Student Name: Jane Doe
School: Aloha Elementary School
Complex Area: Ewa
Test Date: 2015–2016

The student's name may have been truncated due to space limitations.

FAMILY Report

Science
Alternate Assessment Results

Dear Doe Family:

The Hawai'i Department of Education is pleased to send you this report about Jane's performance on the Hawai'i State Alternate Assessment in Science. The Science Alternate Assessment is designed to test students on the Hawai'i Content and Performance Standards, Third Edition (HCPS III). The standards describe what students should know and be able to do in science, based on alternate achievement standards. For students who are eligible to take the alternate assessments, the achievement standards required to be considered proficient differ from the achievement standards set for the general assessments. This difference is a feature of an alternate assessment, as allowed by Federal policy.

Students take this assessment one time during the school year. This report shows Jane's performance on the assessment and counts as her official score for the subject.

In addition to showing how well Jane did on the assessment, this report compares her scores with those of other students in her complex area and the state. Please note, however, for the purposes of confidentiality and privacy, no comparisons will be made when fewer than 10 students in a complex area completed this assessment. On the bottom of page 2, the report explains the different areas of the Science Alternate Assessment, describes Jane's proficiency level, and suggests how you may help her to further her knowledge and skills.

For additional information, I encourage you to talk to Jane's teacher about this report, what it means, and how you can help.

Very truly yours,

Kathryn S. Matayoshi
Superintendent of Education

What is in this report?

- Jane's Science score
- The areas that make up the Science Alternate Assessment
- How you can help Jane improve her science skills
- FAQs and additional resources

For more information about this assessment, go to
www.alohahsap.org

Grade 4
2015–2016

Hawai'i Department of Education

Photograph: Native Red Hibiscus
Selvin Chin-Chance

Jane's Science Score

289

Approaches Proficiency

State Average: 278

Your Complex Area: 190

Jane's Score: 289

Exceeds Proficiency - Students are able to identify a conclusion based on a series of observations. They can describe the effects of technology, advantages of simple machines, the effects of gravity, and the properties of objects in the solar system.

Meets Proficiency - Students are able to recognize when an experiment is needed to answer a question. They can identify parts of living things, parts of ecosystems, parts of circuits, objects in the solar system, and gravity as a force.

Approaches Proficiency - Students are able to identify living and nonliving things. They can identify processes that change land, the sun as a source of energy, and the organisms in a food chain.

Well Below Proficiency - Students can participate in an experiment and make simple observations. They can observe the use of tools and safety devices. They may require actual objects (e.g., ice, measuring cups) for support in science class.

Go to www.alohahsap.org to see a complete listing of knowledge and skills for each level.

How does Jane's score compare?

Jane's Science score is 289. This score is higher than the average score of fourth graders in her complex area and higher than that of fourth graders statewide for this test.

A student's test score can vary if the test is taken several times. If your child were tested again, it is likely that Jane would receive a score between 281 and 297.

Science Areas Being Assessed in Grade 4

The Scientific Process

The Scientific Process skill set is based on understanding the nature of science and investigation. Tested skills include identifying questions that can be answered with an experiment (e.g., "What makes plants grow taller?"), answering questions about experiments (e.g., questions about the setup, instruments used, conclusion), making observations and inferences, identifying different types of technology (e.g., solar panels, wind turbines, hydroelectric dams) and identifying the effects of technology (e.g. helps people communicate, saves resources).

Life and Environmental Sciences

Life and Environmental Science skills are based on an understanding of biology and ecology. Tested skills include identifying producers and consumers and their relationships in a food chain or web, identifying the structures and behaviors of organisms for survival (e.g., wings for flying away, migration), describing how plants need animals (e.g., pollination), identifying the differences between plant and animal cells, and identifying the needs of organisms for survival.

Physical, Earth, and Space Sciences

Physical, Earth, and Space Science skills are based on an understanding of objects on Earth and in space. Tested skills include making observations of reactions (e.g., vinegar and baking soda), identifying parts of a circuit and forms of energy (e.g., light energy), identifying gravity, identifying simple machines (e.g., ramp, lever), identifying processes that reshape land (e.g., earthquakes), identifying parts of the water cycle, identifying parts of the solar system, describing the motion of Earth, and describing earth materials.

Performance Level

Jane scored in the Approaches Proficiency range. Students who score in this range should be able to:

- Identify tools and technology (e.g., ruler, computer).
- Identify living and non-living things in a habitat (e.g., plants, bees, rocks, water).
- Observe common reactions (e.g., baking soda mixed with vinegar make bubbles).
- Identify earth materials and land forms (e.g., mountains, soil).
- Recognize Earth, sun, and moon in a model.

Next Steps

Based on Jane's Performance This Year

Point out forms of technology (e.g., computers, telephones). Visit a park and identify living things (e.g., plants, animals) and non-living things (e.g., dirt, rocks). Cook or bake together and talk about how combining the ingredients makes something different. Page through travel or nature magazines and look at pictures of different places; talk about the different types of landforms in each place (e.g., mountains, sand dunes, volcanoes). Look at diagrams or pictures of the solar system and point out where we live. Ask your child's teacher about other ways you can continue your child's learning at home.

Additional Resources

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A: You can visit the Hawai‘i State Alternate Assessments Portal (www.alohahsap.org) to find more information about the assessments and FAQs. You can also discuss this report with your child’s teacher or contact your child’s school for more information.

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Q: How does the Hawai‘i State Alternate Assessment in Science benefit my child?

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Student Name: Jane Doe
School: Aloha Elementary School
Complex Area: Ewa
Test Date: 2015–2016

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Science
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Grade 4
2015–2016

Hawai'i Department of Education

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Next Steps

Based on Jane's Performance This Year

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Test Date: 2015–2016

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Grade 11
2015–2016

Hawai'i Department of Education

Photograph: Native Red Hibiscus
Selvin Chin-Chance

Jane's Science Score

285

Approaches Proficiency

State Average: 276

Your Complex Area: 250

Jane's Score: 285

Exceeds Proficiency - Students are able to develop a hypothesis, identify reliable scientific resources, and revise investigations. They can compare the reactants and products of respiration and photosynthesis. They can describe the causes of evolution.

Meets Proficiency - Students are able to set up and identify the dependent variable in an experiment. They can describe the risks and benefits of technology. They can describe the cause and effect of changing populations within a food web.

Approaches Proficiency - Students are able to identify safety procedures and equipment and can participate in an experiment. They can identify processes of photosynthesis and respiration. They can compare organisms to their ancestors and identify DNA.

Well Below Proficiency - Students can respond to basic questions about a scientific topic and pay attention during a scientific investigation. They can recognize familiar structures of plants and animals.

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How does Jane's score compare?

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A student's test score can vary if the test is taken several times. If your child were tested again, it is likely that Jane would receive a score between 277 and 293.

Science Areas Being Assessed in Grade 11

The Scientific Process
The Scientific Process skill set is based on understanding the nature of science and investigation. Tested skills include developing a hypothesis, participating in an experiment, choosing the tools for an experiment, identifying safety tools and procedures (e.g. using goggles and gloves), making conclusions following an experiment and defending them, describing ethics in science, describing the risks and benefits of technological advances (e.g., cost, safety, and environmental impact).

Organisms and the Environment
Organisms and the Environment skills are based on an understanding of the relationships between organisms and their ecosystem. Tested skills include describing natural processes (e.g., water cycle, carbon cycle), describing how matter and energy move through an ecosystem (e.g., water cycle, respiration, food webs), and identifying the effect of a change in the environment on a population (e.g. more water pollution makes a fish population go down).

Structure and Function in Organisms
Structure and Function in Organisms skills are based on an understanding of the parts of organisms and how those parts are used by the organism. Tested skills include describing cells and their parts (e.g., muscle cells, mitochondria), describing how organisms react to stimuli (e.g., shivering, sweating), describing macromolecules (e.g. amino acids make proteins), and classifying organisms (e.g., roses are plants, birds are animals).the motion of Earth, and describing earth materials.

Diversity, Genetics, and Evolution
Diversity, Genetics, and Evolution skills are based on an understanding of how organisms became diverse over time. Tested skills include describing the evolution of organisms over time, explaining the theory of natural selection, describing DNA (e.g., structure, location in the cell, function), using Mendel's laws of heredity to identify dominant or recessive traits, and identifying or describing mutations.

Performance Level

Jane scored in the Approaches Proficiency range. Students who score in this range should be able to:

- Identify safety equipment (e.g., goggles, gloves).
- Describe how matter and energy move through ecosystems (e.g., food webs, carbon cycle).
- Identify the living and non-living components of ecosystems (e.g., plant life, temperature).
- Match organs to organ systems (e.g., stomach to digestive).
- Identify reaction to stimuli (e.g., shivering when cold).
- Identify traits that help survival (e.g., camouflage helps an insect hide).

Next Steps

Based on Jane's Performance This Year

Help your child to use safety equipment (e.g., goggles or oven mitts) to do tasks around the home. Point out the location of first aid kits, fire extinguishers, and smoke alarms in the home. Explore a forest or park and identify animals that eat plants and/or other animals. Describe the habitat of each plant and animal you see, and talk about the things animals do to survive (e.g., migrate, hunt, climb trees, swim). Play a game to match organs of the body with their corresponding organ systems (e.g., the brain with the nervous system). Ask your child's teacher about other ways you can continue your child's learning at home.

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Grade 11
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Hawai'i Department of Education

Photograph: Native Red Hibiscus
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Performance Level

Jane scored in the Approaches Proficiency range. Students who score in this range should be able to:

- Identify safety equipment (e.g., goggles, gloves).
- Describe how matter and energy move through ecosystems (e.g., food webs, carbon cycle).
- Identify the living and non-living components of ecosystems (e.g., plant life, temperature).
- Match organs to organ systems (e.g., stomach to digestive).
- Identify reaction to stimuli (e.g., shivering when cold).
- Identify traits that help survival (e.g., camouflage helps an insect hide).

Next Steps

Based on Jane's Performance This Year

Help your child to use safety equipment (e.g., goggles or oven mitts) to do tasks around the home. Point out the location of first aid kits, fire extinguishers, and smoke alarms in the home. Explore a forest or park and identify animals that eat plants and/or other animals. Describe the habitat of each plant and animal you see, and talk about the things animals do to survive (e.g., migrate, hunt, climb trees, swim). Play a game to match organs of the body with their corresponding organ systems (e.g., the brain with the nervous system). Ask your child's teacher about other ways you can continue your child's learning at home.

Additional Resources

Q: Where can I get more information about the Hawai‘i State Alternate Assessments in Science?

A: You can visit the Hawai‘i State Alternate Assessments Portal (www.alohahsap.org) to find more information about the assessments and FAQs. You can also discuss this report with your child’s teacher or contact your child’s school for more information.

Q: Where can I obtain more information about students with disabilities and alternate assessments?

A: You can visit the following Web sites for more information:

- National Alternate Assessment Center: www.naacpartners.org
- National Center on Educational Outcomes: www.cehd.umn.edu/NCEO/TopicAreas/AlternateAssessments/altAssessTopic.htm
- U.S. Department of Education: www2.ed.gov/parents/needs/speced/learning/index.html

Q: What are the Hawai‘i Content and Performance Standards, Third Edition (HCPS III) extensions?

A: The Hawai‘i Content and Performance Standards, Third Edition (HCPS III) extensions were designed to provide entry points to the Hawai‘i State Alternate Assessment for students with significant cognitive disabilities. The extensions are organized by grade band. To learn more about the extensions, please visit www.alohahsap.org/HSA_Alt/resourcesGeneral.html.

To see sample questions from the Alternate Assessment, go to

www.alohahsap.org/HSA_Alt/students.html

and click on “Training Tasks”

Frequently Asked Questions

Q: What is the Hawai‘i State Alternate Assessment in Science?

A: The Hawai‘i State Alternate Assessment in Science is an annual test that measures student achievement in meeting Hawai‘i’s Content and Performance Standards, Third Edition (HCPS III) through the content extensions. The test is designed for students with significant cognitive disabilities who cannot meaningfully participate in the general assessment, even with accommodations. State or federal laws require yearly testing of students in certain grades in science. The laws require that the assessments provide clear information on how well your child is meeting these standards.

Q: How is my child assessed?

A: The Hawai‘i State Alternate Assessment in Science is a computer adaptive assessment consisting of a series of performance content blocks, which are arranged by level of difficulty. The content blocks are linked to the state academic content standards through the Hawai‘i State Alternate Assessment extensions. The extensions are general statements of what students should know and be able to do when they complete each grade. Students respond to test items in a one-on-one testing situation using their usual method of communication (e.g., oral response, a response card, eye gaze, pointing, sign language, augmentative communication device).

Q: How are my child’s scores reported and what do they mean?

A: Your child’s performance is reported as a total score and associated performance level. Four performance levels have been established for the Hawai‘i State Alternate Assessments: Well Below Proficiency, Approaches Proficiency, Meets Proficiency, and Exceeds Proficiency. These performance levels indicate how often and accurately your child demonstrates the knowledge and skills being tested. The Hawai‘i State Alternate Assessment proficiency levels for each subject are based on Alternate Performance Standards. These standards, or cut scores, differ from the performance standards used to set proficiency levels for each Hawaii Common Core or Hawai‘i State Assessment (HSA) subject.

Q: How does the Hawai‘i State Alternate Assessment in Science benefit my child?

A: The assessment can help identify whether your child needs extra support and practice in science. Teachers and families can then work together to ensure that your child gets the help he or she needs.

This space is reserved for notes.