

**Student Name:** Jane Doe  
**School:** Aloha Elementary School  
**Complex Area:** Ewa  
**Test Date:** 2015–2016

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

## FAMILY Report



### Dear Doe Family:

The Hawai'i Department of Education is pleased to send you this report about Jane's performance on the Online Hawai'i State Science Assessment. The Science Assessment is designed to test students on the Hawai'i Content and Performance Standards, Third Edition (HCPS III) learned in the previous school year. The standards describe what students should know and be able to do in science.

Students take each assessment up to three times during the school year. This report shows Jane's best performance on the Science Assessment, which counts as her official score.

In addition to showing how well Jane did on the assessment, this report compares her score with those of other students in her school, her complex area, and the state. On the bottom of pages 2 and 3, the report also shows whether or not Jane reached proficiency in the different areas of science and suggests how you may help her to further her knowledge and skills.

This report is a starting point for a discussion with Jane's teacher. You may use it to talk about how you can support your child's learning at home. Informed students, parents, and schools working together provide the best education for our students.

Very truly yours,

Kathryn S. Matayoshi  
Superintendent of Education

# Science Assessment Results

### What is in this report?

- Jane's score on the Science Assessment
- How Jane's score compares
- The areas that make up the Science Assessment
- Whether Jane reached proficiency in the different areas of Science
- How you can help Jane improve her science knowledge and skills

For more information  
about this assessment, go to

[www.alohahsap.org](http://www.alohahsap.org)



**Level 1**  
Administered  
in Grade 4  
**2015-2016**



**Hawai'i**  
Department of Education

Photograph: Lignum Vitae  
Selvin Chin-Chance

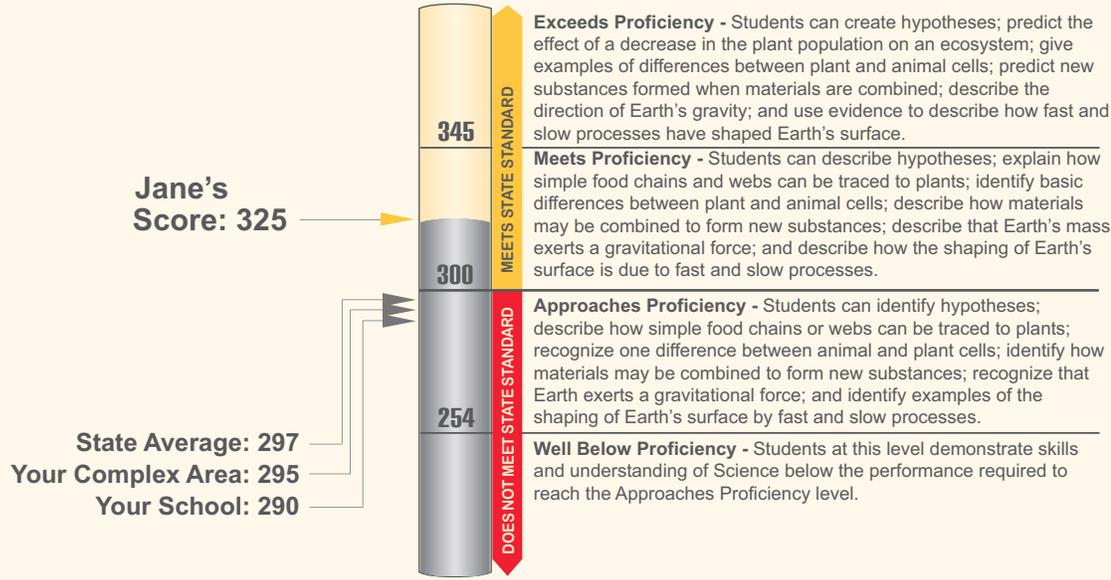
## Jane's Science Score

**325**  
Meets  
Proficiency

### How does Jane's score compare?

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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 350.



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## Has Jane Reached Proficiency in the Three Different Areas of Science?

### Next Steps

### Scientific Process

*Discover, invent, and investigate using the skills necessary to engage in the scientific process; understand that science, technology, and society are interrelated.*

**Near** The test does not always provide enough information to tell if a student has reached the Meets Proficiency mark for this area of Science.

Students may be able to describe a hypothesis, distinguish between observations and inferences, and describe how the use of technology has influenced Hawai'i's economy, demography, and environment.

For example, show your child an ice cube and a glass of water. Ask your child to form a hypothesis about what will happen if the ice cube is placed into the glass of water (e.g., "If I put the ice into the glass of water, then it will melt.") Ask her to test her hypothesis by putting the ice into the water and recording what she observes.

### Life Science

*Understand the interrelationships of organisms; understand the structures and functions of living organisms; understand the impact of genetics and biological evolution on the unity and diversity of organisms.*

**No** The score is below the Meets Proficiency range for this area of Science.

Students may have difficulty explaining the role of plants in a food chain (diagram), identifying some differences between plant cells and animal cells, and describing how different organisms need specific environmental conditions to survive.

For example, help your child draw a food web using one plant and four animals that live in the ocean. Talk about how the plant is an important part of the food web (e.g., almost all animals' food can be traced back to plants). In addition, ask your child how one of the ocean animal's body parts helps it survive in the ocean (e.g., sea turtles have paddle-like front arms for swimming).

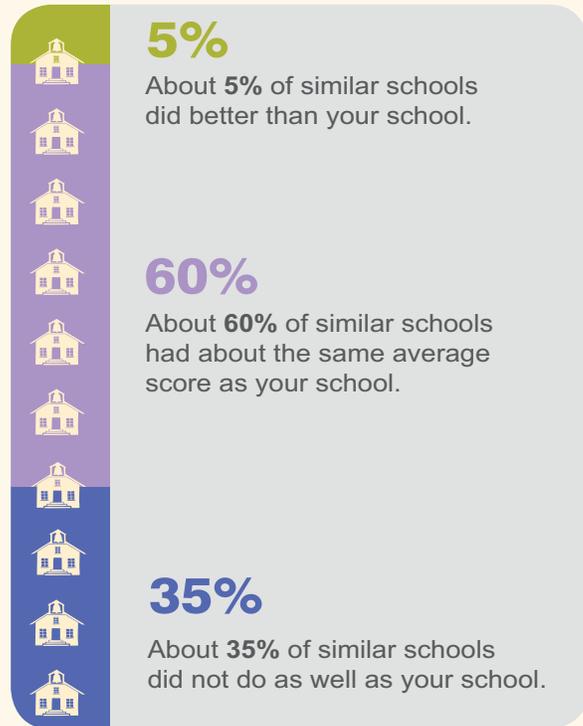
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This chart shows how fourth-grade students in Jane’s school did compared with fourth-grade students in other schools when tested on concepts and skills that were taught in the previous years. School similarity is determined using three criteria: percentage of (1) disadvantaged students, (2) English language learners, and (3) students with disabilities.

The schools that were compared with your school were chosen because their fourth-grade students had backgrounds most similar to fourth-grade students in your school. Aloha Elementary School teaches many disadvantaged students and many students with disabilities.

Students come from many different environments. These differences do not necessarily affect student performance. Many issues contribute to student performance, such as administration and oversight, curriculum and content, teaching and testing, professional development, instructional materials, and parent and community support. You may want to contact your parent community networking coordinator to inquire about parent workshops that support the school’s ongoing effort to improve student performance.

## How your child’s school compares



### Next Steps

#### Physical, Earth, and Space Sciences

*Understand Earth and its processes, the solar system, and the universe and its contents.*

#### Yes

The score is at or above the Meets Proficiency range for this area of Science.

Students predict the new substances that are formed when some materials are combined, use materials to set up a circuit to create light and sound, describe that Earth exerts a gravitational force toward its center on all objects, use evidence to describe how fast and slow processes have shaped and reshaped Earth’s surface, and use evidence to describe the relationship between the sun and Earth’s daily rotation and annual revolution.

For example, in a darkened room, use a small lamp to represent the sun and a ball to represent Earth. Ask your child to move (e.g., rotate) the ball to represent alternating day and night. Ask your child to move (e.g., in a circle around the lamp) the ball to represent one year. Finally, ask your child to express the relationship between the motions associated with days and years (e.g., 365 rotations in every revolution around the lamp) by performing both motions at the same time.

## Additional Resources

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Exploratorium Snacks  
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NASA's The Space Place for Kids  
<http://spaceplace.nasa.gov/en/kids/muses2.shtml>

Energy for Kids  
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Kids.gov  
<http://kids.usa.gov/>

Lawrence Hall of Science  
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Click "Play Game & Activities" for activities and games in science.

National Science Foundation  
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Click science topics such as "Astronomy & Space."

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## Frequently Asked Questions

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

**A:** The Hawai'i State Science Assessment is a yearly testing program that measures student achievement in meeting Hawai'i's science standards or expectations.

- During the 2015–2016 school year, Hawai'i's public school and public charter school students in grades 4 and 8 were tested in science. The assessment measures whether students have learned the science knowledge and skills expected of them during the current school year.

### Q: What are the Hawai'i Content and Performance Standards (HCPS)?

**A:** In 1999, the Hawai'i State Department of Education established learning expectations, known as the Hawai'i Content and Performance Standards (HCPS), for Hawai'i's students. These high academic standards give students clear achievement goals and help guide instruction in the schools.

- These standards identify important ideas, concepts, and skills students should know, care about, and be able to demonstrate.
- State or federal laws require yearly testing of students in certain grades in reading, mathematics, and science. The laws require that the Hawai'i State Assessments provide clear information on how well your child is meeting these standards.

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

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

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In addition to showing how well Jane did on the assessment, this report compares her score with those of other students in her school, her complex area, and the state. On the bottom of pages 2 and 3, the report also shows whether or not Jane reached proficiency in the different areas of science and suggests how you may help her to further her knowledge and skills.

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**Level 1**  
**Administered**  
**in Grade 4**  
**2015-2016**



**Hawai'i**  
Department of Education

Photograph: Lignum Vitae  
Selvin Chin-Chance

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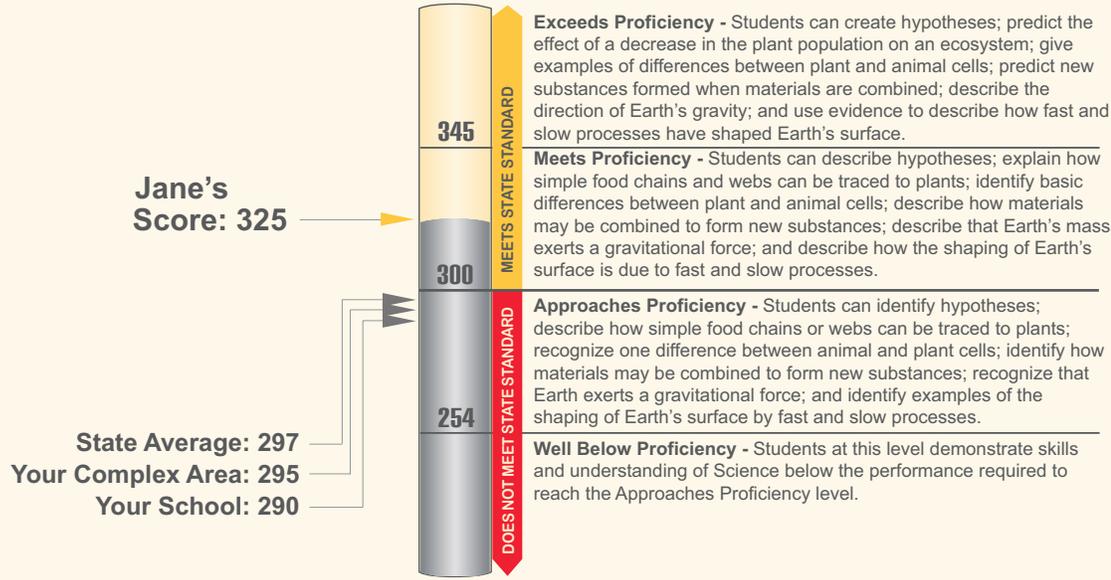
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### How does Jane's score compare?

Jane's Science score is 325. This score is higher than the average score of fourth graders in her school, higher than that of fourth graders in her complex area, and higher than that of fourth graders statewide.

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



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## Has Jane Reached Proficiency in the Three Different Areas of Science?

### Next Steps

### Scientific Process

*Discover, invent, and investigate using the skills necessary to engage in the scientific process; understand that science, technology, and society are interrelated.*

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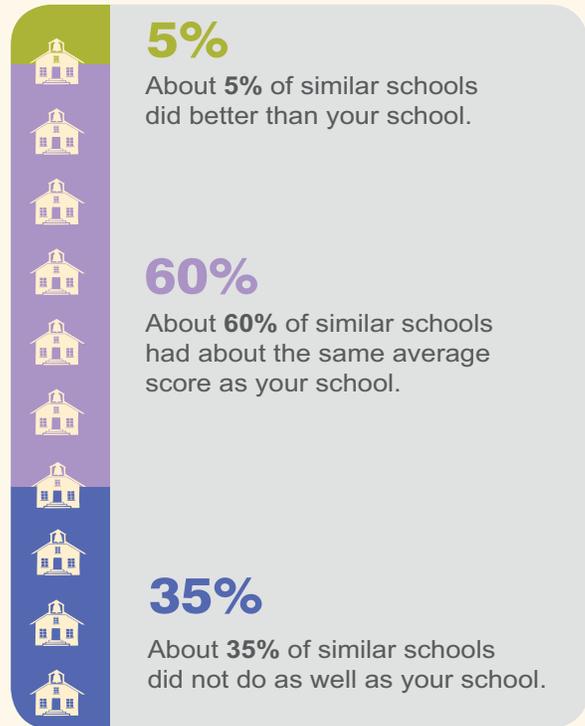
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**Level 2**  
Administered  
in Grade 8  
**2015-2016**



**Hawai'i**  
Department of Education

Photograph: Lignum Vitae  
Selvin Chin-Chance

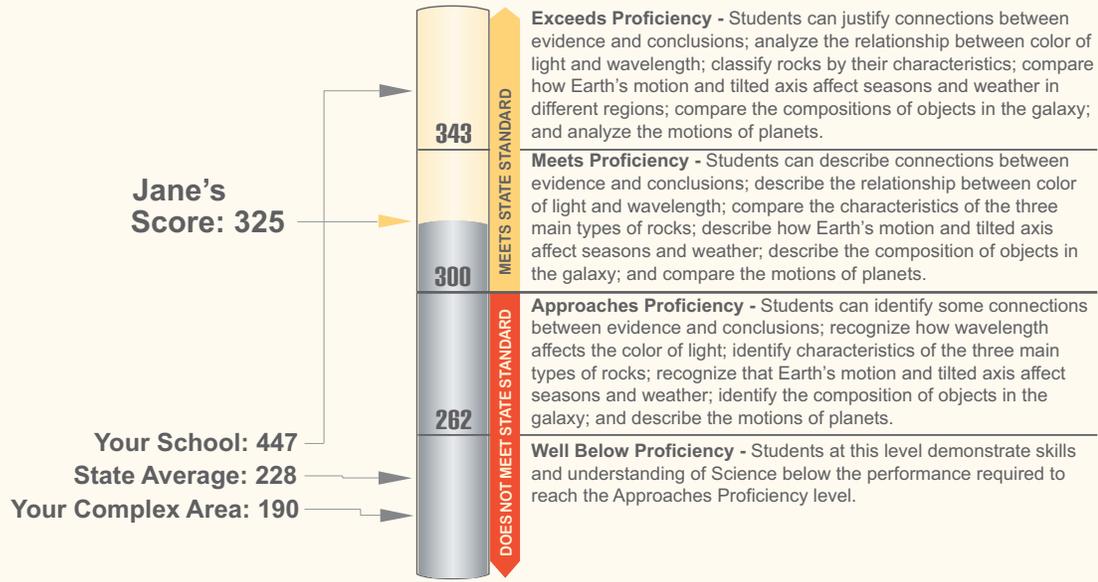
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## Has Jane Reached Proficiency in the Three Different Areas of Science?

### Next Steps

### Scientific Process

*Discover, invent, and investigate using the skills necessary to engage in the scientific process; understand that science, technology, and society are interrelated.*

**Near** The test does not always provide enough information to tell if a student has reached the Meets Proficiency mark for this area of Science.

Students may be able to describe connections among scientific evidence and conclusions, communicate the significant components of the experimental design and results of a scientific explanation, describe significant relationships among science, society, and technology and how one impacts the other, and describe how scale and mathematical models can be used to support and explain scientific data.

For example, to investigate wave properties, your child can tie one end of a rope to a stationary object, shake the other end up and down, and observe the distance between the wave crests. Ask your child to sketch the investigation, noting the wave frequency (shaking rate) and wavelength (distance between crests) on the sketch. Ask your child to express her conclusions in words or symbols (e.g., higher frequency corresponds to shorter wavelength).

### Biological and Physical Sciences

*Understand the nature of matter and energy; understand the relationship between force, mass, and motion of objects; and know the major natural forces: gravitational, electric, and magnetic.*

**No** The score is below the Meets Proficiency range for this area of Science.

Students may have difficulty describing how changes in the physical environment affect the survival of organisms, describing the relationship between color of light and wavelength, describing how seismic waves provide scientists with information about the structure of Earth's interior, identifying some characteristics or properties of mechanical and electromagnetic waves, and explaining that all objects with mass exert a gravitational force on other objects.

For example, have your child draw a food web with six plant and animal organisms. Then, have your child explain how the population size of each organism is affected by food and habitat availability. In addition, ask your child to describe how each of the populations would be affected by an environmental change (e.g., a long drought would reduce the population size of non-desert plants and the animals that eat them).

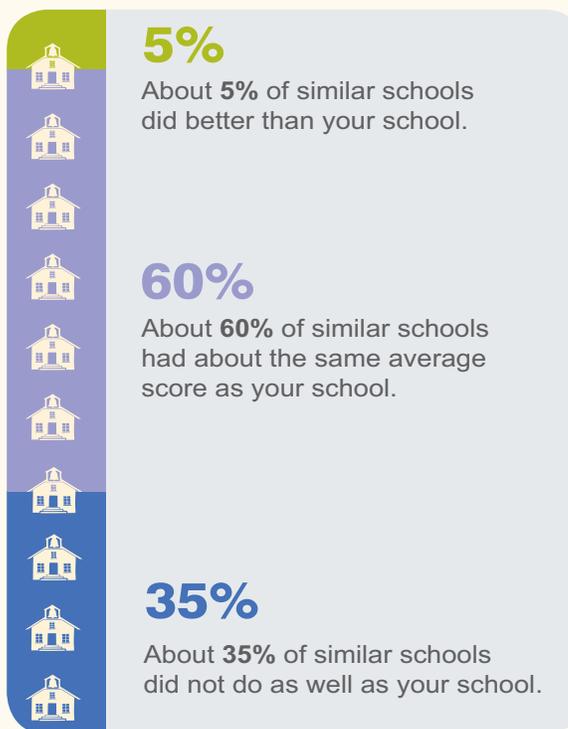
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## How your child's school compares



### Next Steps

#### The Solar System and the Universe

*Understand Earth and its processes, the solar system, and the characteristics of the objects that make up the universe.*

**Yes**

The score is at or above the Meets Proficiency range for this area of Science.

Students compare the composition of objects in the galaxy, analyze the motions of Earth and the moon and their impact on Earth, explain the characteristics of the planets in our solar system, compare the components of the universe, and analyze the effect of gravitational force on the motion of planets at different positions in their orbits.

For example, help your child build a scale model of the inner planets (Mercury, Venus, Earth, and Mars). Have your child research characteristics of the planets (e.g., distance from the sun, size, surface features). Help your child use this data to determine the scale of the model (e.g., Venus is roughly the same size as Earth and Venus' distance from the sun is roughly three-quarters of Earth's distance from the sun).

## Additional Resources

Smithsonian Education for Students  
<http://www.smithsonianeducation.org/students/>

Encyclopedia of Earth <http://www.eoearth.org/>

National Park Service Explore Nature:  
<http://www.nature.nps.gov/geology/education/>

Science News for Kids <http://www.sciencenewsforkids.org/>

Exploratorium  
<http://www.exploratorium.edu>  
Click on “Explore” and follow the links to various science topics

Hawai'i Space Grant Consortium  
<http://www.spacegrant.hawaii.edu>  
Click on “K–12 Education” to follow links to online and hands-on activities.

Brain Pop – Science: How the World Works  
<http://www.brainpop.com>  
Click on “Science” then select a topic for further resources.

School Tube – a resource for ‘fun’ educational videos  
<http://www.schooltube.com>  
Click “Discover” then choose “Science” to find video lessons in science. Or, type in your topic in the “Search” box to find a video tutorial.

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