

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 Assessment in Science. The Science Alternate Assessment is designed to test students on the Hawai'i Content and Performance Standards, Third Edition (HCPS III).

Because schools across Hawai'i are transitioning to the Next Generation Science Standards (NGSS), the science assessments were designed to test students' attainment of the relevant HCPS III standards that are aligned with NGSS performance expectations. 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 proficiency achievement standards 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



Grade

4

2018 - 2019



Hawai'i
Department of Education



Jane's Science Score

351

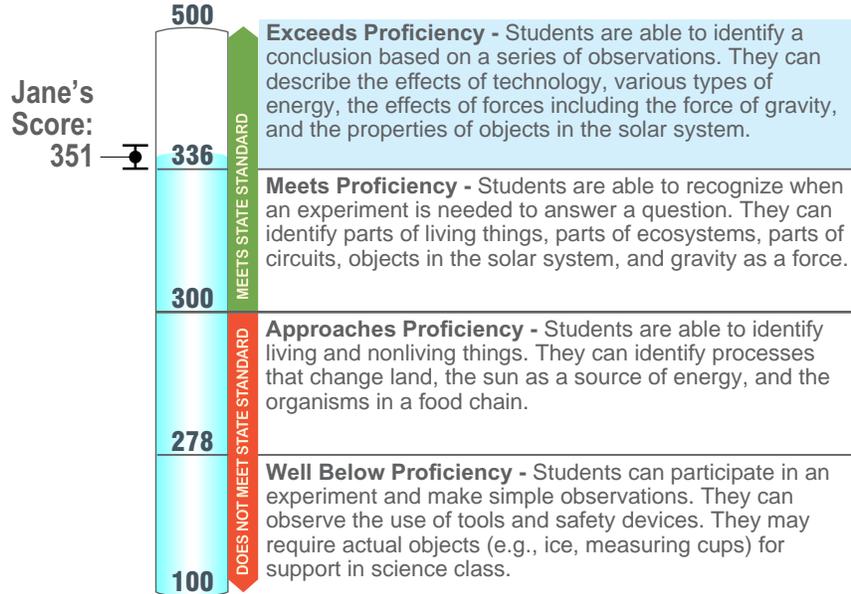
Exceeds Proficiency

Jane's Science score is 351. 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 337 and 365.

How does this compare?

	Average Score
State Average	291
Complex Area Average	330



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.



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) 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?

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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 <https://hsa-alt.alohshsap.org/users/students.shtml>, click on "Resources" and then click on "Students and Families."



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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: 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 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 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 that he or she needs.



This space is reserved for notes.

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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Because schools across Hawai'i are transitioning to the Next Generation Science Standards (NGSS), the science assessments were designed to test students' attainment of the relevant HCPS III standards that are aligned with NGSS performance expectations. 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 proficiency achievement standards 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 John's performance on the assessment and counts as his official score for the subject.

In addition to showing how well John did on the assessment, 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 this assessment. On the bottom of page 2, the report explains the different areas of the Science Alternate Assessment, describes John's 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

Science Alternate Assessment Results

What is in this report?

- John's Science score
- The areas that make up the Science Alternate Assessments
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Grade

8

2018 - 2019



Hawai'i
Department of Education



John's Science Score

253

Well Below Proficiency

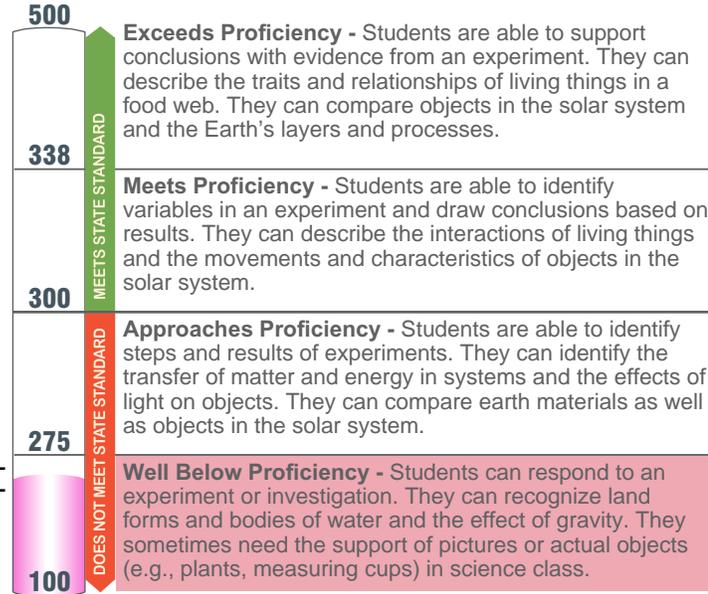
John's Science score is 253. This score is similar to the average score of eighth graders in his complex area, and lower than that of eighth graders statewide for this test.

⚠ A student's test score can vary if the test is taken several times. If your child were tested again, it is likely that John would receive a score between 238 and 268.

John's Score: 253

How does this compare?

	Average Score
State Average	287
Complex Area Average	264



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, 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 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), identifying object in the solar system and describing the motions of the Earth and moon.

Performance Level

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

- Express interest in an experiment or investigation (e.g., look at a chart or experimental setup).
- Pay attention to the steps of an experiment.
- Maintain brief focus on observations of plants, animals, and earth materials.
- Select pictures of plants, animals, or earth materials that are related to a science topic (e.g., when given three pictures, select the rock).

Next Steps

Based on John's Performance This Year

Collect information to make a graph (e.g., count how many flowers in a garden bloom each day for a week, and then make a graph that shows your results). Visit a beach or a park, and feel the dirt or sand. Observe the ways that dirt and sand are different. Observe the sky at different times of the day to note that the sun is visible in the daytime, and stars and the moon can be seen in the sky at night. 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) to find more information about the assessments and FAQs. You can also discuss this report with your child's teacher or contact your child's school for more information.

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Q: How is my child assessed?

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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 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 that he or she needs.



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School: Aloha High
Complex Area: Ewa
Test Year: 2018 - 2019

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Hawai'i



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Superintendent

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Grade

11

2018 - 2019



Hawai'i
Department of Education



Jane's Science Score

275
Well Below Proficiency

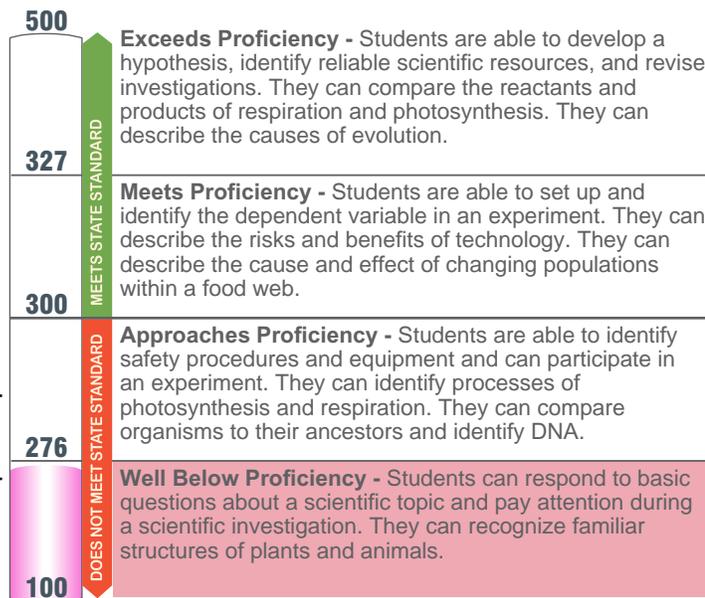
Jane's Science score is 275. This score is similar to the average score of eleventh graders in her complex area, and lower than that of eleventh graders statewide for this test.

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How does this compare?

	Average Score
State Average	287
Complex Area Average	285

Jane's Score: 275



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 the ways in which cells, tissues, organs and body systems are related, 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).

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 the function of DNA, using Mendel's laws of heredity to identify dominant or recessive traits, and identifying mutations.

Performance Level

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

- Choose science tools when given several options (e.g., beaker, scale, thermometer).
- Pay attention to an investigation throughout the scientific process.
- Identify familiar structures of plants and animals (e.g., by touching or gazing at them).
- Select objects or pictures related to biology when given three or more choices.
- Answer basic questions about a topic (e.g., by speaking, touching, or typing a response).

Next Steps

Based on Jane's Performance This Year

Help your child to follow steps to plant a garden or set up an aquarium, and talk about what each will need for the plants (in the garden) or animals (in the aquarium) to live. Work together to bake cookies or a cake by choosing and using the appropriate tools (e.g., measuring cups, oven mitts, thermometers). Point out parts of the human body or plants, and talk about the purpose of each part (e.g., the stem holds a plant up, a person's eyes are for seeing). Ask your child's teacher about other ways that you can continue your child's learning at home.



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