

Student Name: Jennifer Doe
School: Aloha Elementary School
Complex Area: Ewa
Test Year: 2016–2017

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



Hawai'i



Dear Doe Family:

The Hawai'i State Department of Education is pleased to send you this report about Jennifer's performance on the Hawai'i State Alternate Assessments in English Language Arts (ELA)/Literacy and Mathematics. The ELA/Literacy and Mathematics Alternate Assessments are designed to measure students' achievement of the Hawai'i Common Core. The Hawai'i Common Core describes what students should know and be able to do in ELA/Literacy 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 Jennifer's performance on the assessment for each subject and counts as her official score. In addition to showing how well Jennifer did on the assessments, this report compares her scores with those of other students in her complex area and the state, on the same assessments. Please note, however, for the purposes of confidentiality and privacy, no comparisons will be made when fewer than 10 students in a complex area have completed these assessments. On the bottom of pages 2 and 3, the report explains the different areas of the ELA/Literacy and Mathematics Alternate Assessments, describes Jennifer'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 Jennifer's teacher about this report, what it means, and how you can help.

Very truly yours,

Kathryn S. Matayoshi
Superintendent of Education

ELA/Literacy & Mathematics Alternate Assessment Results

What is in this report?

- Jennifer's ELA/Literacy and Mathematics scores
- The areas that make up the ELA/Literacy and Mathematics Alternate Assessments
- How you can help Jennifer improve her ELA/literacy and mathematics skills
- FAQs and additional resources

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



Grade

3

2016–2017



Hawai'i
Department of Education



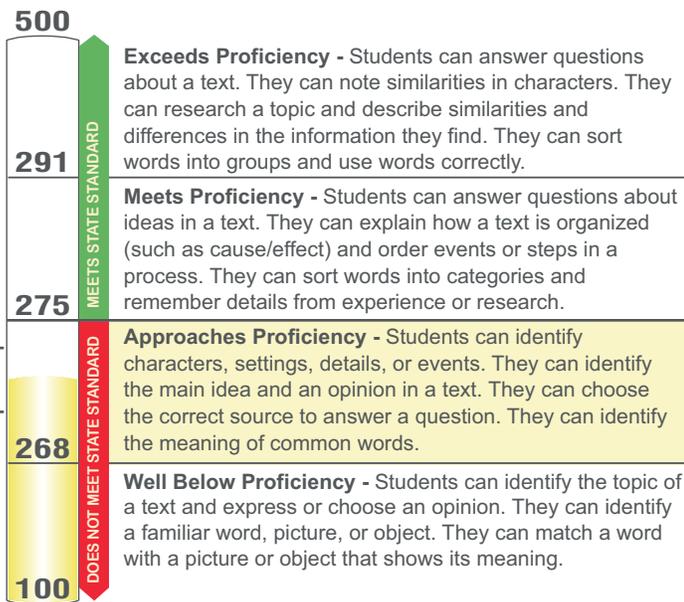
Jennifer's ELA/Literacy Score

272
Approaches Proficiency

Jennifer's ELA/Literacy score is 272. This score is higher than the average score of third graders in her complex area, and similar to that of third graders statewide for this test.

I A student's test score can vary if the test is taken several times. If your child were tested again, it is likely that Jennifer would receive a score between 267 and 277.

Jennifer's Score: 272



How does this compare?

	Average Score
State Average	272
Complex Area Average	262

ELA/Literacy Areas Being Assessed in Grade 3

Literature

Literature skills are based on understanding fictional texts such as fables, folktales, stories, poems, plays, and myths. Skills that are tested include: answering questions about ideas clearly stated in a text; identifying events, details, characters, or settings in a text; matching a word with a picture or object to show its meaning; and finding similar characters in more than one story.

Informational Text

Informational Text skills are based on understanding non-fiction texts such as biographies, articles, and recipes. Skills that are tested include: answering questions about information directly stated in a text; finding the topic and main idea; ordering events or steps in a process; matching a word with a picture or object to show its meaning; explaining how a text is organized; choosing a reliable source to answer a question; and finding more than one piece of information about the same topic.

Language

Language skills are based on understanding written and spoken English. Skills that are tested include: explaining the meaning of common words and phrases, including those with more than one meaning; sorting words into categories; and using the right words to show the order of events or a change in time.

Writing

Writing skills are based on understanding written English and how it is used to express ideas. Skills that are tested include: stating or choosing an opinion; finding an opinion stated in a text; pointing out a word that shows a conclusion; identifying or describing the purpose of common structures in a text (like a table of contents or a picture); developing a topic by adding facts, definitions, and details; and remembering a detail from experiences or research.

Performance Level

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

- Match characters, settings, details, or events to a picture.
- Match a word to a picture/object that shows its meaning.
- Recognize a main idea that is stated directly.
- Identify an event or step in a process.
- Identify the topic of a text.
- Express or choose an opinion.
- Identify common text structures (like titles or headings).
- Match details to a topic.

Next Steps

Based on Jennifer's Performance This Year

Introduce your child to different types of reading materials (such as newspapers, books, and magazines). As you read together, ask specific questions about information in the text (such as "Who was Abraham Lincoln?" or "What is the author's opinion of horses?"). Help your child keep a list of books and materials about one topic (like baseball or friendship) and point out that information about a single topic can be found in more than one source. Play word games to help your child figure out the meaning of simple words or phrases (like arranging a set of objects and giving a description of each one, such as "Which object is used to tell time?"). Play matching games where your child matches pictures to printed words (such as the word "boy" to a picture of a boy). Ask your child's teacher about other ways you can continue your child's learning at home.

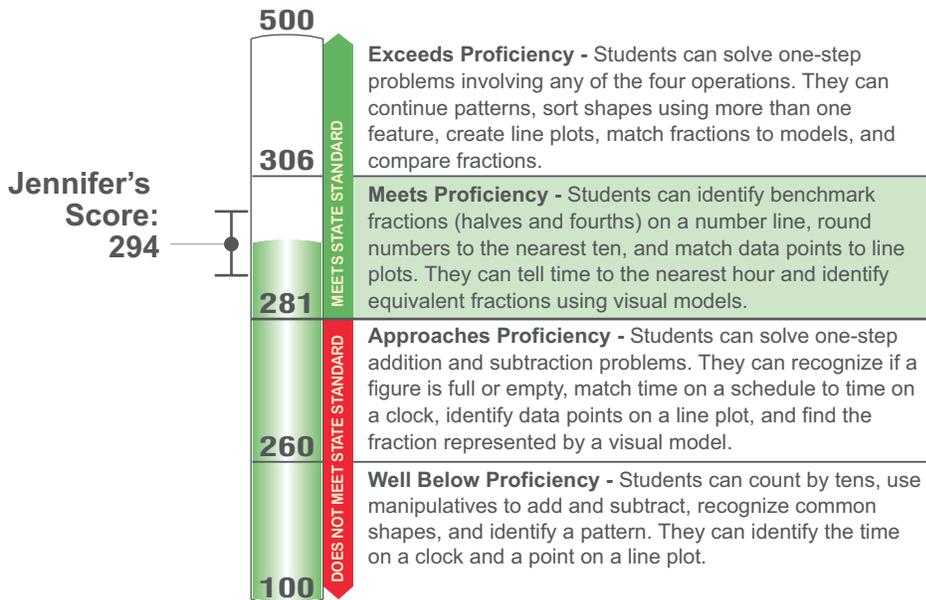


Jennifer's Mathematics Score

294
Meets Proficiency

Jennifer's Mathematics score is 294. 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 Jennifer would receive a score between 289 and 299.



How does this compare?

	Average Score
State Average	261
Complex Area Average	251

Mathematics Areas Being Assessed in Grade 3

Operations and Algebraic Thinking

Operations and Algebraic Thinking skills are based on the understanding of patterns and whole number computation (+, -, x, ÷). Tested skills include using objects and/or equations to represent and solve problems; identifying and continuing patterns; and adding, subtracting, multiplying, and dividing whole numbers.

Numbers and Operations in Base Ten

Numbers and Operations in Base Ten skills are based on the understanding of place value (ones, tens, etc.) and whole numbers with many digits. Tested skills include using place value to represent, round, and compare whole numbers (35 is 3 tens and 5 ones) and determining the missing factor in equations with multiples of 10 (in $__ \times 10 = 50$, $__$ is 5).

Numbers and Operations – Fractions

Numbers and Operations - Fractions skills are based on the understanding of fractions. Tested skills include using fraction models to represent, compare, and order fractions; identifying equivalent (equal) fractions; and comparing fractions with the same numerator or denominator.

Measurement and Data

Measurement and Data skills are based on the understanding of the meaning of characteristics that can be measured (such as time, length, width, perimeter, and area). Tested skills include: using units of measure (like inches); telling time; identifying data points on a line plot; and solving problems based on information in a picture graph.

Geometry

Geometry skills are based on the understanding of geometric shapes and their properties. Tested skills include sorting and labeling shapes based on their characteristics (for example, the number of sides of a shape).

Performance Level

Jennifer scored in the Meets Proficiency range.

Students who score in this range should be able to:

- Identify the next symbol in a pattern.
- Use visual models/manipulatives to compare whole numbers.
- Round whole numbers to the nearest 10.
- Match data points to a line plot.
- Tell time to the nearest hour.
- Find the area by covering the interior surface of a shape.
- Identify the perimeter when given all side lengths for a shape.
- Identify halves and fourths on a number line.
- Identify equivalent fractions using visual models.

Next Steps

Based on Jennifer's Performance This Year

With your child, solve real-world problems using multiplication, division, addition, and subtraction of whole numbers [for example, "How many packages of hamburger buns do we need for 16 guests if there are 8 hamburger buns in each package?" ($16 \div 8 = 2$)]. Use a number line to estimate and compare whole numbers. Create number line models marked off in halves and count up together: 0, $\frac{1}{2}$, 1, $1\frac{1}{2}$, 2, $2\frac{1}{2}$, etc. Make a pattern using common geometric shapes and ask your child to describe and continue the pattern. For example, "This pattern is triangle-triangle-square-triangle-triangle. What comes next?" (square). Have your child create a pattern that you can describe and/or continue. 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 ELA/Literacy and Mathematics?

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

Q: Where can I get more information about the Hawai'i State Alternate Assessments in ELA/Literacy and Mathematics?

A: In 2010, the Hawai'i State Department of Education adopted the Hawai'i Common Core (HCC). The HCC are a new set of expectations in English language arts (ELA)/Literacy and mathematics. HCC content specifications for ELA/Literacy and mathematics were developed by the Hawai'i Department of Education. The content specifications are designed to provide entry points to the Hawai'i State Alternate Assessment for students with significant cognitive disabilities. The content specifications are organized by grade. To learn more about the content specifications, please visit www.alohahsap.org/HSA_ALT/students/, click on "Resources" and then click on "Students and Families."

To see sample questions from the Alternate Assessment, go to

www.alohahsap.org/HSA_ALT/students/ and click on "Online Training Tests"



Frequently Asked Questions

Q: What are the Hawai'i State Alternate Assessments in ELA/Literacy and Mathematics?

A: The Hawai'i State Alternate Assessments in ELA/Literacy and Mathematics are annual tests that measure student achievement in meeting the Hawai'i Common Core (HCC) through the content specifications. These tests are 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 ELA/literacy and mathematics. 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: Each content area assessment is made up of a series of performance tasks, which are arranged in order of difficulty. The tasks are linked to the state academic content standards through the Hawai'i State Alternate Assessment content specifications. The content specifications 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 Achievement Standards. These standards, or cut scores, differ from the achievement standards used to set proficiency levels for each Hawai'i Common Core or Hawai'i State Assessment (HSA) subject.

Q: How do the Hawai'i State Alternate Assessments in ELA/Literacy and Mathematics benefit my child?

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

Student Name: Jennifer Doe-Incomplete
School: Aloha Elementary School
Complex Area: Ewa
Test Year: 2016–2017

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



Hawai'i



Dear Doe-Incomplete Family:

The Hawai'i State Department of Education is pleased to send you this report about Jennifer's performance on the Hawai'i State Alternate Assessments in English Language Arts (ELA)/Literacy and Mathematics. The ELA/Literacy and Mathematics Alternate Assessments are designed to measure students' achievement of the Hawai'i Common Core. The Hawai'i Common Core describes what students should know and be able to do in ELA/Literacy 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 Jennifer's performance on the assessment for each subject and counts as her official score. In addition to showing how well Jennifer did on the assessments, this report compares her scores with those of other students in her complex area and the state, on the same assessments. Please note, however, for the purposes of confidentiality and privacy, no comparisons will be made when fewer than 10 students in a complex area have completed these assessments. On the bottom of pages 2 and 3, the report explains the different areas of the ELA/Literacy and Mathematics Alternate Assessments, describes Jennifer'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 Jennifer's teacher about this report, what it means, and how you can help.

Very truly yours,

Kathryn S. Matayoshi
Superintendent of Education

ELA/Literacy & Mathematics Alternate Assessment Results

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Grade

3

2016–2017



Hawai'i
Department of Education



Jennifer's ELA/Literacy Score

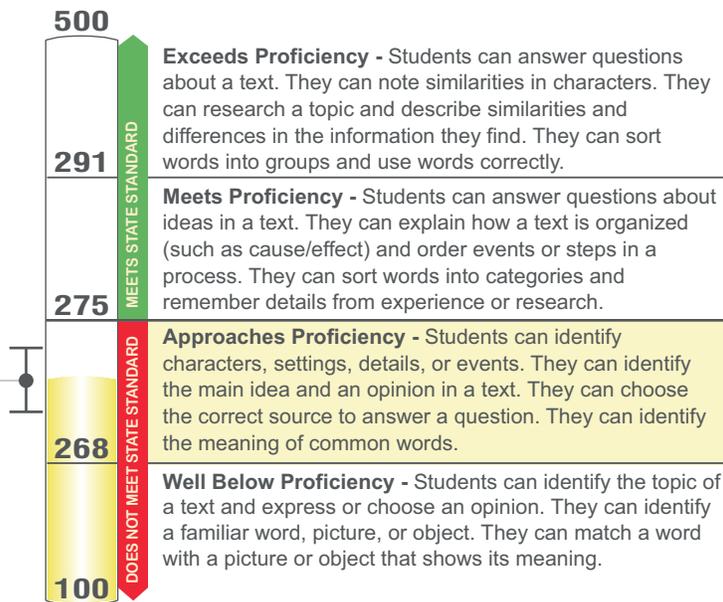
272*
Approaches Proficiency

Jennifer's ELA/Literacy score is 272. This score is higher than the average score of third graders in her complex area, and similar to that of third graders statewide for this test.

I A student's test score can vary if the test is taken several times. If your child were tested again, it is likely that Jennifer would receive a score between 267 and 277.

* Jennifer's score is based upon an incomplete test.

Jennifer's Score: 272



How does this compare?

	Average Score
State Average	272
Complex Area Average	262

ELA/Literacy Areas Being Assessed in Grade 3

Literature

Literature skills are based on understanding fictional texts such as fables, folktales, stories, poems, plays, and myths. Skills that are tested include: answering questions about ideas clearly stated in a text; identifying events, details, characters, or settings in a text; matching a word with a picture or object to show its meaning; and finding similar characters in more than one story.

Informational Text

Informational Text skills are based on understanding non-fiction texts such as biographies, articles, and recipes. Skills that are tested include: answering questions about information directly stated in a text; finding the topic and main idea; ordering events or steps in a process; matching a word with a picture or object to show its meaning; explaining how a text is organized; choosing a reliable source to answer a question; and finding more than one piece of information about the same topic.

Language

Language skills are based on understanding written and spoken English. Skills that are tested include: explaining the meaning of common words and phrases, including those with more than one meaning; sorting words into categories; and using the right words to show the order of events or a change in time.

Writing

Writing skills are based on understanding written English and how it is used to express ideas. Skills that are tested include: stating or choosing an opinion; finding an opinion stated in a text; pointing out a word that shows a conclusion; identifying or describing the purpose of common structures in a text (like a table of contents or a picture); developing a topic by adding facts, definitions, and details; and remembering a detail from experiences or research.

Performance Level

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

- Match characters, settings, details, or events to a picture.
- Match a word to a picture/object that shows its meaning.
- Recognize a main idea that is stated directly.
- Identify an event or step in a process.
- Identify the topic of a text.
- Express or choose an opinion.
- Identify common text structures (like titles or headings).
- Match details to a topic.

Next Steps

Based on Jennifer's Performance This Year

Introduce your child to different types of reading materials (such as newspapers, books, and magazines). As you read together, ask specific questions about information in the text (such as "Who was Abraham Lincoln?" or "What is the author's opinion of horses?"). Help your child keep a list of books and materials about one topic (like baseball or friendship) and point out that information about a single topic can be found in more than one source. Play word games to help your child figure out the meaning of simple words or phrases (like arranging a set of objects and giving a description of each one, such as "Which object is used to tell time?"). Play matching games where your child matches pictures to printed words (such as the word "boy" to a picture of a boy). Ask your child's teacher about other ways you can continue your child's learning at home.



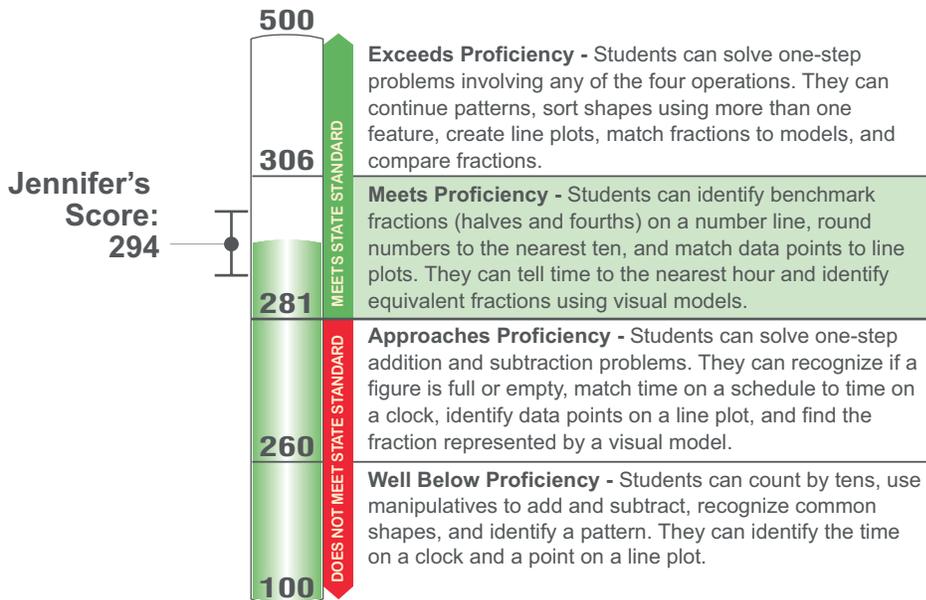
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Mathematics Areas Being Assessed in Grade 3

Operations and Algebraic Thinking

Operations and Algebraic Thinking skills are based on the understanding of patterns and whole number computation (+, -, x, ÷). Tested skills include using objects and/or equations to represent and solve problems; identifying and continuing patterns; and adding, subtracting, multiplying, and dividing whole numbers.

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Geometry

Geometry skills are based on the understanding of geometric shapes and their properties. Tested skills include sorting and labeling shapes based on their characteristics (for example, the number of sides of a shape).

Performance Level

Jennifer scored in the Meets Proficiency range.

Students who score in this range should be able to:

- Identify the next symbol in a pattern.
- Use visual models/manipulatives to compare whole numbers.
- Round whole numbers to the nearest 10.
- Match data points to a line plot.
- Tell time to the nearest hour.
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- Identify halves and fourths on a number line.
- Identify equivalent fractions using visual models.

Next Steps

Based on Jennifer's Performance This Year

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Additional Resources

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Frequently Asked Questions

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

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Q: How do the Hawai'i State Alternate Assessments in ELA/Literacy and Mathematics benefit my child?

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

Student Name: Jonathan Doe
School: Aloha Middle School
Complex Area: Ewa
Test Year: 2016–2017

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



Hawai'i



Dear Doe Family:

The Hawai'i State Department of Education is pleased to send you this report about Jonathan's performance on the Hawai'i State Alternate Assessments in English Language Arts (ELA)/Literacy and Mathematics. The ELA/Literacy and Mathematics Alternate Assessments are designed to measure students' achievement of the Hawai'i Common Core. The Hawai'i Common Core describes what students should know and be able to do in ELA/Literacy 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.

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

Very truly yours,

Kathryn S. Matayoshi
Superintendent of Education

ELA/Literacy & Mathematics Alternate Assessment Results

What is in this report?

- Jonathan's ELA/Literacy and Mathematics scores
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- FAQs and additional resources

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Grade

8

2016–2017



Hawai'i
Department of Education



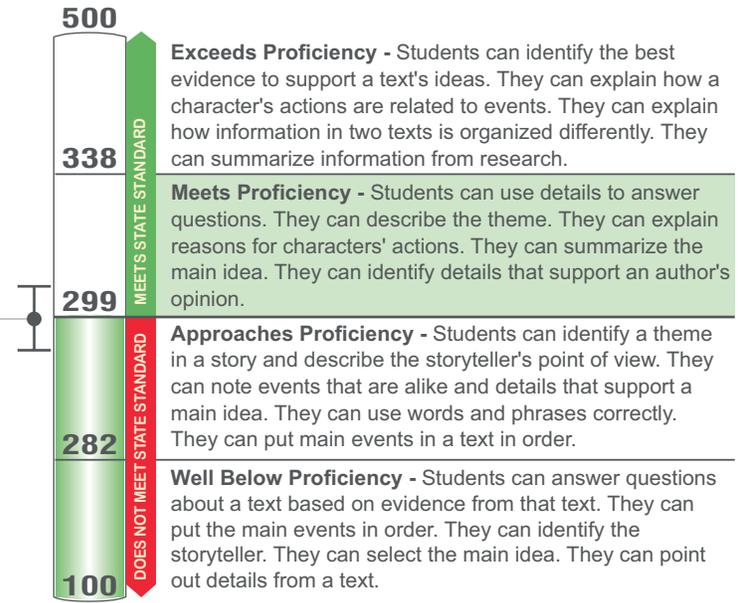
Jonathan's ELA/Literacy Score

299
Meets Proficiency

Jonathan's ELA/Literacy score is 299. This score is higher than the average score of eighth graders in his complex area, and higher than that of eighth graders statewide for this test.

I A student's test score can vary if the test is taken several times. If your child were tested again, it is likely that Jonathan would receive a score between 289 and 309.

Jonathan's Score: 299



How does this compare?

	Average Score
State Average	272
Complex Area Average	262

ELA/Literacy Areas Being Assessed in Grade 8

Literature

Literature skills are based on understanding fictional texts such as myths, stories, poems, fables, and folktales. Skills that are tested include: using details to answer questions about information not directly stated; identifying a theme; explaining how characters and/or the setting are related to events; explaining the meaning of words and phrases; explaining how stories are different from poems, plays, or songs; comparing the storyteller's viewpoints to the student's; and explaining how themes in two stories are alike.

Informational Text

Informational Text skills are based on understanding non-fiction texts such as manuals, brochures, and textbooks. Skills that are tested include: using details to answer questions about information not directly stated in the text; summarizing main ideas using details; identifying words or phrases that suggest feelings; finding sentences that support key ideas in paragraphs; identifying details in a text that support the author's point of view; and deciding if information is related to an argument or claim.

Language

Language skills are based on understanding written and spoken English and using it to express ideas. Skills that are tested include: using reading strategies to understand the meaning of unfamiliar words; explaining the meaning of simple metaphors and similes (like "I am feeling blue" or "as busy as a bee"); and using new words and phrases learned from reading about or studying a topic.

Writing

Writing skills are based on understanding written English and using it to express ideas. Skills that are tested include: organizing information in a logical way; identifying a sentence or phrase that gives a point of view; selecting transition phrases to show the passage of time (like "afterward" or "meanwhile"); using words or phrases related to the five senses to describe events, experiences, or ideas (like "bulky" or "crooked"); and summarizing information from research.

Performance Level

Jonathan scored in the Meets Proficiency range. Students who score in this range should be able to:

- Figure out the meaning of words as they are used in a text.
- Identify words or phrases that set the tone.
- Compare the different parts of two texts.
- Determine how the themes of two stories are alike.
- Identify an author's point of view.
- Identify a sentence/phrase that supports a key idea.
- Identify words/phrases that show how events are related.
- Use words to describe ideas (like "creative" or "generous").

Next Steps

Based on Jonathan's Performance This Year

With your child, discuss word meanings while reading different types of stories, such as mysteries or adventure stories. Choose a new word every few pages and ask your child to tell you another word that has the same or opposite meaning. Talk about the theme (like honesty, betrayal, or courage) of the story and ask your child to explain events in the story that show the theme. Encourage him/her to explain how these events are connected. Read a newspaper editorial and figure out the author's argument or claim. Have your child point out details that the author uses to support the claim (such as "Why does the author think people should visit this park? How do you know?"). Ask your child's teacher about other ways you can continue your child's learning at home.



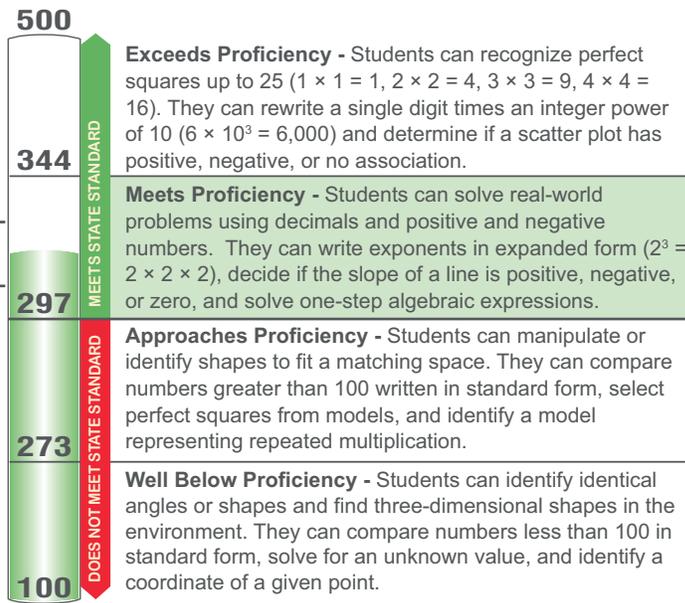
Jonathan's Mathematics Score

320
Meets Proficiency

Jonathan's Mathematics score is 320. This score is higher than the average score of eighth graders in his complex area, and higher than that of eighth 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 Jonathan would receive a score between 310 and 330.

Jonathan's Score: 320



How does this compare?

	Average Score
State Average	261
Complex Area Average	251

Mathematics Areas Being Assessed in Grade 8

Expressions and Equations

Expressions and Equations skills are based on the understanding of equations and expressions. Tested skills include creating equivalent (equal) expressions ($2x = x + x$ or $y^2 = y \times y$), simplifying variable expressions, writing equations and inequalities to show real-world situations, and solving linear equations and inequalities (if $x - 2 = 4$, then $x = 6$).

Functions

Functions skills are based on the understanding that a function is a relation with one-to-one correspondence (each input corresponds to exactly one output). Tested skills include identifying linear functions in equations, tables, and graphs; identifying coordinates; and graphing a line using one point and the slope of the line.

Geometry

Geometry skills are based on the understanding of geometric shapes and their properties. Tested skills include identifying a right triangle and its parts (legs, 90° angle, hypotenuse); matching shapes in different orientations and sizes; ordering angles based on size; and given three points on a coordinate plane, figuring out if the points form a right triangle.

Statistics and Probability

Statistics and Probability skills are based on the understanding of collecting, representing, and interpreting data. Tested skills include classifying scatter plots on the basis of positive, negative, or zero association; identifying outliers in a scatter plot; calculating mean (average), median, mode, and range of data sets; and finding values in a two-way table.

Performance Level

Jonathan scored in the Meets Proficiency range. Students who score in this range should be able to:

- Compare pattern rules found in tables.
- Plot points on a coordinate grid.
- Identify the y-intercept of a line.
- Identify if a line has positive, negative, or zero slope.
- Write and solve a one-step algebraic expression.
- Match shapes in different orientations and sizes.
- Write single-digit exponents in expanded form ($3^3 = 3 \times 3 \times 3$).

Next Steps

Based on Jonathan's Performance This Year

Ask your child to estimate where a decimal number should be on a number line. Have your child compare the slope of two hills or mountains (hill A is steeper than hill B) and the slope of a line using two points on a coordinate grid. Have your child practice writing a single digit number times an integer power of 10 (such as $7 \times 10^5 = 700,000$); compare numbers that are written as a single digit number times an integer power of 10 (like $4 \times 10^3 > 9 \times 10^2$, or $4,000 > 900$). Have your child describe the steps needed to match shapes in different orientations or sizes (for example, "If you rotate window A 90° , would it match window B?"). 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 ELA/Literacy and Mathematics?

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

Q: Where can I get more information about the Hawai'i State Alternate Assessments in ELA/Literacy and Mathematics?

A: In 2010, the Hawai'i State Department of Education adopted the Hawai'i Common Core (HCC). The HCC are a new set of expectations in English language arts (ELA)/Literacy and mathematics. HCC content specifications for ELA/Literacy and mathematics were developed by the Hawai'i Department of Education. The content specifications are designed to provide entry points to the Hawai'i State Alternate Assessment for students with significant cognitive disabilities. The content specifications are organized by grade. To learn more about the content specifications, please visit www.alohahsap.org/HSA_ALT/students/, click on "Resources" and then click on "Students and Families."

To see sample questions from the Alternate Assessment, go to

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Frequently Asked Questions

Q: What are the Hawai'i State Alternate Assessments in ELA/Literacy and Mathematics?

A: The Hawai'i State Alternate Assessments in ELA/Literacy and Mathematics are annual tests that measure student achievement in meeting the Hawai'i Common Core (HCC) through the content specifications. These tests are 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 ELA/literacy and mathematics. 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: Each content area assessment is made up of a series of performance tasks, which are arranged in order of difficulty. The tasks are linked to the state academic content standards through the Hawai'i State Alternate Assessment content specifications. The content specifications 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 Achievement Standards. These standards, or cut scores, differ from the achievement standards used to set proficiency levels for each Hawai'i Common Core or Hawai'i State Assessment (HSA) subject.

Q: How do the Hawai'i State Alternate Assessments in ELA/Literacy and Mathematics benefit my child?

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

Student Name: Jonathan Doe-Incomplete
School: Aloha Middle School
Complex Area: Ewa
Test Year: 2016–2017

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



Hawai'i



Dear Doe-Incomplete Family:

The Hawai'i State Department of Education is pleased to send you this report about Jonathan's performance on the Hawai'i State Alternate Assessments in English Language Arts (ELA)/Literacy and Mathematics. The ELA/Literacy and Mathematics Alternate Assessments are designed to measure students' achievement of the Hawai'i Common Core. The Hawai'i Common Core describes what students should know and be able to do in ELA/Literacy 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 Jonathan's performance on the assessment for each subject and counts as his official score. In addition to showing how well Jonathan did on the assessments, this report compares his scores with those of other students in his complex area and the state, on the same assessments. Please note, however, for the purposes of confidentiality and privacy, no comparisons will be made when fewer than 10 students in a complex area have completed these assessments. On the bottom of pages 2 and 3, the report explains the different areas of the ELA/Literacy and Mathematics Alternate Assessments, describes Jonathan's overall proficiency level, and suggests how you may help him to further his knowledge and skills.

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

Very truly yours,

Kathryn S. Matayoshi
Superintendent of Education

ELA/Literacy & Mathematics Alternate Assessment Results

What is in this report?

- Jonathan's ELA/Literacy and Mathematics scores
- The areas that make up the ELA/Literacy and Mathematics Alternate Assessments
- How you can help Jonathan improve his ELA/literacy and mathematics skills
- FAQs and additional resources

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



Grade

8

2016–2017



Hawai'i
Department of Education



Jonathan's ELA/Literacy Score

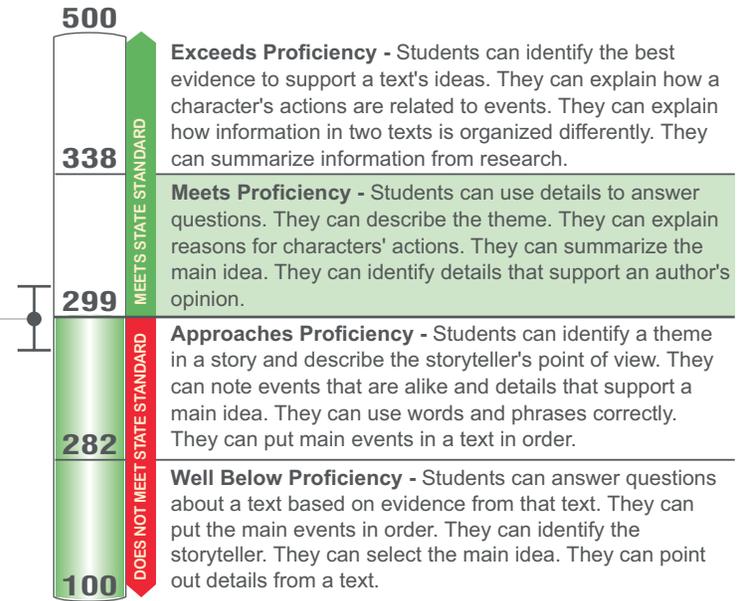
299*
Meets Proficiency

Jonathan's ELA/Literacy score is 299. This score is higher than the average score of eighth graders in his complex area, and higher than that of eighth graders statewide for this test.

I A student's test score can vary if the test is taken several times. If your child were tested again, it is likely that Jonathan would receive a score between 289 and 309.

* Jonathan's score is based upon an incomplete test.

Jonathan's Score: 299



How does this compare?

	Average Score
State Average	272
Complex Area Average	262

ELA/Literacy Areas Being Assessed in Grade 8

Literature

Literature skills are based on understanding fictional texts such as myths, stories, poems, fables, and folktales. Skills that are tested include: using details to answer questions about information not directly stated; identifying a theme; explaining how characters and/or the setting are related to events; explaining the meaning of words and phrases; explaining how stories are different from poems, plays, or songs; comparing the storyteller's viewpoints to the student's; and explaining how themes in two stories are alike.

Informational Text

Informational Text skills are based on understanding non-fiction texts such as manuals, brochures, and textbooks. Skills that are tested include: using details to answer questions about information not directly stated in the text; summarizing main ideas using details; identifying words or phrases that suggest feelings; finding sentences that support key ideas in paragraphs; identifying details in a text that support the author's point of view; and deciding if information is related to an argument or claim.

Language

Language skills are based on understanding written and spoken English and using it to express ideas. Skills that are tested include: using reading strategies to understand the meaning of unfamiliar words; explaining the meaning of simple metaphors and similes (like "I am feeling blue" or "as busy as a bee"); and using new words and phrases learned from reading about or studying a topic.

Writing

Writing skills are based on understanding written English and using it to express ideas. Skills that are tested include: organizing information in a logical way; identifying a sentence or phrase that gives a point of view; selecting transition phrases to show the passage of time (like "afterward" or "meanwhile"); using words or phrases related to the five senses to describe events, experiences, or ideas (like "bulky" or "crooked"); and summarizing information from research.

Performance Level

Jonathan scored in the Meets Proficiency range. Students who score in this range should be able to:

- Figure out the meaning of words as they are used in a text.
- Identify words or phrases that set the tone.
- Compare the different parts of two texts.
- Determine how the themes of two stories are alike.
- Identify an author's point of view.
- Identify a sentence/phrase that supports a key idea.
- Identify words/phrases that show how events are related.
- Use words to describe ideas (like "creative" or "generous").

Next Steps

Based on Jonathan's Performance This Year

With your child, discuss word meanings while reading different types of stories, such as mysteries or adventure stories. Choose a new word every few pages and ask your child to tell you another word that has the same or opposite meaning. Talk about the theme (like honesty, betrayal, or courage) of the story and ask your child to explain events in the story that show the theme. Encourage him/her to explain how these events are connected. Read a newspaper editorial and figure out the author's argument or claim. Have your child point out details that the author uses to support the claim (such as "Why does the author think people should visit this park? How do you know?"). Ask your child's teacher about other ways you can continue your child's learning at home.



Jonathan's Mathematics Score

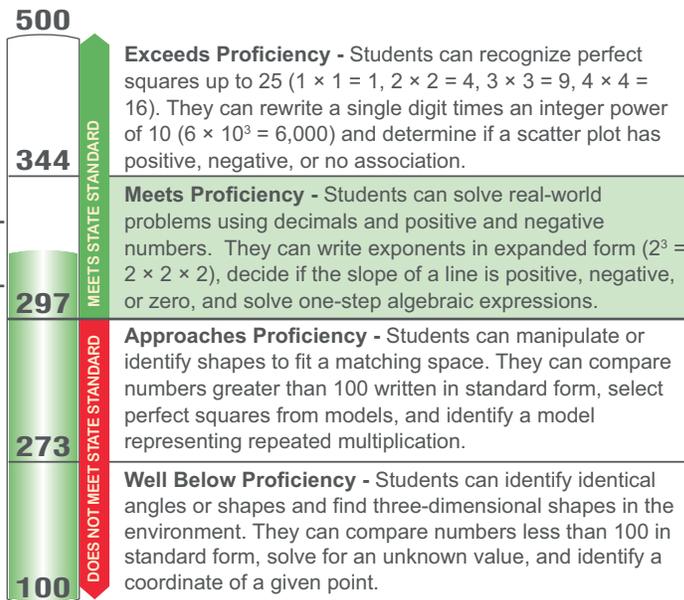
320*
Meets Proficiency

Jonathan's Mathematics score is 320. This score is higher than the average score of eighth graders in his complex area, and higher than that of eighth 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 Jonathan would receive a score between 310 and 330.

* Jonathan's score is based upon an incomplete test.

Jonathan's Score: 320



How does this compare?

	Average Score
State Average	261
Complex Area Average	251

Mathematics Areas Being Assessed in Grade 8

Expressions and Equations

Expressions and Equations skills are based on the understanding of equations and expressions. Tested skills include creating equivalent (equal) expressions ($2x = x + x$ or $y^2 = y \times y$), simplifying variable expressions, writing equations and inequalities to show real-world situations, and solving linear equations and inequalities (if $x - 2 = 4$, then $x = 6$).

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Functions skills are based on the understanding that a function is a relation with one-to-one correspondence (each input corresponds to exactly one output). Tested skills include identifying linear functions in equations, tables, and graphs; identifying coordinates; and graphing a line using one point and the slope of the line.

Geometry

Geometry skills are based on the understanding of geometric shapes and their properties. Tested skills include identifying a right triangle and its parts (legs, 90° angle, hypotenuse); matching shapes in different orientations and sizes; ordering angles based on size; and given three points on a coordinate plane, figuring out if the points form a right triangle.

Statistics and Probability

Statistics and Probability skills are based on the understanding of collecting, representing, and interpreting data. Tested skills include classifying scatter plots on the basis of positive, negative, or zero association; identifying outliers in a scatter plot; calculating mean (average), median, mode, and range of data sets; and finding values in a two-way table.

Performance Level

Jonathan scored in the Meets Proficiency range.

Students who score in this range should be able to:

- Compare pattern rules found in tables.
- Plot points on a coordinate grid.
- Identify the y-intercept of a line.
- Identify if a line has positive, negative, or zero slope.
- Write and solve a one-step algebraic expression.
- Match shapes in different orientations and sizes.
- Write single-digit exponents in expanded form ($3^3 = 3 \times 3 \times 3$).

Next Steps

Based on Jonathan's Performance This Year

Ask your child to estimate where a decimal number should be on a number line. Have your child compare the slope of two hills or mountains (hill A is steeper than hill B) and the slope of a line using two points on a coordinate grid. Have your child practice writing a single digit number times an integer power of 10 (such as $7 \times 10^5 = 700,000$); compare numbers that are written as a single digit number times an integer power of 10 (like $4 \times 10^3 > 9 \times 10^2$, or $4,000 > 900$). Have your child describe the steps needed to match shapes in different orientations or sizes (for example, "If you rotate window A 90° , would it match window B?"). 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 ELA/Literacy and Mathematics?

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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Frequently Asked Questions

Q: What are the Hawai'i State Alternate Assessments in ELA/Literacy and Mathematics?

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Q: How is my child assessed?

A: Each content area assessment is made up of a series of performance tasks, which are arranged in order of difficulty. The tasks are linked to the state academic content standards through the Hawai'i State Alternate Assessment content specifications. The content specifications 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 Achievement Standards. These standards, or cut scores, differ from the achievement standards used to set proficiency levels for each Hawai'i Common Core or Hawai'i State Assessment (HSA) subject.

Q: How do the Hawai'i State Alternate Assessments in ELA/Literacy and Mathematics benefit my child?

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

Student Name: Jane Doe
School: Aloha High School
Complex Area: Ewa
Test Year: 2016–2017

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



Hawai'i



Dear Doe Family:

The Hawai'i State Department of Education is pleased to send you this report about Jane's performance on the Hawai'i State Alternate Assessments in English Language Arts (ELA)/Literacy and Mathematics. The ELA/Literacy and Mathematics Alternate Assessments are designed to measure students' achievement of the Hawai'i Common Core. The Hawai'i Common Core describes what students should know and be able to do in ELA/Literacy 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, on the same assessments. Please note, however, for the purposes of confidentiality and privacy, no comparisons will be made when fewer than 10 students in a complex area have completed these assessments. On the bottom of pages 2 and 3, the report explains the different areas of the ELA/Literacy 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

ELA/Literacy & Mathematics Alternate Assessment Results

What is in this report?

- Jane's ELA/Literacy and Mathematics scores
- The areas that make up the ELA/Literacy and Mathematics Alternate Assessments
- How you can help Jane improve her ELA/literacy and mathematics skills
- FAQs and additional resources

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



Grade
11
2016–2017



Hawai'i
Department of Education



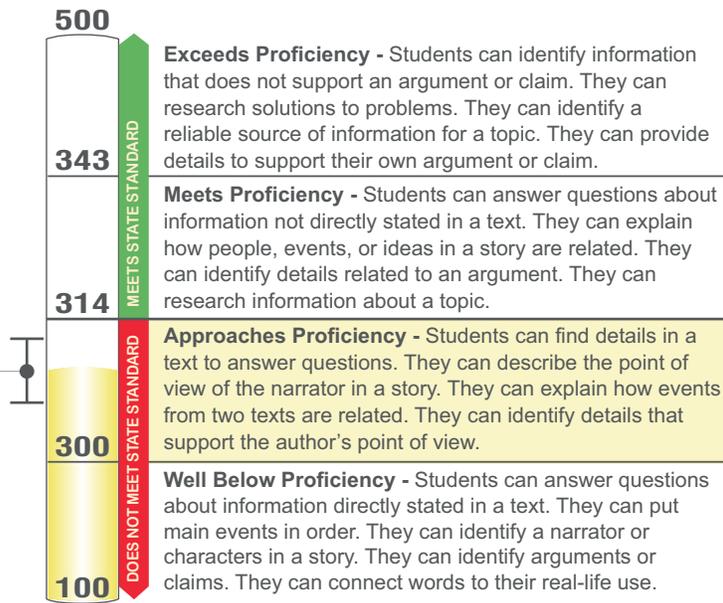
Jane's ELA/Literacy Score

310
Approaches Proficiency

Jane's ELA/Literacy score is 310. This score is higher than the average score of eleventh graders in her complex area, and higher than that of eleventh 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 305 and 315.

Jane's Score: 310



How does this compare?

	Average Score
State Average	299
Complex Area Average	262

ELA/Literacy Areas Being Assessed in Grade 11

Literature

Literature skills are based on understanding fictional texts such as novels, dramas, and short stories. Skills that are tested include: using details to support answers to questions; putting events in order and explaining why they happen in that order; identifying the narrator and describing characters in a story; noting when characters from different stories behave in the same or different ways; and explaining how one text might be different from its original version.

Informational Text

Informational Text skills are based on understanding non-fiction texts such as articles, textbooks, and advertisements. Skills that are tested include: using details to answer questions about the text; putting events in time-order or order of importance; explaining how people, events, or ideas in a text are related; identifying an author's point of view or purpose; finding information in the text that supports the author's point of view; identifying an argument or a claim; and explaining how the words an author uses can affect the reader.

Language

Language skills are based on the student's understanding of written and spoken English. Skills that are tested include: using reference materials (like a dictionary or a glossary); using reading strategies to figure out the meaning of words; identifying real-life connections between words and their use; identifying words that have the same or opposite meanings; explaining the meaning of figurative language (such as "Sonia runs like the wind" or "His smile was a mile wide"); and explaining the meaning between two related words (like "town" and "village").

Writing

Writing skills are based on understanding written English and using it to express ideas. Skills that are tested include: revising an argument by organizing information and ideas in a logical order, using a writing style that fits the purpose, adding supporting information, researching a topic and using the right words to develop it, and writing a conclusion that summarizes an argument; identifying valid sources of information on a topic; and identifying bibliographic information needed to cite a source (like the author's name and where a book was published).

Performance Level

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

- Find details in a text to answer questions.
- Explain how events in a text are related.
- Provide details that support the author's point of view.
- Identify information in texts that supports an argument.
- Revise arguments by adding supporting information.
- Revise a non-fiction text by reorganizing information.
- Use sources to research a topic and share information.
- Identify words that have the same or opposite meanings.

Next Steps

Based on Jane's Performance This Year

Read a story with your child and explain the idea of a narrator (a character who is not in the story but is telling the story). Decide if this story is told by a narrator. As you read, choose words familiar to your child and have him/her think of words that have the same meaning. Find an advertisement for a product in a magazine or a newspaper and help your child understand what the ad claims about the product. Help him/her do research to figure out if the claim is true. Make a visual display (like a chart) to show the information collected from the research sources. Help your child make a list of bibliographic information of the sources, like the title and author of each source. Based on the research you gather, decide together if the claim in the ad is correct. Ask your child's teacher about other ways you can continue your child's learning at home.



Jane's Mathematics Score

330

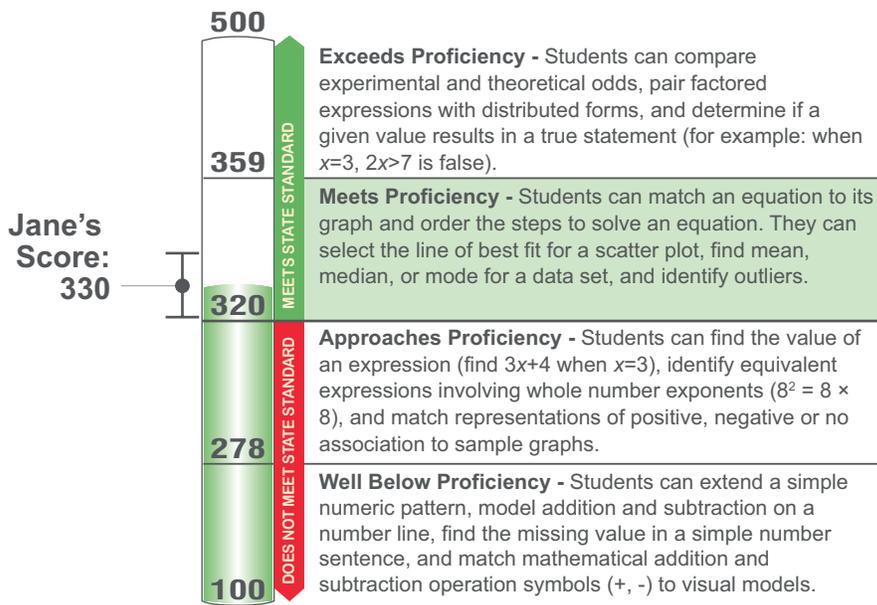
Meets Proficiency

Jane's Mathematics score is 330. This score is higher than the average score of eleventh graders in her complex area, and higher than that of eleventh 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 325 and 335.

How does this compare?

	Average Score
State Average	271
Complex Area Average	261



Mathematics Areas Being Assessed in Grade 11

Algebra

Algebra skills are based on the understanding of using linear equations to represent and solve real-world problems. Tested skills include matching factored expressions with equivalent distributed forms [$2(x + 4) = 2x + 8$]; rewriting linear expressions to show equivalence ($2x + 3 = 3 + 2x$); writing equivalent (equal) expressions ($2x = x + x$); identifying linear equations in graphs and tables; and creating and using linear equations to represent situations and solve problems.

Statistics and Probability

Statistics and Probability skills are based on the understanding of collecting, representing, and interpreting data. Tested skills include calculating mean (average), median (middle number), mode (number that appears most), and range (difference between the highest and lowest numbers); determining the association between two variables (positive, negative, or no association); choosing lines of best fit on scatter plots; and determining the probability of different events using data-generating devices (like spinners and dice).

Number and Quantity

Number and Quantity skills are based on the understanding of rational numbers, exponents, and their properties. Tested skills include identifying rational numbers (5, 23, $\frac{1}{2}$, 0.45); applying the properties of rational numbers to simplify expressions; and applying the laws of exponents to create equivalent (equal) expressions and identify visual models of exponents.

Performance Level

Jane scored in the Meets Proficiency range.

Students who score in this range should be able to:

- Identify the inverse (opposite) operation needed to solve a one-step equation.
- Find the coordinates for the y-intercept of a line or the intersection point of two lines.
- Given a graph of a line, identify slope as positive, negative, or zero.
- Use a device (spinner, coin) to find the probability (likely, impossible) of different outcomes.

Next Steps

Based on Jane's Performance This Year

Extend your child's thinking by asking him/her to solve one-step linear equations [like "The daily parking rate at an airport is \$10 plus a \$2 service charge. If I park my car for seven days, how much do I have to pay?" ($10x + 2 = 10(7) + 2 = \$72$)]. Help your child work with probability by rolling a die 20 times and recording the number rolled each time; compare theoretical probability (1 chance out of 6) with experimental probability (what actually happens). Work on real-world problems with two solutions and help your child identify which solution is possible [such as "The length of a side of a square is x cm and the area of the square is 16 cm^2 . Therefore, $x^2 = 16$, so the length of the side is either 4 or -4 (if $4 \times 4 = 16$ and $-4 \times -4 = 16$). Since it is impossible for length to be negative, the solution is 4 cm.]. Ask your child's teacher about other ways you can continue your child's learning at home.

Additional Resources

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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 Achievement Standards. These standards, or cut scores, differ from the achievement standards used to set proficiency levels for each Hawai'i Common Core or Hawai'i State Assessment (HSA) subject.

Q: How do the Hawai'i State Alternate Assessments in ELA/Literacy and Mathematics benefit my child?

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

Student Name: Jane Doe-Incomplete
School: Aloha High School
Complex Area: Ewa
Test Year: 2016–2017

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



Hawai'i



Dear Doe-Incomplete Family:

The Hawai'i State Department of Education is pleased to send you this report about Jane's performance on the Hawai'i State Alternate Assessments in English Language Arts (ELA)/Literacy and Mathematics. The ELA/Literacy and Mathematics Alternate Assessments are designed to measure students' achievement of the Hawai'i Common Core. The Hawai'i Common Core describes what students should know and be able to do in ELA/Literacy 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, on the same assessments. Please note, however, for the purposes of confidentiality and privacy, no comparisons will be made when fewer than 10 students in a complex area have completed these assessments. On the bottom of pages 2 and 3, the report explains the different areas of the ELA/Literacy 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

ELA/Literacy & Mathematics Alternate Assessment Results

What is in this report?

- Jane's ELA/Literacy and Mathematics scores
- The areas that make up the ELA/Literacy and Mathematics Alternate Assessments
- How you can help Jane improve her ELA/literacy and mathematics skills
- FAQs and additional resources

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



Grade
11
2016–2017



Hawai'i
Department of Education



Jane's ELA/Literacy Score

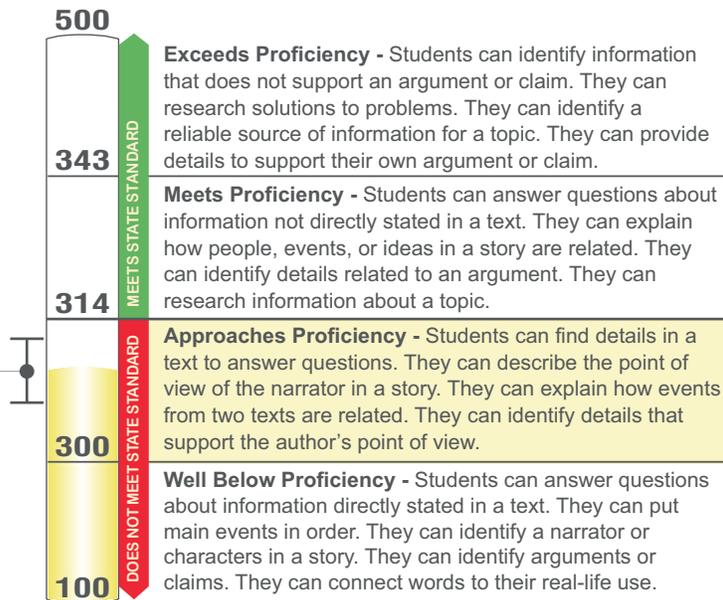
310*
Approaches Proficiency

Jane's ELA/Literacy score is 310. This score is higher than the average score of eleventh graders in her complex area, and higher than that of eleventh 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 305 and 315.

* Jane's score is based upon an incomplete test.

Jane's Score: 310



How does this compare?

	Average Score
State Average	299
Complex Area Average	262

ELA/Literacy Areas Being Assessed in Grade 11

Literature

Literature skills are based on understanding fictional texts such as novels, dramas, and short stories. Skills that are tested include: using details to support answers to questions; putting events in order and explaining why they happen in that order; identifying the narrator and describing characters in a story; noting when characters from different stories behave in the same or different ways; and explaining how one text might be different from its original version.

Informational Text

Informational Text skills are based on understanding non-fiction texts such as articles, textbooks, and advertisements. Skills that are tested include: using details to answer questions about the text; putting events in time-order or order of importance; explaining how people, events, or ideas in a text are related; identifying an author's point of view or purpose; finding information in the text that supports the author's point of view; identifying an argument or a claim; and explaining how the words an author uses can affect the reader.

Language

Language skills are based on the student's understanding of written and spoken English. Skills that are tested include: using reference materials (like a dictionary or a glossary); using reading strategies to figure out the meaning of words; identifying real-life connections between words and their use; identifying words that have the same or opposite meanings; explaining the meaning of figurative language (such as "Sonia runs like the wind" or "His smile was a mile wide"); and explaining the meaning between two related words (like "town" and "village").

Writing

Writing skills are based on understanding written English and using it to express ideas. Skills that are tested include: revising an argument by organizing information and ideas in a logical order, using a writing style that fits the purpose, adding supporting information, researching a topic and using the right words to develop it, and writing a conclusion that summarizes an argument; identifying valid sources of information on a topic; and identifying bibliographic information needed to cite a source (like the author's name and where a book was published).

Performance Level

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

- Find details in a text to answer questions.
- Explain how events in a text are related.
- Provide details that support the author's point of view.
- Identify information in texts that supports an argument.
- Revise arguments by adding supporting information.
- Revise a non-fiction text by reorganizing information.
- Use sources to research a topic and share information.
- Identify words that have the same or opposite meanings.

Next Steps

Based on Jane's Performance This Year

Read a story with your child and explain the idea of a narrator (a character who is not in the story but is telling the story). Decide if this story is told by a narrator. As you read, choose words familiar to your child and have him/her think of words that have the same meaning. Find an advertisement for a product in a magazine or a newspaper and help your child understand what the ad claims about the product. Help him/her do research to figure out if the claim is true. Make a visual display (like a chart) to show the information collected from the research sources. Help your child make a list of bibliographic information of the sources, like the title and author of each source. Based on the research you gather, decide together if the claim in the ad is correct. Ask your child's teacher about other ways you can continue your child's learning at home.



Jane's Mathematics Score

330*
Meets Proficiency

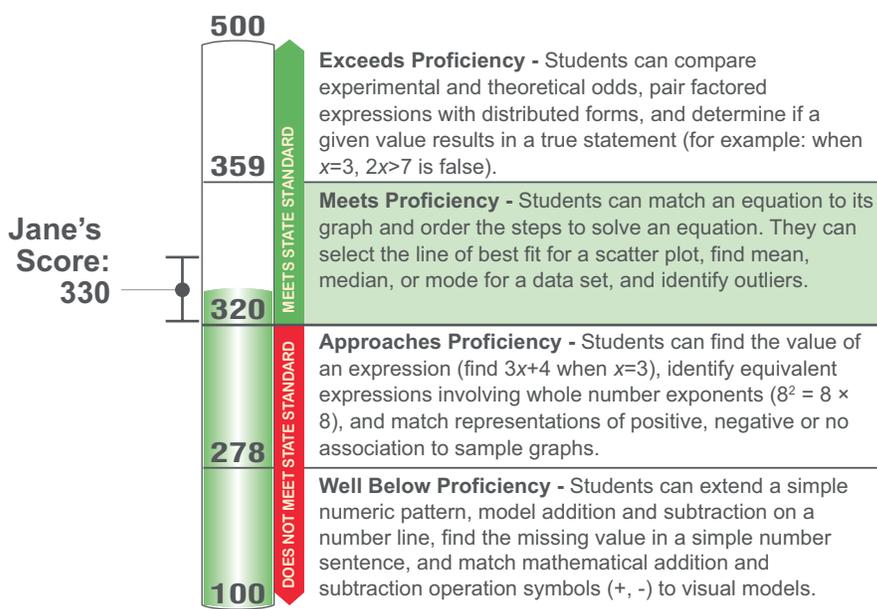
Jane's Mathematics score is 330. This score is higher than the average score of eleventh graders in her complex area, and higher than that of eleventh graders statewide for this test.

† 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 325 and 335.

* Jane's score is based upon an incomplete test.

How does this compare?

	Average Score
State Average	271
Complex Area Average	261



Mathematics Areas Being Assessed in Grade 11

Algebra

Algebra skills are based on the understanding of using linear equations to represent and solve real-world problems. Tested skills include matching factored expressions with equivalent distributed forms [$2(x + 4) = 2x + 8$]; rewriting linear expressions to show equivalence ($2x + 3 = 3 + 2x$); writing equivalent (equal) expressions ($2x = x + x$); identifying linear equations in graphs and tables; and creating and using linear equations to represent situations and solve problems.

Statistics and Probability

Statistics and Probability skills are based on the understanding of collecting, representing, and interpreting data. Tested skills include calculating mean (average), median (middle number), mode (number that appears most), and range (difference between the highest and lowest numbers); determining the association between two variables (positive, negative, or no association); choosing lines of best fit on scatter plots; and determining the probability of different events using data-generating devices (like spinners and dice).

Number and Quantity

Number and Quantity skills are based on the understanding of rational numbers, exponents, and their properties. Tested skills include identifying rational numbers (5, 23, $\frac{1}{2}$, 0.45); applying the properties of rational numbers to simplify expressions; and applying the laws of exponents to create equivalent (equal) expressions and identify visual models of exponents.

Performance Level

Jane scored in the Meets Proficiency range.

Students who score in this range should be able to:

- Identify the inverse (opposite) operation needed to solve a one-step equation.
- Find the coordinates for the y-intercept of a line or the intersection point of two lines.
- Given a graph of a line, identify slope as positive, negative, or zero.
- Use a device (spinner, coin) to find the probability (likely, impossible) of different outcomes.

Next Steps

Based on Jane's Performance This Year

Extend your child's thinking by asking him/her to solve one-step linear equations [like "The daily parking rate at an airport is \$10 plus a \$2 service charge. If I park my car for seven days, how much do I have to pay?" ($10x + 2 = 10(7) + 2 = \$72$)]. Help your child work with probability by rolling a die 20 times and recording the number rolled each time; compare theoretical probability (1 chance out of 6) with experimental probability (what actually happens). Work on real-world problems with two solutions and help your child identify which solution is possible [such as "The length of a side of a square is x cm and the area of the square is 16 cm^2 . Therefore, $x^2 = 16$, so the length of the side is either 4 or -4 (if $4 \times 4 = 16$ and $-4 \times -4 = 16$). Since it is impossible for length to be negative, the solution is 4 cm.]. 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 ELA/Literacy and Mathematics?

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

Q: Where can I get more information about the Hawai'i State Alternate Assessments in ELA/Literacy and Mathematics?

A: In 2010, the Hawai'i State Department of Education adopted the Hawai'i Common Core (HCC). The HCC are a new set of expectations in English language arts (ELA)/Literacy and mathematics. HCC content specifications for ELA/Literacy and mathematics were developed by the Hawai'i Department of Education. The content specifications are designed to provide entry points to the Hawai'i State Alternate Assessment for students with significant cognitive disabilities. The content specifications are organized by grade. To learn more about the content specifications, please visit www.alohahsap.org/HSA_ALT/students/, click on "Resources" and then click on "Students and Families."

To see sample questions from the Alternate Assessment, go to

www.alohahsap.org/HSA_ALT/students/ and click on "Online Training Tests"



Frequently Asked Questions

Q: What are the Hawai'i State Alternate Assessments in ELA/Literacy and Mathematics?

A: The Hawai'i State Alternate Assessments in ELA/Literacy and Mathematics are annual tests that measure student achievement in meeting the Hawai'i Common Core (HCC) through the content specifications. These tests are 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 ELA/literacy and mathematics. 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: Each content area assessment is made up of a series of performance tasks, which are arranged in order of difficulty. The tasks are linked to the state academic content standards through the Hawai'i State Alternate Assessment content specifications. The content specifications 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 Achievement Standards. These standards, or cut scores, differ from the achievement standards used to set proficiency levels for each Hawai'i Common Core or Hawai'i State Assessment (HSA) subject.

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