

**Student Name:** Jane Doe  
**School:** Aloha Elementary School  
**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 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

# 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

2018–2019



Hawai'i  
Department of Education

# Jane's Science Score

**325**  
Meets Proficiency

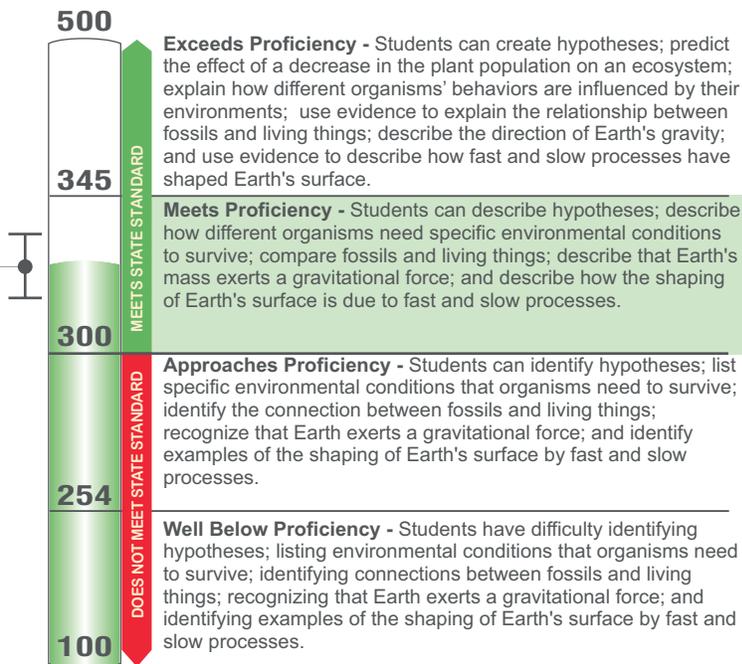
Jane's Science score is 325. This score is higher than the average score of fourth graders in her school, higher than that of fourth graders in her complex area, and higher than that of fourth graders statewide for this test.

*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?

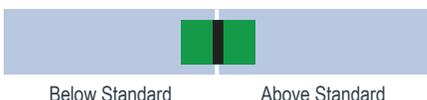
	Average Score
State Average	297
Complex Area Average	295
School Average	290

Jane's Score: 325



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

### 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, Earth, and Space Sciences



**Above Standard**

**WHAT THESE RESULTS MEAN:** 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.

**NEXT STEPS:** For example, assist your child in gathering information about the formation of the Hawaiian islands and identifying the geological processes involved. Also, have him 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.

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