

# Hawai'i State Science Assessment Family Report Interpretive Guide



## Understanding Your Child's 2018–2019 Assessment Scores

What Is the Purpose of the HSA Science Assessments?

### What Is the Purpose of the HSA Assessments?

The Hawai'i State Science Assessments (HSA Science) are designed to measure student performance in the content standards that help guide your child's daily instruction throughout the school year.

In the spring of school year 2018–2019, a Science assessment was administered in Grades 4 and 8. Students who took the Science assessment are receiving this report.

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*Disclaimer: The data in the sample Family Report are for display purposes only and do not represent actual results. The student's name on the sample report is fictitious, and any similarity to an actual student name is purely coincidental.*

**Cover Letter**

The first page of your child's family report includes an important letter from the Superintendent of the Hawai'i State Department of Education summarizing the contents of the report and encouraging you to be an active participant in your child's education.

**Dear Doe Family:**

The Hawai'i State 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). As schools across Hawai'i are transitioning to the Next Generation Science Standards (NGSS), the 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



**Your Child's Score**

On the second page of the report, you will see your child's overall score and performance level.

**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.*

Jane's  
Score:  
325

500

345

300

254

**Exceeds Proficiency** - Students can create hypotheses; predict the effect of a decrease in the plant population on an ecosystem; explain how different organisms' behaviors are influenced by their environments; use evidence to explain the relationship between fossils and living things; describe the direction of Earth's gravity; and use evidence to describe how fast and slow processes have shaped Earth's surface.

**Meets Proficiency** - Students can describe hypotheses; describe how different organisms need specific environmental conditions to survive; compare fossils and living things; describe that Earth's mass exerts a gravitational force; and describe how the shaping of Earth's surface is due to fast and slow processes.

**Approaches Proficiency** - Students can identify hypotheses; list specific environmental conditions that organisms need to survive; identify the connection between fossils and living things; recognize that Earth exerts a gravitational force; and identify examples of the shaping of Earth's surface by fast and slow processes.

**Well Below Proficiency** - Students have difficulty identifying hypotheses; list environmental conditions that organisms need to survive; identify connections between fossils and living things.

**How does this compare?**

State Average	A
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**Performance Levels**

If your child's score is in the Exceeds Proficiency or Meets Proficiency range in a subject, then your child has met the Hawai'i Content and Performance Standards, Third Edition (HCPS III). If your child's score is in the Approaches Proficiency or Well Below Proficiency range, then your child has not met the standards for that subject.

### Standard Error of Measurement

The bars above and below your child's score show the score range that your child would likely fall within if they took the same test multiple times with the same level of knowledge and preparation. For example, a scale score of  $325 \pm 15$  indicates that if the student could take the same test multiple times, she or he would likely score between 310 and 340.

### Cut Scores

Cut scores were determined for each subject assessed. The displayed values indicate the minimum score a student must achieve to place in the Approaches Proficiency, Meets Proficiency, or Exceeds Proficiency categories.


Hawai'i Science Assessment Results


## Jane's Science Score

# 325

Meets Proficiency

Jane's Score: 325





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

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

		Standard
<b>Scientific Process</b>	<b>WHAT THESE RESULTS MEAN:</b> 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.	<b>WHAT THESE RESULTS MEAN:</b> 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.
<b>Comparison Scores</b>	<b>WHAT THESE RESULTS MEAN:</b> 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.	<b>WHAT THESE RESULTS MEAN:</b> 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

### Comparison Scores

Your child's score is compared to the average score of students who took the Hawai'i State Science Assessment. For purposes of confidentiality and privacy, the average score for the school or complex area will not be displayed if fewer than 10 students within the school or complex area completed the assessment.



# Jane's Science Score

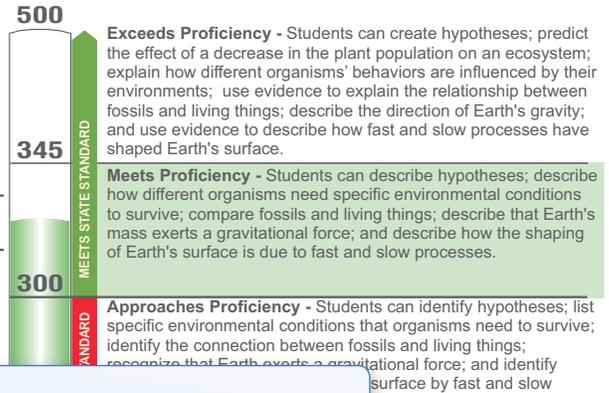
# 325

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 it is likely that Jane would receive a score between 310 and 340.

Jane's Score: 325



### How does this compare?

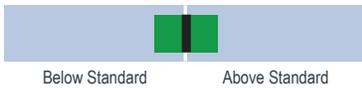
	Average Score
State Average	297
Complex Area Average	295
School Average	290

### Score Information

Your child's score in each area of the test is displayed in the bar chart. The black line indicates your child's score on each claim. The green rectangle shows the range at which your child will perform if he or she took the test multiple times. There is an explanation of what your child is able to do in each area.

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

#### Scientific Process



At/Near Standard

**WHAT THESE RESULTS MEAN:** 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.

**NEXT STEPS:** 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 him to test his hypothesis by putting the ice into the water and recording what he observes.

#### Life Science



Below Standard

**WHAT THESE RESULTS MEAN:** 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.

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

#### Physical Science, Earth, and Space



Above Standard

**WHAT THESE RESULTS MEAN:** Students use materials use evidence to support a claim that Earth exerts a gravitational force on objects, and use evidence to describe how fast and slow processes have shaped Earth's surface.

**NEXT STEPS:** For example, assist your child in gathering information about the Hawaiian islands and identifying the geological processes that have shaped the islands today (e.g., wind, water) that continue to reshape the islands today.

### Reporting Category Assessed

This section describes how your child performed on each reporting category of the Science exam.

### Next Steps

The Next Steps recommendations are based on your child's performance for each reporting category. This section provides information on activities you can do with your child to build on strengths and alleviate weaknesses in the subjects assessed.

The bar charts and the graphics above indicate student performance on individual areas. The black line indicates your child's score on each claim. The green rectangle shows the range at which your child will perform if he or she took the test multiple times.

## Glossary of Terms/Definitions

**Cut Scores:** Selected points on the score scale of the HSA Science assessments, which are used to classify student performance into one of four performance levels.

**Performance Level:** Performance levels represent levels of mastery with respect to the Hawai'i Content and Performance Standards, Third Edition (HCPS III).

**Reporting Categories:** Reporting categories are a subset of content knowledge and skills within a content area. Science Grade 4 reporting categories are Scientific Process; Life Science; and Physical, Earth, and Space Sciences. Reporting categories for Grade 8 Science are Scientific Process, Biological and Physical Sciences, and the Solar System and The Universe.

**Reporting Category Descriptors:** These descriptors are a summary of what students within each reporting category are expected to know and be able to do.

**Scale Scores:** Scale scores are statistically converted scores using the number of items students answer correctly and the difficulty of the items presented. Scale scores can be compared over multiple test administrations.

**Standards:** Grade-level specific (science) content that is assessed for accountability purposes.

## Additional Resources

Each of the links provided below can also be accessed at [alohahsap.org](http://alohahsap.org) on the HSA Science homepage via the Resources page link.

### Test blueprints for science:

[http://alohahsap.org/HSA/wp-content/uploads/2013/06/Science\\_Blueprints1.pdf](http://alohahsap.org/HSA/wp-content/uploads/2013/06/Science_Blueprints1.pdf)

### HCPS III Science Content Standards and Benchmarks:

[https://drive.google.com/file/d/1noc-qlvajEKzxXeebW0TIKBV-28yldbfpwC0YVV1wwjPWAm1mPQ\\_U4XJQ0S9FQ8Fn5CCn3mRPtQzNi2G/view](https://drive.google.com/file/d/1noc-qlvajEKzxXeebW0TIKBV-28yldbfpwC0YVV1wwjPWAm1mPQ_U4XJQ0S9FQ8Fn5CCn3mRPtQzNi2G/view)

## HSA Science Information and Parent Resources

<http://alohahsap.org/HSA/parent-information-booklets/>