LEA Guide
2022-23 Health and Physical Education Assessment (HPEA)

Division of Health & Wellness
February 2023

Contents

Health and Physical Education Assessment

Introduction

The District of Columbia's Healthy Schools Act of 2010, DC Official Code § 38-821.01 *et seq.*, requires the Office of the State Superintendent of Education (OSSE) to collect and report student performance on DC Health and Physical Education Standards. To comply with this requirement, **District students are tested annually in grades 5, 8 and high school (high school students take the assessment during the year in which health class is provided) on their health and physical education knowledge.**

This guide outlines basic information about the Health and Physical Education Assessment (HPEA) format and provides next steps for the local education agency (LEA) and schools. If you have any questions regarding this guide or any part of the assessment, please send an email to OSSE.SchoolHealth@dc.gov.

Assessment Prep Checklist

Early March
- ❑ View the *Administering the 2023 Health and Physical Education Assessment Virtual training* to learn about the timeline and process for administering the assessment. The recording will be available on the OSSE HPEA website in early March.

By **March 15, 2023**

- ❑ Share planned **assessment start and end dates** for your LEA using this form.
- ❑ **Review your LEA's designated HPEA Point(s) of Contact (POC) in** Integrated Data Submission (IDS) and update as needed. The IDS user guide can be found here.
- ❑ Designate all high school students who have been enrolled in a health class at any point during the 2022-23 school year in Integrated Data Submission (IDS) *(see High School Rosters, p. 6-7)*.

March 24, 2023

- ❑ Upload **student accommodations plan** to Box *(see Accommodations for Students with Disabilities, p. 10-15).*

March 28, 2023

- ❑ Beginning on this date, LEAs will be able to download students' assessment IDs from Box. Print and distribute test tickets to schools along with the Proctor Script and any other needed materials for the assessment administration.

As you prepare for your LEA's test window:

At least 10 days before your planned HPEA start date:

❑ Ensure that your schools test all computers and networks to ensure that Alchemer, the assessment platform, is not blocked on the school networks.

At least five days before students take the assessment:

❑ Make sure schools send home sexual health exemption letters offering parents/guardians the option to exempt their children from completing questions regarding sexual health (*see Sexual Health Questions, p. 7*).

April 3-June 22, 2023:

❑ Track HPEA completion regularly using the Qlik LEA Stream during your LEA assessment window. Follow up with schools to ensure 100 percent completion rate before the assessment end date (see *Monitoring and Managing Assessment Completion, p. 15*).

Assessment Window

The assessment window will start April 3 and end June 22, 2023.
By March 15, 2023, please provide your planned HPEA administration timeline within the April 3 – June 22 window. LEAs are encouraged to select dates earlier in the window to allow for a makeup period if needed. Use this form to select your start and end dates for the assessment. If your planned dates change, please re-submit your planned dates into this form.

Roles of LEA and School Contacts

The **LEA Health and Physical Education Assessment Point of Contact (HPEA POC)** is responsible for the overall planning and coordination of the assessment for students in grades 5, 8 and high school (high school students who are enrolled in a health class in the 2022-23 school year). The HPEA POC will serve as the liaison between OSSE and schools. This person is responsible for sharing LEA assessment dates, high school health rosters and planned accommodations with OSSE as well as distributing all assessment materials to their schools in preparation for HPEA administration. Be sure to designate the contact for the **HPEA POC** in IDS by March 10.

During the assessment window, the **HPEA POC** is responsible for monitoring progress of the assessment regularly using Qlik LEA stream and following up with schools to ensure 100 percent completion by the end of the assessment window. After the assessment window, the **HPEA POC** will determine how to share HPEA scores with individual schools, teachers, and/or parents.

The **School Health Assessment Proctors** are responsible for preparing the assessment environment within a school, receiving and tracking materials provided by the **HPEA POC** and

reading the scripted administration directions to students on the assessment date. The following individuals may serve as School Health Assessment Proctors:

- Individuals employed by the LEA as teachers;
- LEA and school-level administrators; and
- Other certified educational professionals employed by the LEA.

OSSE and LEA Document Transfer

LEAs will transfer assessment materials to and receive materials from OSSE using the secure upload site, Box. LEA HPEA POCs, Health POCs, Data Managers, Assessment POCs all have access to the Health and Physical Education Assessment folder in Box and will be tasked with managing the materials listed below for the school(s) within the LEA. If an additional user is needed, please contact OSSE.SchoolHealth@dc.gov.

Table 1: Documents and Resources transferred

HPEA items due to OSSE			
What to submit	**Additional Information**	**Where to submit**	**Due date**
Designate an HPEA POC in (IDS)	Each LEA Data Manager should designate an HPEA POC in IDS.	IDS using the using the user guide for reference.	March 10, 2023
Planned Assessment Start and End Dates	Provide your planned HPEA administration timeline within the April 3 – June 22 window. LEAs are encouraged to select dates earlier in the window to allow for a makeup period if needed.	Use this form to report HPEA administration start and end dates.	March 15, 2023
High school LEAs: Identify students enrolled in a health class. *Note: Required only for LEAs serving high school grades.*	Identify high school students who have been enrolled in a health class at any point during the 2022-23 school year in the Integrated Data Submission tool.	Please provide this information in the IDS tool. The IDS User Guide is available here.	March 15, 2023

Planned student accommodations	Provide an Excel file outlining all planned accommodations for students with disabilities with individualized education programs (IEP) or Section 504 Plans. *Note: all accommodations are the responsibility of the LEA.*	Use this template and upload the file to Box. To protect student privacy and confidentiality, please DO NOT email OSSE a list of students with accommodation needs.	March 24, 2022

From OSSE to LEAs

Resource	Information	Location	Timeline
HPEA Virtual Training for LEAs	This optional training provides the assessment timeline, preparation steps and administration process.	The training will be available on the OSSE website in early March 2023. HPEA POCs will be notified when it is posted.	Available in early March 2023
HPEA Test ID Tickets	HPEA Test ID tickets will be made available in Box. Please print and distribute to schools prior to the assessment date.	Access the Box portal here.	Available on March 28, 2023
Sexual Health Exemption Letters	Share these letters with schools and ensure they are sent home to parents/ guardians prior to the assessment administration and tracked for receipt.	Available here in English and five additional languages.	Must be sent home to parents/ guardians at least five days prior to the assessment.

High School Student Rosters

Because high school students take the HPEA only during the year in which they are enrolled in a health education course, OSSE must collect rosters for all high school students enrolled in a health course for the 2022-23 school year in order to create and distribute the Test ID tickets to LEAs.

The LEA HPEA Point of Contact (HPEA POC) should share a roster of all high school students who have been enrolled in a health class at any point during the 2022-23 school year in IDS.

Outline of Planned Student Accommodations

If a student requires accommodations for the HPEA, it is the responsibility of the LEA to plan for and provide the accommodation.

The HPEA Point of Contact may use this template if needed, or an existing template that contains the same information to list its planned accommodations. This is **due March 24, 2023** and must be submitted via Box.

Assessment Format

The online assessment tool, Alchemer, will draw and assign three questions randomly from each of the seven categories below, for a total of 21 assessment questions. Note that the questions in the assessment are all weighted equally.

Assessment Categories: Alcohol, Tobacco, and Other Drugs; Disease Prevention; Human Body Systems; Mental and Emotional Health; Nutrition; Safety Skills; and Physical Education

Sexual Health Questions

The HPEA contains questions on sexual health. These questions will appear in the Safety Skills category for grade 5, in the Disease Prevention and Human Body and Personal Health categories for grade 8 and in the Human Body and Personal Health category for high school students. These questions will not present any content or require any knowledge about sexual health material above each grade level's expected level of knowledge.

Every year, students' guardians are given the opportunity to exempt students from answering sexual health questions. To assist schools in this process, OSSE has created a letter to distribute to guardians. This letter has been translated into Amharic, French, Korean, Spanish, Traditional Chinese and Vietnamese and can be found on the OSSE website here. LEAs should modify the administration dates listed in the letter as needed to reflect the LEA's or school's own administrative timeline, if the dates are within OSSE's administration window of April 3-June 22, 2023.

How to track and monitor sexual health question exemptions:
1. **At least five days before the assessment, teachers** distribute letters to their students' guardians.
2. **Before the assessment, teachers** create a log of students whose guardians have indicated they do not want the student to answer the sexual health questions.
3. **During the assessment, proctors** ensure the system is set up appropriately for students whose parents have signed exemption letters. (See more on p. 15 of this guide.)

Assessment Administration

Prior to the start of the HPEA, LEA HPEA POCs are responsible for printing and distributing the test ID tickets to all schools administering the assessment. Students will login to the assessment platform using the 20-digit code printed on their ID ticket as demonstrated on p. 15 of this guide.

Due to the short nature of this assessment, OSSE anticipates students will need <u>no longer than 30 minutes</u> to answer all questions. However, additional time may be granted to students as needed. As with any assessment, OSSE expects all LEAs to administer this assessment with fidelity to student confidentiality and assessment integrity.

Test Administration Day Timeline

Table 2: Administration Time
Administration time may be planned as follows. School-level HPEA coordinators and proctors ensure the following steps are taken:

Task	Time
1. **Site Preparation:** To avoid problems accessing the assessment on the day of administration, teachers and/or Assessment Proctor(s) should take action the week prior to the assessment to ensure that Alchemer is not blocked on the school's network. The URL that should be tested is: **hpea.dc.gov.** More information is included in the Health Assessment Proctor Guide.	As much time as needed
2. **Student Preparation:** Read instructions to students and answer questions.	5 – 10 minutes
3. **Distribute student test materials:** a. Test URL (write on visible surface at front of the room or print and distribute). b. Assessment ID tickets. c. Any accommodations materials needed.	10 minutes
4. **Administer assessment:** Read the proctor script aloud.	30 minutes recommended (more time as needed)

5. **Close out the assessment by**	5 minutes
a. Collecting the assessment ID tickets.	
b. Visually scanning all students' screens to ensure assessment submission.	

Assessment Materials

Please do *not* allow the use of cellular phones, non-assessment-related personal electronic equipment, instructional aids, reference books, or resources that provide unauthorized assistance during the assessment. Calculators are not necessary.

Stand-alone headphones may be used by students as noise buffers to minimize distractions or filter external noise. Health Assessment Proctors must ensure the headphones are not plugged into any device.

Make-up Testing

Students who cannot take the assessment on the regular administration date should be offered a make-up date. It may be scheduled any day after the original assessment date, if it falls within the assessment window (April 3-June 22, 2023).

If a student starts the assessment and needs to leave unexpectedly without completing the assessment, or if there are any technical difficulties that log the student out of the assessment, they may be allowed to complete the assessment on a different day. If this occurs, the student should log in with their originally assigned assessment ID. Alchemer will automatically route the student to the last question they answered. Please note: If a student has pressed "submit" on the final page of the assessment, they will not be able to log back into the assessment.

Breaks

If breaks are provided, there should not be conversations among students, and students are not permitted to use electronic devices, play games, or engage in other activities that may violate the validity of the assessment. Individual restroom breaks may be provided at the discretion of the Assessment Proctor.

Accommodations for Students with Disabilities

OSSE supports the use of appropriate accommodations for all District of Columbia students with disabilities and English learners (ELs). As described on the OSSE website, four distinct groups of students must receive accommodations on assessments:

- Students with disabilities who have an individualized education program (IEP);
- Students with disabilities who have a Section 504 Plan;
- Students who are ELs; and
- Students who are ELs and with disabilities who have an IEP or 504 Plan. These students are eligible for both accommodations for students with disabilities and ELs.

If a student requires accommodations for the HPEA, it is the responsibility of the LEA to plan for and provide the accommodation. By March 24, 2023, the LEA Health and Physical Education POC must inform OSSE of its planned accommodations by completing the accommodations template and submitting it to OSSE via Box. For guidance, please refer to the table of available accommodations below, laid out in a similar format to those listed on the Special Education Data System (SEDS) crosswalk.

If the student requires a unique/non-standard accommodation that is not listed below and does not change the construct being measured by the test, the LEA may contact OSSE's Division of Health and Wellness to seek approval.

Table 3: Accommodations for Students with Disabilities
All accommodations are the responsibility of the LEA.

SEDS Statewide Testing Accommodations	Description of HPEA Accommodation
Setting Accommodations	
Specialized equipment, furniture, or lighting	Student is provided specialized equipment, furniture, or lighting needed for a successful testing environment (e.g., low lighting, adaptive seat).
Noise buffer or headphones	Student uses headphones or noise buffers to minimize distraction or filter external noise during testing. If headphones are used only as noise buffers, they should not be plugged into the student's device.
Preferential seating	Student is tested in a specialized area or setting (e.g., front of classroom, seat near the door, etc.).
Location with minimal distractions	Student is tested in a location other than their originally scheduled testing classroom.
Individual testing or small group testing	Student is tested in a separate location individually or with a small group of students with matching accommodations/testing needs as appropriate.
Timing and Scheduling Accommodations	
Extended time	Student has until the end of the school day to complete the test administered during the prescribed testing window. It is recommended to test students receiving the extended time

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	accommodation in a separate setting to minimize distractions to other students, and to schedule these students for testing in the morning to allow adequate time for completion of a test unit by the end of the school day. The HPEA may not be administered over several days.
Flexibility in scheduling	Student is tested during a specific time of day based on their individual needs.
Frequent breaks	Students may take breaks as needed. Frequent breaks refer to multiple, planned, short breaks during testing based on a student's specific needs (e.g., fatigues easily, overly anxious, medical breaks, bathroom breaks).
Presentation Accommodations	
Audio amplification	Not applicable.
Magnification	Student uses external magnification or enlargement devices to increase the font or graphic size (e.g., projector, CCTV, eye-glass mounted or hand-held magnifiers, electronic magnification systems, etc.). Students may also magnify the text as desired by holding "Ctrl" while pressing "+".
Large print materials	Large print materials will not be provided. LEAs may permit magnification accommodation or human reader to address student need.
Paper-based materials	Print materials will not be provided.
Clarification/repetition of directions	Test administrator reads aloud, repeats, and/or clarifies the general administration directions only. No test items may be clarified. A student may raise his or her hand and request the directions be repeated.
Directions available in American Sign Language (ASL)	Human signer signs the test directions to a student. The student may also either be tested in a small group or a separate setting based on the student's experiences during classroom assessments.
Student reads assessment aloud to themselves	Student reads aloud the assessment to themselves. Students may use an external device such as a whisper phone. The student must be tested in a separate setting.
Masking tools	Student can utilize masking tools to cover or uncover portions of the test, including passages or answer options, by using a ruler, blank card, removable markers (e.g., small strips of paper to indicate they are eliminating an answer), or similar items.
Markup tools	Student uses various markup tools to assist in reading, recalling and/or emphasizing text, and to flag items for later review. Markup tools can include templates, place markers, masking

	devices, colored overlays, reading guide rulers, blank straight edges or onscreen tools to follow along with each line of text.
Read aloud for non-ELA/literacy assessments	Student uses a human reader or external device to hear the test questions and responses read aloud. Students may also use a human signer as necessary.
ASL presentation of Non-ELA/literacy Assessments	Test administrators may sign the content to students using ASL, Signing Exact English, or personalized signs.
Closed captioning of multimedia	Not applicable.
Braille edition	Not available. Student may use a human reader or external device to hear the test questions and responses read aloud.
Screen reader technology	Student may use a human reader or external device to hear the test questions and responses read aloud.
Tactile graphics	Not applicable.
Redirect student to test.	The test administrator redirects the student's attention to the test without coaching or assisting the student in any way. There is no limit to the number of times a test administrator can redirect a student back to the test. Examples: providing reminders to stay on task and focused during the assessments; providing a visual cue to the student to remain on task.
Color contrast	Student uses an alternate onscreen background and/or font color based on need. If color contrast is unavailable, a student may use a human reader or external device to hear the test questions and responses read aloud.
Response Accommodations	
Braille writer or note-taker device	A student who is blind or has a visual impairment may use a human scribe to take notes.
Non-standard calculation device on calculator sections	Not applicable.
Calculation device on non-calculator sections	Not applicable.
Human scribe, speech-to-text, human signer, or external assistive technology for selected responses on non-	A scribe may record student responses for all or part of the test.

ELA/Literacy assessments	
Word prediction external device	Not applicable (assessment is multiple choice).
Answers recorded in assessment book (paper-based materials)	Not applicable.
English Learner Accommodations	
Extended time	Student has until the end of the school day to complete the test administered during the prescribed testing window. It is recommended to test students receiving the extended time accommodation in a separate setting to minimize distractions to other students, and to schedule these students for testing in the morning to allow adequate time for completion of a test unit by the end of the school day. The HPEA may not be administered over several days.
General administration directions clarified in the student's native language (by Test Administrator)	Test administrator clarifies general administration instructions only. No part of the test may be clarified or translated. Test administrators providing this accommodation should be literate and fluent in English, as well as in the student's native language. If this is not possible, then the test administrator may be assisted by a translator who speaks the language of the student. Students should be given ample time to process directions and ask clarifying questions about the directions. Students must be tested in a separate setting with other students needing the same accommodation to minimize distractions.
General administration directions read aloud and repeated as needed in student's native language (by Test Administrator)	Test administrator reads aloud and/or repeats the general administration directions only. No passages or test items may be clarified. Test administrators providing this accommodation should be literate and fluent in English, as well as the student's native language. Students should be given ample time to process directions and ask clarifying questions. Students must be tested in a separate setting with other students needing the same accommodation to minimize distractions.
Scribe or speech-to-text: responses dictated in English	Not applicable
Word-to-word dictionary	Student uses a published bilingual, word-to-word dictionary that does not include definitions, phrases, sentences or pictures. The student should be familiar with the dictionary they will use on the test. Students should be given ample time to complete the test using this accommodation. If no printed word-to-word dictionary

	can be found for a specific language, an electronic translator may be used. The device may not connect to the internet or store information; therefore, web-based translators are not allowed.
Paper-based edition in Spanish *for students with disabilities only	Not available.
Large print edition in Spanish *for students with disabilities only	Not available.
Human reader or text-to-speech in Spanish	Test administrators may do the following: (1) Translate the text; (2) simplify test instructions; (3) translate words on demand; (4) provide synonyms or definitions (Students may use their version of a dictionary if needed, such as word lists and communication symbols. The dictionary is to be familiar to the student and have been used ruing instruction); and (5) accept responses in either English or the student's native language

Monitoring and Managing Assessment Completion

During the assessment window, the **LEA HPEA POC** is tasked with monitoring completion rates for the school(s) within the LEA to ensure 100 percent assessment completion. Completion rates are updated daily and can be monitored in Qlik LEA Stream. See instructions below:

Student-level Participation

SY2122 Completion Status

Review student-level scores on HPEA, by topic area.

SY2122 Complete Percentage **64.27%** 10,774 Student Count
SY2122 Partial Percentage **1.49%** 249 Student Count
SY2122 Not Started Percenta... **34.25%** 5,741 Student Count

Student Information

Student Grade	Status	Alcohol, Tobacco, & Other Drugs %	Disease Prevention %	Mental Health %	Human Body, Personal Health %	Nutrition %	Physical Education %	Safety Skills %	Total Score %
05	Complete	67	67	67	100	33	67	67	67
05	Complete	100	100	33	67	33	67	33	62
05	Complete	67	100	100	100	67	67	100	86
05	Complete	100	100	100	100	67	67	100	90
05	Complete	0	33	0	0	67	33	33	24
05	Complete	0	67	33	33	0	0	67	29

Results Summary

Filter by school year, school and grade

Legend: Alcohol, Tobacco, & Drugs · Disease Prevention · Mental Health · Nutrition · Human Body, Personal Health · Physical Education · Safety Skills · Total Score

SY2021-22 Results

View and filter by test category

	Alcohol, Tobacco, & Other Drugs	Disease Prevention	Human Body, Personal Health	Mental Health	Nutrition	Physical Education	Safety Skills	Total Score
School A	60.55%	37.42%	61.09%	64.72%	52.38%	57.54%	61.06%	56.32%
School B	48.82%	58.49%	67.23%	62.60%	46.72%	50.82%	61.57%	56.49%
School C	47.66%	30.01%	43.89%	55.77%	42.43%	46.29%	45.77%	44.49%
School D	48.39%	48.42%	47.60%	53.20%	56.32%	51.61%	33.67%	48.50%

To monitor completion rates, follow these steps:

1. Login to Qlik LEA Stream and open the Health and Physical Education Assessment Tool.
2. Open the *Completion and Participation Summary* sheet.
3. Filter by school or by grade to review completion at a more granular level. Remove any filters from the filters menu if you want to see participation rates for the entire LEA. Through the assessment window, work with schools to bring "complete" exams as close to 100 percent as possible.
   a. **Complete Exams**: The percentage of eligible students who have completed the assessment. This denotes that a student has logged into Alchemer, answered all questions and clicked "Submit" to complete the assessment.
   b. **Partial Exams**: The percentage of eligible students who have partially finished the assessment. This denotes that a student has logged into Alchemer, answered

at least one set of questions, but has not clicked the Submit button to close the assessment.

   c. **Not Started Exams**: The percentage of students who have not logged into Alchemer and have therefore not started the exam.

4. To view a student-level completion report, navigate to the *Student-Level Participation* sheet and apply filters as needed to determine which students have not taken the assessment.

Test Platform

1. Enter the student's assessment ID to login **(A).** Select the checkbox at the bottom of the page **(B)** to denote whetherthe student's parent has exempted the student from sexual health questions. Once this is verified by the Assessment Administrator, the student can click the "Next" button **(C)**. A student will not be able to change the status of their exemption after the "Next" button is clicked.
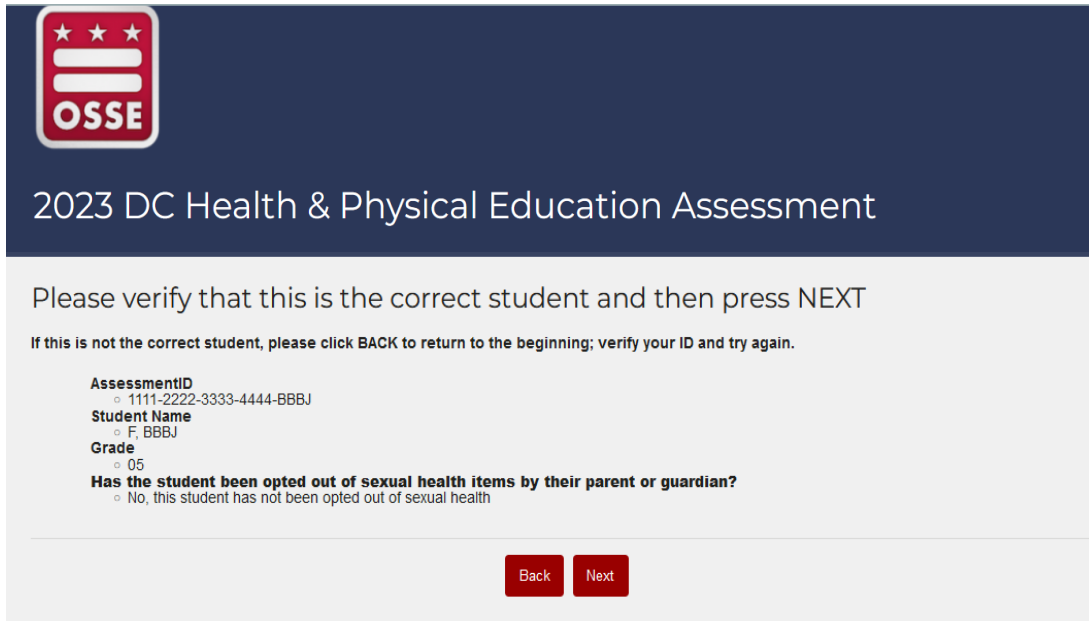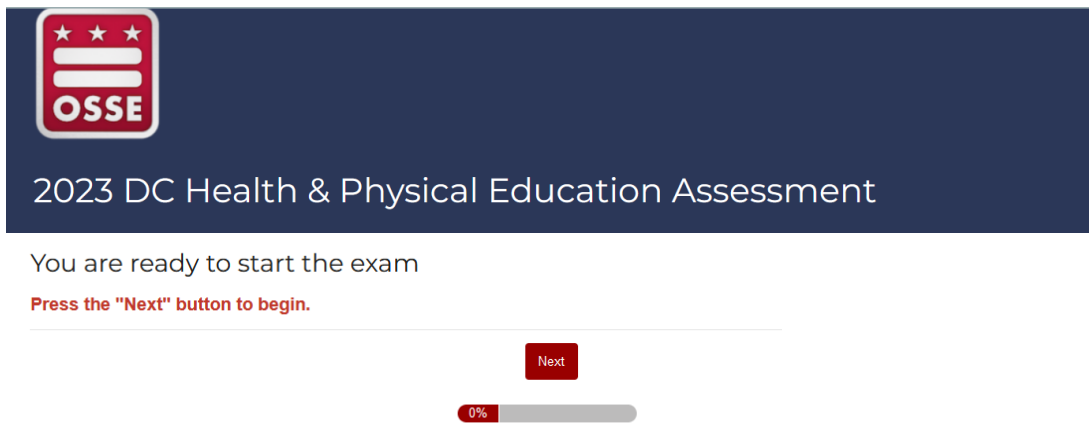
2. Review and confirm all student information before clicking "Next."

3. Click "Next" to begin the exam.

4. The student begins the multiple-choice assessment. The "Back" and "Next" button can be used to move ahead and backward.

5. After completing all questions and reviewing their answers as needed using the "Next" and "Back" buttons, the student will see a page indicating the conclusion of the assessment. *Please note*: Due to the randomized algorithm, the percentage bar will not fully reach 100 percent before the student is prompted to submit. All questions must be completed for the student to be able to submit the assessment. The student must click "Submit" on this page to enter their answers.
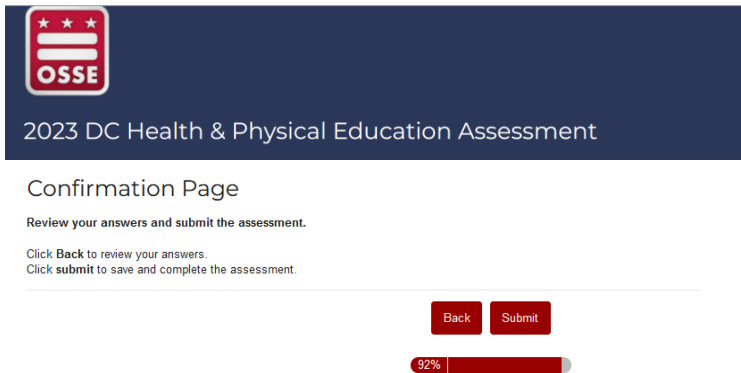
6. After clicking "Submit," the assessment will be completed. The student will not be allowed to log back in to review or change answers.
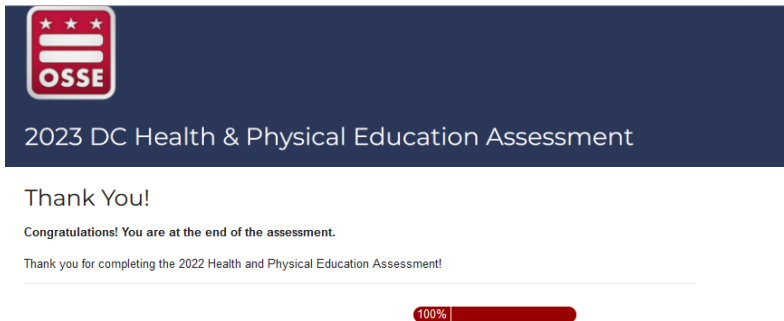
Technical Assistance

Systems Support OSSE.CallCenter@dc.gov or (202) 719-6500	Programmatic Support OSSE.SchoolHealth@dc.gov	Data Support: OSSE Data Liaisons
Q: "I'm not able to access the Alchemer assessment on my school's computers."	**Q:** "I have questions about accommodations for the assessment."	**Q:** "I am having trouble uploading through Integrated

		Data Submission (IDS)."
Q: "I need assistance uploading documents through Box."	**Q:** "I need guidance regarding the timeline of the assessment."	
Q: "I need help navigating my LEA's data in Qlik."		

Systems support will be provided through the OSSE Call Center via email at OSSE.CallCenter@dc.gov or telephone at (202) 719-6500. Programmatic support should be directed to OSSE.SchoolHealth@dc.gov. Data Support can be accessed through OSSE data liaisons, and each LEA has their own data liaison assigned to them, which can be located here.