



Guide for IEP/504 Teams Considering the Word Prediction (WP) State Test Accommodation (Updated January 2, 2024)

This document contains guidelines for the Word Prediction accommodation and is organized into four sections: (I) general principles; (II) legal foundation; (III) critical considerations for teams; and (IV) decision guidance for teams. Sections I, II, and IV are provided in Appendix A.

The Word Prediction (WP) state test accommodation is described as follows:

- It can be applied to test items that require the composition of a short or extended response on the Smarter Balanced English Language Arts (ELA) interim and summative assessments (Part I and Part II of the ELA Performance Task (ELA-PT)). There are no short or extended response items found in the ELA-CAT, Math, Science (NGSS), or End-of-Course exams.
- It provides a student with a predictive software program that takes what the student types as the first one, two, or three letters of a word and generates a suggested word. This software assists students in recalling and formulating the words that they are searching for when composing their ELA long-write essay (Part II of the ELA-PT).
- *For students who have documented motor or orthopedic or moderate to severe learning disabilities that prevent them from recalling, processing, or expressing written language, the WP test accommodation helps them with word generation and spelling.*
- It requires that the WP program be set to **single** word prediction. Phonetic spelling functionality and a basic dictionary may also be utilized; however, phrase prediction and expanded dictionaries, such as topic dictionaries and word banks, must be deactivated.
- It is a writing support that is only available as an accommodation, both in embedded and non-embedded formats, for students with IEPs or 504 Plans.
- As an embedded support, the WP state test accommodation can be deployed directly via the Test Delivery System (TDS) without additional software or equipment.
- As a non-embedded support, the WP state test accommodation will require configuration of a student's preferred third-party (non-embedded) WP assistive technology software program to work with the TDS. To ensure compatibility and functionality of the non-embedded WP accommodation, consult the [Assistive Technology Manual](#) ("*Testing with Word Prediction Technology*") for guidance before live testing.

Section III: Critical Considerations before Assigning WP State Test Accommodation for ELA Long-Write Essays

Decisions about assigning the WP state test accommodation should be based on the general principles of state test accommodations presented in Section I and the specific WP guidelines found below.

Purpose of Word Prediction (WP) State Test Accommodation

The purpose of the WP state test accommodation is to assist students with documented motor or orthopedic disabilities or moderate to severe learning disabilities that impact their writing skills. For these students, word prediction (WP) allows them to meaningfully participate in the ELA assessment to demonstrate their composition skills through a WP (embedded or non-embedded) software program that helps them to draft a short answer or long-write essay. The WP program would allow students to type in the first letters of a word and select from a list of predicted words to complete their short or extended response on the ELA-PT.

Construct Measured by the ELA Performance Task

A test construct is what a test measures. Parts I and II of the ELA Performance Task (ELA-PT) in the ELA summative assessment measure students' ability to compose an answer or essay in response to a question or writing prompt. The student's response on Part II of the ELA-PT is used to generate a writing score that informs how well "*students can produce effective and well-grounded writing for a range of purposes and audiences*" pursuant to the Writing claim in the [Claims for the English Language Arts/Literacy Summative Assessment](#). For information on the three traits of writing measured by the ELA-PT, refer to the [ELA Shortened Summative Assessment Final Blueprint](#).

Documented Need for the Word Prediction State Test Accommodation

The WP state test accommodation should only be assigned when a student has documented motor or orthopedic disabilities or moderate to severe learning disabilities that prevent him/her from composing a short or extended response. For students who struggle with the production of text or recalling, processing, and expressing language, this accommodation is available upon verification to assist with the completion of short answers or long-write essays. In order to receive this accommodation, it is necessary to show:

1. Documentation of significant student need;
2. Consistent student use of WP during essay composition and assessments requiring a short or extended response;
3. Improved student short answers or long-write essays when the WP accommodation is applied; and
4. Student facile familiarity with and use of WP to compose a short or extended response across content areas.

Documented Familiarity with the Word Prediction State Test Accommodation

If students are to use the WP accommodation for the **long-write essay**, they must know how to work with their WP software program, be able to develop planning notes, and review the output generated based upon their word selections. Students should have fluid familiarity with the WP accommodation and be able to operate it independently as no external assistance is allowed when this accommodation is used while testing.

If students are using a third-party/non-embedded WP program, we strongly recommend that your school try out the WP non-embedded accommodation using a training or practice test (<https://smarterbalanced.alohahsap.org/test-coordinators.html>). Be sure to sign in the practice or training test **using the student's credentials**, not as a "guest," to access their *non-embedded* WP setting in TIDE. Refer to the [Guide to Navigating the Online HSAP 2023-2024](#) for guidance on accessing the training/practice tests in TIDE.

Documentation of Designated Supports and State Test Accommodations for IDEA and Section 504 Students

IDEA, Section 504, and English Learner (EL) students with disabilities who may have certain characteristics and access needs that require accessibility supports on statewide assessments must document those supports in their IEPs/504 Plans. The IEPs/504 Plans are stored in the [electronic Comprehensive Student Support System](#) (eCSSS).

Test Coordinators (TCs) and/or school authorized contacts must provide documentation of their students' use of designated supports and state test accommodations either under the "*Present Levels of Educational Performance*" (PLEP), "*Services*," or "*Accommodations and Related Services*" tab of their students' IEPs/504 Plans (refer to **slides 130-131** of the [Webinar: 2023-2024 Accessibility and Accommodations Training \[PowerPoint\] \(Updated January 2, 2024\)](#)).

Designated supports are provided to any student based on their school's testing policies. Test Coordinators (TCs) and/or authorized school contacts must set/record designated supports in the [Test Information Distribution Engine](#) (TIDE) for all students who are assigned designated supports for state testing. In addition, for those students with IEPs/504 Plans, Test Coordinators and/or authorized school contacts must document evidence of designated supports in their students' IEPs/504 Plans (refer to **slides 130-131**) and ensure the documentation represents their students' designated support settings in TIDE.

In accordance with the [IDEA, Sec. 300.160 \(b\)](#), School IEP and Section 504 Teams are instructed to select only those state test accommodations that do not invalidate test scores. If directed by their school Teams, Test Coordinators are to submit state test accommodation verification forms to the Assessment Section (refer to the "*Guidelines for Verifying Accommodations on Statewide Assessments*" below and **slides 138-157**). The Assessment Section will verify state test accommodations based on the IDEA, Sec. 300.160 (b) and documentation in the students' IEPs/504 Plans (refer to **slides 128-129, 130-131**). Upon verification, the state test accommodations will be set/recorded in TIDE by the Assessment Section. Further, Test Coordinators and/or authorized school contacts should follow *established* procedures to ensure the state test accommodations listed under the "Statewide Assessment" tab of their students' IEPs/504 Plans represent their *verified* state test accommodation settings in the TIDE.

Guidelines for Verifying Accommodations on Statewide Assessments

The guidance on and deadlines for submitting the SY 2023-2024 Hawai'i State Test Accommodation Verification Request Form ("Form") for IEP/504 students are as follows:

- School IEP/504 Team meets to review the following resources on accessibility supports before instructing their school Test Coordinator (TC) to submit the Form:
 1. The Universal Tools and Designated Supports that are available for state testing without verification are provided on Table 1 and Table 4 of the [Crosswalk of Accessibility Features Across State Assessments in Hawai'i 2023-2024](#) ("Crosswalk"), respectively;
 2. The range of accommodations that are available for state testing with verification, including the applicability of accommodations to selected section(s) of the tests, are described on Tables 7-9 of the [Crosswalk](#); and
 3. Critical considerations and documented evidence to support the need for state test accommodations are provided in the [State Test Accommodation Guides 2023-2024](#).
- As announced in the [July 14, 2023 DOE memo](#), only American Sign Language (ASL), Braille (includes Audio Transcriptions and Emboss), and Closed Captioning (CC) accommodations will be carried over for use in SY 2023-2024.
- School TCs are to submit the Form by logging in to the Test Information Distribution Engine (TIDE) (<https://www.hitide.org>) and under *Preparing for Testing*, select *Submit Test Administration Forms > Submit a Form > State Test Accommodations Verification Request*. If applicable, be sure to indicate either the embedded or non-embedded WP option, not both.
- The Form should be submitted one month before the opening of the test window. In all cases, it should be submitted no later than *14* days before interim or summative testing of a student.
- The Assessment Section will review the submitted Form, email its decision to the TC (via TIDE and/or hsa@k12.hi.us), and set/record the student's state test accommodation in TIDE if it is verified. *TCs should ensure that records of verified state test accommodations in eCSSS (IEPs/504 Plans) match those in TIDE; if these records are inconsistent, then TCs will need to follow established procedures to update the eCSSS records.*
- Do not submit a Form for IEP/504 students who will take the HSA-Alternate Assessments.

Additional Resources in the [Accessibility and Accommodations](#) folder on alohahsap.org

- [Hawai'i State Test Accommodation Guides](#)
- [Crosswalk of Accessibility Features Across State Assessments in Hawai'i \(CAF\)](#)
- [Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines 2023-2024 \(UAAG\)](#)
- [Assistive Technology Manual and Braille Resources SY 2023-2024](#)

If there are any questions, please contact Dr. Elaine Lee in the Assessment Section by email at elaine.lee@k12.hi.us or by phone at 808-307-3636.