

**Student Name:** Jane Doe  
**School:** Aloha Elementary School  
**Complex Area:** Ewa  
**Test Year:** 2016–2017

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



# Hawai'i



## 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 page 2, 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

## Additional Resources

- **Smithsonian Education for Students**  
<http://www.smithsonianeducation.org/students/>
- **NASA's The Space Place for Kids**  
<http://spaceplace.nasa.gov/en/kids/muses2.shtml>
- **Energy for Kids**  
<http://www.eia.gov/kids/>
- **Kids.gov**  
<http://kids.usa.gov/>
- **Lawrence Hall of Science**  
<http://www.lawrencehallofscience.org/kidsite>

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



Grade

# 4

2016–2017



Hawai'i  
Department of Education



# Jane's Science Score

**325**  
Meets Proficiency

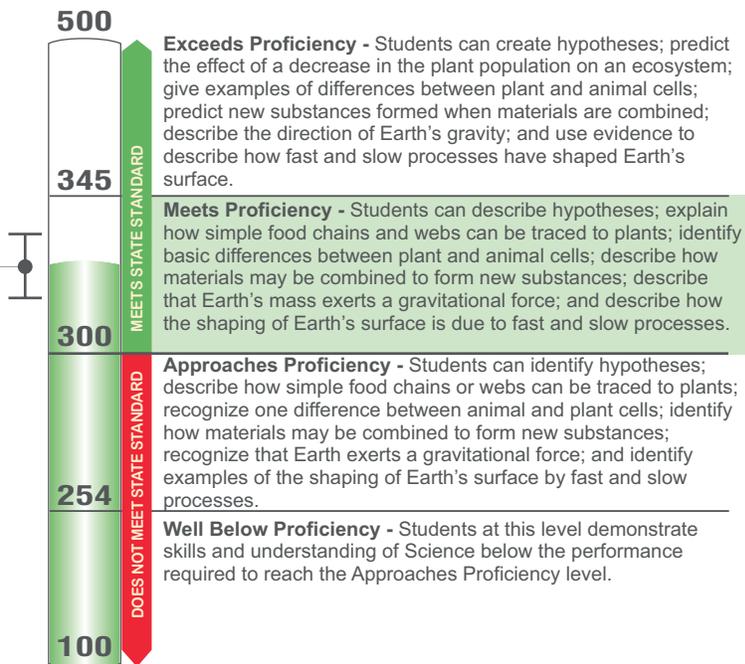
Jane's Science score is 325. This score is higher than the average score of fourth graders in her school, higher than that of fourth graders in her complex area, and higher than that of fourth graders statewide for this test.

*A student's exam score can vary if the exam is taken several times. If your child were tested again, it is likely that Jane would receive a score between 300 and 350.*

### How does this compare?

	Average Score
State Average	297
Complex Area Average	295
School Average	290

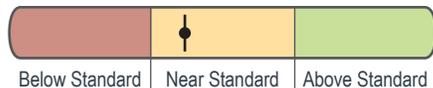
Jane's Score: 325



## Has Your Child Met the Standard in the Different Areas of Science?

## Next Steps

### Scientific Process



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



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).

### Physical, Earth, and Space Sciences



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.

**Student Name:** Jane Doe-Incomplete  
**School:** Aloha Elementary School  
**Complex Area:** Ewa  
**Test Year:** 2016–2017

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



# Hawai'i



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Grade

# 4

2016–2017



Hawai'i  
Department of Education



# Jane's Science Score

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Meets  
Proficiency

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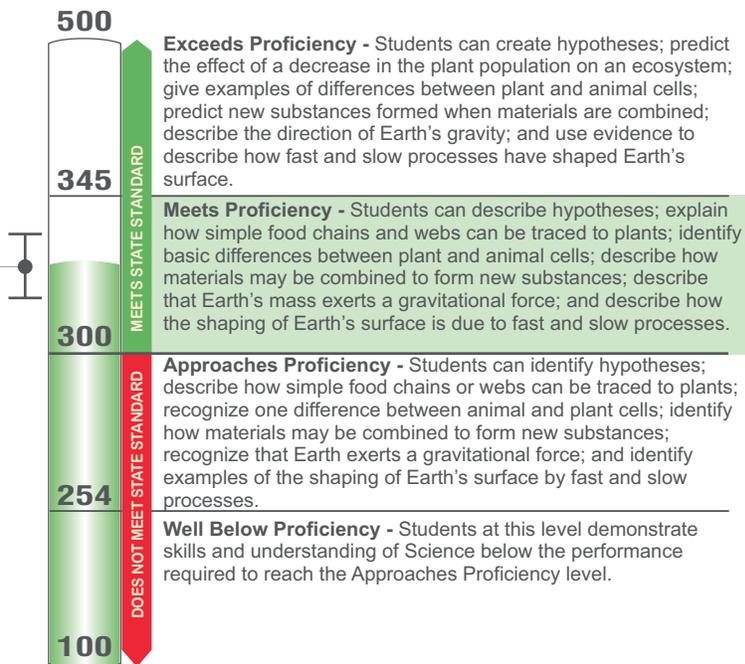
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**\* Jane's score is based upon an incomplete test.**

### How does this compare?

	Average Score
State Average	297
Complex Area Average	295
School Average	290

Jane's  
Score:  
325



## Has Your Child Met the Standard in the Different Areas of Science?

## Next Steps

### Scientific Process



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.

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### Physical, Earth, and Space Sciences



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.

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**Student Name:** Jane Doe  
**School:** Aloha Middle School  
**Complex Area:** Ewa  
**Test Year:** 2016–2017

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# Hawai'i



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# Science Assessment Results

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- **Encyclopedia of Earth**  
[http://editors.eol.org/eoearth/wiki/Main\\_Page/](http://editors.eol.org/eoearth/wiki/Main_Page/)
- **National Park Service Explore Nature**  
<http://www.nature.nps.gov/geology/education/>
- **Science News for Kids**  
<http://www.sciencenewsforkids.org>

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about this assessment, go to  
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Grade

# 8

2016–2017



Hawai'i  
Department of Education



# Jane's Science Score

**325**  
Meets Proficiency

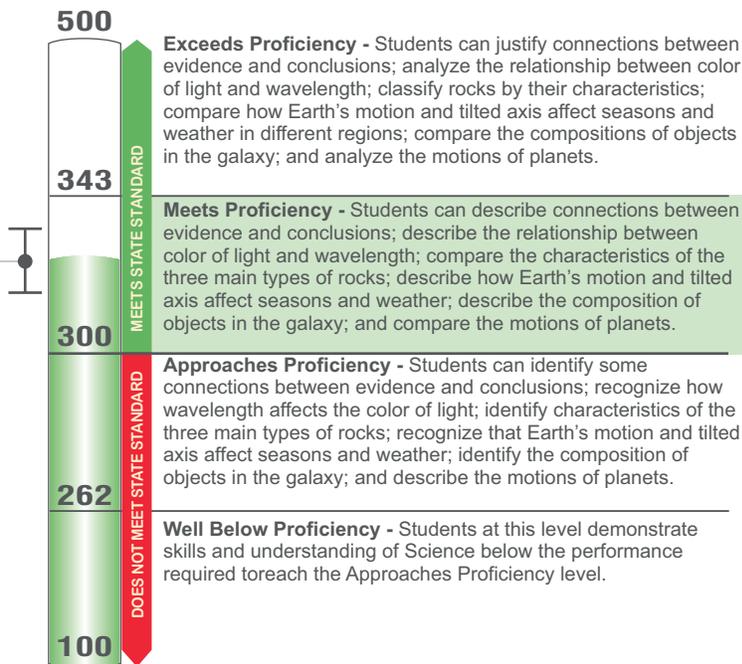
Jane's Science score is 325. This score is lower than the average score of eighth graders in her school, higher than that of eighth graders in her complex area, and higher than that of eighth graders statewide for this test.

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### How does this compare?

	Average Score
State Average	228
Complex Area Average	190
School Average	447

Jane's Score: 325



## Has Your Child Met the Standard in the Different Areas of Science?

## Next Steps

### Scientific Process



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



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).

### The Solar System and the Universe



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).