



Abstract

This document describes the test administration procedures for the operational tests of the 2019 Kaiapuni Assessment of Educational Outcomes (KĀ'EO). The guidelines presented were based on Administration Procedures for the Hawaiian Aligned Portfolio Assessment (HAPA), Hawai'i 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 Hawai'i Mānoa
Ka Papahana Loiloi Kaiapuni

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

The purpose of the Kaiapuni Assessment of Education Outcomes (KĀ‘EO) is to support a fair, valid, and reliable assessment that demonstrates:

- The achievement of Hawaiian language (immersion) schools in Hawaiian language arts, mathematics, and science for the purpose of community accountability as well as state and federal accountability.
- An appropriate pathway to grow and improve the Hawaiian language immersion program in classroom curriculum, at the school level, in Hawaiian immersion families, and in the broader community.
- The reliability and validity of building the foundation of an assessment that is informed by Hawaiian knowledge, wisdom, and intelligence.

For the 2019 administration, students will need to take the following assessments:

- Grades 3 - 8 Mākau ‘Ōlelo Hawai‘i (Hawaiian Language Arts)
- Grades 3 - 8 Pili Helu (Math)
- Grades 4, 5 & 8 Akeakamai (Science)

This Test Administration Manual will thoroughly outline all requirements for the assessments, including key dates, new features for the 2019 administration, administration procedures, roles and responsibilities of key personnel, test security requirements, accommodations and designated supports information, as well as all forms that are required during the administration.

Test Window

The test window for the Hawaiian Language Arts, Math, and Science operational assessment is: April 1st, 2019 to May 31st, 2019.

Test Format

The test format will include multiple choice and constructed response (open-ended) items for the Hawaiian Language Arts, Mathematics, and Science tests. The writing portion of the Hawaiian language arts test will include a performance task item that will guide students in writing a passage. 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 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 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 testing does not interfere with class schedules. As a general guideline, schools should schedule 3 separate 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 half-hour sessions. However, the assessments must be completed within the testing window of April 1, 2019 - May 31, 2019.

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 are 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 status 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 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 Hawai‘i holidays). The Help Desk will open 3 weeks before the testing window until the day after the testing window closes, March 11-June 1, 2019. Help Desk staff will respond to questions as quickly as possible. These personnel are trained to address 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 2019 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 Hawai‘i, Mānoa: kaiapuni@hawaii.edu

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Overview of the Assessment Program

The Kaiapuni Assessment of Educational Outcomes (KĀ'EO) assessment program was developed to test 3rd through 8th 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 and field 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 Hawaiian language and knowledge 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). ESSA requires that all states assess students in specific grades and subject areas. This assessment will address those requirements for 3rd through 8th 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 for grades 3 - 8 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 for grade 4, 5 & 8 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 fourth year that the grades 3 and 4 HLA and Mathematics assessments are being administered as an operational test, and the third year that the grade 4 Science assessment is 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 3rd and 4th grade Hawaiian Language Arts, Mathematics, and Science tests will count towards schools' accountability measures. It is important that students take these tests seriously.

This is the second administration of assessments in Hawaiian for grades 5-8 in language arts and mathematics, and for grade 8 in science. The development and administration of these assessments has followed the same rigorous process that was followed in the development and administration of the grades 3 and 4 operational assessments to ensure fairness, validity, and reliability across all assessments in grades 3 - 8.

Finally, this is the first administration of the Grade 5 Science test, part of the process that the Hawai‘i Department of Education (HI DOE) in partnership with Ka Papahana Loiloi Kaiapuni, is using to transition from a Grade 4 Science test to a Grade 5 Science test. Like all other assessments, this test will continue to go through a similar process to ensure fairness, validity and reliability.

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

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 (KĀ‘EO). The guidelines in this manual will ensure that the operational and field 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 is not 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

- **January 18th:** Deadline for submitting all Accommodations and Designated Supports Verification forms to HI DOE’s Assessment Section (Appendix B, C, and/or D)
- **February 1st:** A Test Administration Manual (TAM) 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.

- **No later than February 11th**: UH staff provides a training video for all Test Coordinators and Test Administrators on the testing procedures. The video will be recorded and placed online at <https://kaiapuni-wp.coe.hawaii.edu/kumu>. At minimum, all Test Administrators **MUST** watch the training video before the school begins testing.
- **No later than February 15th**: 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 through 8th grade students**. Schools must also indicate the appropriate teacher's name for individual students on the roster provided. If there is a discrepancy with the received roster, the Test Coordinator must contact UH staff.
- **No later than February 19th**: A KĀ'EO certification test will be sent to all Test Coordinators and Test Administrators. The names and emails of all Test Coordinators and Test Administrators must be sent to kaiapuni@hawaii.edu by this date in order to access the certification test.
- **No later than March 4th**: Schools must return rosters with designated teachers associated with student names.
- **No later than March 4th**: Test Coordinators email a completed 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. A hard copy of this form is no longer required to be sent after the testing window. *In order for Test Coordinators and/or Test Administrators to receive login credentials, Appendix A must be received by UH staff and KĀ'EO certification test completed.*
- **No later than March 4th**: All requests for accommodations or designated supports are verified by the Assessment Section. Test Coordinators should have sent the appropriate Accommodations or Designated Supports Verification Form (see Appendix B, C, or D) to the Assessment Section prior to this date.
- **No later than March 11th**: Upon completion of all requirements, login credentials will be sent to the Test Coordinator and Test Administrators and the Practice Test, or Hō'ike Ho'oma'ama'a will be available for students.
- **No later than March 11th**: School administrator (usually the principal) establishes the testing schedule. The schedule is communicated to the Test Coordinator and Test Administrator(s). The test schedule must also be sent to UH staff at kaiapuni@hawaii.edu.
- **April 1st**: The test window starts for the Hawaiian Language Arts, Math, and Science assessments.

- **April 1st – May 31st:** Test Coordinator monitors the test schedule and ensures that 3rd through 8th grade students are progressing on the completion of the tests.
- **May 31st:** The test window ends.

New features and processes for the 2019 administration

The following new features were developed for the 2019 KĀ‘EO administration, based on feedback given on surveys sent to all schools during the 2018 administration, as well as consultation with HI DOE, Test Administrators, Test Coordinators and School Administrators. These new features and processes were thoroughly demonstrated and explained during the in-person training for Test Coordinators.

Simplified code generation

Student login code generation has been simplified and streamlined so that Test Coordinators and/or Test Administrators will only need to generate codes before the testing window. As long as students logout of the test properly (improper logout may be due to a browser or computer crash), codes will remain valid and will not have to be re-created or re-generated. Test Coordinators and/or Test Administrators will only need to re-enable codes, and login codes will become inactive only after a student properly submits his/her exam.

More information about generating and re-enabling codes has been outlined in the [Generate Login Information](#) and [Re-enable Codes](#) sections of this manual.

Sending Appendix B, C, D & E

Starting in 2019, the following forms will need to be sent directly to HI DOE’s Assessment Section:

- [Appendix B](#): Accommodations Verification Form
- [Appendix C](#): Designated Supports Request Form
- [Appendix D](#): Additional Designated Supports or Accommodations Verification Form
- [Appendix E](#): Test Incident Report

These procedural changes are due to the fact that HI DOE’s Assessment Section is responsible for verifying accommodations and designated supports, as well as making determinations and conducting investigations (if necessary) regarding test incidents. A system of communication has been created to ensure that KĀ‘EO staff have all the necessary information to activate embedded accommodations or designated supports for students, as well as to carry out any decisions made about test incidents appropriately.

Information about where forms should be sent is written on the bottom of each document.

This information is also outlined in the [Universal Tools, Designated Supports and Accommodations](#) section of this manual.

Exam status

In the past, KĀ‘EO staff would organize and send exam status information to schools approximately 3 weeks before the end of the testing window, and send periodic updates to ensure that schools could schedule time for students to complete all of the assessments.

Starting in 2019, Test Coordinators and Test Administrators will be able to easily monitor the individual exam status of each student by clicking on the “Exam Status” link. This information will be available throughout the testing window and will enable Test Coordinators and/or Test Administrators to monitor the progress of students on each exam as they see fit.

More information on this exam status function is outlined in the [Exam Status](#) section of this manual.

Hard Copy Forms

Beginning in the 2019 administration, the sending of hard copy forms will no longer be required after the testing window. Because a majority of the forms are now being sent to HI DOE’s Assessment Section for verification, a hard copy of these forms no longer needs to be sent to UH/KĀ‘EO staff. The [Appendix A: Test Security and Administration Procedures Acknowledgement and Identification of Test Coordinators and Test Administrators Form](#) is the only form that needs to be digitally sent to UH staff for verification. The hard copy of that form is no longer required.

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 aloud, 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 (Po‘okumu)

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 in-person training provided by the DOE and signed [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 4, 2019**.
2. **Testing Schedule:** The school administrator will establish a testing schedule and send a copy of the testing schedule to UH staff at kaiapuni@hawaii.edu no later than **March 11, 2019**. 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 3 separate 1-hour long sessions be scheduled for each subject area, with 2 half-hour 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](#))

Test Coordinator (Luna Alaka'i Hō'ike)

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 non-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. **Attend In-person Training Session:** All Test Coordinators are required to attend at least 1 in-person training session before the administration of the assessment so that they can properly train and administer the assessment and be informed on any updates to the KĀ'EO assessment prior to administration.
2. **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. Test Coordinators should ensure that Test Administrators have no outstanding questions.

3. **Ensure completion of KĀ‘EO Certification Test:** The KĀ‘EO Certification Test is required for all Test Coordinators and Test Administrators.
4. **Communication with Families:** The Test Coordinator will also be the point of contact for any questions that arise from parents about the assessments.
5. **Review the Testing Schedule:** The school administrator will establish the testing schedule, which the Test Coordinator will review and approve. The testing schedule should be sent to kaiapuni@hawaii.edu no later than March 11, 2019.
6. **Reviewing Student Rosters and Login Information:** Each school will receive a list of students who are eligible to participate in the administration of the 2019 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 DOE to ensure all 3rd to 8th grade students are listed, are associated with the correct teachers’ names, and have login 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 login information so that the student will have access to the tests.
7. **Submit Appendix A:** UH staff must receive full legal names and emails addresses for all individuals who have been identified as Test Administrators for the school. Therefore, Test Coordinators will 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 4, 2019**. After the Appendix A is digitally received, the Test Administrators will receive their login information, further instructions for receiving their own login credentials, and information about distributing login codes to students.
8. **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.
9. **Assist Teachers and Test Administrators with Identifying Appropriate Accommodations and/or Designated Supports for students.** A list of accommodations and designated supports is provided in [Appendix B](#), [C](#), or [D](#) and must be verified by the Assessment Section prior to **March 4, 2019**. Please review the list and identify accommodations for students who are eligible with the appropriate Test Administrator(s).
10. **Verify availability of test materials:** Ensure that all needed materials are available including computers with Internet access and headphones, scratch paper (see [Appendix F](#): Acceptable Test Materials List). The Test Coordinator will also ensure that any materials needed for students’ accommodations are available.
11. **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 Manual or the [Technical Specification Manual](#)).

12. **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 become familiar with some items that are similar to those on the assessments. There are currently two types of practice tests available.
 - a. The first is the *Hō'ike Ho'ā'o*, a sample test that does not require a login code for the students to enter and does not save student answers, enabling students to re-enter the practice test more than once. The Hō'ike Ho'ā'o is available for students starting on **January 7, 2019**.
 - b. The second is the *Hō'ike Ho'oma'ama'a*, which is the practice test that requires a login code to enter, saves student responses, and functions exactly like the operational tests. Once a student submits the Hō'ike Ho'oma'ama'a, he or she cannot retake this type of practice test. The Hō'ike Ho'oma'ama'a is available for students as soon as Test Coordinators and Test Administrators complete all requirements and receive their login credentials as outlined in the [Key Dates](#) section of this document.

Both practice tests can be found at: <https://kaiapuni.coe.hawaii.edu>.

During 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 computers available for the students at each session.
4. **Accommodations and designated supports:** The Test Coordinator will ensure that students are provided with appropriate accommodations and/or designated supports and such accommodations and/or designated supports are documented on the appropriate form ([Appendix B](#), [Appendix C](#), or [Appendix D](#)).
5. **Monitor and Report any Testing Incidents:** The Test Coordinators 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](#) and sent directly to the Assessment Section.

After 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. The status of each student's assessment can be monitored by the Test Coordinator and is further explained in the [Exam Status](#) section of this manual.
2. **Submit Final Documentation:** If applicable, Test Coordinators will need to complete documentation and send these documents to HI DOE's Assessment Section as required. Any additional documentation that may be necessary will be communicated to the Test Coordinator by the Assessment Section. Hard copies of documents no longer need to be sent to UH/KĀ'EO staff.

Test Administrator (Kumu Alaka'i Hō'ike)

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 testing

1. **Training:** All Test Administrators must be trained in administration procedures by thoroughly reviewing this document, watching the training video, and being trained by the Test Coordinator, who should have attended an in-person training on 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 F](#) for a list of materials that students may use or access. There are a number of ways to ensure proper test security during administration by rearranging desks and furniture to allow for minimal interaction between students and optimum observation and supervision by the Test Administrator. Care should be taken to arrange the room in such a way that contributes to a secure testing environment.
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 taking process. To ensure a consistent and functional experience for all users, please verify that browser features identified in the Browser Preparation section are adjusted accordingly. Please see

[Appendix G](#) and the [Technical Specifications Manual](#) for detailed instructions on preparing the browser. The school's Technology Coordinator may also assist in preparing the browser.

4. ***Accommodations or Designated Supports:*** The Test Administrator must work with the students' classroom teacher to identify any accommodations that the students currently use in the classroom and have been verified by HI DOE's Assessment Section for use on the operational tests (see [Appendix B](#) for accommodations). If an IDEA eligible or a 504 student with an IEP or 504 plan uses an accommodation or designated support that is not listed in the plan and the school staff who work with the student would like to use the accommodation or designated support, they will need to complete the Additional Accommodation Request Form in either [Appendix C](#) or [Appendix D](#). The paperwork must be submitted to the Assessment Section, who will review and verify the accommodation or designated support, and communicate the results of this verification to UH staff.

During testing

1. ***Accommodations and Designated Supports:*** If students have verified accommodations and/or designated supports, the Test Administrator must ensure that these are provided to the student and documented accordingly. Accommodations must be verified by the Assessment Section and appropriately applied during test administration; designated supports are only documented by the Assessment Section and communicated to KĀ'EO staff so that embedded features can be activated for individual students.
2. ***Generate Student Login Codes:*** The responsibility for giving students login codes for each session lies with the Test Administrator. For enhanced security, a specific code is given out to students for each test, but not between testing sessions. The administrator is responsible for collecting login codes between test sessions and monitoring the security of these codes until the next session. Further instructions on generating codes is in the Administration Procedures of this document, on the training video, and were covered in the in-person Test Coordinator training.
3. ***Administer the Tests:*** The Test Administrator must administer the tests in the manner set forth in this manual. This includes reading the [Test Directions](#) script provided 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. ***Ensure Proper Logout and Browser Shutdown:*** The Test Administrator must ensure that after each testing session, students properly log out of the system using the white "*E mālama i ka hō'ike a ha'alele*" button to logout of an exam between sessions or that they properly submit their exam upon completion using the green "*E ho'opau a ho'ouna i ka hō'ike*" button to finish and submit an exam. Upon clicking any button to logout or

finish the exam, a second confirmation button will appear to further ensure proper logout; the student will need to select “**OK**” at which time, logout will be made final and the student will have properly left the system. After each testing session, the Test Administrator must close and quit the browsers on each computer to maintain test security.

5. **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).

After testing

1. **Test Security and Confidentiality:** At the end of each 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., login information) in a locked location.
2. **Conduct Any Make-up 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. Test Administrators and/or Test Coordinators can manage the status of students on each exam to ensure all students complete and properly submit each exam. More information can be found in the [Exam Status](#) section of this manual.

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, depending on the grade levels at each school site. A complete table of assessments can also be found in the [FAQ](#) section of this document:
 - Papa 3 through Papa 8 Mākau ‘Ōlelo
 - Papa 3 through Papa 8 Mākau ‘Ōlelo – NĪnau Kākau Lō‘ihi (performance task item that is listed separately but is a part of the Hawaiian Language Arts test)
 - Papa 3 through Papa 5 Pili Helu
 - Papa 6 through Papa 8 Pili Helu - MĪkini Helu (Calculator Allowed)
 - Papa 6 through Papa 8 Pili Helu - MĪkini Helu ‘Ole (Calculator Not Allowed)
 - Papa 4, Papa 5 and Papa 8 Akeakamai
- ✓ Room is clear of instructional materials
- ✓ Desks and furniture is arranged to maximize a secure testing environment

- ✓ Computers meet minimum requirements (see [Appendix F](#) and [Technical Specification Manual](#))
- ✓ Browser preparation completed (see [Browser Preparation](#) section of this document and/or [Appendix F](#) and [Technical Specification Manual](#))
- ✓ Headphones are available at each station
- ✓ Test Coordinators and Test Administrators review this Administration Manual and view the Training Video
- ✓ Test Coordinators and Test Administrators complete the KĀ‘EO Certification Test
- ✓ Signed Test Security & Administration Procedures Acknowledgement

During Test

- ✓ Students are using Chrome, Firefox, Edge or Internet Explorer
- ✓ Student log in at <https://kaiapuni.coe.hawaii.edu>
- ✓ Students reuse same login code across multiple sessions of the same content area test; new login codes need to be generated for each content area test (Hawaiian Language Arts, Math, Science) and for the all tests labeled “NĪnau Kākau Lō‘ihi”
- ✓ Students leave test by logging out and quitting all browsers properly, not by closing the browser window
- ✓ Complete Incident Report if necessary (see [Appendix E](#))

After Test

- ✓ Collect all materials, logins and shred scratch paper
- ✓ Close all browser windows and quit browsers on each computer

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 2018-2019 school year:

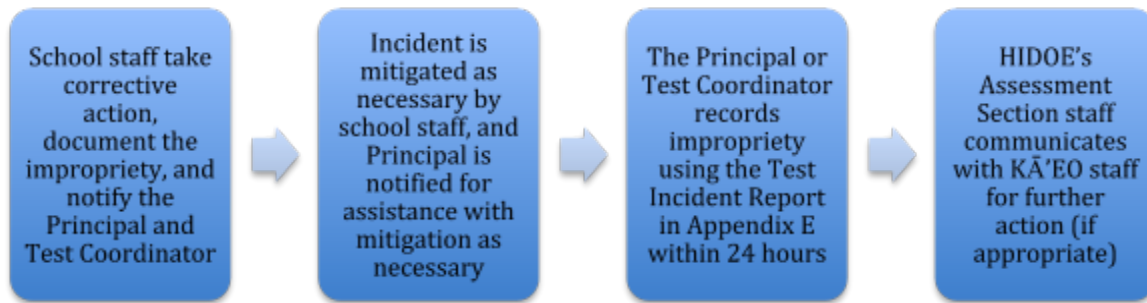
1. A test security audit will be carried out to ensure that the current processes and procedures reflect best practices. Server logs are monitored and regularly checked for abnormal behavior that may be indicative of an intrusion attempt. Logs are also monitored during test-taking to check for inappropriate 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.
4. After testing is completed, a cluster analysis will be done to detect similar response patterns within individual schools, across islands and the state.

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, impacted assessments may be invalidated that have been wholly or partially completed. However, invalidation will not occur automatically. HI DOE 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 2018-2019 HSA Science and EOC Exams Test Administration Manual for guidance on this criteria.)

Testing Incidents

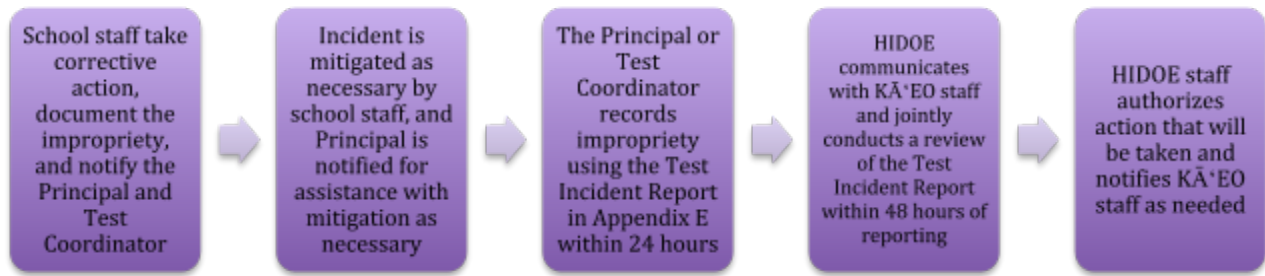
A testing incident is any disruption in the stated testing procedures that might have any impact on the integrity of the test scores. The process flow diagrams below also illustrate required actions for each type of incident. Three types of testing incidents may occur and all should be reported using the Testing Incident Report in [Appendix E](#). ***Starting in the 2019 administration, all Test Incident Reports should be sent to HI DOE’s Assessment Section, as specified on the form.*** The three testing incident 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.

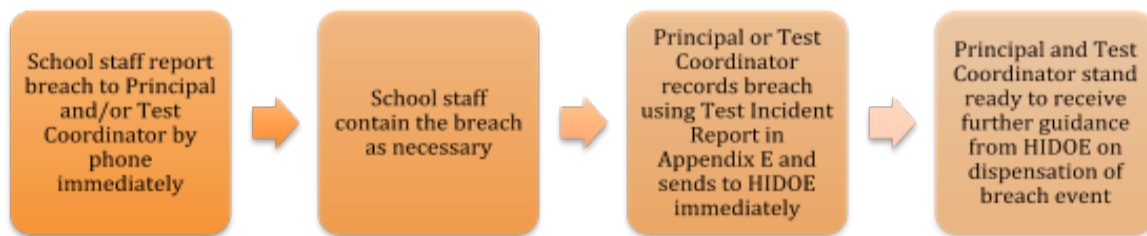


Irregularities: These are incidents that occur that affect one or more students which may impact test scores or results. These incidents include such behaviors as students cheating, disruptions to a test environment (e.g., fire drill, electrical failure), administrators providing incorrect instructions, administrators providing a test participant’s 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, or 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.



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 Assessment Section.** 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 environment¹ .



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 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 HI DOE’s Assessment Section. In addition, a Testing Incident Report must be completed in detail and sent to the Assessment Section as outlined in [Appendix E](#).

¹ For additional examples of testing incidents, please see the HSA Science Assessment and End-of-Course Exams Test Administration Manual (p. 21) under the “Respond to Testing Improprieties, Irregularities, and Breaches” heading at alohasap.org

If school staff determines that an *impropriety* or *irregularity* has occurred, it must be reported to the Assessment Section within 24 hours using the Testing Incident Report in [Appendix E](#).

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

KĀ‘EO Technology Contingency Plan

Outages

In case of an outage of service, KĀ‘EO has a contingency plan in place. Please see [Appendix I](#) for more information.

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 login information (i.e., SSID).
- School staff giving students incorrect login 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 2019 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 usernames. If you have a student who does not appear on your school roster, or if a student is no longer enrolled at your school, please notify UH staff to receive login 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 Lō‘ihi). Login code generation is done within the test software and each code is tied directly to a student’s ID number. Student ID

numbers and login codes may be printed on cards to ease administration and should be distributed at the beginning and collected and stored in a secure location at the end of each session. Test Administrators only need to generate 1 login code per student for each assessment and this login code can be re-used if the student takes the test over more than one session. Login codes 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 login 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 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, 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 test methods and subsequent analyses are based on a high level of student participation. Therefore, all students in grades 3 through 8, who are enrolled in the Hawaiian Language Immersion Program/Kaiapuni, must participate in this year's administration. Please note that off-grade level testing is not possible.

Exempt Students

If a student is currently enrolled in grades 3-8 at a participating school and the school staff needs to designate the student as 'EXEMPT' from taking the tests, then the school must contact HI DOE's Assessment Section staff with the student's ID number, name, and documentation detailing the reason for his/her exemption. This should be communicated as soon as the information becomes available. HI DOE will communicate with UH staff to ensure proper procedures are followed in the administration or non-administration of the assessments to this particular student.

Medical Emergency

A student who has a significant medical emergency must have a signed physician's report that describes the medical emergency that causes the student to be deemed medically unable to participate in KĀ'EO during the appropriate testing windows. The definition of a physician includes:

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

If a student incurs a medical emergency during the testing window and is unable to complete the tests, the Test Coordinator must contact HI DOE's Assessment Section with the student's ID number and name, and provide a statement from a licensed physician. This should be communicated as soon as the information becomes available. HI DOE will communicate with UH staff to ensure proper procedures are followed in the administration or non-administration of the assessments to this particular student.

Universal Tools, Designated Supports and Accommodations

The following designated supports and accommodations and policies are based on the 2018-2019 HSA Science and EOC Exams Test Administration Manual. These policies include the ability for schools to use the Smarter Balanced Assessment Consortium's Usability, Accessibility, and Accommodations Guidelines (UAAG) and the HSAP Crosswalk of Accessibility Features Across State Assessments in Hawai'i (CAF), which are intended for school-level personnel and decision-making teams, including Individualized Education Program (IEP) and Section 504 teams, as they prepare for and implement the HSA Science Bridge Assessments and End-of-Course Exams. The UAAG and CAF provide information for classroom teachers, English language development educators, special education teachers, and instructional assistants to use in selecting and administering universal tools, designated supports, and accommodations for those students who need them. The UAAG and CAF are also intended for assessment staff and administrators who oversee the decisions that are made in instruction and assessment.

The UAAG and CAF apply to all students. They emphasize an individualized approach to the implementation of assessment practices for those students who have diverse needs and participate in large-scale content assessments. The UAAG and CAF focus on universal tools, designated supports, and accommodations provided for the HSA Science Bridge Assessments and End-of-Course Exams, but that also may be available on the KĀ'EO assessments. At the

same time, the UAAG and CAF support important instructional decisions about and connection between accessibility and accommodations for students who participate in the KĀ‘EO Exams.

For each student who receives an accommodation or designated support, the Test Coordinator must complete an Accommodation Verification Form ([Appendix B](#)), a Designated Supports Request Form ([Appendix C](#)) or an Additional Designated Supports or Accommodations Documentation Form ([Appendix D](#)) and send to HI DOE Assessment Section for verification, following HI DOE processes and procedures. Instructions for where to send these forms for verification and documentation is located on the bottom of each form. Any questions about the process for verifying and documenting accommodations and designated supports can be directed to the KĀ‘EO Help Desk.

As mentioned in the [New Features](#) Section of this document, HI DOE’s Assessment Section is now responsible for verifying accommodations and designated supports, as well as making determinations and conducting investigations (if necessary) regarding test incidents. A system of communication has been created to ensure that KĀ‘EO staff have all the necessary information to activate embedded accommodations or designated supports for students, as well as to carry out any decisions made about test incidents appropriately. ***Students who are eligible for approved accommodations cannot be denied accommodations.***

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

The KĀ‘EO assessments contain three levels of accessibility support: universal tools, designated supports, and accommodations. These supports can be embedded or non-embedded. Embedded supports are those that are part of the test delivery system, whereas non-embedded supports are those that are provided outside of that system; these are defined below:

Universal Tools

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 pre-set in KĀ‘EO.

Designated Supports

Access features of the assessments that are available for use by any student for whom the need has been indicated by an educator or team of educators. Educators may consult with a parent/guardian and student as needed. The access features are either provided as embedded components of the test delivery system or separate from it.

Accommodations

Accommodations are changes in procedures or materials that increase equitable access during the assessment or exam. Assessment accommodations generate valid assessment results for students who need them; they allow these students to show what they know and can do. Accommodations are available for students with documented IEPs or 504 Plans. Verified accommodations do not compromise the learning expectations, construct, grade-level standard, or intended outcome of the assessments. They are either provided as embedded components of the test delivery system or are non-embedded.

The Appendices [B](#) and [C](#) of this document contain a full list of embedded and non-embedded designated supports and accommodations. Designated supports and accommodations must be verified by the HI DOE Assessment section and set in the KĀ‘EO online assessment system by KĀ‘EO staff prior to starting a test session.

Students who qualify for an alternative assessment accommodation or require Braille/ASL accommodations may take the Hawai‘i State Alternate Assessment or SBA/HSA. Test Coordinators should contact the Assessment Section for administration information.

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

For students who require a small group or individual setting, these settings are now included in the Smarter Balanced non-embedded “Separate Setting” designated support. The total number of

students may not exceed eight when a student is being tested in a small-group setting. If a proctor is present in the testing room with the Test Administrator, the total number of students should not exceed 12 to maintain the intent and benefits of a small-group setting.

For additional information and resources on accommodations and designated supports, Test Coordinators and Administrators can also refer to 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 F](#) 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-sized groups of students in a room (or computer lab) where they will not be disturbed. The room should be quiet, free of visual and auditory distractions, at a comfortable temperature, and well-lit. Under no condition are students to be tested in the same room where other students are being instructed.

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 and to facilitate maximum security of the testing environment. 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, but should not include any electronic devices. Students may not access the Internet on the computer in the testing room before, during, or after they have completed a test session.

If students have cellphones or other electronic devices, these devices 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 test 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 score(s) 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 3 separate 1-hour long sessions for each subject area, as well as 2 half-hour sessions for the Performance Tasks (labeled Nīnau Kākau Lō‘ihi 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:

- 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, s/he can log back into the test and immediately continue their work using the same login code 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, s/he can log back into the test and immediately continue their work, using the same login code they used for this specific test. This should be documented on the [Testing Incident Report](#) and submitted to UH staff.

Prepare Students: Sample and Practice Tests

The KĀ‘EO is comprised of several item types. These include multiple choice items where the student selects the ‘correct’ answer from several possibilities; constructed response items where the student writes a short answer; extended response items where the student writes a several paragraph response on the writing assessment; and performance task items that require 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 two types of practice tests available. The **Hō‘ike Ho‘ā‘o** is a sample test that does not require a student to login; answers are not saved when the student logs out of the test, and students can enter the test more than once. The **Hō‘ike Ho‘oma‘ama‘a** 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,

and once the test is submitted, students cannot re-enter it. 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 test and labeled “Nīnau Kākau Lō‘ihi”. However, it is considered a part of the Hawaiian Language Arts test. More information on this question type is included in this administration guide, in the [Performance Task Question](#) (Nīnau Kākau Lō‘ihi) section.

Examples of each type of question will be on the sample and practice tests, so it is very important to use them as tools to prepare students to take the operational and field tests. Administering the Hō‘ike Ho‘oma‘ama‘a to students will also give Test Administrators an opportunity to practice the process of generating login codes for students. Test Administrators will also see “Ho‘oma‘ama‘a Nīnau Kākau Lō‘ihi” 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 are 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 them prepare 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 ‘okina, 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 correctly utilize it 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 Administrator, 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 Test Administrators have completed training with the Test Coordinator, thoroughly reviewed this manual, watched the training video, and completed the KĀ‘EO certification test. Additionally, students should be administered the student practice tests located at <https://kaiapuni.coe.hawaii.edu>. These practice tests will give a sampling of the tasks that students will see on the tests and of what students will need to do. These practice sessions will give students a chance to understand the functions included in the tests such as zoom, mark for later, etc. Students will also be able to practice reading and responding to test items. Please see the previous section for more information.

Finally, the Test Administrator obtains the student roster from the Test Coordinator. The student roster should list all students who will be taking the tests. The roster will include important login information for each student including the student’s full name and login username, which should be the student’s school ID number. Test Coordinators should work with the classroom teacher(s) to verify that the roster is a comprehensive and exhaustive list of all participating students, and to verify that the correct student names are associated with the correct teachers. If there are omissions, inaccuracies, or if a student is listed who is not at the school (e.g., a recent transfer), report the discrepancy to the Test Coordinator who will contact KĀ‘EO staff at kaiapuni@hawaii.edu. Also, double-check with the classroom teachers to be sure that any accommodations or designated supports that students will need are addressed, and that those accommodations are documented using a Accommodations or Designated Supports Verification Form (Appendix [B](#), [C](#), or [D](#)).

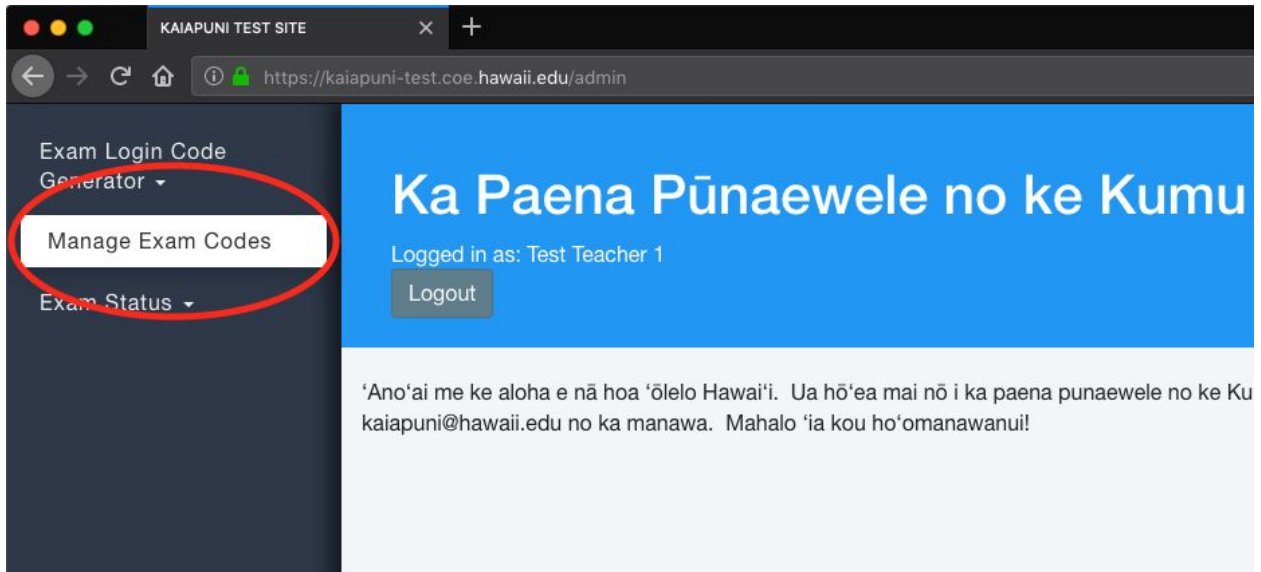
Generate Login Information

Schools should designate one Test Administrator per grade level to be responsible for generating the login codes (referred to in the system as **Exam Codes**) for the entire grade for each test (Hawaiian Language Arts, Math, Science). It may also be appropriate at certain school sites for Test Coordinators to be responsible for generating login codes for each class. Other Test Administrators will be able to view exam codes for individual students when needed, however, one Test Administrator or Coordinator should be responsible for generating the codes for each subject area test.

Students are able to reuse exam codes until either

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

In order to generate login codes for students, the Test Administrator must navigate to the testing software site and log in with credentials they will have already received prior to the testing event. The url for the site is: <https://kaiapuni.coe.hawaii.edu/admin/login>. Upon logging in, “Exam Login Code Generator” will appear at the left side of the screen; when clicked upon, then “Manage Exam Codes” will appear.



The Test Administrator should click on “Manage Exam Codes” to view the Exam Codes generation screen. Next, the Test Administrator should verify that the correct school name is shown under the ‘School’ heading. If the school is correct, select the correct test from the Exam drop-down menu, as well as the correct teacher whose students’ exam codes will be generated. In the case that codes have already been generated for the selected exam and teacher, selecting the exam and teacher will filter to show the selected teacher’s students’ exam codes for that exam.

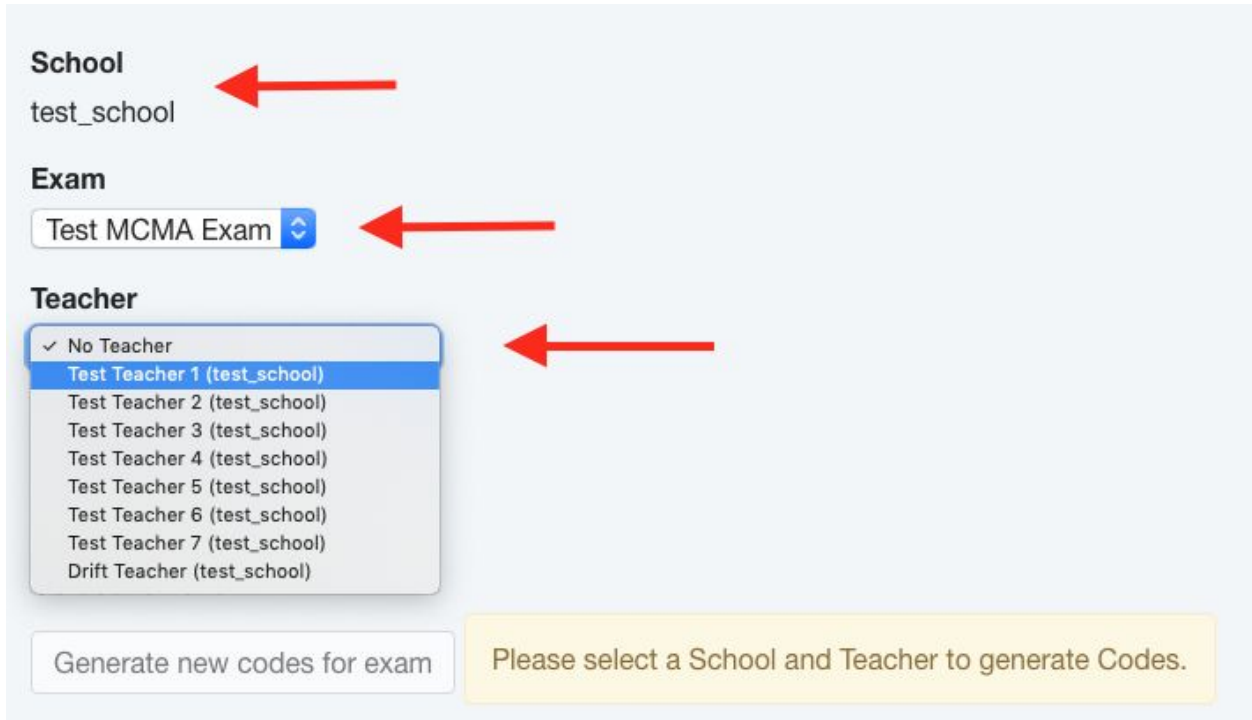
School
test_school

Exam
Test MCMA Exam

Teacher
No Teacher
Test Teacher 1 (test_school)
Test Teacher 2 (test_school)
Test Teacher 3 (test_school)
Test Teacher 4 (test_school)
Test Teacher 5 (test_school)
Test Teacher 6 (test_school)
Test Teacher 7 (test_school)
Drift Teacher (test_school)

Generate new codes for exam

Please select a School and Teacher to generate Codes.



The Test Administrator will then click the ‘Generate new codes for exam’ button to create the login codes for all of that teacher’s students for the selected exam.

School
test_school

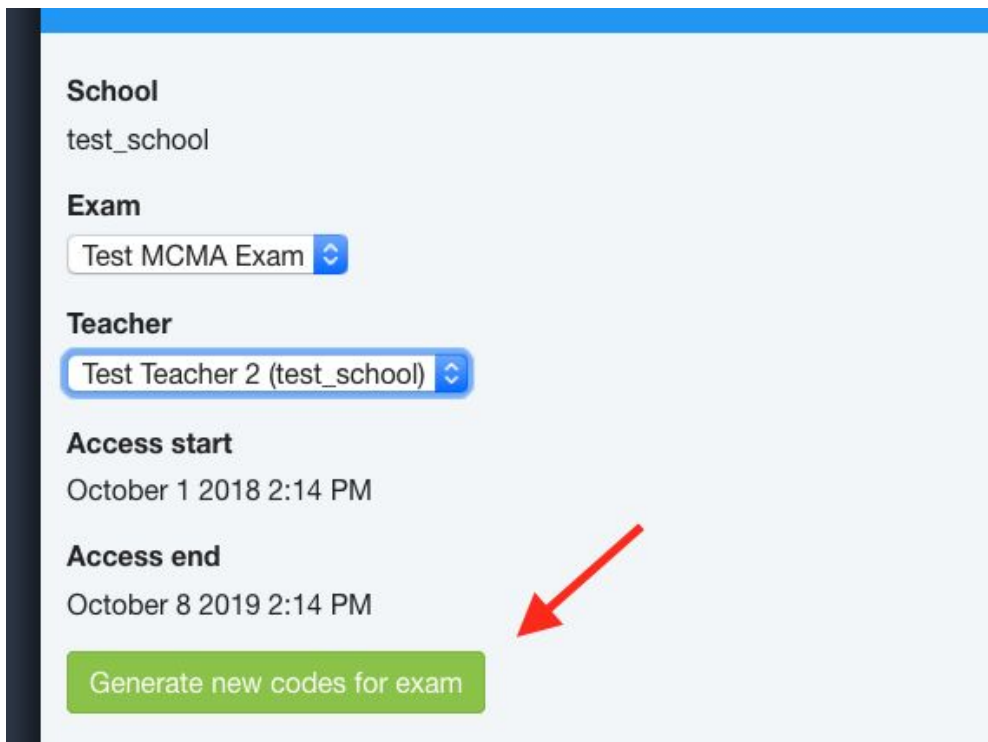
Exam
Test MCMA Exam

Teacher
Test Teacher 2 (test_school)

Access start
October 1 2018 2:14 PM

Access end
October 8 2019 2:14 PM

Generate new codes for exam



Codes will then appear on the left hand side of the page for all of the teacher’s students who are eligible to take the selected exam.

Nā Helu Hūnā

Display full codes list.

Code	Exam	Student ID	Name	Grade Level
UGXZTK	Test MCMA Exam	1444444441	P Drift1	Fourth
MIWFKR	Test MCMA Exam	4444444442	P Drift2	Fourth
ZLITAY	Test MCMA Exam	4444444443	P Drift3	Fourth
XLEQUK	Test MCMA Exam	1444444444	P Drift4	Fourth
RUQAKV	Test MCMA Exam	4444444445	P Drift5	Fourth
COQSMS	Test MCMA Exam	4444444446	P Drift6	Fourth

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

Ka Paena Pūnaewele no ke Kumu Alaka‘i o KAIAPUNI TEST SITE

Ua ho‘okumu ‘ia nā helu hūnā ma lalo nei

Nā Helu Hūnā

Helu Hūnā UGXZTK	No ka Hō‘ike Test MCMA Exam	Helu Haumāna 1444444441	Inoa P Drift1	Drift Teacher
Helu Hūnā MIWFKR	No ka Hō‘ike Test MCMA Exam	Helu Haumāna 4444444442	Inoa P Drift2	Drift Teacher
Helu Hūnā ZLITAY	No ka Hō‘ike Test MCMA Exam	Helu Haumāna 4444444443	Inoa P Drift3	Drift Teacher

The test codes may be printed from any web browser. If issues are encountered with formatting while printing, please contact the Help Desk for assistance. Any printed or handwritten test codes should be destroyed following the administration of the assessment.

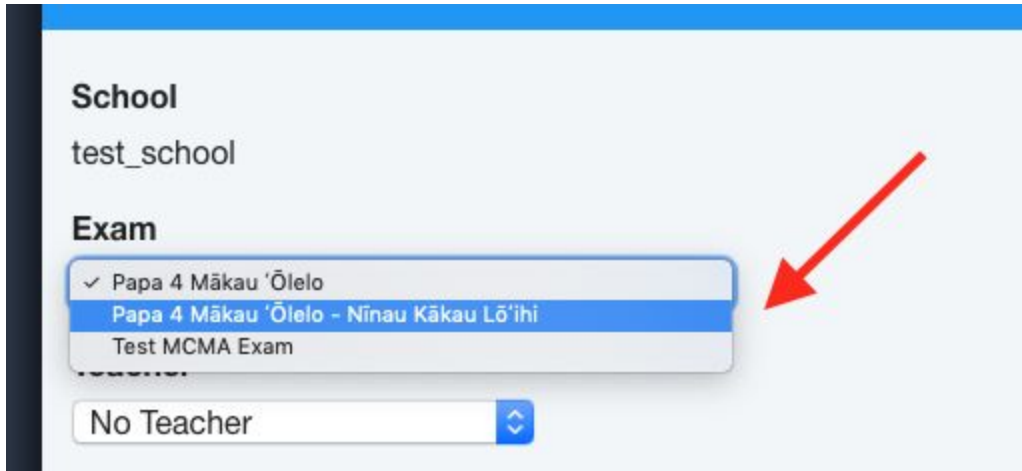
For students taking the test, any web browser listed in [Appendix G: Online System Requirements](#) can be used, including Firefox. However, it is recommended that students **not** use Safari to take any of the assessments as there can be issues with the playing of audio files on that web browser.

Performance Task Question (Nīnau Kākau Lō‘ihi)

A performance task question (Nīnau Kākau Lō‘ihi) is on each Hawaiian Language Arts test, however, it will appear to Test Administrators as a separate test. Although it appears separately, it is considered to be a question within the Hawaiian Language Arts test and will be scored as such.

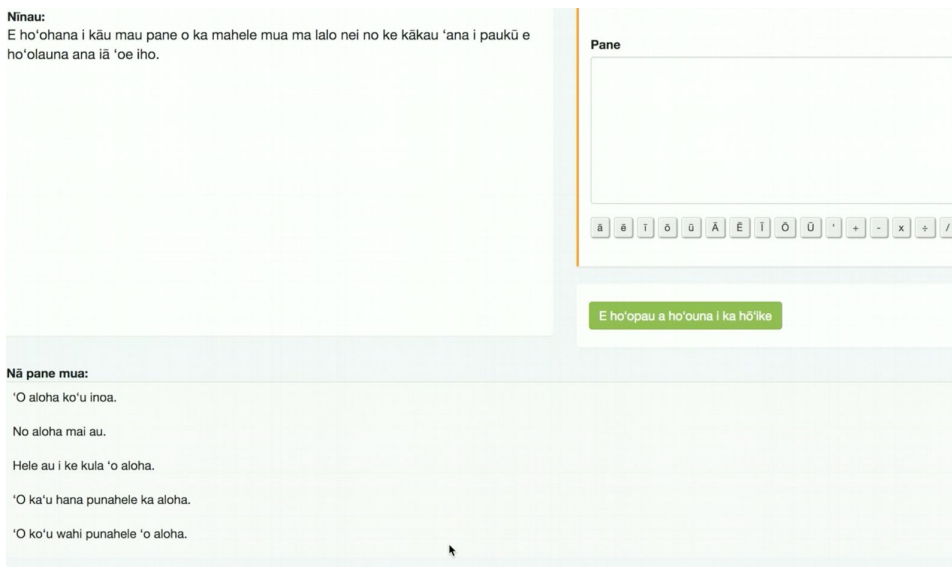
The purpose of the performance task question is for students to spend an extended amount of time on a multi-step question. On a Hawaiian Language Arts question, this may include a pre-writing step before the actual drafting of a complete written response. For the 2019 administration, each performance task question (1 for each grade) 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 necessary. The two sessions can be scheduled on the same day (i.e. one in the first morning block, the second in the block after morning recess) or across two different days.

As mentioned previously, these performance tasks (or Nīnau Kākau Lō‘ihi) will appear as separate tests when Test Administrators are generating login codes for students. Below is what Test Administrators will see in the drop-down menu:

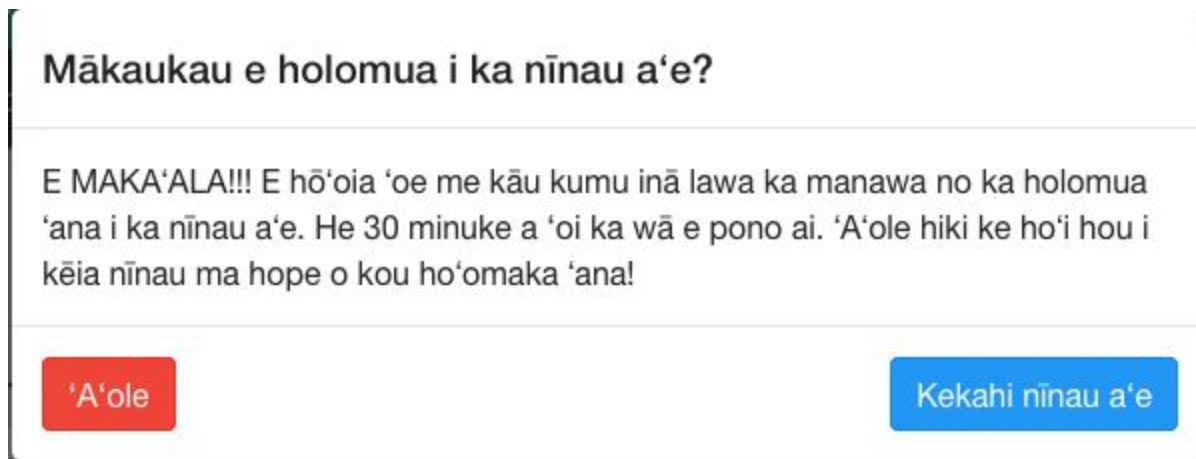


Login codes will need to be generated for the performance task questions (Nīnau Kākau Lō'ihī), however, like the other tests, this login code can be reused across the multiple sessions of the test and will not need to be re-enabled between sessions. Students need to complete the Hawaiian Language Arts test **and** the associated performance task question (Nīnau Kākau Lō'ihī) for the entire test to be considered complete.

Just as on the Hawaiian Language Arts and Mathematics tests, once a student has seen or completed a question on the performance task and logs out, they will not be able to change their response to the first part of the performance task that they have already completed when they log in for the second part of the performance task. 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 the answers they have written once they log out of that part of the performance task. If they attempt to navigate to the next part of the performance task question, students will see a warning message to ensure that they have enough time to complete that section in the time that has been allotted by the Test Administrator:



Mākaukau e holomua i ka nīnau a'e?

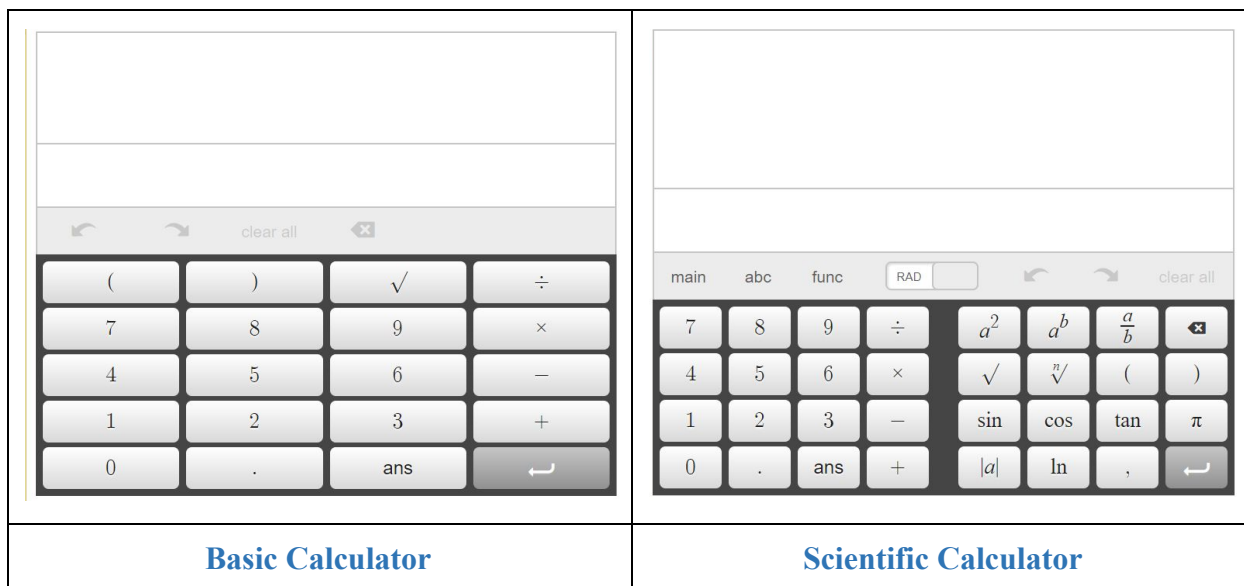
E MAKA'ALA!!! E hō'ōia 'oe me kāu kumu inā lawa ka manawa no ka holomua 'ana i ka nīnau a'e. He 30 minuke a 'oi ka wā e pono ai. 'A'ole hiki ke ho'i hou i kēia nīnau ma hope o kou ho'omaka 'ana!

'A'ole **Kekahi nīnau a'e**

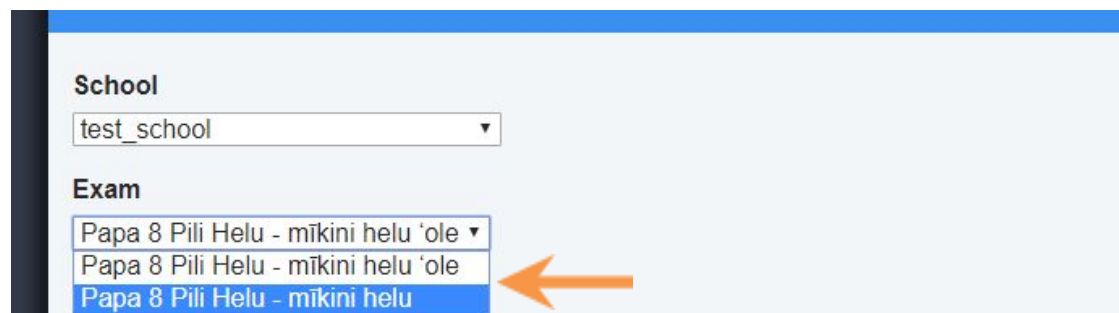
A practice performance task question (Nīnau Kākau Lō'ihī) will be provided for students along with the other practice tests. These can be seen in the drop down menu when Test Administrators are generating login codes for students. Test Administrators should select the appropriate test for their students: for example, Ho'oma'ma'a Nīnau Kākau Lō'ihī Papa 3 or Ho'oma'ama'a Nīnau Kākau Lō'ihī Papa 4.

Calculator-enabled/Non-calculator enabled

On the Mathematics exams for grades 6-8, certain questions have been designated as calculator enabled or non-calculator enabled. Therefore, the Mathematics tests have been split into two separate tests, one that allows calculator use, and one that does not allow calculator use. The test that allows calculator use (Mīkini Helu) is outfitted with an embedded calculator tool.



For each grade, administrators will see two separate mathematics exams in the drop-down menu -- Mīkini Helu and Mīkini Helu ‘Ole. Administrators will need to generate codes for each, as they are treated in the program as individual exams, however, like the other tests, this login code can be reused across the multiple sessions of the test and will not need to be re-enabled between sessions.



It is important that students take both the Mīkini Helu and Mīkini Helu ‘Ole exams, as scores for the two exams will be added together to comprise a single mathematics score. Calculators have been enabled on the practice exams so that students can become accustomed to this new embedded tool.

Re-enable Codes

Codes may be re-enabled if necessary. ‘Re-enable’ allows the student to reuse the **OLD** code. This should and can only be done if a student accidentally closed the browser, the browser crashed, or the computer shutdown. If a student logs in with a re-enabled 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. This option was

created as a failsafe in case a student experiences a power or Internet outage or any other technical difficulties.

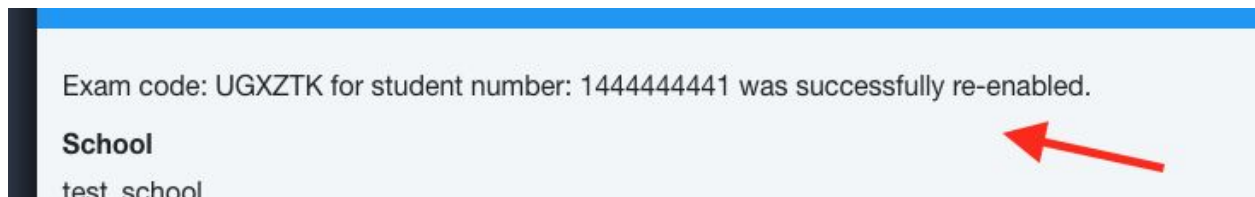
Re-enabling a code

Any Test Administrator or Test Coordinator with login credentials can **re-enable** an existing login code for a specific student. To do this, the Test Coordinator or Administrator must login to the test software, find the student's name and click 'Re-enable for login' on the far right of the page. Use the filter tool by selecting the appropriate exam and teacher for the student whose code needs to be re-enabled. The Re-enable 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). Adequate communication between Test Administrators and/or Test Coordinators should occur before a code is re-enabled to ensure there is no confusion with the the logging in of a student.



Grade Level	School	Teacher	Code Status	Options
9th	test_school	Drift Teacher	Logged in	Re-enable for login

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



Browser Preparation

Before testing can begin, each computer must have an approved browser that is installed and properly configured for testing. The most updated versions of Chrome, Firefox, Edge, or Internet Explorer can be used safely for testing on all recent operating systems. For a detailed list of all supported browsers and versions across operating systems, please see [Appendix G: 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
3. Enable Clearing of Cookies/Cache on Close

4. Turn off page translation (Chrome Only)

For detailed instructions on this process, please see [section III of the Technical Specification Manual](#). 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 that optimum test security measures are in place.

Starting 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 login 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.

Nā 'Ōkuhi E Alaka'i Ai I Ka Hō'ike

E heluhelu aku i nā 'ōkuhi no ke alaka'i pono 'ana i nā haumāna ma ka hō'ike. He ko'iko'i ka heluhelu 'ana aku i kēia mau 'ōkuhi i nā haumāna ma kona 'ano maoli iho nō. Ua ho'okā'ele 'ia nā 'ōlelo e heluhelu aku ai i nā haumāna. E 'ike 'ia ana kekahi 'ōlelo i loko o nā kahaapo e maka'ala ai i pili i ka hō'ike pono 'ī āu e alaka'i ana (e la'a: Mākau 'Ōlelo Hawai'i, Pili Helu, Akeakamai).

Inā 'oe e ho'opuka hewa i nā 'ōkuhi, e 'ōlelo aku i nā haumāna, **“Ua hemahema ka'u 'ōlelo no laila e heluhelu hou aku au i nā 'ōkuhi o kēia mahele. E ho'olohe pono.”**

Ka 'Ōlelo Alaka'i Hō'ike

I kēia lā, e hana ana 'oukou i ka hō'ike no ka mahele [Mākau 'Ōlelo Hawai'i a i 'ole Pili Helu a i 'ole Akeakamai]. E ho'olohe mai 'oukou i nā 'ōkuhi ma mua o ka ho'omaka 'ana.

'O ka mua, he ko'iko'i loa ka hana 'ana i kēia hō'ike, no laila, e hana me ka maika'i loa i hiki.

‘Alua, he mau kānāwai ko kēia hō‘ike e mālama pono ai. E nānā pono iho ‘oukou i kāu lolouila pono‘ī a e hana i kāu ha‘awina wale nō. Mai ‘ae i nā maka e ‘auana a mai ‘auana i kekahi paena pūnaeweale ‘ē a‘e. Mai nō a ho‘oluhi a ho‘opilikia i ka hana a kekahi haumāna‘ē a‘e. Aloha ‘ino, ‘a‘ole kekahi e kōkua i kekahi ma ka pane ‘ana i nā nīnau, eia na‘e, inā pilikia ka lolouila a i ‘ole nā hi‘ohi‘ona o ka hō‘ike, (e like ho‘i me ka hemahema o nā pihi a i ‘ole ka nele o ka hō‘ike i ka loa‘a ‘ole o kekahi ‘ike ko‘iko‘i e pane ai i ka nīnau) e hāpai i ka lima i luna a e kōkua aku au iā ‘oukou. Inā nō e pono ke kū ‘ana i luna e ho‘omālō a‘e ai i ke kino ma ka wā hana hō‘ike, e hāpai i ka lima i luna a e kōkua au ma ka ho‘omaha ‘ana i ka hō‘ike.

‘Akolu, mai lo‘ohia i ka ho‘opau ‘ole ‘ana i ka hō‘ike ma loko o ka wā i kaupalena ‘ia ai. Inā e pono kekahi manawa hou a‘e, e ho‘olālā ‘ia ana i wā hou aku no ka ho‘opau pono ‘ana i ka hō‘ike. Inā pau ka hana a loa‘a nā minuke i koe, e hō‘oia i kā ‘oukou mau ha‘ina a pau, a laila, e ha‘alele i ka paena hō‘ike. Akā na‘e, he mea ko‘iko‘i kēia: inā ha‘alele maoli ‘oe i ka paena hō‘ike, ‘a‘ole hiki iā ‘oe ke nānā i nā nīnau i ‘ike ‘ia a i ‘ole pane ‘ia. No laila, e hō‘oia i kāu mau ha‘ina i hana ‘ia ma mua o kou ha‘alele ‘ana i ka paena hō‘ike. Ke pau kāu hana hō‘ike ‘ana, e hāpai i ka lima a na‘u e hā‘awi aku i ha‘awina e hana ai me ka mālie ma ko ‘oukou mau wahi noho pono‘ī. Mai kama‘ilio iā ha‘i e pili ana i nā nīnau o ka hō‘ike, kāu hana ma ka hō‘ike, kāu ha‘ina ma ka hō‘ike a pēlā aku.

Ma ka‘u ‘olelo ‘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 haumāna, 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 ‘oe 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 pūnaeweale me ke kaomi ‘ana i ke “x” ma ka luna o ka paena pūnaeweale – 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 a‘e. Akā, ‘a‘ole hiki iā ‘oe ke nānā hou i nā nīnau i ‘ike mua ‘ia a i ‘ole pane ‘ia i ka wā mua. 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 haumāna 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 pūnaewe. 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 pūnaewe.

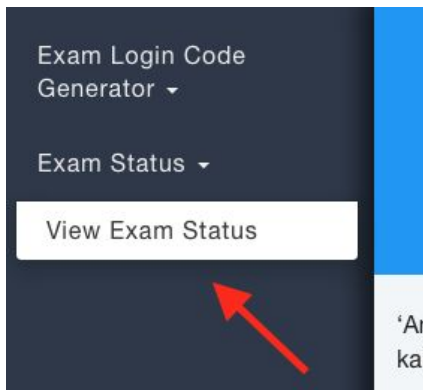
I ka pau ‘ana o nā pepa kākau kahakaha a me ka pepa e‘e pūnaewe i ka ‘ohi‘ohi ‘ia, e kīhaehae i nā pepa kākau kahakaha, a e mālama i nā pepa e‘e pūnaewe a i ka pau ‘ana o ka hō‘ike holo‘oko‘a i ka hana ‘ia. Ke pau loa ka hana ‘ana i ka hō‘ike holo‘oko‘a, e kīhaehae i ia mau pepa e‘e pūnaewe.

During Testing

Exam Status

During exam administration, the Test Administrator may check the status of student progress on an exam for a given class at their school. This is intended to help the Test Administrator or Test Coordinator determine if a student has completed and submitted an exam, or if there is an issue with a student's exam.

To access the Exam Status page, click on the "Exam Status" menu item on the left side, then click "View Exam Status".



From here, you will be presented with the *Exam Status* page. Please verify that the correct *School* is showing, and then select the desired *Exam* from the select list, any or all teachers from the *Teacher* select list, and the *Exam State* you wish to check. Only exams that are active for testing will be available to select. If no exams are present, please contact the Help Desk.

View Exam Status

Check on the status of a given Exam and Class of students at a school.

Please select from the options below.

School

test_school

Exam

Math for All

Teacher

Test Teacher 2

Exam state

All States

Exam Name	Teacher Name	Student Name	Exam State
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No exam attempts status available for the selected School, Exam, and Teacher.

Once a selection is made, the list will update if there are any exams in progress to display. This list will show the following:

- Exam Name
- Teacher Name
- Student Name
- Exam State

Exam Name	Teacher Name	Student Name	Exam State
Math for All	Test Teacher 3	test3	Finished and Submitted
Math for All	Test Teacher 3	test4	Finished and Submitted
Math for All	Test Teacher 3	test6	Finished and Submitted
Math for All	Test Teacher 3	test11	Not Started

There are six different states that an exam can be in. These are color coded to help with visual indication of what the current state of the exam is.

1. Not Started

- a. This means that an Exam Code has been created for the exam, but the student has not logged in yet.

2. Logged In but Not Started

- a. This means that the student has logged in to the exam, but has not yet gone past the initial instructions screen.
- 3. In Progress
 - a. This means that the exam has been worked on by the student, but that the student has not yet completed the exam.
- 4. In Progress; Has Unanswered Problems
 - a. This means that the exam has been started by the student, but that the student has either improperly logged out or closed the browser window, and has left a problem unanswered as a result.
- 5. Finished but Not Submitted
 - a. This means that the student has seen and answered all of the problems on the exam, but that they have not yet finalized and submitted their exam.
- 6. Finished and Submitted
 - a. This means that the student has completed the exam, and submitted it to the system.

Here is an example of how this can look on the list:

In Progress
Finished but Not Submitted
Finished and Submitted
In Progress; Has Unanswered Problems
Logged In but Not Started
Not Started

If there are any questions about the status of an exam, please contact the Help Desk.

Do's and Don'ts

DO...	DON'T...
<ul style="list-style-type: none">➤ Collect and secure ALL testing materials, ie: scratch paper, login credentials➤ Check that students do not have outside electronics (cell phones) and have shut down all devices during testing➤ Consider appropriate classroom arrangement➤ Students are seated at an appropriate distance so they cannot see other computers/responses<ul style="list-style-type: none">○ personal belongings are out of reach➤ Ensure that each student has successfully logged out after testing➤ Ensure that students only login using their credentials and do not login to a different student's test	<ul style="list-style-type: none">➤ Examine test questions while students are testing➤ Access electronics (laptops, cell phones) while students are testing➤ Coach students to appropriate answers➤ Take photos of a question➤ Allow students to access other websites during testing➤ Allow students to use personal wireless headphone devices➤ Send students' names and ID numbers in the same email (FERPA)

After Testing

Materials

The Test Administrator will collect all test materials at the end of the test session. These materials include scratch paper, student login cards, and student identifiable information (e.g., login information). Scratch paper must be shredded upon collection. Because students are using one login code for an entire test, student login cards should be kept in a secure location between sessions for the duration of the test. Identifiable information must be shredded at the conclusion of testing.

Quit all browsers

The Test Administrator should close and properly quit all browsers used for test administration at the end of the test session for each group of students. If another group of students is using the same testing space and computers, please open new browser windows after having quit browsers from the previous session. Quitting the browser properly ensures that proper test security measures are followed and students cannot access a test taken by a different student inadvertently.

Quitting the browser is particularly important after the grade 6-8 Math tests that are calculator enabled. If the browser is not quit properly and the embedded calculator is not closed, there is the potential that a student taking a Math test that does not allow the use of a calculator would be able to easily access a calculator during testing, leading to potential testing impropriety.

It is the responsibility of the Test Administrator to ensure that this measure of test security involving the proper quitting of the browser is done after each testing session.

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 sessions scheduled. Test Coordinators will work with th Test Administrators to schedule the make-up sessions during the test window (April 1 - May 31, 2019).

Submitting Documents to HI DOE or UH

Test Coordinators will need to complete documentation and send these documents to HI DOE's Assessment section (e.g., Appendix [B](#), [C](#) or [D](#)) or UH staff (e.g., [Appendix A](#)). Information about where these documents need to be sent to can be found at the bottom of each document.

Frequently Asked Questions

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

The testing window is from April 1st to May 31st, 2019.

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

No. All Hawaiian Language Immersion Program schools must administer the assessment during this window.

When will we get student results?

Operational test scores as well as participation rates (when applicable) for grades 5-8 for Hawaiian Language Arts, Mathematics, and Science will be delivered to HI DOE on July 30th. Score reports for operational tests will be generated for schools and families in accordance with HI DOE's reporting schedule.

What are the grade levels and content areas for all of the assessments?

The following table provides a list of the required assessments by grade level:

Grade	Mākau 'Ōlelo (Hawaiian Language Arts)	Pili Helu (Math)	Akeakamai (Science)
3	Papa 3 Mākau 'Ōlelo (Grade 3 HLA)	Papa 3 Pili Helu (Grade 3 Math)	
	Papa 3 Nīnau Kākau Lō'ihī (Grade 3 HLA Performance Task)		
4	Papa 4 Mākau 'Ōlelo (Grade 4 HLA)	Papa 4 Pili Helu (Grade 4 Math)	Papa 4 Akeakamai (Grade 4 Science)
	Papa 4 Nīnau Kākau Lō'ihī (Grade 4 HLA Performance Task)		
5	Papa 5 Mākau 'Ōlelo (Grade 5 HLA)	Papa 5 Pili Helu (Grade 5 Math)	Papa 5 Akeakamai (Grade 5 Science)
	Papa 5 Nīnau Kākau Lō'ihī (Grade 5 HLA Performance Task)		

6	Papa 6 Mākau ‘Ōlelo (Grade 6 HLA)	Papa 6 Pili Helu - Mīkini Helu (Grade 6 Math - calculator allowed)	
	Papa 6 Nīnau Kākau Lō‘ihi (Grade 6 HLA Performance Task)	Papa 6 Pili Helu - Mīkini Helu‘ole (Grade 6 Math - calculator not allowed)	
7	Papa 7 Mākau ‘Ōlelo (Grade 7 HLA)	Papa 7 Pili Helu - Mīkini Helu (Grade 7 Math - calculator allowed)	
	Papa 7 Nīnau Kākau Lō‘ihi (Grade 7 HLA Performance Task)	Papa 7 Pili Helu - Mīkini Helu‘ole (Grade 7 Math - calculator not allowed)	
8	Papa 8 Mākau ‘Ōlelo (Grade 8 HLA)	Papa 8 Pili Helu - Mīkini Helu (Grade 8 Math - calculator allowed)	Papa 8 Akeakamai (Grade 8 Science)
	Papa 8 Nīnau Kākau Lō‘ihi (Grade 8 HLA Performance Task)	Papa 8 Pili Helu - Mīkini Helu‘ole (Grade 8 Math - calculator not allowed)	

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 schools schedule 3 separate 1-hour long 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 half-hour sessions for the Performance Tasks (Nīnau Kākau Lō‘ihi) for Hawaiian Language Arts.

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 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 read and understand the administration and security procedures set forth in this manual and in the training video (if applicable) 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 completed copy of this form, signed by the Test Coordinator and all Test Administrators, to kaiapuni@hawaii.edu no later than March 4, 2019.

Appendix B: Kā‘EO Accommodations Verification Form



Appendix B: Kā‘EO Accommodations Verification Form

Student Name: _____ SSID: _____ Grade Level: _____

School Name: _____ School 3-digit Code: _____

School Contact Person Name: _____ Date: _____

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

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

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

Embedded Accommodations	Non-Embedded Accommodations	
<input type="checkbox"/> American Sign Language (ASL), Braille (BR) or Closed Captioning (CC) Please contact the Help Desk if you need more information about this Accommodation.	<input type="checkbox"/> 100s Number Table (NT) <input type="checkbox"/> Alternate Response Options (ARO) <input type="checkbox"/> Multiplication Table (MT)	<input type="checkbox"/> Print-on-Request (POR) <input type="checkbox"/> Read Aloud (RA) (for HLA Reading Passages) ^{1,2} <input type="checkbox"/> Scribe ^{1,2} (SC) <input type="checkbox"/> Speech-to-Text ¹ (STT)

¹Requires Separate Setting Designated Support (i.e., individual setting or one-on-one testing)

²Requires submittal of Security/Confidentiality Agreement Form (see Read Aloud Protocol and/or Scribing Protocol)

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

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

Print Name	Signature	Title
		Principal
		SSC / Care Coordinator
		Teacher

Assessment Section Use Only

Verified (list all accommodations that apply): _____

Name and Date: _____

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

Appendix C: KĀ'EO Designated Supports Request Form



Appendix C: KĀ'EO Designated Supports Request Form

Student Name: _____ SSID: _____ Grade Level: _____

School Name: _____ School 3-digit Code: _____

School Contact Person Name: _____ Date: _____

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

Embedded Designated Supports	Non-Embedded Designated Supports/Universal Tools	
<input type="checkbox"/> Cover Overlays ¹	<input type="checkbox"/> Zoom Functionality	<input type="checkbox"/> Noise Buffers
<input type="checkbox"/> Masking ¹	<input type="checkbox"/> Simplified Test Directions	<input type="checkbox"/> Separate Setting (indicate below)
<input type="checkbox"/> Streamline ¹	<input type="checkbox"/> Magnification	<input type="checkbox"/> Read Aloud
	<input type="checkbox"/> Scribe	

¹Requires Separate Setting Designated Support (i.e., individual setting or one-on-one testing)

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

This form is for tracking purposes and requests will be implemented in the KĀ'EO system as identified. In the space below, state the reason the student needs the designated support(s) as documented in the IEP/504

Plan:

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

Print Name	Signature	Title
		Principal
		SSC / Care Coordinator
		Teacher

Assessment Section Use Only

Verified (list all accommodations that apply): _____

Name and Date: _____

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

Appendix D: KĀ'EO Additional Designated Supports or Accommodations Form



Appendix D: KĀ'EO Additional Designated Supports or Accommodations

Verification of Student Need Form

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

Date: _____

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

School Name: _____ School Code: _____

School Contact Person Name: _____

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

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

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

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

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

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

Print Name	Signature	Title
		Principal
		Teacher
		Teacher

Assessment Section Use Only

Verified: Y or N
Name and Date: _____

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

Appendix E: KĀ'EO Testing Incident Report Form



Appendix E: KĀ'EO Testing Incident Report Form

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

Description of Incident:

Description of Action Taken:

Adults Involved:

Name	Assessment Role	Description of Involvement	Action Taken

Students Involved:

SSID	Description of Involvement	Action Taken

Assessment Section Use Only

Verified: Y or N

Name and Date:

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

Appendix F: 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 Kaiapuni standards content or Hawaiian Immersion assessment content).

Appendix G: 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 2019 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 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 – 10.14.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 2018-2019 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
10.12	Desktops, laptops	Chrome 31 or later, Firefox 35 or later
10.13	Desktops, laptops	Chrome 31 or later, Firefox 35 or later
10.14	Desktops, laptops	Chrome 31 or later, Firefox 35 or later
Windows		
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, Edge 25.10586 or later

REQUIREMENTS FOR PERIPHERAL EQUIPMENT

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

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 (Bluetooth enabled headphones should **not** be used for test security purposes)

- Students using the text-to-speech feature can listen to stimuli/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.

** For more information on test specifications for the KĀ‘EO assessments, please see the [Technical Specifications Manual](#)

This Online System Requirements Guide for the Hawaiian Immersion Assessment Project Tests was developed and adapted from the Online System Requirements for Hawai‘i Statewide Assessment Program Tests for the 2018-2019 test administration.

Overview

This document serves as a list of Internet and network infrastructure recommendations for schools administering the Kaipuni 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 aforementioned persons and 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 ho‘opau a ho‘ouna i ka hō‘ike” 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 hō‘ike a ha‘alele” 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 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](#), [Appendix C](#) or [Appendix D](#) and review of the Multiplication Table and 100s Number Table Accommodation PRIOR to use.

Pakuhi Ho'onui

×	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](#), [Appendix C](#) or [Appendix D](#) and review of the Multiplication Table and 100s Number Table Accommodation PRIOR to use.

Pakuhi Ho'okahi 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: KĀ'EO 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.

Appendix J: Estimated time per subject area

An analysis of the time spent on each assessment during the 2018 administration was conducted in order to provide additional guidance to Test Coordinators about the amount of time that should be scheduled for each content area. This table provides the results of that analysis and can be used as a guide in planning the testing schedule. However, the assessments have no time limits and additional time should always be given to students if needed.

	Test time (in hours:minutes)			
Grade	HLA	Math	Science	Total*
3	2:30 - 3:00	1:40 - 2:15	--	5 hours
4	1:45 - 2:00	1:30 - 1:50	1:00 - 1:15	5 hours
5	1:45 - 2:00	1:45 - 2:00	--	4.5 hours
6	1:45 - 2:30	1:50 - 2:00	--	4.5 hours
7	1:15 - 1:30	1:15 - 1:30	--	4 hours
8	1:15 - 1:30	1:00 - 1:15	1:00 - 1:15	4 hours
				*generous estimate