

**Student Name:** Jane Doe  
**School:** Aloha Elementary School  
**Complex Area:** Ewa  
**Test Year:** 2017–2018

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 current Science Assessment is based on the Hawai'i Content and Performance Standards, Third Edition (HCPS III). Schools across Hawai'i are transitioning to the Next Generation Science Standards (NGSS) so last year's science assessment was designed to test students' attainment of the relevant HCPS III standards and benchmarks that are aligned with NGSS performance expectations for grades 4 and 8.

Students take each assessment up to two 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.

Sincerely,

Dr. Christina M. Kishimoto  
Superintendent

# 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/>
- **Teachers Try Science**  
<http://www.teacherstryscience.org/kids-experiments>
- **Lawrence Hall of Science**  
<http://www.lawrencehallofscience.org/kidsite>

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



Grade

# 4

2017–2018



Hawai'i  
Department of Education

# Jane's Science Score

**325**  
Meets Proficiency

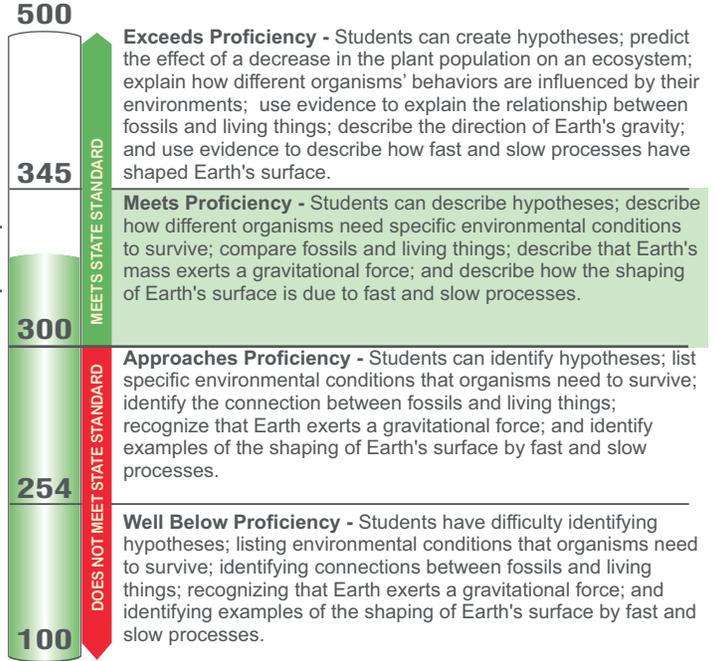
Jane's Science score is 325. This score is higher than the average score of fourth graders in her school, higher than that of fourth graders in her complex area, and higher than that of fourth graders statewide for this test.

*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 310 and 340.*

### How does this compare?

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

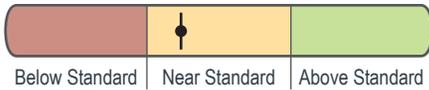
Jane's Score: 325



## 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 describing how different organisms need specific environmental conditions to survive. They may also have difficulty comparing fossil evidence and living things to identify similarities and differences.

For example, have your child identify a land animal and a sea animal. Then ask her to describe characteristics of each that helps it survive in its environment (e.g., sea turtles have paddle-like front arms for swimming).

### Physical, Earth, and Space Sciences



Students use materials to set up a circuit to create light and sound, use evidence to support a claim that Earth exerts a gravitational force toward its center on all objects, and use evidence to describe how fast and slow processes have shaped and reshaped Earth's surface.

For example, assist your child in gathering information about the formation of the Hawaiian islands and identifying the geological processes involved. Also, have her make observations of the environment around them and identify fast and slow processes (e.g. waves, wind, water) that continue to reshape the islands today.

**Student Name:** Jane Doe-Incomplete  
**School:** Aloha Elementary School  
**Complex Area:** Ewa  
**Test Year:** 2017–2018

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



# Hawai'i



## Dear Doe-Incomplete Family:

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Grade

# 4

2017–2018



Hawai'i  
Department of Education

# Jane's Science Score

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Meets Proficiency

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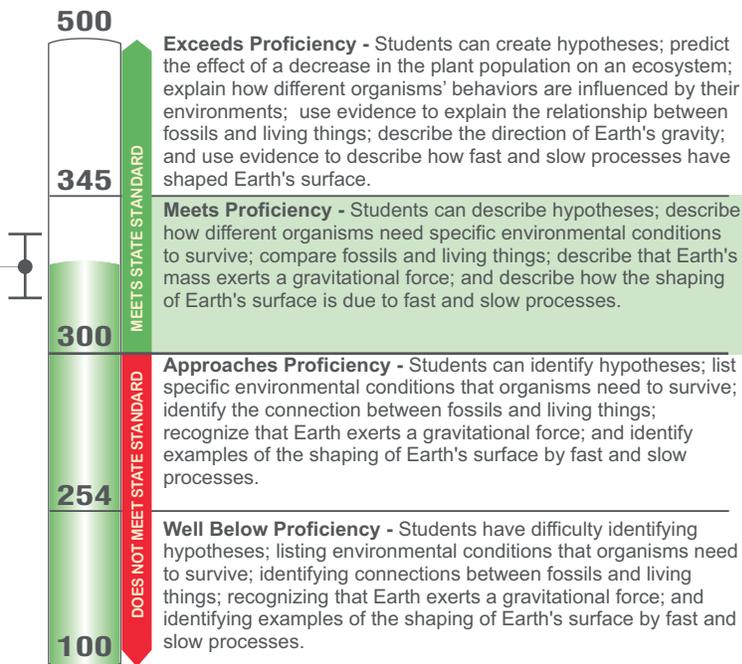
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**\* Jane's score is based upon an incomplete test.**

### How does this compare?

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

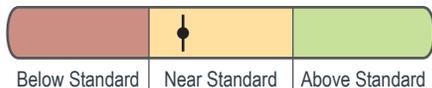
Jane's Score: 325



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

## Next Steps

### Scientific Process



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### Physical, Earth, and Space Sciences



Students use materials to set up a circuit to create light and sound, use evidence to support a claim that Earth exerts a gravitational force toward its center on all objects, and use evidence to describe how fast and slow processes have shaped and reshaped Earth's surface.

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**Student Name:** Jane Doe  
**School:** Aloha Middle School  
**Complex Area:** Ewa  
**Test Year:** 2017–2018

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# Hawai'i



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# Science Assessment Results

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<http://www.smithsonianeducation.org/students/>
- **Encyclopedia of Earth**  
[https://editors.eol.org/eoearth/wiki/Main\\_Page](https://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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Grade

# 8

2017–2018



Hawai'i  
Department of Education

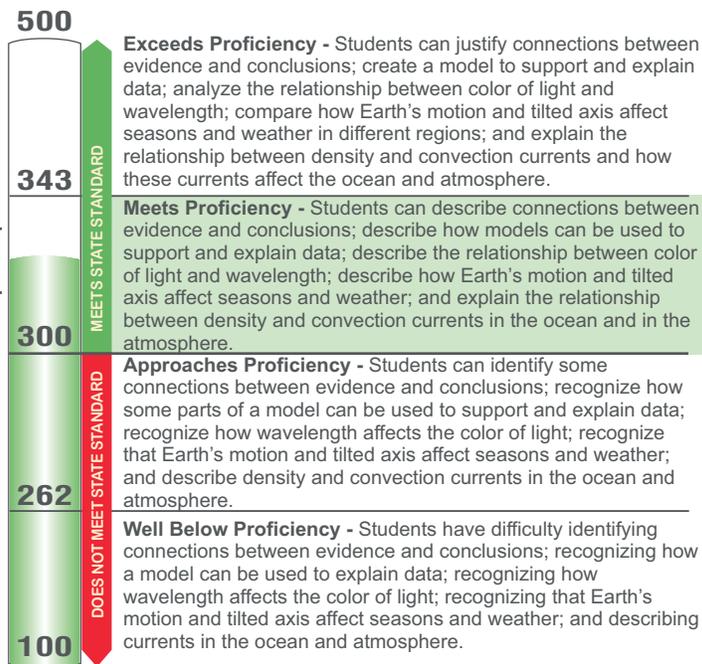
# Jane's Science Score

**330**  
Meets Proficiency

Jane's Science score is 330. 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.

*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 322 and 338.*

Jane's Score: 330



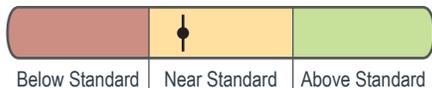
### How does this compare?

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

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

### Next Steps

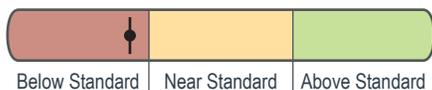
#### Scientific Process



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, have your child 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 share her conclusions using words or diagrams (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, and identifying some characteristics or properties of mechanical and electromagnetic waves.

For example, have your child identify six plant and animal organisms with which they are familiar. Then, have her 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 describe the rock cycle the major factors in the formation of igneous, metamorphic, and sedimentary rock; compare how Earth's motions and tilt on its axis affect the seasons and weather patterns in different parts of the world; analyze and explain the importance of the sun in influencing the climate and weather; defend a prediction for future continental drift on the basis of knowledge of plate tectonics; explain density and convection currents and how they affect the ocean and atmosphere; and analyze and explain the patterns of movement of objects in our solar system.

For example, have your child research location and movement in the Earth-moon-sun system and help her build a model of the system (physical or with diagrams) which she uses to account for events such as the phases of the moon, tides, eclipses and seasons.