

**Student Name:** Jane Doe  
**School:** Aloha Elementary School  
**Complex Area:** Ewa  
**Test Year:** 2017–2018

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 Assessment in Science. The Science Alternate Assessment is designed to test students on the Hawai'i Content and Performance Standards, Third Edition (HCPS III). The standards describe what students should know and be able to do in science, based on alternate achievement standards. For students who are eligible to take the alternate assessments, the achievement standards required to be considered proficient differ from the achievement standards set for the general assessments. The Achievement Standards for the alternate assessment have been reduced in depth, breadth, and complexity. This difference is a feature of an alternate assessment, as allowed by Federal policy.

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

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

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

Sincerely,

Dr. Christina M. Kishimoto  
Superintendent

# Science Alternate Assessment Results

## What is in this report?

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

For more information  
about this assessment, go to  
[alohahsap.org](http://alohahsap.org)



Grade

# 4

2017–2018



Hawai'i  
Department of Education



# Jane's Science Score

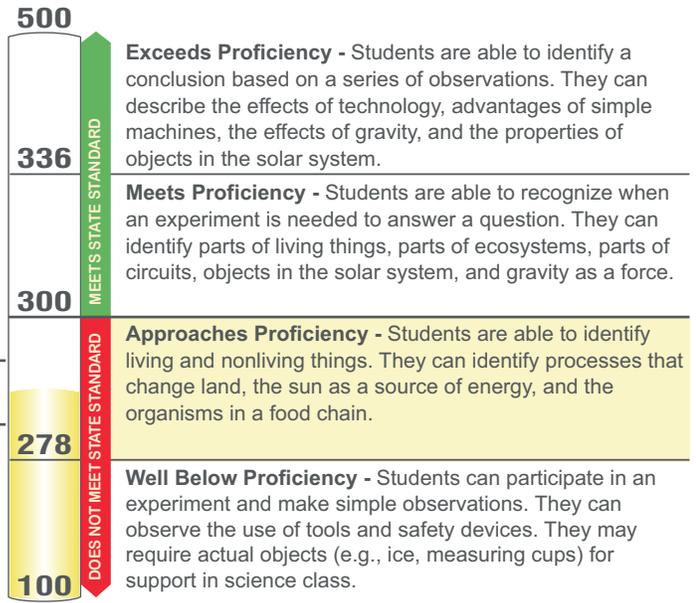
# 289

Approaches Proficiency

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.

**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 Jane would receive a score between 283 and 295.

Jane's Score: 289



### How does this compare?

	Average Score
State Average	278
Complex Area Average	190

### Science Areas Being Assessed in Grade 4

#### The Scientific Process

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

#### Life and Environmental Sciences

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

#### Physical, Earth, and Space Sciences

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

### Performance Level

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

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

### Next Steps

#### Based on Jane's Performance This Year

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



## Additional Resources

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

**A:** You can visit the Hawai'i State Alternate Assessments Portal ([www.alohahsap.org](http://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](http://www.naacpartners.org)
- National Center on Educational Outcomes:  
[www.cehd.umn.edu/NCEO/TopicAreas/AlternateAssessments/altAssessTopic.htm](http://www.cehd.umn.edu/NCEO/TopicAreas/AlternateAssessments/altAssessTopic.htm)

### Q: What are the Hawai'i Content and Performance Standards, Third Edition (HCPS III) content specifications?

**A:** The Hawai'i Content and Performance Standards, Third Edition (HCPS III) content specifications were 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/](http://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/](http://www.alohahsap.org/HSA_ALT/students/) and click on "Online Training Tests"

## Frequently Asked Questions

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

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

### Q: How is my child assessed?

**A:** The Hawai'i State Alternate Assessment in Science is a computer adaptive assessment consisting of a series of performance content blocks, which are arranged by level of difficulty. The content blocks are linked to the state academic content standards through the Hawai'i State Alternate Assessment 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. The Achievement Standards for the alternate assessments have been reduced in depth, breadth, and complexity.

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

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



**This space is reserved for notes.**

**Student Name:** Jane Doe-Incomplete  
**School:** Aloha Elementary School  
**Complex Area:** Ewa  
**Test Year:** 2017–2018

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 Assessment in Science. The Science Alternate Assessment is designed to test students on the Hawai'i Content and Performance Standards, Third Edition (HCPS III). The standards describe what students should know and be able to do in science, based on alternate achievement standards. For students who are eligible to take the alternate assessments, the achievement standards required to be considered proficient differ from the achievement standards set for the general assessments. The Achievement Standards for the alternate assessment have been reduced in depth, breadth, and complexity. This difference is a feature of an alternate assessment, as allowed by Federal policy.

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

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

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

Sincerely,

Dr. Christina M. Kishimoto  
Superintendent

# Science Alternate Assessment Results

## What is in this report?

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

For more information  
about this assessment, go to  
[alohahsap.org](http://alohahsap.org)



Grade

# 4

2017–2018



Hawai'i  
Department of Education



# Jane's Science Score

# 289\*

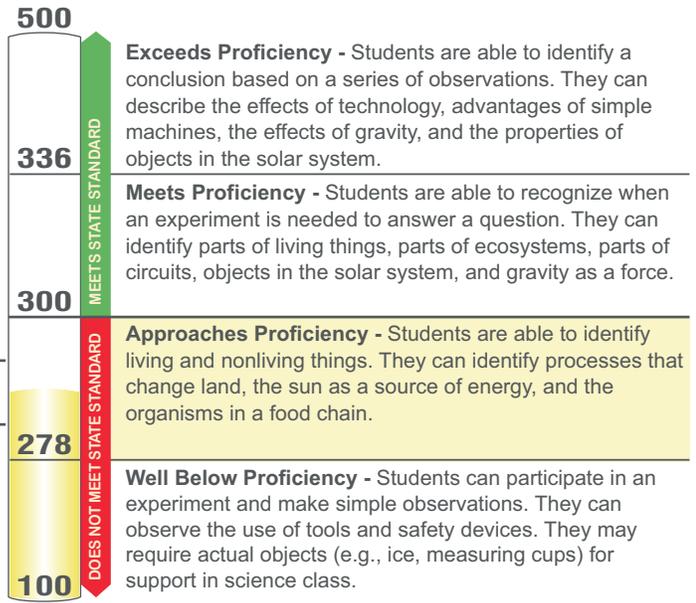
Approaches Proficiency

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.

**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 Jane would receive a score between 283 and 295.

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

Jane's Score: 289



## How does this compare?

	Average Score
State Average	278
Complex Area Average	190

## Science Areas Being Assessed in Grade 4

### The Scientific Process

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

### Life and Environmental Sciences

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

### Physical, Earth, and Space Sciences

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

## Performance Level

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

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

## Next Steps

### Based on Jane's Performance This Year

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



## Additional Resources

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

**A:** You can visit the Hawai'i State Alternate Assessments Portal ([www.alohahsap.org](http://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](http://www.naacpartners.org)
- National Center on Educational Outcomes:  
[www.cehd.umn.edu/NCEO/TopicAreas/AlternateAssessments/altAssessTopic.htm](http://www.cehd.umn.edu/NCEO/TopicAreas/AlternateAssessments/altAssessTopic.htm)

### Q: What are the Hawai'i Content and Performance Standards, Third Edition (HCPS III) content specifications?

**A:** The Hawai'i Content and Performance Standards, Third Edition (HCPS III) content specifications were 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/](http://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/](http://www.alohahsap.org/HSA_ALT/students/) and click on "Online Training Tests"

## Frequently Asked Questions

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

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

### Q: How is my child assessed?

**A:** The Hawai'i State Alternate Assessment in Science is a computer adaptive assessment consisting of a series of performance content blocks, which are arranged by level of difficulty. The content blocks are linked to the state academic content standards through the Hawai'i State Alternate Assessment 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. The Achievement Standards for the alternate assessments have been reduced in depth, breadth, and complexity.

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

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



**This space is reserved for notes.**

**Student Name:** Jessica Doe  
**School:** Aloha Middle School  
**Complex Area:** Ewa  
**Test Year:** 2017–2018

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

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

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

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

Sincerely,

Dr. Christina M. Kishimoto  
Superintendent

# Science Alternate Assessment Results

## What is in this report?

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

For more information  
about this assessment, go to  
[alohahsap.org](http://alohahsap.org)



Grade

# 8

2017–2018



Hawai'i  
Department of Education



# Jessica's Science Score

**319**  
Meets  
Proficiency

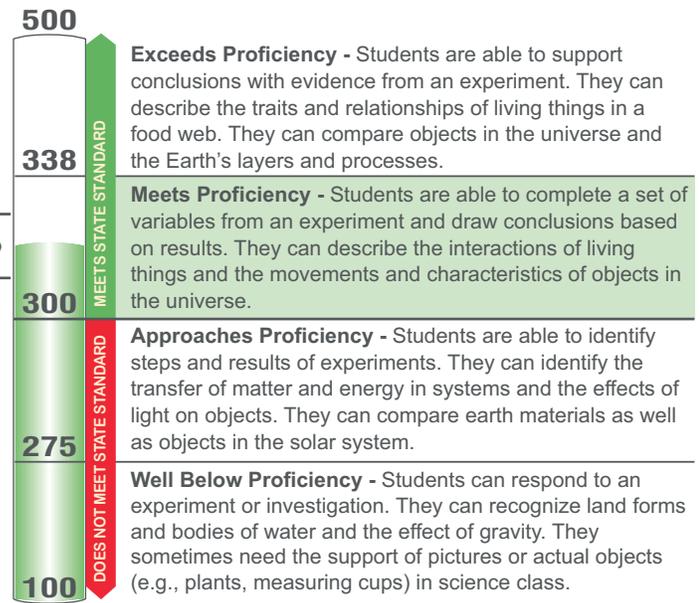
Jessica's Science score is 319. This score is lower than the average score of eighth graders in her complex area, and lower than that of eighth graders statewide for this test.

† A student's test score can vary if the test is taken several times. If your child were tested again, it is likely that Jessica would receive a score between 309 and 329.

## How does this compare?

	Average Score
State Average	310
Complex Area Average	315

Jessica's  
Score:  
319



## Science Areas Being Assessed in Grade 8

### The Scientific Process

The Scientific Process skill set is based on understanding the nature of science and investigation. Tested skills include supporting a conclusion with evidence from an investigation, identifying variables (e.g., dependent, control), identifying tools used to collect data (e.g., thermometer, balance, and computers), revising conclusions, identifying sources of scientific information (e.g., text books, scientists, and journal articles), and identifying the impact of a technology on society (e.g., x-ray machines).

### Life and Environmental Sciences

Life and Environmental Science skills are based on an understanding of biology and ecology. Tested skills include describing matter and energy transfer (e.g., from grass to a rabbit) in a food web, identifying healthy ecosystems, identifying cells and cell structures (e.g., cell wall), describing levels of organization within organisms (e.g., tissue, organs), classifying organisms (e.g., plant, animal), identifying inherited traits, relating the structures to organism survival, identifying the benefit of genetic variation, and describing changes in a fossil record.

### 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 describing earthquakes, identifying properties of waves (e.g., frequency, wavelength), describing energy movement and transformations (e.g., electric to light), identifying chemical/physical properties and changes (e.g., boiling point, pH), comparing the masses of objects, identifying types of rocks (e.g., igneous, sedimentary), describing the composition and motions of objects in space.

## Performance Level

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

- Identify graphs (e.g., bar graphs, line graphs).
- Identify science resources (e.g., textbooks, articles).
- Describe adaptations to an environment (e.g., white fur in the Arctic).
- Identify levels of organization in organisms (e.g., cells, tissue, organs).
- Identify properties of landforms and bodies of water (e.g., ocean has salt water).
- Describe characteristics of objects in the universe (e.g., some planets are rocky).

## Next Steps

### Based on Jessica's Performance This Year

Discuss graphs such as pie charts, bar graphs, and line graphs (e.g., those found in newspapers). Explore different science resources such as books, magazines, and science websites. Match animals to their habitats and talk about the animals' features that help them live (e.g., camouflage). Point out where organs or body parts are located and name the system they belong to (e.g., the heart is in the chest and is part of the circulatory system because it pumps blood). Using pictures or models of landforms and bodies of water, note how they are different from those near where you live. Use pictures or models to talk about the features of the moon and sun. Ask your child's teacher about other ways you can continue your child's learning at home.



## Additional Resources

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

**A:** You can visit the Hawai'i State Alternate Assessments Portal ([www.alohahsap.org](http://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](http://www.naacpartners.org)
- National Center on Educational Outcomes:  
[www.cehd.umn.edu/NCEO/TopicAreas/AlternateAssessments/altAssessTopic.htm](http://www.cehd.umn.edu/NCEO/TopicAreas/AlternateAssessments/altAssessTopic.htm)

### Q: What are the Hawai'i Content and Performance Standards, Third Edition (HCPS III) content specifications?

**A:** The Hawai'i Content and Performance Standards, Third Edition (HCPS III) content specifications were 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/](http://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/](http://www.alohahsap.org/HSA_ALT/students/) and click on "Online Training Tests"

## Frequently Asked Questions

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

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

### Q: How is my child assessed?

**A:** The Hawai'i State Alternate Assessment in Science is a computer adaptive assessment consisting of a series of performance content blocks, which are arranged by level of difficulty. The content blocks are linked to the state academic content standards through the Hawai'i State Alternate Assessment 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. The Achievement Standards for the alternate assessments have been reduced in depth, breadth, and complexity.

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

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



**This space is reserved for notes.**

**Student Name:** Jessica Doe-Incomplete  
**School:** Aloha Middle School  
**Complex Area:** Ewa  
**Test Year:** 2017–2018

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

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

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

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

Sincerely,

Dr. Christina M. Kishimoto  
Superintendent

# Science Alternate Assessment Results

## What is in this report?

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

For more information  
about this assessment, go to  
[alohahsap.org](http://alohahsap.org)



Grade

# 8

2017–2018



Hawai'i  
Department of Education



# Jessica's Science Score

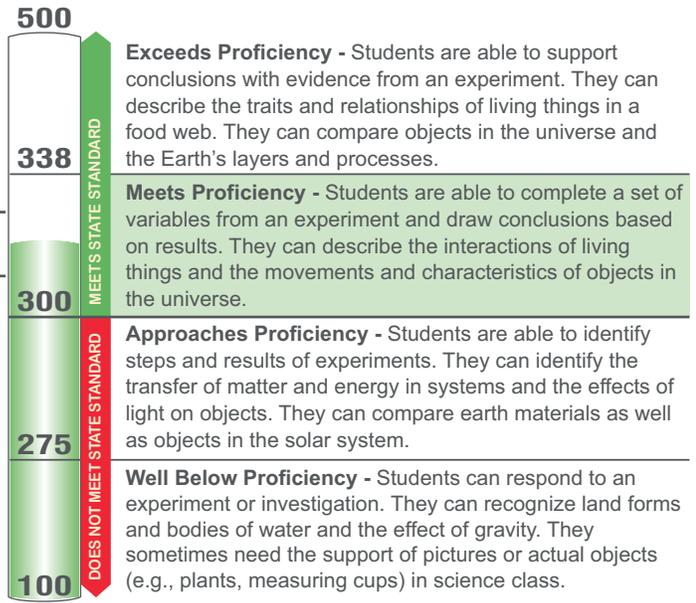
**319\***  
Meets Proficiency

Jessica's Science score is 319. This score is lower than the average score of eighth graders in her complex area, and lower 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 Jessica would receive a score between 309 and 329.

\* Jessica's score is based upon an incomplete test.

Jessica's Score: 319



## How does this compare?

	Average Score
State Average	310
Complex Area Average	315

## Science Areas Being Assessed in Grade 8

### The Scientific Process

The Scientific Process skill set is based on understanding the nature of science and investigation. Tested skills include supporting a conclusion with evidence from an investigation, identifying variables (e.g., dependent, control), identifying tools used to collect data (e.g., thermometer, balance, and computers), revising conclusions, identifying sources of scientific information (e.g., text books, scientists, and journal articles), and identifying the impact of a technology on society (e.g., x-ray machines).

### Life and Environmental Sciences

Life and Environmental Science skills are based on an understanding of biology and ecology. Tested skills include describing matter and energy transfer (e.g., from grass to a rabbit) in a food web, identifying healthy ecosystems, identifying cells and cell structures (e.g., cell wall), describing levels of organization within organisms (e.g., tissue, organs), classifying organisms (e.g., plant, animal), identifying inherited traits, relating the structures to organism survival, identifying the benefit of genetic variation, and describing changes in a fossil record.

### 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 describing earthquakes, identifying properties of waves (e.g., frequency, wavelength), describing energy movement and transformations (e.g., electric to light), identifying chemical/physical properties and changes (e.g., boiling point, pH), comparing the masses of objects, identifying types of rocks (e.g., igneous, sedimentary), describing the composition and motions of objects in space.

## Performance Level

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

- Identify graphs (e.g., bar graphs, line graphs).
- Identify science resources (e.g., textbooks, articles).
- Describe adaptations to an environment (e.g., white fur in the Arctic).
- Identify levels of organization in organisms (e.g., cells, tissue, organs).
- Identify properties of landforms and bodies of water (e.g., ocean has salt water).
- Describe characteristics of objects in the universe (e.g., some planets are rocky).

## Next Steps

### Based on Jessica's Performance This Year

Discuss graphs such as pie charts, bar graphs, and line graphs (e.g., those found in newspapers). Explore different science resources such as books, magazines, and science websites. Match animals to their habitats and talk about the animals' features that help them live (e.g., camouflage). Point out where organs or body parts are located and name the system they belong to (e.g., the heart is in the chest and is part of the circulatory system because it pumps blood). Using pictures or models of landforms and bodies of water, note how they are different from those near where you live. Use pictures or models to talk about the features of the moon and sun. Ask your child's teacher about other ways you can continue your child's learning at home.



## Additional Resources

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

**A:** You can visit the Hawai'i State Alternate Assessments Portal ([www.alohahsap.org](http://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](http://www.naacpartners.org)
- National Center on Educational Outcomes:  
[www.cehd.umn.edu/NCEO/TopicAreas/AlternateAssessments/altAssessTopic.htm](http://www.cehd.umn.edu/NCEO/TopicAreas/AlternateAssessments/altAssessTopic.htm)

### Q: What are the Hawai'i Content and Performance Standards, Third Edition (HCPS III) content specifications?

**A:** The Hawai'i Content and Performance Standards, Third Edition (HCPS III) content specifications were 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/](http://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/](http://www.alohahsap.org/HSA_ALT/students/) and click on "Online Training Tests"

## Frequently Asked Questions

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

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

### Q: How is my child assessed?

**A:** The Hawai'i State Alternate Assessment in Science is a computer adaptive assessment consisting of a series of performance content blocks, which are arranged by level of difficulty. The content blocks are linked to the state academic content standards through the Hawai'i State Alternate Assessment 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. The Achievement Standards for the alternate assessments have been reduced in depth, breadth, and complexity.

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

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



**This space is reserved for notes.**

**Student Name:** Jane Doe  
**School:** Aloha High School  
**Complex Area:** Ewa  
**Test Year:** 2017–2018

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 Assessment in Science. The Science Alternate Assessment is designed to test students on the Hawai'i Content and Performance Standards, Third Edition (HCPS III). The standards describe what students should know and be able to do in science, based on alternate achievement standards. For students who are eligible to take the alternate assessments, the achievement standards required to be considered proficient differ from the achievement standards set for the general assessments. The Achievement Standards for the alternate assessment have been reduced in depth, breadth, and complexity. This difference is a feature of an alternate assessment, as allowed by Federal policy.

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

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

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

Sincerely,

Dr. Christina M. Kishimoto  
Superintendent

# Science Alternate Assessment Results

## What is in this report?

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

For more information  
about this assessment, go to  
[alohahsap.org](http://alohahsap.org)



Grade  
**11**  
2017–2018



**Hawai'i**  
Department of Education



# Jane's Science Score

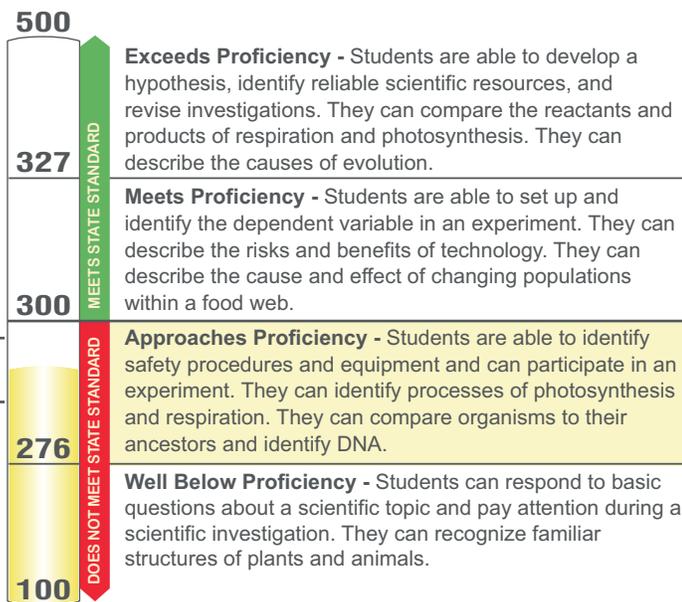
# 290

Approaches Proficiency

Jane's Science score is 290. 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.

**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 Jane would receive a score between 283 and 297.

Jane's Score: 290



### How does this compare?

	Average Score
State Average	276
Complex Area Average	250

### Science Areas Being Assessed in Grade 11

#### The Scientific Process

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

#### Organisms and the Environment

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

#### Structure and Function in Organisms

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

#### Diversity, Genetics, and Evolution

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

### Performance Level

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

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

### Next Steps

#### Based on Jane's Performance This Year

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



## Additional Resources

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

**A:** You can visit the Hawai'i State Alternate Assessments Portal ([www.alohahsap.org](http://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](http://www.naacpartners.org)
- National Center on Educational Outcomes:  
[www.cehd.umn.edu/NCEO/TopicAreas/AlternateAssessments/altAssessTopic.htm](http://www.cehd.umn.edu/NCEO/TopicAreas/AlternateAssessments/altAssessTopic.htm)

### Q: What are the Hawai'i Content and Performance Standards, Third Edition (HCPS III) content specifications?

**A:** The Hawai'i Content and Performance Standards, Third Edition (HCPS III) content specifications were 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/](http://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/](http://www.alohahsap.org/HSA_ALT/students/) and click on "Online Training Tests"

## Frequently Asked Questions

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

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

### Q: How is my child assessed?

**A:** The Hawai'i State Alternate Assessment in Science is a computer adaptive assessment consisting of a series of performance content blocks, which are arranged by level of difficulty. The content blocks are linked to the state academic content standards through the Hawai'i State Alternate Assessment 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. The Achievement Standards for the alternate assessments have been reduced in depth, breadth, and complexity.

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

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



**This space is reserved for notes.**

**Student Name:** Jane Doe-Incomplete  
**School:** Aloha High School  
**Complex Area:** Ewa  
**Test Year:** 2017–2018

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 Assessment in Science. The Science Alternate Assessment is designed to test students on the Hawai'i Content and Performance Standards, Third Edition (HCPS III). The standards describe what students should know and be able to do in science, based on alternate achievement standards. For students who are eligible to take the alternate assessments, the achievement standards required to be considered proficient differ from the achievement standards set for the general assessments. The Achievement Standards for the alternate assessment have been reduced in depth, breadth, and complexity. This difference is a feature of an alternate assessment, as allowed by Federal policy.

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

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

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

Sincerely,

Dr. Christina M. Kishimoto  
Superintendent

# Science Alternate Assessment Results

## What is in this report?

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

For more information  
about this assessment, go to  
[alohahsap.org](http://alohahsap.org)



Grade  
**11**  
2017–2018



**Hawai'i**  
Department of Education



# Jane's Science Score

# 290\*

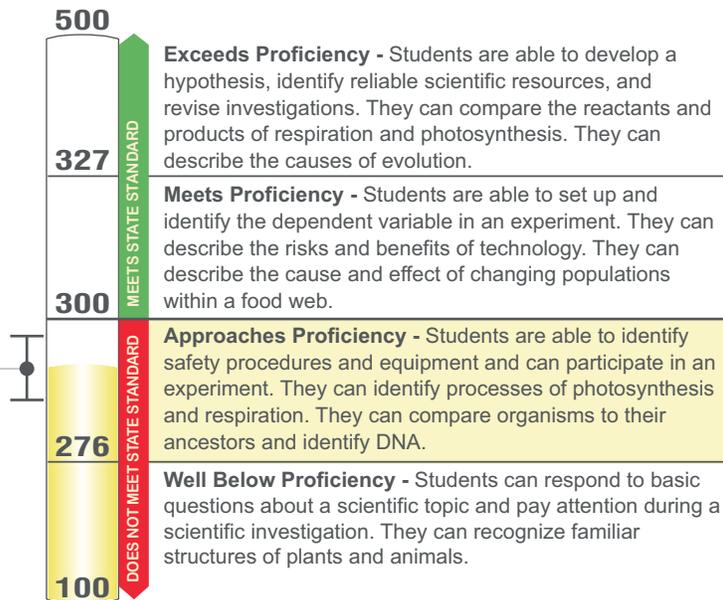
Approaches Proficiency

Jane's Science score is 290. 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.

**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 Jane would receive a score between 283 and 297.

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

Jane's Score: 290



## How does this compare?

	Average Score
State Average	276
Complex Area Average	250

## Science Areas Being Assessed in Grade 11

### The Scientific Process

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

### Organisms and the Environment

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

### Structure and Function in Organisms

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

### Diversity, Genetics, and Evolution

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

## Performance Level

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

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

## Next Steps

### Based on Jane's Performance This Year

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



## Additional Resources

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

**A:** You can visit the Hawai'i State Alternate Assessments Portal ([www.alohahsap.org](http://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](http://www.naacpartners.org)
- National Center on Educational Outcomes:  
[www.cehd.umn.edu/NCEO/TopicAreas/AlternateAssessments/altAssessTopic.htm](http://www.cehd.umn.edu/NCEO/TopicAreas/AlternateAssessments/altAssessTopic.htm)

### Q: What are the Hawai'i Content and Performance Standards, Third Edition (HCPS III) content specifications?

**A:** The Hawai'i Content and Performance Standards, Third Edition (HCPS III) content specifications were 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/](http://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/](http://www.alohahsap.org/HSA_ALT/students/) and click on "Online Training Tests"

## Frequently Asked Questions

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

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

### Q: How is my child assessed?

**A:** The Hawai'i State Alternate Assessment in Science is a computer adaptive assessment consisting of a series of performance content blocks, which are arranged by level of difficulty. The content blocks are linked to the state academic content standards through the Hawai'i State Alternate Assessment 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. The Achievement Standards for the alternate assessments have been reduced in depth, breadth, and complexity.

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

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



**This space is reserved for notes.**