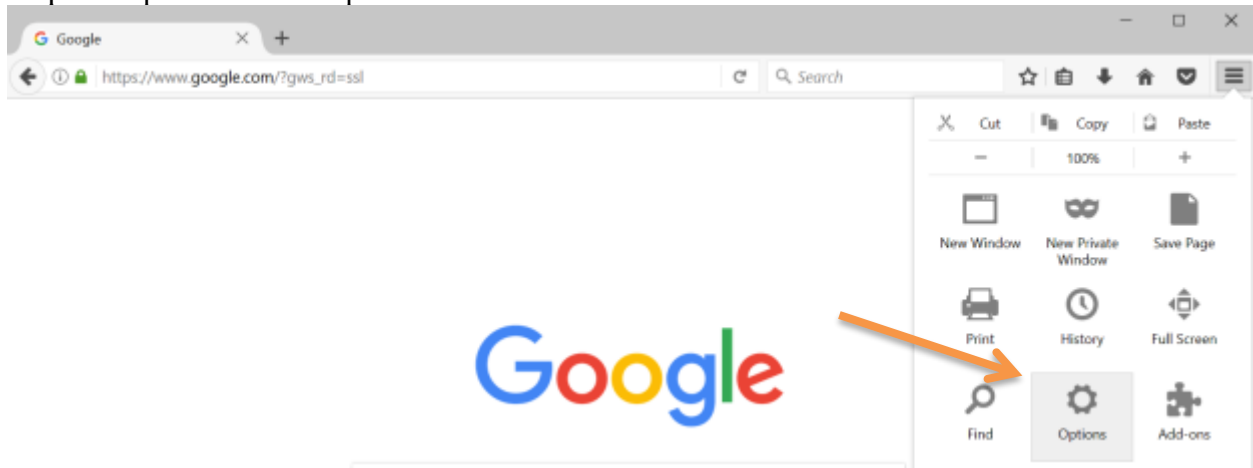
Step 3 – Select the 'Privacy' tab
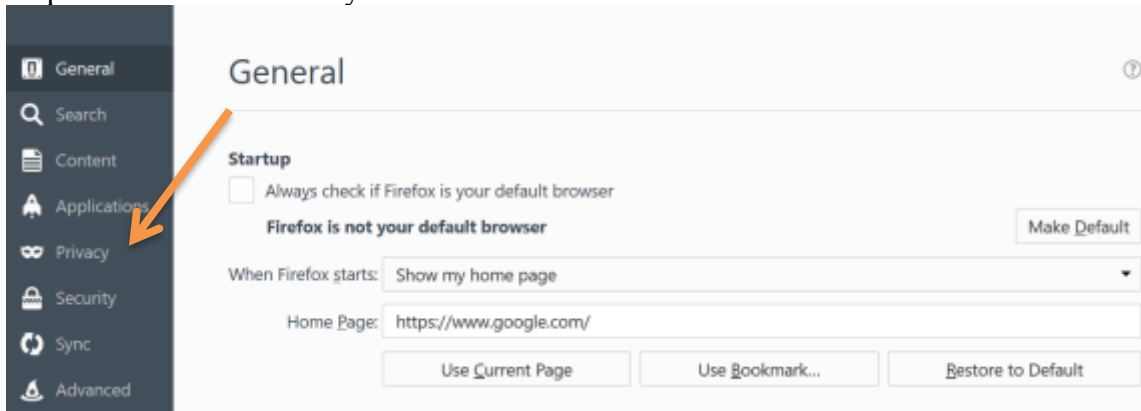
Step 4 – Select 'Use custom settings for history'
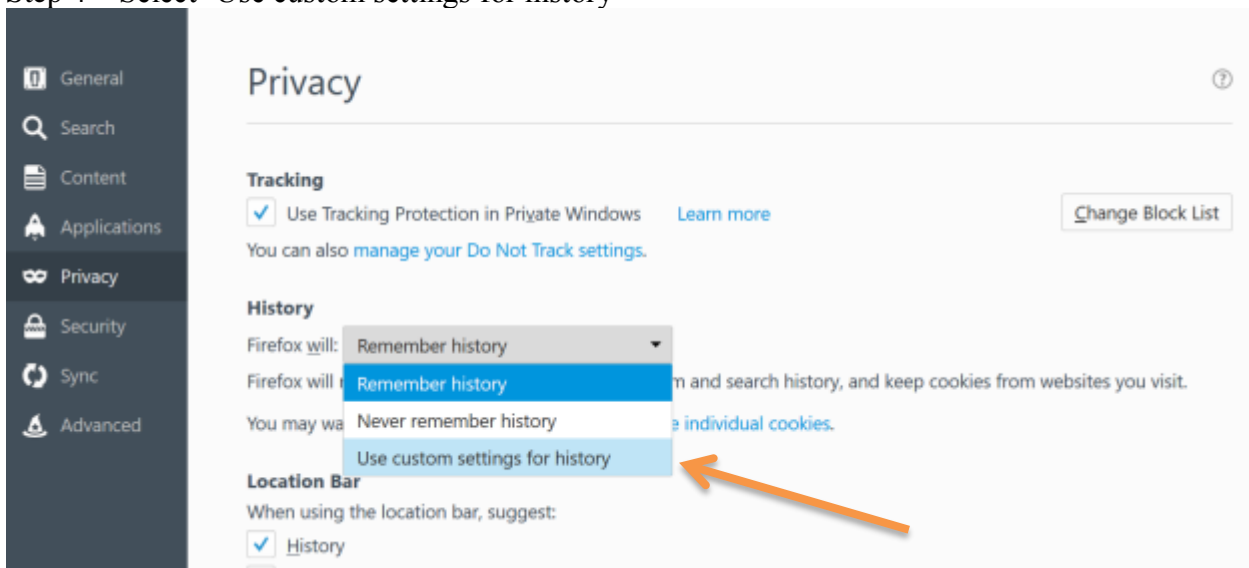
Step 5 – Deselect 'Remember search and form history' & set 'Keep until:' to 'I close Firefox'
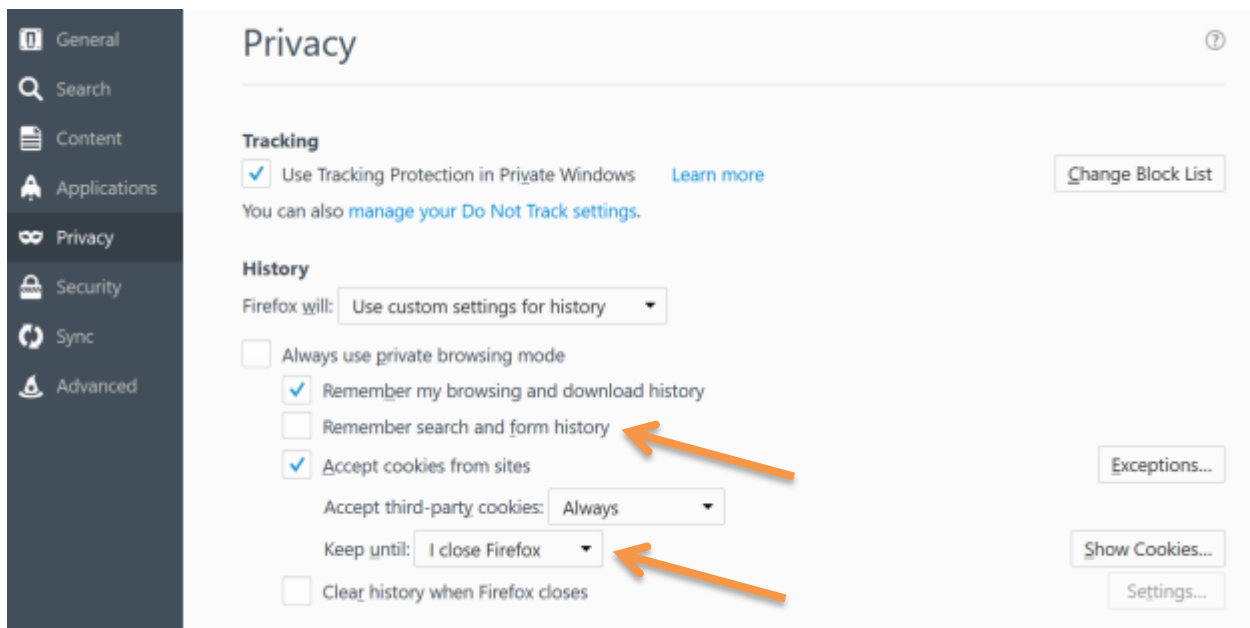
Step 5 – Select the 'Security' tab
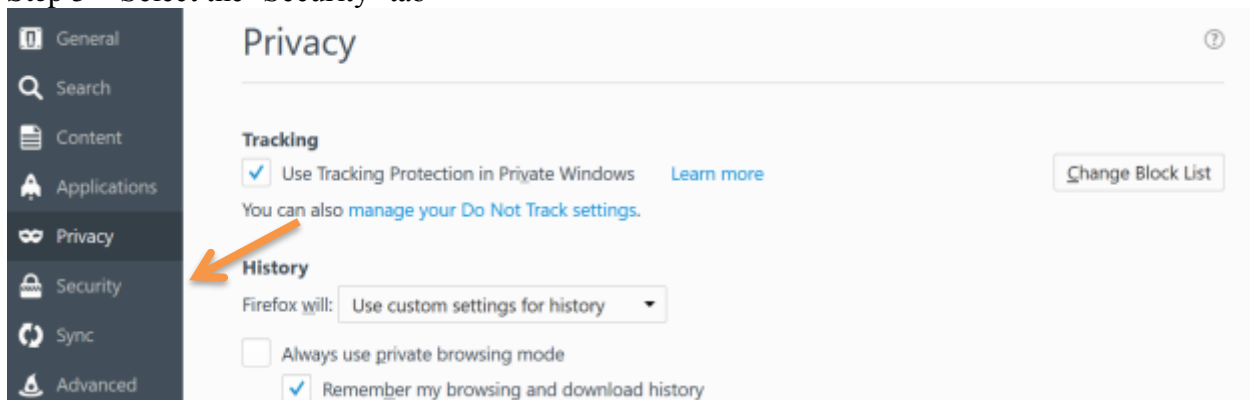
Step 5 – Deselect 'Remember logins for sites'
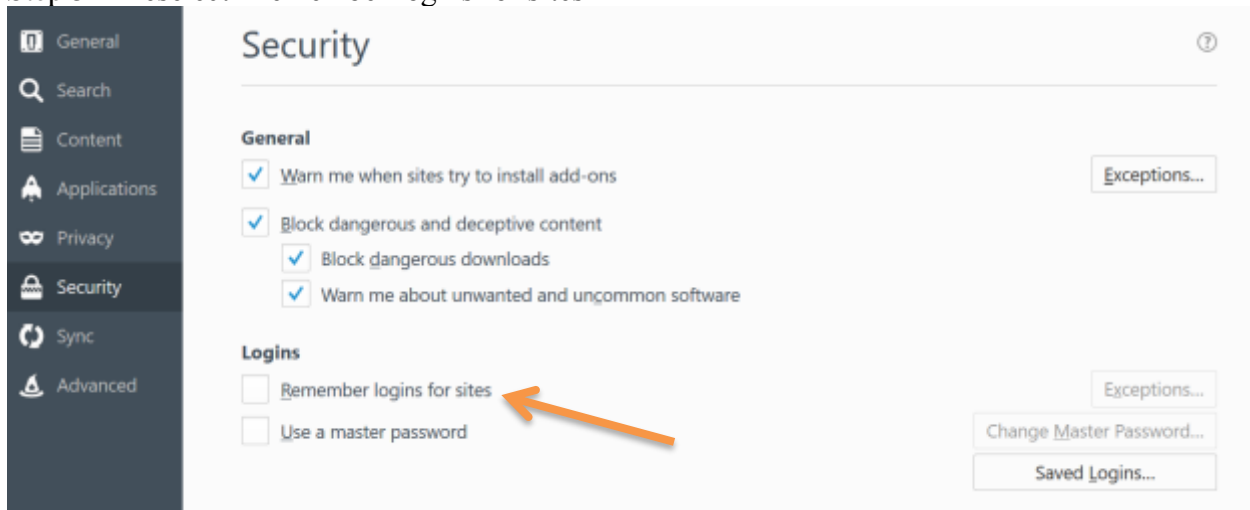
Step 1 – Open Internet Explorer and locate the menu
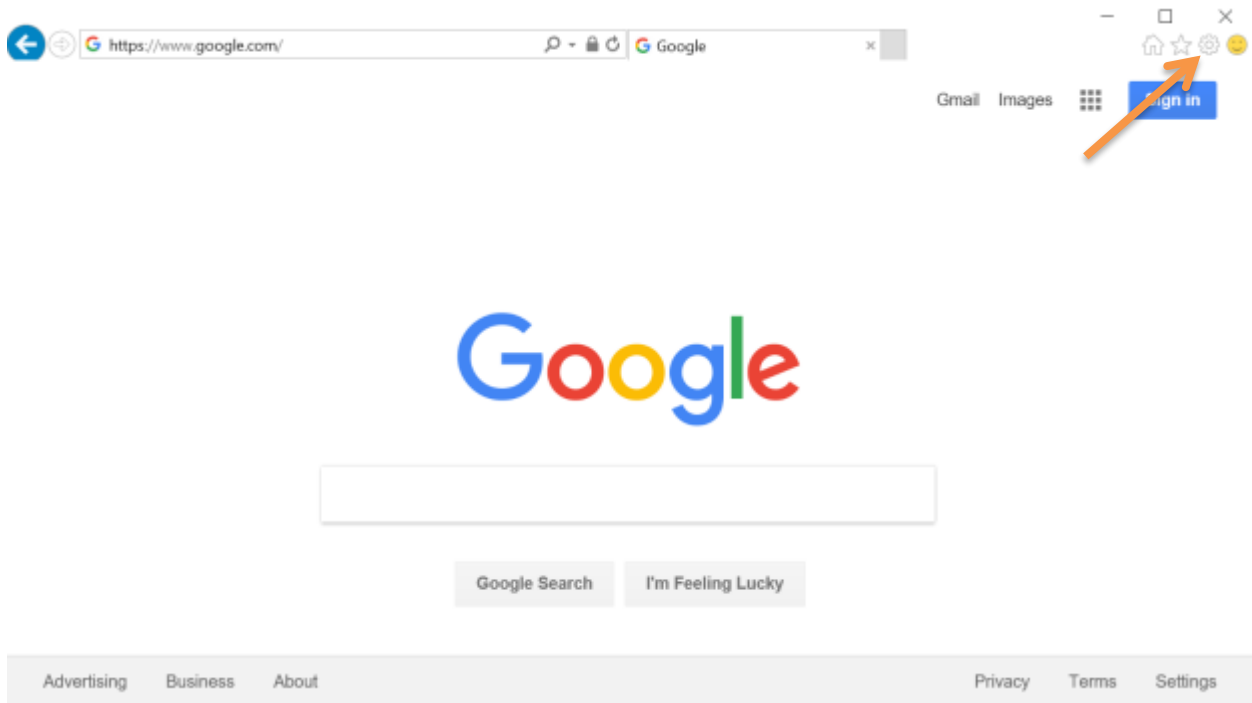
Step 2 – Select 'Internet options'

Step 3 – Enable 'Delete browsing history on exit', select 'Apply' then navigate to the 'Content' tab
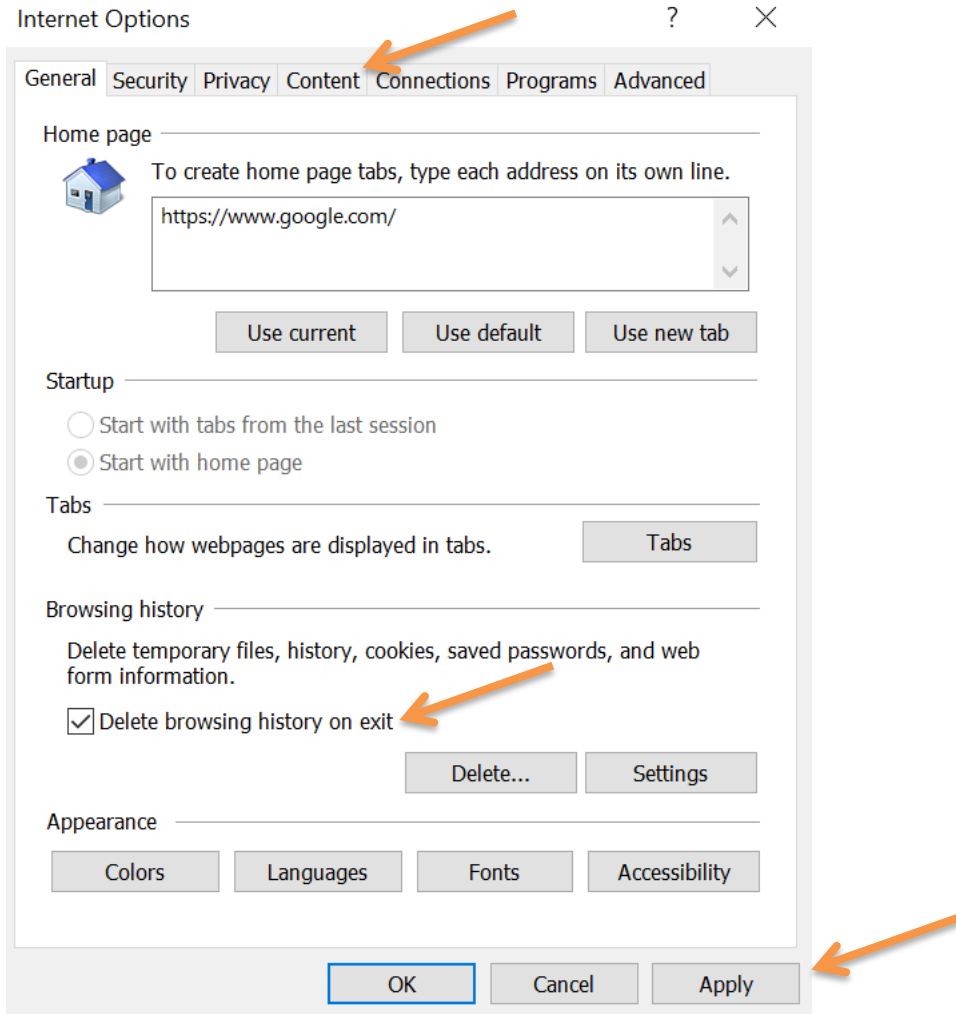
Step 4 – Select AutoComplete 'Settings'
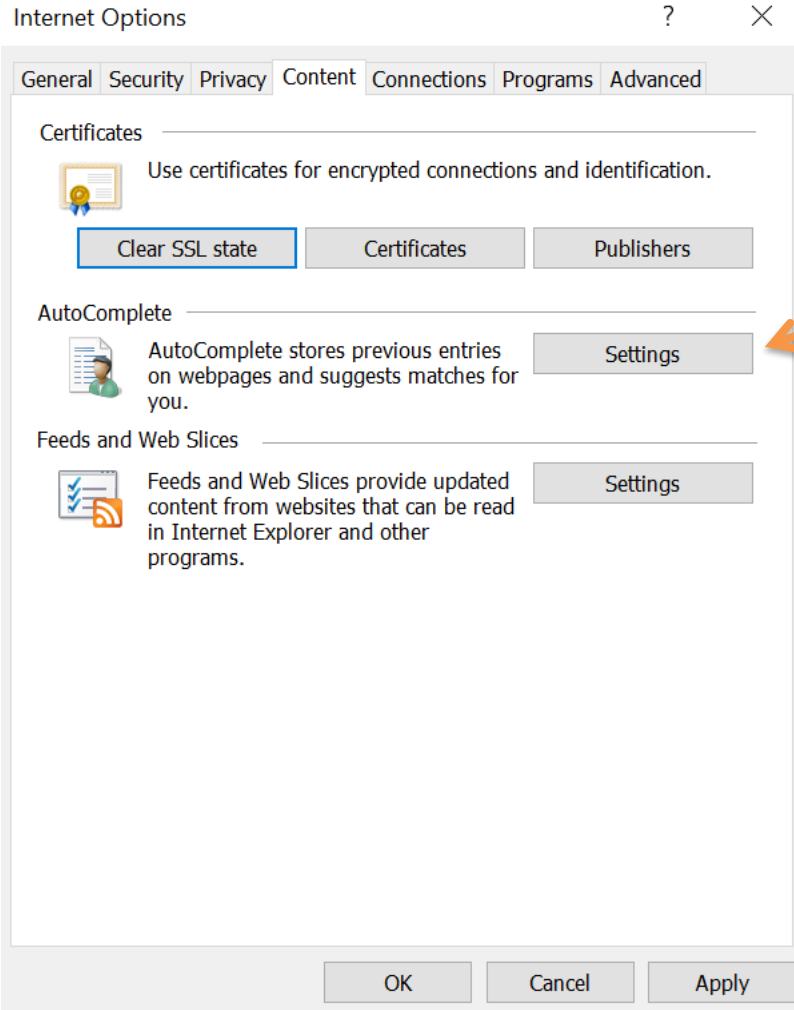
Step 4 – Disable AutoComplete for 'Forms' & 'User names and passcodes on forms'
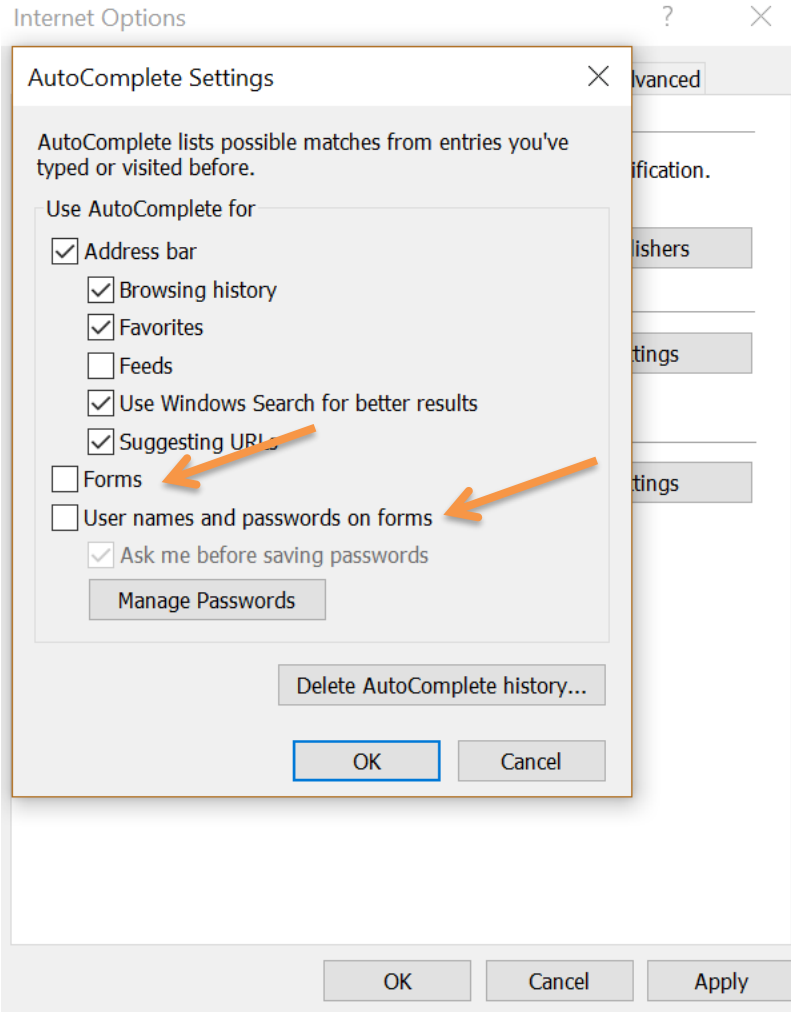
Step 5 – Select 'OK' then 'Apply'
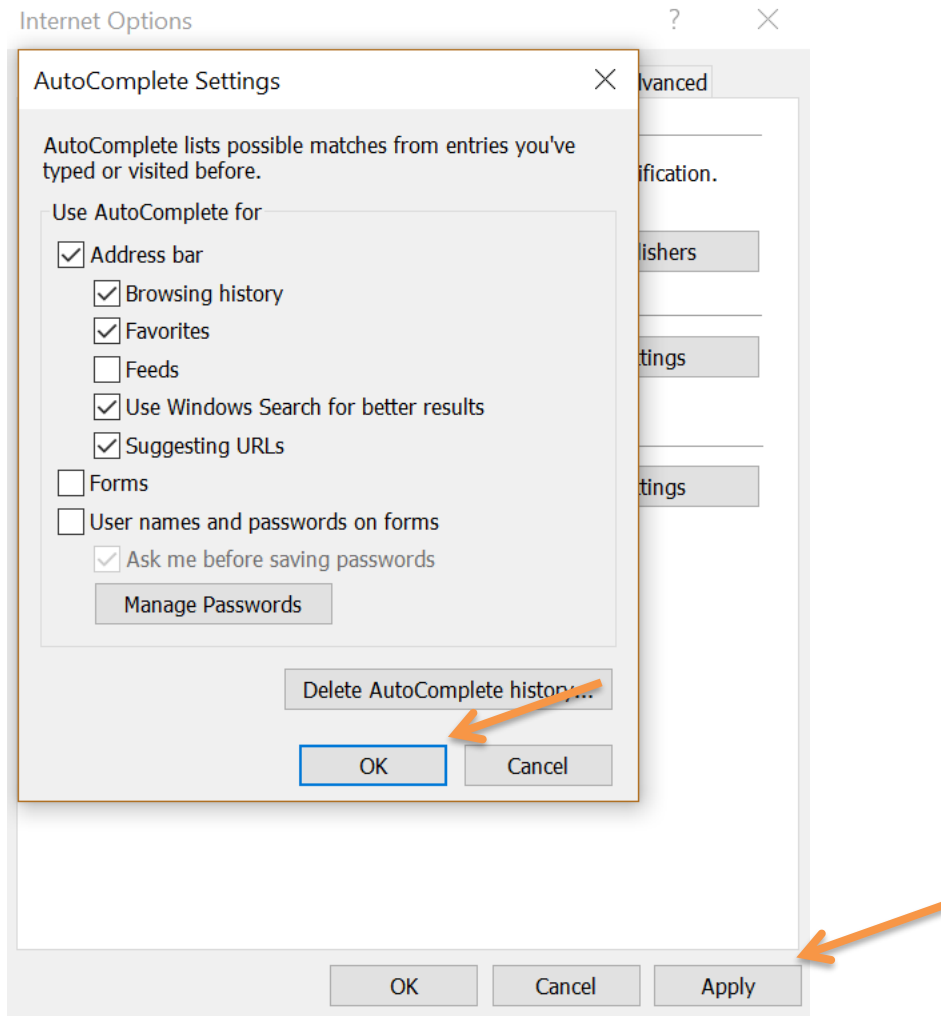
Staring the Test Administration Process with Students

Launch Secure Browsers

Once you have completed the above steps, you may begin testing students. For each computer that will be used, launch the web browser screen and go to this website:

https://kaiapuni.coe.hawaii.edu

Assemble the students who will participate in the session. Distribute test materials to each student which may include scratch paper, pencils, and their log in information.

The following section is the script that Test Administrators should read from when administering the assessments. This section is written in Hawaiian because it will be the directions that will be provided to the Kaiapuni students taking the assessment.

E Heluhelu I Nā ʻŌkuhi E Alakaʻi Ai I Ka Hōʻike

E heluhelu aku i nā ʻōkuhi no ke alakaʻi pono ʻana i nā haumāna ma ka hōʻike. He koʻikoʻi ka heluhelu ʻana aku i kēia mau ʻōkuhi i nā haumāna ma kona ʻano maoli iho nō. Ua hoʻokāʻele ʻia nā ʻōlelo e heluhelu aku ai i nā haumāna. E ʻike ʻia ana kekahi ʻōlelo i loko o nā kahaapo e makaʻala ai i pili i ka hōʻike ponoʻī āu e alakaʻi ana (e laʻa: Mākau ʻŌlelo Hawaiʻi, Pili Helu, Akeakamai).

Inā ʻoe e hoʻopuka hewa i nā ʻōkuhi, e ʻōlelo aku i nā haumāna, **"Ua hemahema kaʻu ʻōlelo no laila e heluhelu hou aku au i nā ʻōkuhi o kēia mahele. E hoʻolohe pono."**

Ka ʻŌlelo Alakaʻi Hōʻike

I kēia lā, e hana ana ʻoukou i ka hōʻike no ka mahele [Mākau ʻŌlelo Hawaiʻi a i ʻole Pili Helu a i ʻole Akeakamai]. E hoʻolohe mai ʻoukou i nā ʻōkuhi ma mua o ka hoʻomaka ʻana.

ʻO ka mua, he koʻikoʻi loa ka hana ʻana i kēia hōʻike, no laila, e hana me ka maikaʻi loa i hiki.

ʻAlua, he mau kānāwai ko kēia hōʻike e mālama pono ai. E nānā pono iho ʻoukou i kāu lolouila ponoʻī a e hana i kāu haʻawina wale nō. Mai ʻae i nā maka e ʻauana a mai ʻauana i kekahi paena pūnaewele ʻē aʻe. Mai nō a hoʻoluhi a hoʻopilikia i ka hana a kekahi haumana ʻē aʻe. Aloha ʻino, ʻaʻole kekahi e kōkua i kekahi ma ka pane ʻana i nā nīnau, eia naʻe, inā pilikia ka lolouila a i ʻole nā hiʻohiʻona o ka hōʻike, (e like hoʻi me ka hemahema o nā pihi a i ʻole ka nele o ka hōʻike i ka loaʻa ʻole o kekahi ʻike koʻikoʻi e pane ai i ka nīnau) e hāpai i ka lima i luna a e kōkua aku au iā ʻoukou. Inā nō e pono ke kū ʻana i luna e hoʻomālō aʻe ai i ke kino ma ka wā hana hōʻike, e hāpai i ka lima i luna a e kōkua au ma ka hoʻomaha ʻana i ka hōʻike.

ʻAkolu, mai loʻohia i ka hoʻopau ʻole ʻana i ka hōʻike ma loko o ka wā i kaupalena ʻia ai. Inā e pono kekahi manawa hou aʻe, e hoʻolālā ʻia ana i wā hou aku no ka hoʻopau pono ʻana i ka hōʻike. Inā pau ka hana a loaʻa nā minuke i koe, e hōʻoia i kā ʻoukou mau haʻina a pau, a laila, e haʻalele i ka paena hōʻike. Akā naʻe, he mea koʻikoʻi kēia: inā haʻalele maoli ʻoe i ka paena hōʻike, ʻaʻole hiki iā ʻoe ke nānā i nā nīnau i ʻike ʻia a i ʻole pane ʻia. No laila, e hōʻoia i kāu mau haʻina i hana ʻia ma mua o kou haʻalele ʻana i ka paena hōʻike. Ke pau kāu hana hōʻike ʻana, e hāpai i ka lima a naʻu e hāʻawi aku i haʻawina e hana ai me ka mālie ma ko ʻoukou mau wahi noho ponoʻī. Mai kamaʻilio iā haʻi e pili ana i nā nīnau o ka hōʻike, kāu hana ma ka hōʻike, kāu haʻina ma ka hōʻike a pēlā aku.

Ma ka'u 'ōlelo 'ana, "e ho'omaka," e ho'okomo i kā 'oukou mau helu haumāna a me ka helu hūnā e komo pono ai i ka hō'ike. Ma ke komo 'ana, e hō'oia'i'o nō i ka pololei a me ka 'ole o ka inoa piha, ka helu haumana, ka papa, a me ka hō'ike āu e hana ana. Inā pololei nā mea a pau, e heluhelu i nā 'ōkuhi a pau a laila e kakali 'oe i ka'u 'āpono 'ana e ho'omaka i ka hō'ike. Inā hewa kekahi 'ikepili, e hāpai i ka lima i luna a e kōkua aku au iā 'oukou.

Ke 'āpono 'ia ka ho'omaka 'ana, e kaomi i ke pihi [Ho'omaka i ka hō'ike] inā he hō'ike hou.   Inā na'e e ho'omau 'ia ana kekahi hō'ike i ho'omaka mua 'ia e kaomi i ke pihi [Ho'omau i ka hō'ike]. Aia ke pihi ma lalo o nā 'ōkuhi. E hō'oia 'ia ko 'oukou holomua 'ana ma lalo o kēlā me kēia nīnau. Inā 'oe e makemake e ho'i hou i kekahi nīnau, e koho mua i ka ha'ina i mana'o 'ia he kūpono no ia manawa. A laila, e kaomi i ka pahu ma kahi o "E māka no ka nānā hou 'ana" e ho'omana'o iho ai iā 'oukou iho e ho'i aku. Mai poina! Inā ha'alele 'oe i ka hō'ike, 'a'ole hiki iā 'oe ke nānā hou i nā nīnau i 'ike mua 'ia a i 'ole pane 'ia. Eia kekahi, mai pani wale i ka paena pūnaewele me ke kaomi 'ana i ke "x" ma ka luna o ka paena pūnaewele – e kaomi i ke pihi ["E mālama i ka hō'ike a ha'alele" a i 'ole "E ho'opau a ho'ouna i ka hō'ike."]

He [xx] minuke ka lō'ihi o ka hana hō'ike 'ana no kēia manawa. Inā 'a'ole i pau ka hō'ike, mai hopohopo! Hiki ke ho'omau i kāu hana i kekahi wā 'ē a'e. Akā, 'a'ole hiki iā 'oe ke nānā hou i nā nīnau i 'ike mua 'ia a i 'ole pane 'ia i ia wā 'ē a'e. Na'u e ho'omaopopo aku iā 'oukou ke loa'a he 5 minuke i koe, akā, hiki ke ho'olō'ihi 'ia ka wā hō'ike, inā he pono.

Ka Nānā 'Ana I Ka Hana Hō'ike

He ko'iko'i loa ka nānā mau 'ana i kā nā haumāna hana me ka paipai pū 'ana i ko lākou holomua 'ana ma ka hō'ike. Inā e pa'a kekahi haumana a 'a'ole nui kona holomua, penei nō 'oe e 'ōlelo aku ai iā ia:

He hō'oia wale nō kēia i kou holomua 'ana. He mea nui kāu hana 'ana e like me ka maika'i i hiki. Pehea, he kōkua paha kou ho'omaha 'ana no kekahi wā no ke kū 'ana i luna e ho'omālō ai?

Ke loa'a he 5 minuke i koe, e ha'i aku i nā haumāna:

5 minuke i koe a kani ka hola. E nānā pono i nā ha'ina a pau i koho 'ia a e pane i nā nīnau a pau i 'ike 'ia. Mai holomua i nā nīnau i 'ike 'ole 'ia i kēia manawa; e loa'a ana kekahi wā hou e ho'opau ai i nā nīnau i koe, inā pono.

E kōkua aku i nā haumāna mākaukau ma ka mālama a i 'ole ho'ouna 'ana aku i ka hō'ike a e 'ohi'ohi i kā lākou mau pepa kākau kahakaha a me nā kāleka e'e pūnaewele. E 'ae aku i nā haumāna ho'okō hō'ike e ha'alele i ka lumi a i 'ole e ho'omaha mālie ma kā lākou mau pākaukau.

Ke kani ka hola, e ha'i aku i nā haumāna:

Ua kani ka hola. E kaomi i ke pihi, ["E mālama i ka hō'ike a ha'alele" a i 'ole "E ho'opau a ho'ouna i ka hō'ike."]

E 'ohi'ohi ana au i kā 'oukou mau pepa kākau kahakaha a me nā kāleka e'e pūnaewele.

I ka pau 'ana o nā pepa kākau kahakaha a me ka pepa e'e pūnaewele i ka 'ohi'ohi 'ia, e kīhaehae i ia mau pepa ma ka mīkini kīhaehae pepa.

After Testing

Materials

The Test Administrator will collect all test materials at the end of the test session. These materials include scratch paper, student log in cards, and student identifiable information (e.g., log in information). Identifiable information must be shredded at the conclusion of testing.

Make-up testing

Test Coordinators must monitor the progress of the make-up test sessions. Students who are absent during the tests will need to have make up scheduled sessions. Test Coordinators will work with the Test Administrator to schedule the make-up sessions during the test window (April 3 – May 26, 2017).

Submitting Documents to the University of Hawai'i

Test Coordinators will need to complete documentation and send these documents to UH staff (e.g., Accommodation Documentation, Testing Incident Reports). Final hardcopy versions of these documents must be submitted to the University of Hawai'i staff. Please see Appendix I: Checklist for Submitting Final Documentation.

Frequently Asked Questions

1. When is the testing window for the Hawaiian Language Assessment Program?

The testing window is from April 3rd to May 26th, 2017.

Are there any other dates when we can administer the assessment?

All Hawaiian Language Immersion Program schools must administer the assessment on these dates.

2. When will we get student results?

Operational test scores for Hawaiian Language Arts, Mathematics, and Science will be delivered to the HI DOE on July 30th. Score reports will be generated for schools and families in accordance with the HIDOE's reporting schedule.

What are the grade levels and content areas for the operational assessment?

Students in grades 3 and 4 will be tested in Language Arts and Mathematics. Students in grade 4 only will be tested in Science.

3. Will students' assessments have time limits?

No. There are no time limits for the assessments. Students can take as much time as they need during the assessment window to complete the tests. It is recommended that the schools schedule 4 1-hour sessions for each subject area, but this can be increased or decreased depending on the progress of the students on the assessments and the school's schedule. It is also recommended that schools schedule 2 30-minute sessions for the Performance Tasks for Hawaiian Language Arts and Mathematics.

It is important to note, that once a student has read or answered an item in a session, they will not have access to those items once they logout. They must answer the item during that session. Students should also be reminded that they should not discuss any parts of the assessment, including specific questions, answers, or stimuli with other students. The procedures to follow are explained in the Testing Conditions section of this document.

Appendix A: Test Security and Administration Procedures Acknowledgement and Identification of Test Coordinators and Test Administrators Form

By signing this form, I acknowledge that I have watched the Hawaiian Language Assessment training video provided by the University of Hawaiʻi at Mānoa. I have read and understand the administration and security procedures set forth in this manual and have had an opportunity to ask questions which have been answered satisfactorily.

School Name_____

Your Name	Your School Position (e.g., teacher or administrator)	Your Assessment Role (i.e., Test Administrator, Test Coordinator)	Signature	Date

Please email a copy of this form filled out and signed by the Test Coordinator and all Test Administrators to kaiapuni@hawaii.edu no later than March 29, 2017. A hard copy of this form can then be sent with all other documentation immediately after the testing window (May 27, 2017).

At the end of the test window, send original forms to:
Hawaiian Immersion Assessment Project
Attn: Pōhai Kukea Shultz
1776 University Avenue, Everly 126
Honolulu, HI 96822

Appendix B: Accommodations Documentation Form

Student Name: _____ Last 4 digits of SSID: _____ Grade Level: _____

School Name: _____ School 3-digit code: _____

School Contact Person name: _____ Date: _____

Student is (check only one): ☐ IEP-eligible ☐ Section 504

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

Embedded Accommodation	Non-embedded Accommodation
☐ Language – Braille: Please contact the Help Desk if you need more information about this accommodation. ☐ Streamline: Please contact the Help Desk if you need more information about this accommodation.	☐ 100s Number Table ☐ Alternate Response Options ☐ Multiplication Table ☐ Print on Request

In the space below, state the reason the student needs the above 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
		SCC/Care Coordinator
		Teacher
		Teacher

Email this completed form to kaiapuni@hawaii.edu no later than **March 29, 2017** and verification will be made with the Assessment Section and according to HIDOE procedures. The Test Coordinator should retain a copy of the original form for documentation purposes.

Appendix C: Designated Supports or Additional Accommodation Request Form

A separate form for each additional designated support or accommodation that is not included in the list of KĀʻEO universal tools, designated supports, and accommodations must be submitted and approved or disapproved prior to testing a student.

Student Name: _____ Last 4 digits of SSID: _____ Grade Level: _____

School Name: _____ School 3-digit code: _____

School Contact Person name: _____ Date: _____

Select the designated support or additional accommodation being requested:

Designated Support or Additional Accommodation	
☐ Zoom functionality	☐ Scribe
☐ Color Overlays	☐ Simplified Test Directions
☐ Magnification	☐ Separate Setting (indicate below)
☐ Noise Buffers	☐ Other (please specify):
☐ Read Aloud	_____

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

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, 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 this designated support or additional accommodation.

Print Name	Signature	Title
		Principal
		SCC/Care Coordinator
		Teacher
		Teacher

Email this completed form to kaiapuni@hawaii.edu no later than **March 29, 2017** and verification will be made with the Assessment Section and according to HIDOE procedures. The Test Coordinator should retain a copy of the original form for documentation purposes. The Test Coordinator will be contacted by Ka Papahana Loiloi Kaiapuni staff to verify the approval of this request.

Appendix D : Acceptable Test Materials List

Students may be given or request the following materials:

- A piece of scratch paper and a pen or pencil. These materials can be used for calculations, drawings, or taking notes. These papers MUST be collected by the Test Administrator and destroyed by shredding after the end of the assessment.
- A poster or handout that shows keyboard shortcuts.
- Shields that block students from looking at others computers.
- Response aids (e.g., adaptive pencils, key guards).
- Motivational posters that offer encouragement to students (must not contain any Common Core Content or Hawaiian Immersion assessment content).

Appendix E: Testing Incident Report

School Name: _____

School Test Coordinator Name: _____

School Phone Number: _____

Incident Specifics:

Names of students (s) involved: _____

Last 4-digits of Student ID number(s): _____

Grade Level(s): _____

Assessment Content Area(s): _____

Names of adult(s) involved: _____

Position of adult(s) involved (include school position (e.g., teacher, principal) and role in the assessment (e.g., Test Administrator): _____

Please describe the incident in detail: [Use additional sheets if necessary to detail the incident]

_____
_____
_____
_____
_____

Please describe the corrective action taken to address the incident: [Use additional sheets if necessary to detail the incident]

_____
_____
_____
_____
_____

Scan and email this form to UH staff at kaiapuni@hawaii.edu. At the end of the test window send original hard copies to:

Hawaiian Immersion Assessment Project
Attn: Pōhai Kukea Shultz
1776 University Avenue, Everly 126
Honolulu, HI 96822

Appendix F: Online System Requirements for the Hawaiian Immersion Assessment Project Tests, Infrastructure Guidelines, and Troubleshooting Guide

This document contains basic technology requirements for online testing for the Hawaiian Immersion Assessment Project tests for the 2017 administration. This document contains the following sections:
1. Supported Operating Systems for Student Testing
2. Supported Web Browsers for Online Systems
3. Requirements for Peripheral Equipment

The Test Administration Guide, this information, and other information related to the Hawaiian Immersion Assessment Project tests can be found at https://kaiapuni-wp.coe.hawaii.edu/kumu.

SUPPORTED OPERATING SYSTEMS FOR STUDENT TESTING
This section describes the supported operating systems for online testing.

⚠️ **Warning: Support for New Desktop Operating Systems**
Operating systems that become available but do not appear in the following tables are not supported. Do not upgrade to new operating systems on computers that will be used to administer online assessments without ensuring the updates meet the required specifications.

Desktops and laptops
The table below lists the operating systems and hardware required for student testing. Tablets and Chromebooks are not supported at this time. Online testing functions effectively with the minimum requirements listed. However, the recommended specifications provide improved performance.

Supported Operating Systems	Minimum Requirements	Recommended Specifications
Windows Vista, 7, 8.0, 8.1, 10	Pentium 4 or newer processor that supports SSE2 512 MB of RAM 200 MB of hard drive space	Core 2 or newer processor that supports SSE2 2+ GB RAM 80+ GB hard drive
Mac OS X (Intel) 10.6.x – 10.12.x	Intel x86 processor 1GB of RAM 10 GB hard drive	Intel x86 processor 2+ GB RAM 80+ GB hard drive

SUPPORTED WEB BROWSERS FOR ONLINE SYSTEMS
This section lists the supported web browsers for the 2015-2016 assessment. The table below lists the supported operating systems and corresponding web browsers for each Hawaiian Immersion Assessment Project application. It is recommended that schools use recent versions of supported web browsers. Each application requires disabling pop-up blocking software and

enabling JavaScript. Be sure to use the correct combination of operating system and web browser. For example, Windows 8 requires Internet Explorer 10 or 11.

Supported Operating Systems	Supported Devices	Supported Browsers
Mac OS X		
10.6	Desktops, laptops	Chrome 31 or later, Firefox 35 or later
10.7	Desktops, laptops	Chrome 31 or later, Firefox 35 or later
10.8	Desktops, laptops	Chrome 31 or later, Firefox 35 or later
10.9	Desktops, laptops	Chrome 31 or later, Firefox 35 or later
10.10	Desktops, laptops	Chrome 31 or later, Firefox 35 or later
10.11	Desktops, laptops	Chrome 31 or later, Firefox 35 or later
Windows		
Vista	Desktops, laptops	Chrome 31 or later, Firefox 35 or later
7	Desktops, laptops	Chrome 31 or later, Firefox 35 or later, Internet Explorer 10–11
8.0	Desktops, laptops	Chrome 31 or later, Firefox 35 or later, Internet Explorer 10–11
8.1	Desktops, laptops	Chrome 31 or later, Firefox 35 or later, Internet Explorer 10–11
10	Desktops, laptops	Chrome 31 or later, Firefox 35 or later, Internet Explorer 10–11

REQUIREMENTS FOR PERIPHERAL EQUIPMENT

This section describes the requirements for peripheral equipment: screens, keyboards, and headphones.

Additional software requirements

All devices must have Adobe Flash Player installed so that students can view any videos that are a part of the assessment. This software can be downloaded for free at: https://get2.adobe.com/flashplayer/.

Screen resolution requirements

All devices must meet the following minimum resolution. Larger resolutions can be applied as appropriate for the monitor or screen being used.

> ***Desktops and laptops must have 1024 x 768 minimum resolution.***

Depending on the screen size, students may need to use vertical or horizontal scroll bars to view all test-related information. Students may also use the Zoom tool through their web browser to enlarge the content on the screen.

Keyboards

The use of external keyboards is required for testing. Students may use mechanical, manual, and Bluetooth-based keyboards. Some external keyboards have additional "shortcut" buttons that can create security issues. These buttons may allow students to open another application. It is strongly recommended that students do not use these kinds of keyboards that have these shortcut buttons. In addition, students will be able to type their answers using a Hawaiian keyboard in order to insert diacritical markings. If the computer does not have the Hawaiian keyboard, students can use on-screen keyboards on the assessment to insert diacritical markings onto their writing.

Headphones

Students will need headphones to listen to audio for the Hawaiian Language Arts and Science online assessments.

- Students with the text-to-speech feature can listen to stimuli or test items being read aloud.
- Students with the enhanced accessibility mode feature can use the Job Access with Speech (JAWS®) or other similar screen reading software.

Test Coordinators should determine how many students will need headphones prior to testing to ensure that there is an adequate supply on hand.

The following headphones are supported:

- Wired headphones with a 3.5 mm connector.
- The following Bluetooth headphones: Logitech H800, SoundBot SB270, and ECO Sound ECO-V300.
- Wired headphones with a 3.5 mm connector or USB headphones (wired or wireless) are recommended over Bluetooth, as they provide better clarity and accuracy.

This Online System Requirements Guide for the Hawaiian Immersion Assessment Project Tests was developed and adapted from the Online System Requirements for Hawaiʻi Statewide Assessment Program Tests for the 2014-2015 test administration.

Overview

This document serves as a list of internet and network infrastructure recommendations for schools administering the Kaiapuni Hawaiian Language Assessment exams. It consists of recommended technical best practices to provide a smooth testing experience for both staff administering the exam and students taking the exam.

Infrastructure

Schools must have robust internet service and network infrastructure. This consists of the school's primary connection to the internet, combined with the school's internal wired and wireless network that connects to student and staff computers. We will cover each in turn.

Internet Connection

A school's internet connection is the single point through which all data flows to and from the outside world. Any web pages, files, streaming video, and streaming audio must come through this connection to the school's computers. The amount of data that can be transferred over an internet connection is called "bandwidth", and is generally measured in Megabits per Second (Mbps). An internet connection has both an Upload bandwidth and a Download bandwidth, which dictate how much total data can be sent out to the internet and how much can be received from the internet at any given time. More Download bandwidth is needed than Upload bandwidth.

Current recommendations from the State Educational Technology Directors Association state that a school should have a minimum 1 Gbps down / 100 Mbps up of bandwidth per 1000 students and staff for its primary internet connection. These bandwidth requirements should be taken seriously when looking at the school's primary internet connection, as more bandwidth is required to support a large number of devices, and especially important when accessing any streaming video or audio portions of the exam. This also helps to handle spikes in network activity, such as when a large number of students are connecting during class time.

Any equipment providing the internet connection such as modems, routers, firewalls, servers, switches, or other involved systems should be connected to an Uninterruptible Power Supply or UPS system in the event of a power outage. This will also protect equipment from power surges or other electrical issues which could result in a longer outage due equipment failure. Please check to make sure that the UPS unit is rated to handle the power requirements of the equipment drawing power from it.

School Wired and Wireless (WiFi) Networks

The internal network at a school must be high bandwidth to prevent bottlenecks behind the internet connection. At minimum, all wired network switches should be 100 Mbps capable, with 1 Gbps preferred. Cabling should be at least CAT-5e, with CAT-6 preferred. All connections between buildings should be wired for stability and reliability. For faster connections or cases where buildings are more than 100m/300ft apart, fiber optic cable and compatible network switches should be used for a reliable wired connection. Point-to-point wireless network

connections for long distances may be utilized, but should be configured using dedicated equipment maintained for this purpose. Point-to-point wireless network connections are not as reliable, and may be prone to issues due to inclement weather or other wireless spectrum interference.

For wireless or WiFi service, devices should support and run on at least Wireless N 2.4 GHz or AC 5 GHz network cards and Wireless Access Points. Slower Wireless A, B, and G access points should be phased out, as they do not provide enough bandwidth for data transfer.

Wireless Access Points should not be consumer off-the-shelf units or "WiFi Routers", as these are not able to provide adequate coverage or service compared with commercial-grade wireless antennas, and are not designed to handle a large number of clients or work in a larger network setting. They are also often vulnerable to security problems, and cannot easily be centrally maintained, updated, or monitored for issues. Instead, commercial-grade WiFi access points should be deployed, ideally using Power over Ethernet (PoE) to provide connectivity and more flexibility in antenna placement.

Wireless Access Points should be placed centrally in each classroom, and configured so that they do not share a broadcast channel with any adjacent wireless networks. This is to prevent crosstalk interference, where two wireless networks attempt to communicate on the same frequency and cause interference with each other as a result.

For WiFi coverage, testing should be done to ensure that each area gets at least "3 bars" or better of coverage where students will be on computers during classroom sessions. For each wireless network antenna, the general rule is 25 wireless clients at any given time. More than this can cause delays in data transmission. If there are more computers in a classroom, then an additional Wireless Access Point may be added, but no more than 2 per classroom at max. More than 25 connections should be served via a wired network connection for each computer.

As with the primary internet connection, all wired and wireless equipment should be placed on UPS units where possible, or at minimum surge protectors as applicable.
Network Security
When possible, separate networks should be maintained for student access and for faculty/staff access. This is to prevent unauthorized access by students to sensitive materials such as private student information, grades, and so forth. In addition, access to either network should be restricted to school-owned devices only to prevent compromise by hacking, virus, or other issues brought by personally owned laptops or systems.

A third option is to provide a "guest" network for these devices that is separate from the student and faculty/staff networks, but this is done at a higher cost and maintenance to the school. Schools should try to balance the need for non-school device access and the security of their network.

Network access for all devices should require a login username and passcodes to authorize access. WiFi may be further secured by using WPA2 for encryption of wireless communication.

All faculty and staff should sign a notice stating their understanding of the handling of private student information. The above plus students should sign an Acceptable Use Policy which dictates what uses of the network are allowed and which are not (academic use, no hacking, no unauthorized access to private information). Notices should be kept with the applicable faculty/staff or student's file with the school.

Conclusion
Building a robust service to meet the needs of a connected school, which supports the learning objectives of the Faculty, Staff, and Students, should be the end goal in any setup for a school's internal network.

Finishing Exams

1. Always use the green "E hoʻopau a hoʻouna i ka hōʻike" button to finish an Exam.
   a. If the button is not pressed, and the browser window is closed, quit the browser completely and follow the procedure in step b.
   b. If this button is not pressed, and the browser is quit, follow the administrative guide procedure for re-enabling the student exam code. The student must log in again and press the button to complete the Exam.

Logging out of Exams

2. Always use the white "E mālama i ka hōʻike a haʻalele" button to logout of an Exam.
   a. If the button is not pressed, and the browser window is closed, quit the browser completely and follow the procedure in step b.
   b. If this button is not pressed, and the browser is quit, follow the administrative guide procedure for re-enabling the student exam code. This will allow the student to log back in when they are ready.

Lost Internet Connection

1. Please do not navigate to a different page in the browser or refresh the page.
2. Try to reconnect the student's system to the Internet.
   a. If this is not successful, follow the administrative guide procedure for re-enabling the student exam code, and move them to a different computer to log back into the Exam.
3. If successfully reconnected to the Internet, proceed with the following:
   a. If the student has received a "Page could not be displayed" message in the web browser, have the student press the Back button on the Browser Toolbar before continuing the exam. Please do not refresh the page.
   b. If the student can still see the Exam page, have the student continue where they left off.

Computer Crash

1. Move the student to a new computer or reboot the current one.
2. Follow the administrative guide procedure for re-enabling the student exam code.
3. Have the student log back in and continue the exam.

Appendix G: Test Completion Template

Student Name	Mākau ʻŌlelo *Date submitted*	Pili Helu *Date submitted*	Akeakamai (Papa 4) *Date submitted*

This template does not need to be sent into project staff, but is just a template to help Test Administrators keep track of when students submit each assessment. UH staff will still be monitoring unfinished attempts, but keeping track on this template, or one like it, should reduce the number of students who do not submit their assessments. To submit, students should be clicking on the button, **"E hoʻopau a hoʻouna i ka hōʻike"**, and this will only appear once they get to the final question of the assessment. There is a final landing page the confirms the name of the assessment they submitted after they click this button. If they click **"E mālama i ka hōʻike a haʻalele"**, it will save their work, but not submit the assessment. Mahalo!

Appendix H: Multiplication Table and 100s Table

A single-digit (1–9) multiplication table is a non-embedded accommodation for **grades 4 and above** mathematics items. The multiplication table is to be used only for students with a documented and persistent calculation disability.This table can be printed for students requiring this accommodation. Use of this multiplication table requires submission and verification of the form found in *Appendix B: Accommodations or Designated Supports Documentation Form* and review of the Multiplication Table and 100s Number Table Accommodation PRIOR to use.

Pakuhi Hoʻonui

×	1	2	3	4	5	6	7	8	9
1	1	2	3	4	5	6	7	8	9
2	2	4	6	8	10	12	14	16	18
3	3	6	9	12	15	18	21	24	27
4	4	8	12	16	20	24	28	32	36
5	5	10	15	20	25	30	35	40	45
6	6	12	18	24	30	36	42	48	54
7	7	14	21	28	35	42	49	56	63
8	8	16	24	32	40	48	56	64	72
9	9	18	27	36	45	54	63	72	81

A table listing numbers from 1-100 is a non-embedded accommodation for **grades 4 and above** mathematics items. The 100s number table is to be used only for students with visual processing or spatial perception needs as documented in their IEP or 504 plan. This table can be printed for students requiring this accommodation. Use of this 100s Number Table requires submission and verification of the form found in *Appendix B: Accommodations or Designated Supports Documentation Form* and review of the Multiplication Table and 100s Number Table Accommodation PRIOR to use.

Pakuhi Hoʻokahi Haneli

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Appendix I: Checklist for Submitting Final Documentation

Below is a list of documents that you will need to submit to the University of Hawaii staff.

☐ Test Security and Administration Procedures Acknowledgment Form (must be emailed by March 29th, with hard copy sent with all other documents immediately after the testing window)

☐ Accommodations or Designated Support Documentation Form

☐ Additional Accommodation Request Form

☐ Testing Incident Report

Submit the original hardcopy forms to:

Hawaiian Immersion Assessment Project
Attn: Pōhai Kukea Shultz
1776 University Avenue, Everly 126
Honolulu, HI 96822