

Student Name: John Doe
School: Aloha Elementary
Complex Area: Ewa
Test Year: 2018 - 2019

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 John'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 John's performance on the assessment for each subject and counts as his official score. In addition to showing how well John 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. 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 John'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 John's teacher about this report, what it means, and how you can help.

Sincerely,

Dr. Christina M. Kishimoto
Superintendent

ELA/Literacy & Mathematics Alternate Assessment Results

What is in this report?

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

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



Grade

3

2018 - 2019



Hawai'i
Department of Education



John's ELA/Literacy Score

256

Well Below Proficiency

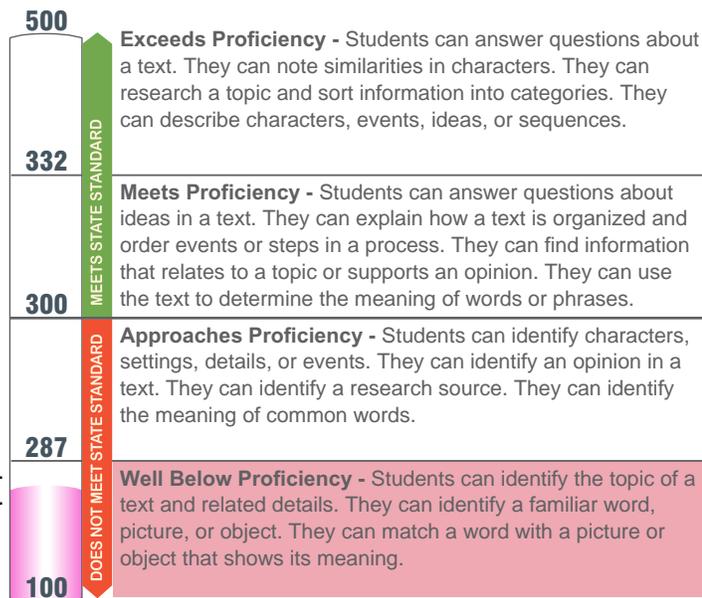
John's ELA/Literacy score is 256. This score is lower than the average score of third graders in his complex area, and lower than that of third graders statewide for this test.

A student's test score can vary if the test is taken several times. If your child were tested again, it is likely that John would receive a score between 237 and 275.

John's Score: 256

How does this compare?

	Average Score
State Average	294
Complex Area Average	294



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; 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.

Performance Level

John scored in the Well Below Proficiency range. Students who score in this range should be able to:

- Identify the subject of a text.
- Identify a familiar word, picture, or object.
- Match a word with a picture/object that shows its meaning.
- Express or choose an opinion.

Next Steps

Based on John's Performance This Year

Find reading material that matches your child's interests and needs (such as sports magazines, large-print books, videos, and audio books). Take your child to the library to borrow materials that you can read together. Make time to read with your child at home. Start by reading for short amounts of time and build up to longer periods as his/her attention span increases. As you read, ask your child to look at or touch the pictures on the page or hold an object related to the text. Ask simple questions about information clearly stated in the text (like "Does the storyteller like to cook?" or "Which character likes to paint?" or "What did we read about?"). Play word association games, such as asking your child to pick out an item from a set of familiar objects (like "Which one is the ball?"). Ask your child's teacher about other ways you can continue your child's learning at home.



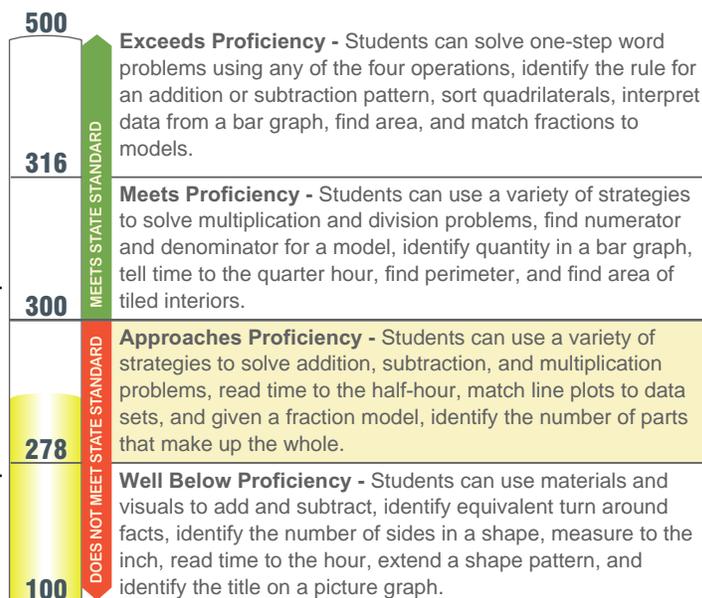
John's Mathematics Score

288
Approaches Proficiency

John's Mathematics score is 288. This score is similar to the average score of third graders in his 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 John would receive a score between 272 and 304.

John's Score: 288



How does this compare?

	Average Score
State Average	290
Complex Area Average	303

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.

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

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

- Add or subtract using different strategies.
- Identify rules for addition or subtraction patterns using visuals.
- Recognize equivalent addition expressions.
- Given visuals, round whole numbers to the nearest 10.
- Given a fraction model, identify the number of parts that make up the whole.
- Tell time to the half hour.
- Match line plots with their data set.
- Distinguish between quadrilaterals and non-quadrilaterals.

Next Steps

Based on John's Performance This Year

With your child, solve real-world problems using addition/subtraction/ multiplication of whole numbers. Help your child relate addition and multiplication [for example, $(2 + 2 + 2 + 2 = 2 \times 4 = 8)$]. Use a tape measure to compare the location of whole numbers. Measure the dimensions of a rectangular space. Ask your child to identify whole numbers on a number line. Cook together and compare measuring cup sizes: 1, 1/2, 1/3, 1/4, and 1/8. Work with your child on identifying the next shape in a shape pattern. 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: What are the HSA-Alt Range Performance Level Descriptors?

A: The HSA-Alt Range Performance Level Descriptors are the set of performance expectations for students who take Hawai'i's alternate assessment. The HSA-Alt Range Performance Level Descriptors are linked to the academic content standards, the Hawai'i Common Core and NGSS Science standards. Performance expectations are, however, reduced in depth, breadth, and complexity to help provide students with significant cognitive disabilities access to test content and an opportunity to demonstrate understanding. To learn more about the HSA-Alt Range PLDs, please visit <https://hsa-alt.alohahsap.org/users/students> and click on "Resources."



To see sample questions from the Alternate Assessment, go to

<https://hsa-alt.alohahsap.org/users/students.html>

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Frequently Asked Questions

Q: What is the Hawai'i State Assessment- Alternate (HSA-Alt)?

A: The HSA-Alt is a specially designed test for students with significant cognitive disabilities in grades 3–8, and 11. Students are identified for the HSA-Alt using the HSA-Alt Participation Guidelines. The use of these guidelines ensures that only students with the most significant cognitive disabilities are identified. This is important because the content area tests for the HSA-Alt are based on reduced performance expectations linked to grade-level standards. The reduction found in the test allows students with the most significant cognitive disabilities to be included in state and federal accountability systems along with their peers. The HSA-Alt is not an assessment designed to test the performance of students who are able to take the general assessment with or without accommodations.

Q: How is my child assessed?

A: Each content area assessment is computer adaptive. Depending on how students perform on a test item, they are either provided an easier or harder item for the next question. All items are linked to the state academic content standards through the HSA-Alt Range Performance Level Descriptors. The Range Performance Level Descriptors are general descriptions of what students should know and be able to do at each level of performance on the test. 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 Hawai'i State Alternate Achievement Standards. These standards, or cut scores, differ from the achievement standards used to set proficiency levels on the Smarter Balanced assessments or the other Hawai'i State summative assessments. The achievement standards for the alternate assessment do not have the same level of expectation as the achievement standards for the general assessment.

Q: How do 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 that he or she needs.

Student Name: Jane Doe
School: Aloha Elementary
Complex Area: Ewa
Test Year: 2018 - 2019

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 standards. These standards describe what students should know and be able to do in ELA/Literacy and Mathematics, based on alternate achievement standards.

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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. 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 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.

Sincerely,

Dr. Christina M. Kishimoto
Superintendent

ELA/Literacy & Mathematics Alternate Assessment Results

What is in this report?

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Grade

4

2018 - 2019



Hawai'i
Department of Education



Jane's ELA/Literacy Score

406
Exceeds Proficiency

Jane's ELA/Literacy score is 406. 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 385 and 427.

How does this compare?

	Average Score
State Average	290
Complex Area Average	329

Jane's Score: 406



Exceeds Proficiency - Students can compare characters, themes, or ideas in similar texts. They can understand the way information is organized (such as cause/effect). They can explain information about a topic. They can use words correctly.

Meets Proficiency - Students can use details from a text to answer questions about that text. They can write about a topic by adding facts, definitions, or details. They can use clues in a sentence or paragraph to find the meaning of unknown words.

Approaches Proficiency - Students can identify important events in stories. They can identify an opinion about a topic. They can identify a sequence of steps and categorize information. Students can identify descriptive words or phrases.

Well Below Proficiency - Students can recognize details about characters, settings, or events. They can answer questions about information directly stated in a text. They can identify an event or a step in a process. They can match a word to a picture or object that shows its meaning.

ELA/Literacy Areas Being Assessed in Grade 4

Literature

Literature skills are based on understanding fictional texts such as stories, poems, plays, fables, and folktales. Skills that are tested include: finding details to answer a question based on facts in the text; describing characters, settings, or events; pointing out words and phrases in texts that describe feelings; and describing how two stories are alike.

Informational Text

Informational Text skills are based on understanding non-fiction texts like biographies, articles, and short step-by-step procedures. Skills that are tested include: finding facts to support an answer; pointing out details to support a main idea; describing steps or events using information from a text; connecting words that have similar meanings; comparing two texts about the same topic; recognizing facts from a text; and collecting information about a topic from different sources.

Language

Language skills are based on the student's understanding of written and spoken English. Skills that are tested include: figuring out the meaning of unknown words by using clues in the sentence where the words appear; making real-life connections between words and the way they are used; and using words learned from texts.

Writing

Writing skills are based on the student's understanding of written English and how it is used to express ideas. Skills that are tested include: explaining an opinion on a given topic; organizing information about a topic; finding supporting statements for an opinion; developing a topic by adding related facts, definitions, or details; and connecting research and a topic.

Performance Level

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

- Identify a detail to answer a question about a text.
- Identify a relationship between characters in the text.
- Explain how themes in related stories are alike.
- Explain how texts are organized (like cause/effect).
- Organize research to address a specific purpose.
- Use different strategies to find word meanings.
- State an opinion.

Next Steps

Based on Jane's Performance This Year

Read different types of texts with your child, such as editorials or comic books. Have your child tell you the main idea or the author's message and find key details to support it. He/she can circle those details in the text or mark them with sticky notes. Ask your child to retell a story in his/her own words, including a beginning, a middle, and an end. Help your child practice word meanings by playing an "I Spy" game. Give him/her a clue about a word; for example, "I spy something I wear on my foot" (a sock) or "I spy something I like to eat" (nuts). Your child can work on his/her word knowledge by making a picture book. Staple together a few blank papers and write a word at the top of each one. Below the word, help your child write a sentence that uses the word correctly. Have your child paste or draw a picture of that word. Ask your child's teacher about other ways you can continue your child's learning at home.



Jane's Mathematics Score

341

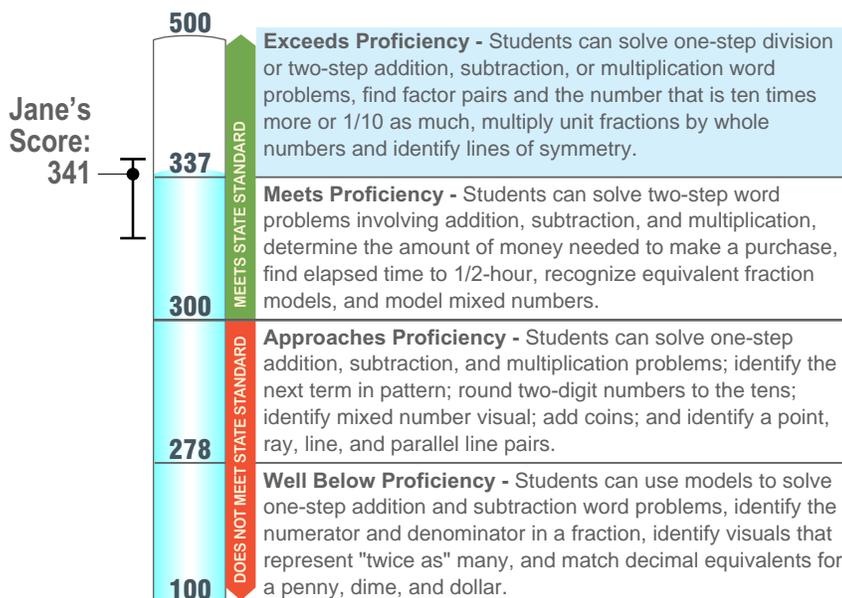
Exceeds Proficiency

Jane's Mathematics score is 341. 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 323 and 359.

How does this compare?

	Average Score
State Average	282
Complex Area Average	311



Mathematics Areas Being Assessed in Grade 4

Operations and Algebraic Thinking

Operations and Algebraic Thinking skills are based on the understanding of whole number computation (+, -, x, ÷). Tested skills include solving problems with all four operations; using objects and/or equations to represent and solve word problems; and finding the factor pairs for a whole number.

Numbers and Operations in Base Ten

Numbers and Operations in Base Ten skills are based on the understanding of place value and multi-digit whole numbers. Tested skills include adding and subtracting multi-digit whole numbers, multiplying a two-digit by one-digit number (using a model), dividing two whole numbers (no remainder), and comparing three-digit whole numbers (when given a model).

Numbers and Operations - Fractions

Numbers and Operations - Fraction skills are based on the understanding that fractions represent part to whole relationships. Tested skills include comparing fractions with the same denominator; creating equivalent fractions; finding sums and differences for fractions with the same denominator; and multiplying a unit fraction by a whole number.

Measurement and Data

Measurement and Data skills are based on representing measurable characteristics and understanding what they mean. Tested skills include changing feet to inches; matching time on a schedule to time on a clock; recognizing decimal equivalents for coins; calculating money sums; interpreting line plots; and understanding how to measure an angle.

Geometry

Geometry skills are based on the understanding of geometric shapes and their properties. Tested skills include identifying point, ray, line, angle, right angle, parallel and perpendicular line pairs, and lines of symmetry drawn through a shape.

Performance Level

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

- Identify rules for number patterns.
- Solve one-step division or two-step addition/subtraction/multiplication word problems.
- Find factor pairs.
- Find the number that is ten times more or 1/10 as much.
- Compare three-digit numbers.
- Add or subtract fractions and mixed numbers and multiply unit fractions by a whole number.
- Translate between dollars and cents notation.
- Find elapsed time to the quarter hour.
- Interpret line plots that display halves and wholes.
- Add two or more angles and identify lines of symmetry.

Next Steps

Based on Jane's Performance This Year

With your child, find real-world situations where math is used. For example:

Calculate the cost of purchases or how much change you should get.

Convert units of measure. Ask: "Can a table that is 27 inches wide fit through a door that is 2 feet wide?" (12 inches in a foot, so the door is $2 \times 12 = 24$ inches and the table is too wide to fit).

Create rules for patterns you find.

Ask your child to find a country on a map and a country 1,000 miles or 1,609 kilometers away from that country.

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



Additional Resources

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Hawai'i



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Grade
5
2018 - 2019



Hawai'i
Department of Education



Jane's ELA/Literacy Score

352
Exceeds Proficiency

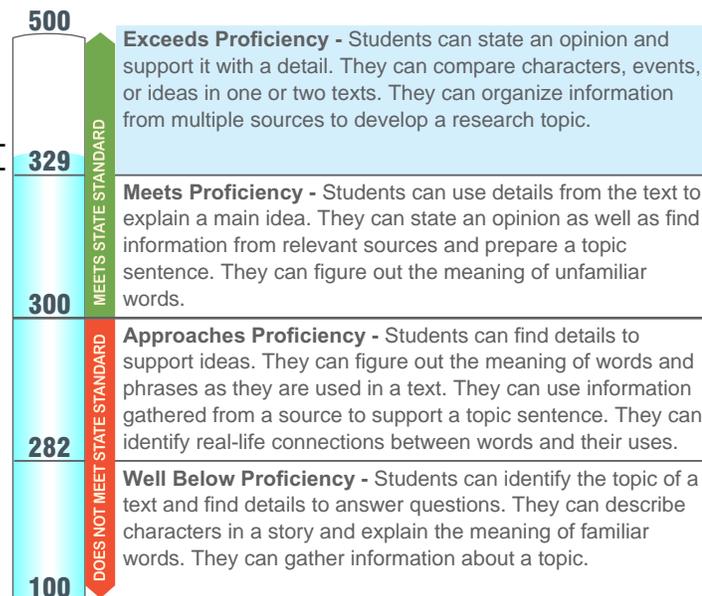
Jane's ELA/Literacy score is 352. This score is higher than the average score of fifth graders in her complex area, and higher than that of fifth graders statewide for this test.

⚠ 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 337 and 367.

How does this compare?

	Average Score
State Average	301
Complex Area Average	312

Jane's Score: 352



ELA/Literacy Areas Being Assessed in Grade 5

Literature

Literature skills are based on the understanding of fictional texts such as stories, poems, fables, and folk tales. Skills that are tested include: finding details to answer a question about information not stated directly in the text; recognizing the theme of different types of stories or poems; comparing or contrasting characters, settings, or events; explaining the meaning of words and phrases as they are used in a text; and describing differences between stories of the same type (like folk tales).

Informational Text

Informational Text skills are based on understanding non-fiction texts such as news articles, advertisements, and instruction manuals. Skills that are tested include: finding details to support main ideas or to answer questions about information not stated directly; making connections between events or procedures; identifying meanings of unfamiliar words in a text by making connections with other key words; noting whether information in texts is organized in the same or in different ways; using print or graphic sources to answer questions; or researching a topic.

Language

Language skills are based on the student's understanding of written and spoken English. Skills that are tested include: using different strategies to determine the meanings of words and phrases; identifying synonyms (same meaning) or antonyms (opposite meaning) of familiar words; and using words and phrases associated with a specific topic.

Writing

Writing skills are based on the understanding of written English and how it is used to express ideas. Skills that are tested include: expressing and supporting an opinion; providing details that support an author's purpose; developing a topic by adding related facts, definitions, specific details, quotations, or examples; and summarizing information gathered from research.

Performance Level

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

- State an opinion and support it with a detail.
- Connect story elements (like setting or plot) to a theme.
- Tell how characters/settings/ideas are alike or different.
- Tell how a theme or topic is discussed similarly or differently in two texts.
- Organize information from multiple sources to develop a research topic.
- Identify words that have opposite meanings.

Next Steps

Based on Jane's Performance This Year

Choose one fiction text and one non-fiction text about the same topic and read them with your child (such as a story about a spider and an article about barn spiders). Talk about the characters in the story (such as who they are, what they do, or how they feel) and where the story takes place. Ask your child to explain the theme of the story (such as "What is special about this spider?"). Have your child tell you the claim the author makes in the article (such as "Why does the author think the barn spider is the best type of spider?"). Help your child make a list of details about spiders that he/she learned from the article. While reading the story and the article, ask your child questions that can be answered from information directly stated in the text. Ask your child to point to the paragraph where he/she found the answer. Ask your child's teacher about other ways you can continue your child's learning at home.



Jane's Mathematics Score

309

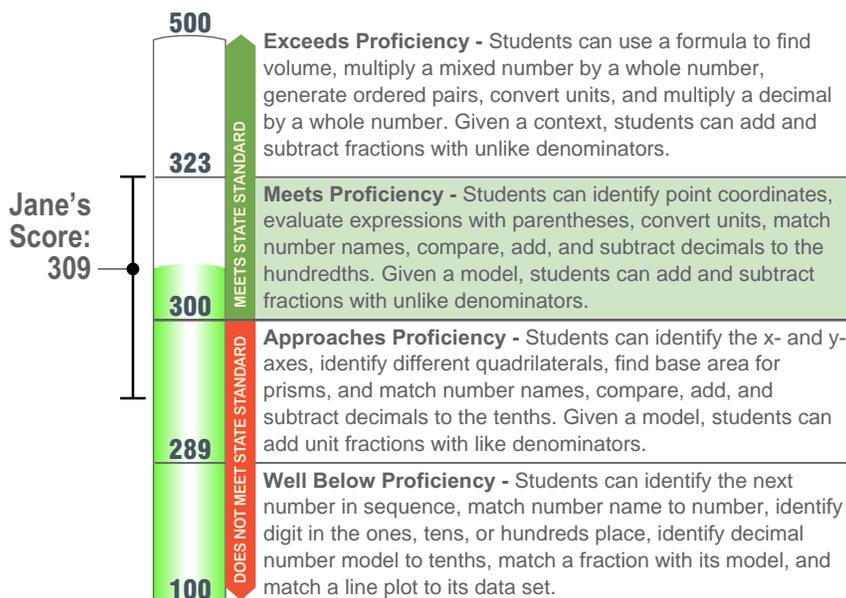
Meets Proficiency

Jane's Mathematics score is 309. This score is similar to the average score of fifth graders in her complex area, and similar to that of fifth 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 294 and 324.

How does this compare?

	Average Score
State Average	299
Complex Area Average	304



Mathematics Areas Being Assessed in Grade 5

Operations and Algebraic Thinking

Operations and Algebraic Thinking skills are based on the understanding of patterns and whole number computation. Tested skills include interpreting expressions and evaluating expressions that contain parentheses, and creating two patterns that follow two different rules.

Numbers and Operations in Base Ten

Numbers and Operations in Base Ten skills are based on understanding place value within multi-digit numbers. Tested skills include identifying the patterns seen when a number is multiplied by ten; representing decimals with models, rounding and comparing decimals to the ones, tenths or hundredths position, and adding and subtracting monetary amounts.

Numbers and Operations - Fractions

Numbers and Operations - Fraction skills are based on the understanding that fractions represent part to whole relationships. Tested skills include solving problems that call for addition and subtraction of fractions with unlike denominators, multiplication of a whole number by a unit fraction, and division of a whole number by a unit fraction.

Measurement and Data

Measurement and Data skills are based on the ability to represent characteristics (like length) and understand what they mean. Tested skills include understanding that volume for rectangular prisms can be found by packing unit cubes or multiplying length, width, and height, using measurement conversions, and interpreting line plots with halves and wholes.

Geometry

Geometry skills are based on the understanding of geometric shapes and their properties. Tested skills include classifying two-dimensional figures based on their properties (like the numbers of sides, the presence or absence of parallel sides angles or a right angle) and plotting coordinates in the first quadrant.

Performance Level

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

- Evaluate expressions containing parentheses.
- Compare, add, subtract decimals to the hundredths and match them with their number names.
- Add and subtract fractions with unlike denominators given models and multiply and divide whole numbers by a unit fraction.
- Convert units.
- Interpret information in a line plot (halves and wholes).
- Identify the origin, x- and y- axes, and coordinates of points in the first quadrant.
- Find volume and sort shapes with parallel or perpendicular sides.

Next Steps

Based on Jane's Performance This Year

With your child, find real-world situations where math is used. For example:

Ask your child to convert units of measure.

Play a game where you find countries on a world map using the coordinate system (north, south, east, west).

Ask your child which containers store different size packets of food to help apply the concept of volume.

Show how fractions can be used to bake/cook.

Ask your child how many pieces of pizza are left after you have eaten $\frac{3}{8}$ of a whole pizza?

Ask your child, if you have two pizzas cut into eighths, how many pieces of pizza do you have?

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?

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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:

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Q: What are the HSA-Alt Range Performance Level Descriptors?

A: The HSA-Alt Range Performance Level Descriptors are the set of performance expectations for students who take Hawai'i's alternate assessment. The HSA-Alt Range Performance Level Descriptors are linked to the academic content standards, the Hawai'i Common Core and NGSS Science standards. Performance expectations are, however, reduced in depth, breadth, and complexity to help provide students with significant cognitive disabilities access to test content and an opportunity to demonstrate understanding. To learn more about the HSA-Alt Range PLDs, please visit <https://hsa-alt.alohahsap.org/users/students> and click on "Resources."



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Q: How is my child assessed?

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

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Q: How do 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 that he or she needs.

Student Name: John Doe
School: Aloha Middle
Complex Area: Ewa
Test Year: 2018 - 2019

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



Hawai'i



Dear Doe Family:

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

Sincerely,

Dr. Christina M. Kishimoto
Superintendent

ELA/Literacy & Mathematics Alternate Assessment Results

What is in this report?

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

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



Grade

6

2018 - 2019



Hawai'i
Department of Education



John's ELA/Literacy Score

297

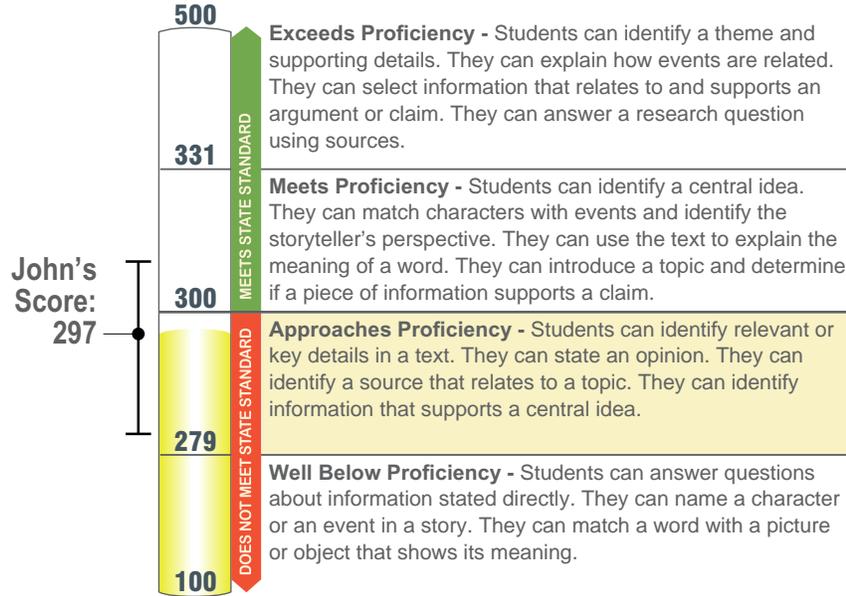
Approaches Proficiency

John's ELA/Literacy score is 297. This score is higher than the average score of sixth graders in his complex area, and similar to that of sixth 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 John would receive a score between 282 and 312.

How does this compare?

	Average Score
State Average	302
Complex Area Average	279



ELA/Literacy Areas Being Assessed in Grade 6

Literature

Literature skills are based on understanding fictional texts such as myths, stories, poems, fables, folktales, and dramas. Skills that are tested include: answering questions about information in the text; recognizing a character's conflict in a story; determining the meaning of a word as it is used in the text; identifying the storyteller's perspective; and recognizing similarities and differences between two different types of texts about the same topic.

Informational Text

Informational Text skills are based on understanding non-fiction texts such as essays, brochures, and textbooks. Skills that are tested include: answering questions about information directly stated in the text; pointing out the central idea; determining the meaning of a word as it is used in the text; recognizing the main idea of a paragraph; determining the author's perspective; and finding supporting information for a given claim.

Language

Language skills are based on understanding written and spoken English. Skills that are tested include: matching the meaning of familiar words to pictures or objects; recognizing real-life connections between words and the way they are used; and using unfamiliar words learned from the text.

Writing

Writing skills are based on understanding written English and using it to express ideas. Skills that are tested include: identifying a claim based on given information; introducing a topic; summarizing a source that relates to a research topic; and organizing information from multiple sources.

Performance Level

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

- Answer questions about a text.
- Identify details that relate to a topic or central idea.
- Match information to an appropriate paragraph or section.
- Point out a sentence that supports a central idea.
- State an opinion.
- Find a source that relates to a topic.

Next Steps

Based on John's Performance This Year

Read different types of texts with your child, such as books, magazines, newspapers, websites, and brochures about topics or activities that are interesting to him/her. As you read a text, pause after every few paragraphs and ask your child to tell you the main idea in the last paragraph he/she read. Point out the different parts of a text, such as a sentence, a paragraph, or dialogue (words that characters say). Note the main events throughout the text and point out words that are used to show how those events are related (such as "however," "next," or "then"). Have him/her point out who is telling the story. Ask your child's teacher about other ways you can continue your child's learning at home.



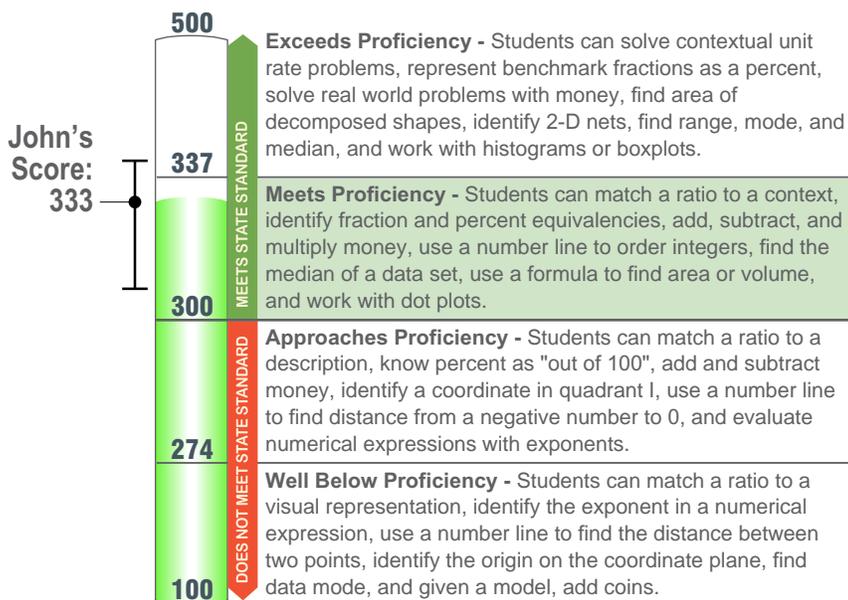
John's Mathematics Score

333

Meets Proficiency

John's Mathematics score is 333. This score is higher than the average score of sixth graders in his complex area, and higher than that of sixth 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 John would receive a score between 309 and 357.



How does this compare?

	Average Score
State Average	286
Complex Area Average	272

Mathematics Areas Being Assessed in Grade 6

Ratios and Proportional Relationships

Ratios and Proportional Relationships skills are based on the understanding of ratios. Tested skills include using ratios to describe contexts, models, or relationships and using proportional reasoning to solve a real-world ratio problem.

Expressions and Equations

Expressions and Equations skills are based on the understanding of equations, inequalities and expressions. Tested skills include identifying equivalent numerical expressions; evaluating numerical expressions containing exponents; and solving one-step linear equations

Geometry

Geometry skills are based on the understanding of geometrical shapes and their properties. Tested skills include finding the area of right triangles; identifying the two-dimensional faces of three-dimensional objects; and find linear distance in the coordinate plane.

Statistics and Probability

Statistics and Probability skills are based on interpreting data. Tested skills include identifying questions that could be asked to collect the data, interpreting a dot plot, and finding the median for a data set.

Number System

Number System skills are based on an understanding of number systems; e.g., whole numbers are a subset of integers. Tested skills include representing positive and negative numbers on a number line and understanding that oppositely-signed integers are an equal distance from zero.

Performance Level

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

- Match a ratio to a context or a picture.
- Identify fraction and percent equivalencies.
- Work with money (add, subtract, and multiply).
- Identify the coordinates for a point.
- Use a number line to order integers and find the distance between an integer and its opposite.
- Evaluate numerical expressions involving exponents.
- Find area or volume of a figure.
- Find the median for a set of data.

Next Steps

Based on John's Performance This Year

With your child, find real-world situations where math is used. For example:

Demonstrate proportionality when making lemonade; e.g. 5 scoops of lemonade powder: one gallon of water.

Show your child how positive and negative numbers relate to the real world by describing how spear fishing or scuba diving at increasing depths below the surface results translate into negative numbers: -5, -10, -15, -20...

Have your child track temperatures from a northern or southern hemisphere geographic cold spot.

Explain that a bank account or credit card statement could have a negative balance. Discuss credits and debits to accounts.

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

Additional Resources

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Student Name: John Doe
School: Aloha Middle
Complex Area: Ewa
Test Year: 2018 - 2019

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



Hawai'i



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Grade

7

2018 - 2019



Hawai'i
Department of Education



John's ELA/Literacy Score

297

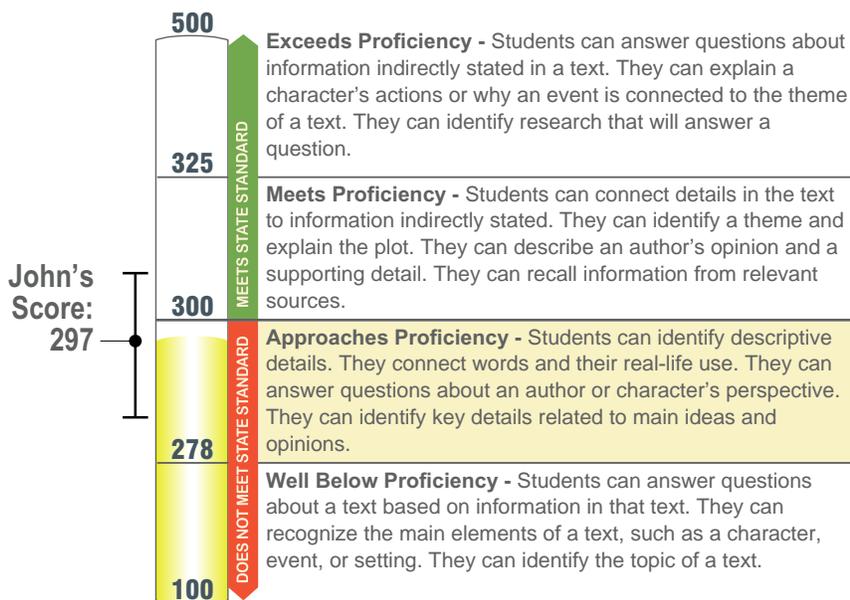
Approaches Proficiency

John's ELA/Literacy score is 297. This score is higher than the average score of seventh graders in his complex area, and similar to that of seventh 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 John would receive a score between 285 and 309.

How does this compare?

	Average Score
State Average	296
Complex Area Average	269



ELA/Literacy Areas Being Assessed in Grade 7

Literature

Literature skills are based on understanding fictional texts such as myths, stories, poems, fables, folktales, and dramas. Skills that are tested include: finding details in the text to answer questions; identifying a theme based on details in a story; explaining how events in a story are related; determining the meaning of words and phrases as they are used in the text; and identifying the differences between two characters' perspectives.

Informational Text

Informational Text skills are based on understanding non-fiction texts such as manuals, brochures, and textbooks. Skills that are tested include: finding details in the text to answer questions about information not directly stated in the text; identifying supporting details for a central idea; noting the author's perspective based on words and phrases in the text; and identifying information that supports an argument or claim.

Language

Language skills are based on understanding written and spoken English. Skills that are tested include: using reading strategies to figure out the meaning of unknown words; identifying words that have the same, opposite, or multiple meanings; and using key words and phrases from the text correctly.

Writing

Writing skills are based on understanding written English and using it to express ideas. Skills that are tested include: making a claim supported by reasoning; selecting support information, such as facts or examples; organizing information in a paragraph; and identifying sources to answer a research question.

Performance Level

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

- Identify details that describe characters, events, or settings.
- Identify details that describe a central idea or message.
- Answer questions about an author or character's perspective.
- Identify a relevant research question.
- Find supporting information for a claim.
- Demonstrate understanding of word relationships.

Next Steps

Based on John's Performance This Year

With your child, look through the sections of a newspaper (like Travel, Sports, News, Food, Opinion, and Weather). Talk about the type of information in each section (like the weekly forecast in the Weather section and recipes in the Food section). While reading an article with your child, talk about the meaning of words used in the article (like "What does the word 'shield' mean? Can you think of another word that means the same as 'shield'?"). Have your child find details in the article to answer questions about the author's argument or claim. Talk about how the author organizes the information in the article; does the author describe an idea or does he/she introduce a problem and offer a solution? Extend your child's learning by helping him/her find more information related to the topic in another source. Ask your child's teacher about other ways you can continue your child's learning at home.



John's Mathematics Score

278
Approaches Proficiency

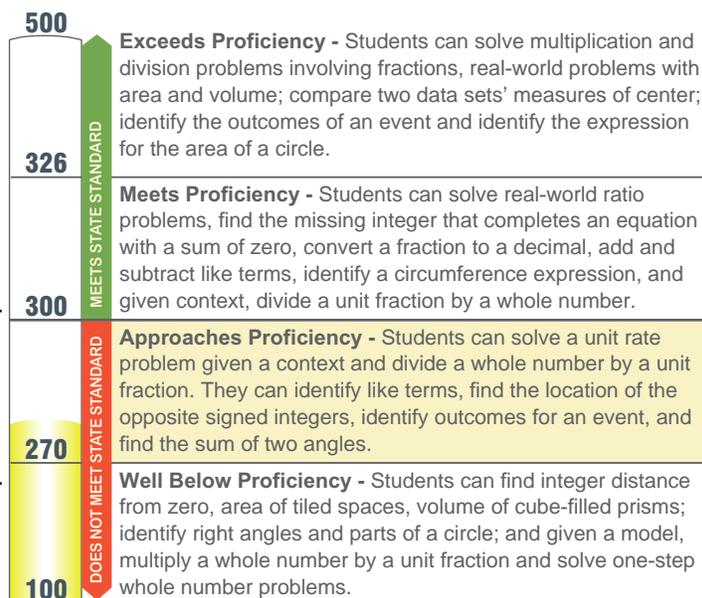
John's Mathematics score is 278. This score is similar to the average score of seventh graders in his complex area, and similar to that of seventh graders statewide for this test.

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How does this compare?

	Average Score
State Average	288
Complex Area Average	265

John's Score: 278



Mathematics Areas Being Assessed in Grade 7

Ratios and Proportional Relationships

Ratios and Proportional Relationships skills are based on applying proportional reasoning. Tested skills include matching ratios with contexts and visuals; identifying unit rate in a table or graph, and applying proportional reasoning to solve real-world problems

Expressions and Equations

Expressions and Equations skills are based on applying operations to rational numbers to solve real-world problems. Tested skills include adding and subtracting like terms ($4x + 3x = 7x$), converting rational numbers to decimals and percentages, and solving multi-step problems.

Geometry

Geometry skills are based on the understanding of geometrical shapes and their properties. Tested skills include finding the circumference of a circle; identifying supplementary or complementary angles; finding the area of squares, rectangles, and triangles and volume of rectangular prisms.

Statistics and Probability

Statistics and Probability skills are based on the understanding of collecting, representing, and interpreting data. Tested skills include comparing the median or mode of two data sets and identifying the likelihood or possible outcomes of an event.

Number System

Number System skills are based on an understanding of number systems; e.g., whole numbers are a subset of integers. Tested skills include representing positive and negative numbers on a number line and understanding that oppositely-signed integers are an equal distance from zero.

Performance Level

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

- Solve a unit rate problem.
- Identify opposite signed integers that are the same distance from zero.
- Divide a whole number by a unit fraction with models.
- Identify like terms.
- Given a circle with a labeled radius, identify the length of the diameter and find the sum of two angle measures.
- Find the area of rectangles, triangles and the volume of rectangular prisms.
- Identify mode or median.
- Identify outcomes for an event (rolling a die).

Next Steps

Based on John's Performance This Year

With your child, find real-world situations where math is used. For example:

Ask: "If a dozen eggs costs \$3.85, including tax and we buy 2 dozen eggs paying with a \$20 bill, how much is our change?" ($3.85 \times 2 = \$7.70$; $20 - 7.70 = \$12.30$).

Double a pancake recipe.

Roll a die and write down the number you roll each time. Find the mode, then order and find the median.

Point out 2-D faces of 3-D objects, such as the circular base of a cylinder-shaped soup can. Identify the circle's center, radius, and diameter.

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



Additional Resources

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Student Name: John Doe
School: Aloha High
Complex Area: Ewa
Test Year: 2018 - 2019

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



Hawai'i



Dear Doe Family:

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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 John's performance on the assessment for each subject and counts as his official score. In addition to showing how well John 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. 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 John'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 John's teacher about this report, what it means, and how you can help.

Sincerely,

Dr. Christina M. Kishimoto
Superintendent

ELA/Literacy & Mathematics Alternate Assessment Results

What is in this report?

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

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



Grade

8

2018 - 2019



Hawai'i
Department of Education



John's ELA/Literacy Score

243

Well Below Proficiency

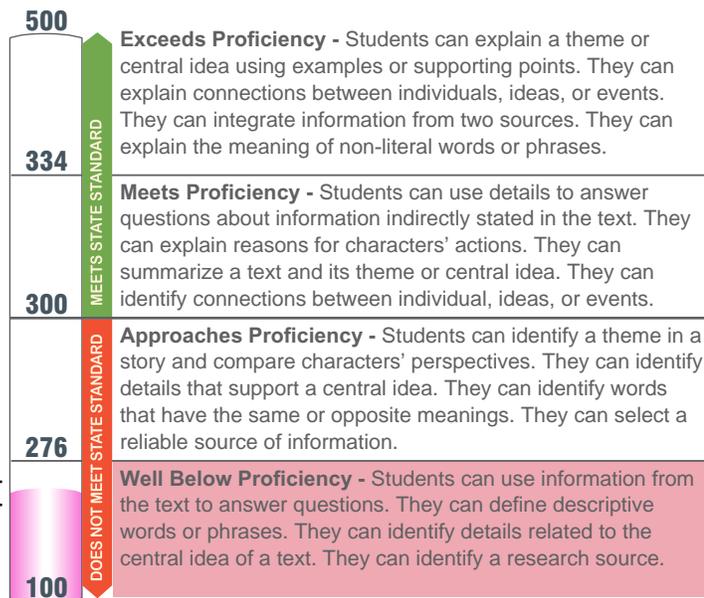
John's ELA/Literacy score is 243. This score is lower than the average score of eighth graders statewide for this test.

⚠ A student's test score can vary if the test is taken several times. If your child were tested again, it is likely that John would receive a score between 227 and 259.

John's Score: 243

How does this compare?

	Average Score
State Average	289
Complex Area Average	



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; 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; supporting a claim with reasoning; and summarizing information from research.

Performance Level

John scored in the Well Below Proficiency range. Students who score in this range should be able to:

- Use information from the text to answer questions.
- Define descriptive words or phrases.
- Identify details related to the central idea of a text.
- Identify a research source.

Next Steps

Based on John's Performance This Year

Have your child read a text that tells a story, such as a folktale. While reading, help your child figure out the meaning of unfamiliar words and phrases by reading the sentences before and after the unfamiliar word. Extend your child's learning by asking him/her to think of words that have the same meaning as the unfamiliar word. Have your child draw or cut and paste pictures of characters from important scenes in the folktale. After reading, ask your child to retell the folktale and explain its theme. Talk about the storyteller's point of view (for example, "What does the storyteller think about coyotes raising Pecos Bill?"). Find an article about a topic related to the folktale, like coyotes. Read the article and point out the author's opinion ("How do we know the author thinks coyotes are fast runners?"). Ask your child's teacher about other ways you can continue your child's learning at home.



John's Mathematics Score

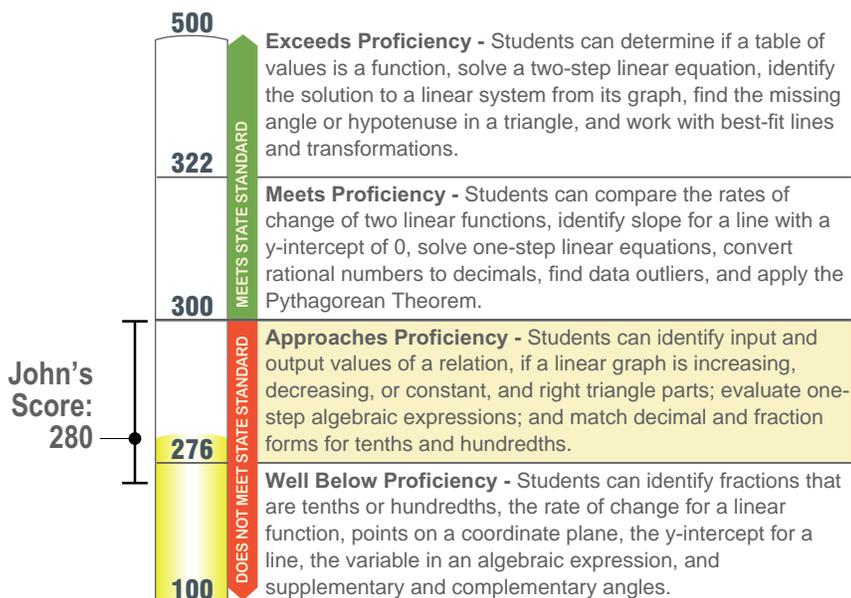
280
Approaches Proficiency

John's Mathematics score is 280. This score is similar to the average score 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 John would receive a score between 260 and 300.

How does this compare?

	Average Score
State Average	282
Complex Area Average	



Mathematics Areas Being Assessed in Grade 8

Expressions and Equations

Expressions and Equations skills are based on applying operations to numbers. Tested skills include writing equivalent exponential expressions; evaluating square roots; using scientific notation; and identifying the slope of a line and the intersection point for a graph of a linear system.

Functions

Functions skills are based on 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 and comparing the rate of change of two functions

Geometry

Geometry skills are based on the understanding of geometric shapes and their properties. Tested skills include matching shapes in different orientations and sizes; applying the Pythagorean Theorem to solve problems; finding vertical angle, supplementary, or triangle angle measures.

Statistics and Probability

Statistics and Probability skills are based on the understanding of collecting, representing, and interpreting data. Tested skills include determining if a scatter plot shows a linear or nonlinear association; identifying outliers in a scatter plot; and finding values in a two-way table.

Number System

Number System skills are based on an understanding of sets and relations (rational and irrational numbers are part of the real number system). Tested skills include converting rational numbers to decimals, estimating irrational equivalents, and finding square roots for perfect squares.

Performance Level

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

- Identify the rate of change for two linear functions.
- Identify the input/output values of a relation.
- Identify if lines are increasing, decreasing, or constant.
- Evaluate a one-step algebraic expression.
- Identify if the graph of a linear system intersects.
- Evaluate numerical exponential expressions.
- Represent tenths/hundredths as fractions in decimal form.
- Find the complement of an angle and identify the parts of a right triangle.
- Match familiar objects that have been reflected or rotated.

Next Steps

Based on John's Performance This Year

With your child, find real-world situations where math is used. For example:

Calculate cost of purchases (including after a discount) and change due. (1/2 off 10% tip or taxes due.)

Point out streets that have positive (uphill), negative (downhill), and zero (flat) slope.

Find equivalent expressions with exponents [for example, "What is five cubed, 5^3 ?" ($5 \times 5 \times 5$)].

Identify right triangles (triangles with a 90° angle) around the house. Discuss their parts (right angle, legs, hypotenuse).

Identify perfect squares (a number that is the result of a number multiplied by itself).

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: What are the HSA-Alt Range Performance Level Descriptors?

A: The HSA-Alt Range Performance Level Descriptors are the set of performance expectations for students who take Hawai'i's alternate assessment. The HSA-Alt Range Performance Level Descriptors are linked to the academic content standards, the Hawai'i Common Core and NGSS Science standards. Performance expectations are, however, reduced in depth, breadth, and complexity to help provide students with significant cognitive disabilities access to test content and an opportunity to demonstrate understanding. To learn more about the HSA-Alt Range PLDs, please visit <https://hsa-alt.alohahsap.org/users/students> and click on "Resources."



To see sample questions from the Alternate Assessment, go to

<https://hsa-alt.alohahsap.org/users/students.html>

and click on "Online Training Tests"

Frequently Asked Questions

Q: What is the Hawai'i State Assessment- Alternate (HSA-Alt)?

A: The HSA-Alt is a specially designed test for students with significant cognitive disabilities in grades 3–8, and 11. Students are identified for the HSA-Alt using the HSA-Alt Participation Guidelines. The use of these guidelines ensures that only students with the most significant cognitive disabilities are identified. This is important because the content area tests for the HSA-Alt are based on reduced performance expectations linked to grade-level standards. The reduction found in the test allows students with the most significant cognitive disabilities to be included in state and federal accountability systems along with their peers. The HSA-Alt is not an assessment designed to test the performance of students who are able to take the general assessment with or without accommodations.

Q: How is my child assessed?

A: Each content area assessment is computer adaptive. Depending on how students perform on a test item, they are either provided an easier or harder item for the next question. All items are linked to the state academic content standards through the HSA-Alt Range Performance Level Descriptors. The Range Performance Level Descriptors are general descriptions of what students should know and be able to do at each level of performance on the test. 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 Hawai'i State Alternate Achievement Standards. These standards, or cut scores, differ from the achievement standards used to set proficiency levels on the Smarter Balanced assessments or the other Hawai'i State summative assessments. The achievement standards for the alternate assessment do not have the same level of expectation as the achievement standards for the general assessment.

Q: How do 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 that he or she needs.

Student Name: Jane Doe
School: Aloha High
Complex Area: Ewa
Test Year: 2018 - 2019

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 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 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. 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 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.

Sincerely,

Dr. Christina M. Kishimoto
Superintendent

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

2018 - 2019



Hawai'i
Department of Education



Jane's ELA/Literacy Score

273
Approaches Proficiency

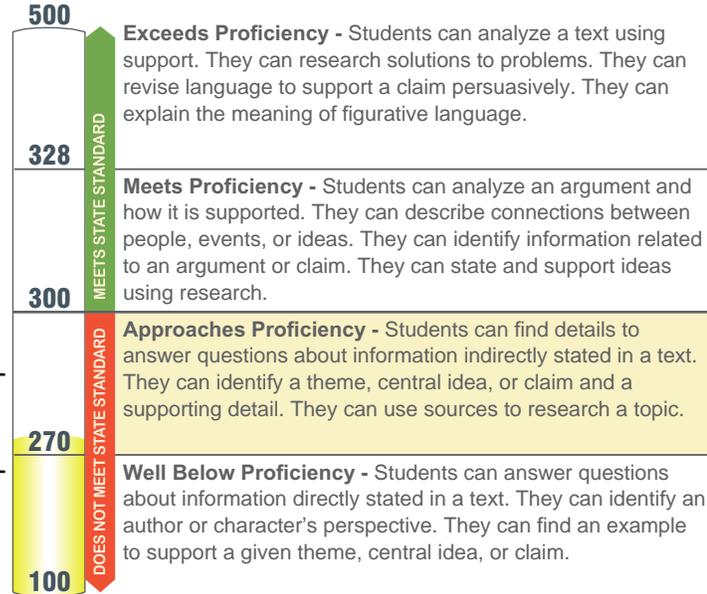
Jane's ELA/Literacy score is 273. This score is lower than the average score of eleventh graders in her complex area, and lower than that of eleventh graders statewide for this test.

⚠ 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 259 and 287.

How does this compare?

	Average Score
State Average	288
Complex Area Average	291

Jane's Score: 273



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; explaining why events occur in a particular order; 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 another text.

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; 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 reading strategies to figure out the meaning of words; identifying real-life connections between words and their use; identifying words that have the same, opposite, or multiple meanings; and explaining the meaning of figurative language (such as "Sonia runs like the wind" or "His smile was a mile wide").

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; and identifying and integrating valid sources of information on a topic.

Performance Level

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

- Answer questions about information indirectly stated in a text.
- Identify a theme, central idea, or claim and a supporting detail.
- Revise writing to address a task, purpose, or audience.
- Describe significant interactions in a text.
- 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 have your child identify two characters and their relationship. 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. 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

318

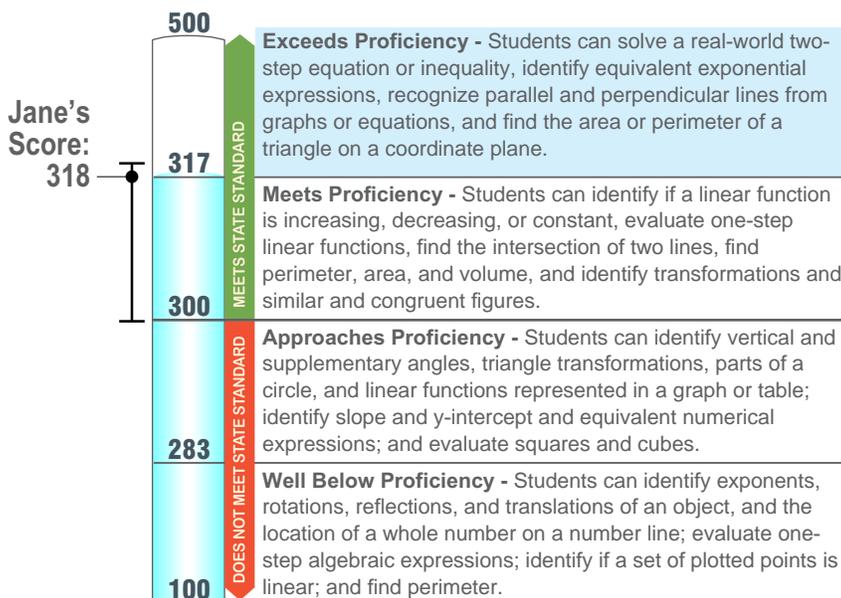
Exceeds Proficiency

Jane's Mathematics score is 318. 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 300 and 336.

How does this compare?

	Average Score
State Average	287
Complex Area Average	277



Mathematics Areas Being Assessed in Grade 11

Algebra

Algebra skills support understanding of real-world contexts. Tested skills include combining like terms, rewriting linear expressions to show equivalence ($2x + 3 = 3 + 2x$), matching equivalent distributed forms [$2(x + 4) = 2x + 8$]; identifying linear equations in graphs and tables; and using linear equations to represent situations and solve real-world problems.

Statistics and Probability

Statistics and Probability skills are based on the understanding of collecting, representing, and interpreting data. Tested skills include calculating mean, median, mode, and range; choosing lines of best fit on scatter plots; and finding the probability for simple chance experiments.

Number and Quantity

Number and Quantity skills are based on understanding rational numbers, exponents, and their properties. Tested skills include identifying appropriate units of measure; evaluating square roots; applying the properties of rational numbers to simplify expressions; and applying the laws of exponents to create equivalent expressions.

Geometry

Geometry skills are based on the understanding of geometrical shapes and their properties. Tested skills include finding perimeter, area, and volume; identifying geometric terms; comparing similar and congruent figures; identifying the base(s) of three-dimensional figures; and working with shape transformations.

Performance Level

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

- Identify a linear equation that represents a given context.
- Apply the power rule to generate equivalent exponential expressions.
- Solve a two-step linear equation/inequality.
- Identify the domain/range/rate of change within context.
- Identify if graphs/equations represent parallel/perpendicular lines.
- Find the area or perimeter of a triangle on a coordinate plane.
- Find angle measures (expressed algebraically) of a triangle.

Next Steps

Based on Jane's Performance This Year

With your child, find real-world situations where math is used.

- If you make \$12/hour and work 10 hour one week and 8 hours another week, how much money do you make?
- Determine the total cost of an item after a gift card and discount is applied.
- Look at water and an electric bill and compare consumption rate over time.
- Determine the cost of the amount of fencing needed to enclose a yard or flooring needed to cover a room.

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Additional Resources

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