

# Hawai'i State Alternate Assessments Family Report Interpretive Guide



## Understanding Your Child's 2018–2019 Score Report

### What Is the Purpose of the HSA-Alt Assessments?

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

In the spring of school year 2018–2019, ELA/Literacy and Mathematics assessments were administered in Grades 3–8 and 11, and a Science assessment was administered in Grades 4, 8, and 11. Students received one combined report for the ELA/Literacy and Mathematics assessments. Students who took the Science assessment received an additional, separate report.

Assessments can help identify whether students need extra instruction or practice in ELA/Literacy, Mathematics, or Science. This guide will help you better understand your child's report.

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

The Hawai'i Common Core forms the foundation for all grade-level instruction. During testing, however, alternate students are measured using a different set of achievement standards. These, the alternate achievement standards, represent a reduction in depth, breadth, and complexity of the general assessment achievement expectation. Simplified content and format is allowed on the alternate test along with different descriptors of student proficiency level.

**Cover Letter**

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

**Your Child's Score**

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

**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 standards. These standards describe 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 to be considered proficient differ from the achievement standards set for the general assessments. The achievement standards for the alternate assessments have been reduced in depth, breadth, and complexity. 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. Due to 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.

Sincerely,



Dr. Christina M. Kishimoto  
Superintendent

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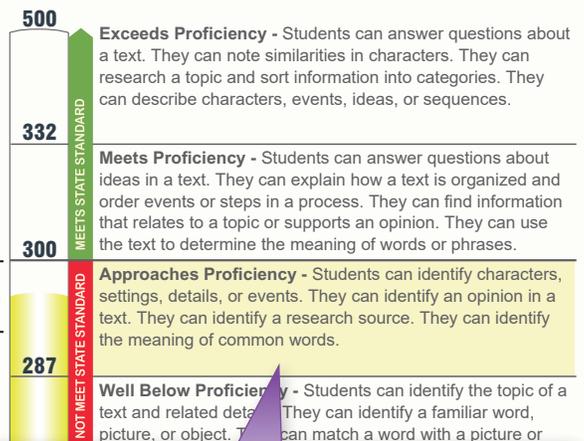
**Jennifer's ELA/Literacy Score**

**296**  
Approaches Proficiency

Jennifer's ELA/Literacy score is 296. This score is similar to the average score of third graders in her complex area, and similar to 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 292 and 300.

Jennifer's Score: 296



**How does this compare?**

**Performance Levels**

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

**Your Child's Likely Range**  
 This text explains the range in which your child might score if he or she retook the assessment.



**Jennifer's ELA/Literacy Score**

**296**  
 Approaches Proficiency

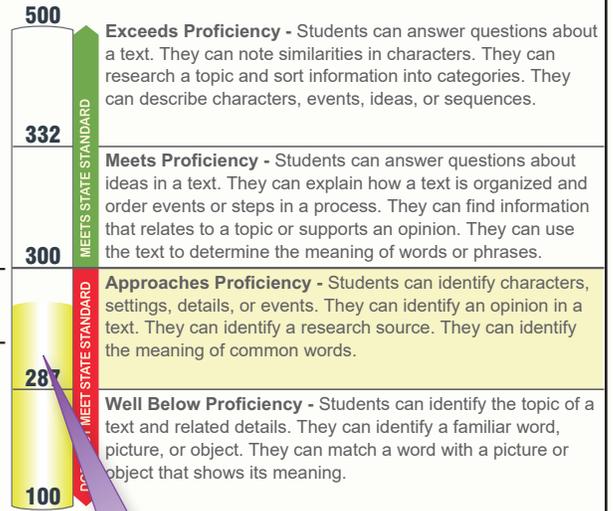
Jennifer's ELA/Literacy score is 296. This score is similar to the average score of third graders in her complex area, and similar to that of third graders statewide for this test.

† 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 292 and 300.

**How does this compare?**

	Average Score
State Average	292
Complex Area Average	298

Jennifer's Score: 296



**ELA/Literacy Areas Being Assessed in Grade 3**

**Comparison Scores**

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

**Cut Scores**

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

object to show its meaning; explaining how a text is organized; and identifying or describing the purpose of common structures in a text (like a table of contents or a picture).

**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: finding information that supports an opinion stated in a text; developing a topic by adding facts, definitions, and details; choosing a source that is relevant to a topic; and finding a fact or example about the same topic.

**Next Steps**

**Based on Jennifer's Performance This Year**

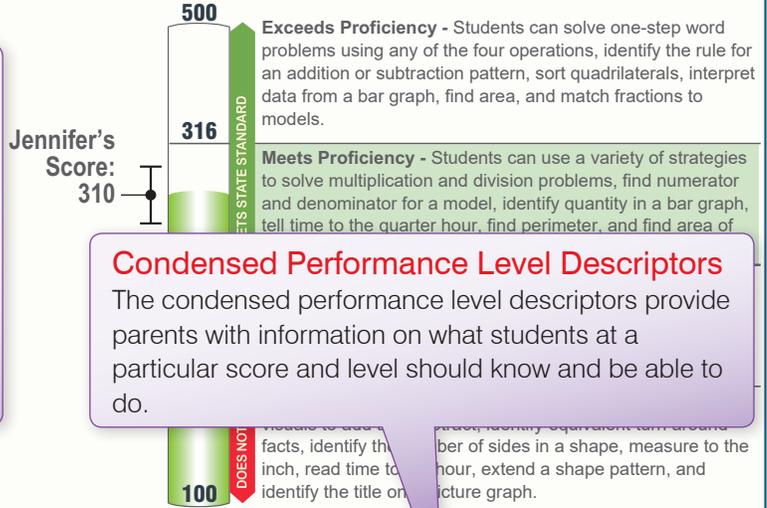
Introduce your child to different types of reading materials (such as newspapers, books, and magazines). As you read together, ask specific questions about information in the text (such as "Who was Abraham Lincoln?" or "What is the author's opinion of horses?"). Help your child keep a list of books and 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

# 310

**Subject Areas Assessed** This section describes what areas were tested for each subject administered. Four areas were assessed in ELA/Literacy. Areas assessed in Mathematics vary by grade: five areas were tested in Grades 3–5, four areas were tested in Grades 6–8, and three areas were tested in Grade 11. Areas assessed in Science also vary by grade, with three areas tested at each grade level.



### Condensed Performance Level Descriptors

The condensed performance level descriptors provide parents with information on what students at a particular score and level should know and be able to do.

#### How does this compare?

Category	Average Score
State Average	312
Complex Area Average	308

### Mathematics Areas Being Assessed in Grade 3

#### Operations and Algebraic Thinking

*Operations and Algebraic Thinking skills are based on the understanding of 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, and determining the unknown quantity in equations.*

#### Numbers and Operations - Fractions

*Numbers and Operations - Fraction skills are based on the understanding that fractions represent part to whole relationships with equal partitioning of the whole essential. Tested skills include using fraction models to represent, compare, and order fractions; identifying equivalent fractions; and comparing fractions with the same numerator or denominator.*

#### Measurement and Data

*Measurement and Data skills are based on the understanding of what can be measured (time, distance, volume, and weight) and how data can be collected, analyzed, and displayed. Tested skills include: telling time; measuring lengths; using appropriate units of measure; finding perimeter, area, and volume; and matching data sets to line plot displays.*

### Next Steps

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

### Performance Level

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

- Multiply or divide using different strategies.
- Identify rules for addition or subtraction patterns.
- Round whole numbers to the nearest 10.
- Identify the number of items from pictographs and bar graphs.
- Tell time to the quarter hour.
- Find perimeter.
- Count unit squares to find area.
- Identify 1/2, 1/3, and 1/4 on a number line.
- Identify shared attributes of rectangles and squares.

### Next Steps

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

With your child, solve real-world problems using addition/subtraction/multiplication/division of whole numbers.

Ask: "How many packages of hamburger buns do we need for 16 guests if there are 8 hamburger buns in each package?" ( $16 \div 8 = 2$ ).

Count the number of square flooring foot tiles inside a classroom to find the area.

Cook together and compare measuring cup sizes: 1 whole, 1/2, 1/3, 1/4, and 1/8. How many halves make a whole? How many quarters make a whole?

Use card games as a fun way to practice repeated addition.

Ask your child's teacher about other ways you can continue your child's learning at home.

## Science Alternate Assessment Results

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



### Jane's Science Score

**418**  
Exceeds  
Proficiency

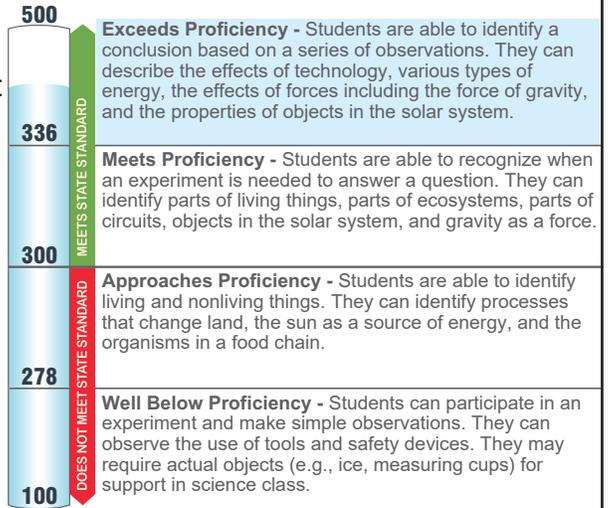
Jane's Science score is 418. This score is higher than the average score of fourth graders in her complex area, and higher than that of fourth graders statewide for this test.

⚠ A student's test score can vary if the test is taken several times. If your child were tested again, it is likely that Jane would receive a score between 408 and 428.

#### How does this compare?

	Average Score
State Average	302
Complex Area Average	298

Jane's  
Score:  
418



### 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 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 needs of organisms for survival and compare fossils and living things.

#### 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 identifying forces (pushes and pulls) that change the motion of objects, identifying parts of a circuit and forms of energy (e.g., electrical, light, and sound energy), identifying gravity as the force that pulls object down to Earth, 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 (rocks, minerals, soil, and sand).

### Performance Level

Jane scored in the Exceeds Proficiency range.

Students who score in this range should be able to:

- Identify a conclusion based on observations (e.g., What happens when a ball rolls down different ramps?).
- Describe the effects of technology (e.g., solar panels save energy).
- Match pictures of animals to the kind of environment in which they live (e.g., polar bears live in cold environments).
- Describe motions of objects in the solar system (e.g., Earth moves around the sun).
- Identify the effects of gravity (e.g., What makes a ball fall to the ground?).

### Next Steps

Based on Jane's Performance This Year

Observe actions and reactions. For example, have your child observe a ball dropping or rolling and describe what happened. Identify forms of technology around your home and talk about how they help people (e.g., telephones help people communicate over a long distance). Read wildlife magazines, observe, and talk about animals in the community. Play games that match animals to their habitat (e.g., polar bears live in the arctic, sharks live in the ocean). Observe the positions of the moon and sun, and talk about how they move and when they appear in the sky. Point out the effects of gravity whenever something rolls downhill or falls. Ask your child's teacher about other ways you can continue your child's learning at home.

## Glossary of Terms/Definitions

**Achievement Standards:** 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.

**Content Specifications:** 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/](http://www.alohahsap.org/HSA_ALT/students/), click on "Resources" and then click on "Students and Families."

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

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

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

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

**Standards:** Grade-Level (ELA/Literacy and Mathematics) or grade-level specific (Science) content that is assessed for accountability purposes.

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

## Additional Resources

HSA–Alt Information and Parent Resources

[http://alohahsap.org/HSA\\_ALT/resources/](http://alohahsap.org/HSA_ALT/resources/)