

Hawai'i State Alternate Assessments Family Report Interpretive Guide



Understanding Your Child's 2015–2016 Score Report

What Is the Purpose of the HSA-Alt Assessments?

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The Hawai'i State Alternate Assessments (HSA-Alt) are designed to measure the performance of students with significant cognitive disabilities on the Hawai'i Common Core extensions in Reading and Mathematics and the Hawai'i Content and Performance Standards, Third Edition (HCPS III) extensions in Science.

In the spring of school year 2015–2016, Reading and Mathematics assessments were administered in grades 3–8 and 11, and a Science assessment was administered in grades 4, 8, and 11. Students received one combined report for the Reading and Mathematics assessments. Students who took the Science assessment received an additional, separate report.

The alternate assessments can help identify whether students need extra instruction or practice in reading, mathematics, or science. This guide will help you better understand your child's report.

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Disclaimer: The data in the sample Family Report are for display purposes only and do not represent actual results. The student's name on the sample report is fictitious, and any similarity to an actual student name is purely coincidental.

Cover Letter

The first page of your child's family report includes an important letter from the Superintendent of the Hawai'i State Department of Education summarizing the contents of the report and encouraging you to be an active participant in your child's education.

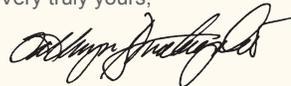
Dear Doe Family:

The Hawai'i Department of Education is pleased to send you this report about Jane's performance on the Hawai'i State Alternate Assessments in Reading and Mathematics. The Reading and Mathematics Alternate Assessments are designed to measure students' achievement of the Hawai'i Common Core. The Hawai'i Common Core describe what students should know and be able to do in reading and mathematics, 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 each assessment one time during the school year. This report shows Jane's performance on the assessment for each subject and counts as her official score. In addition to showing how well Jane did on the assessments, 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 these assessments. On the bottom of pages 2 and 3, the report explains the different areas of the Reading and Mathematics Alternate Assessments, describes Jane's overall 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



Jane's Reading Score

280

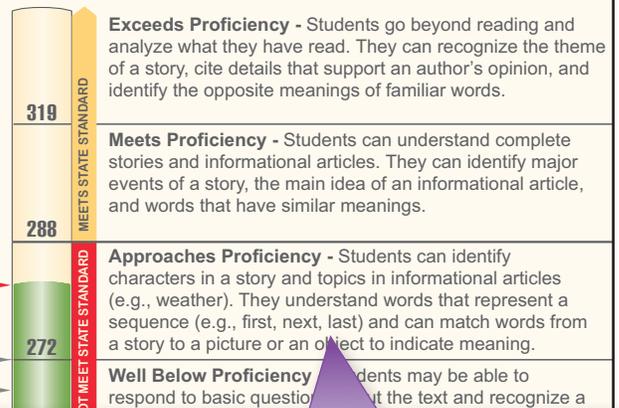
Approaches Proficiency

How does Jane's score compare?
Jane's Reading score is 280. This score is higher than the average score of third

State Average: 272

Your Complex Area: 262

Jane's Score: 280



Your Child's Score

On the second or third page of the report, you will see your child's overall score and performance level. Results for reading and mathematics assessments were reported in a combined family report. If your child was eligible for the science assessment, his or her performance is reported in a separate family report.

Performance Levels

If your child's score is in the Exceeds Proficiency or Meets Proficiency range in a subject, then your child has met the Hawai'i Common Core Standards for that subject, based on the alternate academic achievement standards. If your child's score is in the Approaches Proficiency or Well Below Proficiency range, then your child has not met the standards for that subject.

FAMILY Report

Jane's Reading Score

280
Approaches Proficiency

How does Jane's score compare?

Jane's Reading score is 280. This score is higher than the average score of third graders in her complex area and higher than that of third graders statewide for this test.

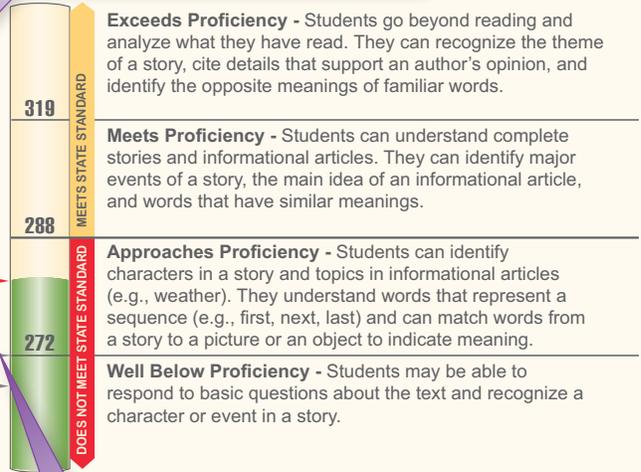
A student's test score can vary if the test is taken several times. If your child were tested again, it is likely that Jane would receive a score between 275 and 285.

Comparison Scores

Your child's score is compared with the average score of students who took the alternate assessment in the state of Hawai'i. For purposes of confidentiality and privacy, the average score for the complex area will not be displayed if fewer than 10 students within the complex area completed the assessment.

State Average: 275
Your Complex Area: 262

Jane's Score: 280



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

Reading Areas Being Assessed in Grades 3-5

Performance Level

Literature

Literature skills are based on the understanding of short stories and poems. Skills that are tested include identifying specific details, identifying important events, and identifying contrasting details that suggest feelings, and identifying similar stories or poems.

Your Child's Likely Range

This text explains the range in which your child might score if he or she retook the assessment.

Cut Scores

Three cut scores were determined for each subject assessed. The displayed values indicate the minimum score a student must achieve to place in the Approaches Proficiency, Meets Proficiency, or Exceeds Proficiency categories.

- Match a word with a picture or object to explain its meaning (e.g., Which object is big?).

Informational Text

Informational Text skills are based on the understanding of nonfiction writing and essays (e.g., biographies, letters, newspaper articles, recipes, menus). Skills that are tested include answering literal and inferential questions (e.g., what ingredients do you need to make a salad), identifying the topic or main idea and locating details to support it, making connections with similar words or objects to determine word meaning, and comparing and contrasting how two texts are structured (e.g. when does lunch begin on both schedules).

Language

Language skills are based on the understanding of written and spoken English. Skills that are tested include identifying the meaning of familiar words and phrases, identifying synonyms or antonyms of familiar words (e.g., which word means the same as "end"), making connections between words and their real-life use (e.g., which object can be used to write something), using words to indicate time or transition (e.g., which word can be used to show what happened next), and sorting words into categories.

Next Steps

Based on Jane's Performance This Year

Introduce your child to different types of reading materials (e.g., newspapers, books, magazines). When reading together, ask specific questions about facts that can be found in the text ("Which animal is the story about?" "Who was Abraham Lincoln?"). Make lists of stories and articles that you read about a single topic (e.g., baseball, friendship). Play word-sorting games to help your child see relationships among words (e.g., make a bingo game where each column uses words from a different category: color words, words about feelings, names of things, actions, words that show time). Play matching games where your child matches pictures to printed words (e.g., "boy" to a picture of a boy). Ask your child's teacher about other ways you can continue your child's learning at home.

Jane's Mathematics Score

304

Subject Areas Assessed This section describes what areas were tested for each subject administered. Three areas were assessed in reading. Areas assessed in mathematics vary by grade band: five areas were tested in grades 3–5 and 6–8, while three areas were tested in grade 11. Areas assessed in science also vary by grade, with three areas tested at each grade level.

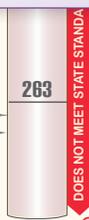
Condensed Performance Level Descriptors

The condensed performance level descriptors provide parents with information on what students at a particular score and level should know and be able to do. Parents can access the complete grade-band and grade-level specific descriptions and expectations using the link below the student barrel chart.

Score: 261

304

Score: 251



recognize when a set of objects has been divided into equal groups. They can recognize patterns. They can recognize whole numbers on a number line.

Well Below Proficient Students are able to connect numerals and number words to quantities of objects and recognize common geometric shapes. They can recognize that a line connects two points.

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

Mathematics Areas Being Assessed in Grades 3–5

Performance Level

Operations and Algebraic Thinking

Operations and Algebraic Thinking skills are based on the student's understanding of patterns and whole number computation. Tested skills include using objects, drawings, mental math (e.g., doing simple addition in your head), and/or equations to represent and solve problems; identifying and extending patterns (e.g., determining what letter comes next in pattern ABAB_); and fluently adding, subtracting, multiplying, and dividing whole numbers.

Numbers and Operations in Base Ten

Numbers and Operations in Base Ten skills are based on the student's understanding of place value and multi-digit whole numbers. Tested skills include using place value to represent, round, and compare whole numbers (e.g., 35 equals 3 tens and 5 ones); rounding decimals; and using mental math and place value to add, subtract, multiply, and divide whole numbers and decimals.

Numbers and Operations – Fractions

Numbers and Operations - Fractions skills are based on the student's understanding of fractions. Tested skills include using number lines to represent, compare, and order fractions; creating equivalent (equal) fractions; using benchmark fractions to estimate the sums and differences of fractions; and using visual models to solve problems involving multiplication and division of fractions.

Measurement and Data

Measurement and Data skills are based on the student's understanding of

Jane scored in the **Meets Proficiency** range.

Students who score in this range should be able to:

- Use fact families (e.g., $3 + 2 = 5$; $2 + 3 = 5$; $5 - 3 = 2$; and $5 - 2 = 3$) to add, subtract, multiply, and divide whole numbers.
- Use a number line to represent whole numbers and estimate the location of decimals.
- Round decimals to the nearest whole number.
- Identify a rule used to generate a pattern containing numbers or pictures.

Next Steps

Based on Jane's Performance This Year

Introduce your child to real-world situations where multiplication, division, addition, and subtraction of whole numbers are used to solve problems (e.g., "How many packages of hamburger buns are needed for 16 guests if there are 8 hamburger buns in each package?"). Use a number line to estimate and compare decimals and whole numbers to help your child improve her estimation skills. Create a pattern using common geometric shapes and ask your child to describe and extend the pattern (e.g., "Triangle-triangle-square-triangle-triangle... what comes next?"). Engage your child in a pattern game where he creates a pattern and asks you to describe and/or extend it. Ask your child's teacher about other ways you can continue your child's learning at home.

Next Steps

The Next Steps recommendations are based on your child's overall subject performance level. This section provides information on activities you can do with your child to build on strengths and alleviate weaknesses in the subjects assessed.

Science Alternate Assessment Results

Students in grades 4, 8, and 11 who took the Science assessment received an additional, separate report. This report follows the same format as the report for Reading and Mathematics.

FAMILY Report

Jane's Science Score

289
Approaches Proficiency

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.

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.

Science Areas Being Assessed in Grade 4

Performance Level

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.

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.

Glossary of Terms/Definitions

Cut Scores: Selected points on the score scale of the HSA-Alt assessments which are used to classify student performance into one of four performance levels.

Performance Level: Performance levels represent levels of mastery with respect to either the Common Core State Standards (CCSS) or the Hawai'i Content and Performance Standards, Third Edition (HCPS III) for an HSA-Alt assessment.

Performance Level Descriptors: These descriptors are a summary of what students within each performance level are expected to know and be able to do.

Scale Scores: Scale scores are statistically converted scores using the number of items students answer correctly and the difficulty of the items presented. Scale scores can be compared over multiple test administrations.

Standards: Grade-band (reading and mathematics) or grade-level specific (science) content that is assessed for accountability purposes.

Subject Area: A subset of content knowledge and skills within a subject.

Additional Resources

HSA–Alt Information and Parent Resources

http://alohahsap.org/HSA_ALT/resources/