

Hawai‘i Smarter Balanced Assessments Family Report Interpretive Guide



Understanding Your Child’s 2021–2022 Score Report

What Is the Purpose of the Hawai‘i Statewide Assessment Program?

What Is the Purpose of the HSAP?

The Hawai‘i Statewide Assessment Program (HSAP) is a statewide standardized testing program tied to the Hawai‘i content standards, which define the knowledge and skills required for our children to succeed beyond high school. HSAP is designed to:

- help schools and districts determine whether children are making progress on meeting standards; and
- help the state learn how schools and districts are ensuring that children are meeting the standards.

What do the results of the HSAP mean, and how are they used?

HSAP results summarize a student’s abilities as they relate to the Hawai‘i content standards. HSAP is one of the many tools used by teachers to help identify each child’s strengths and weaknesses, so they can focus their instruction to meet the specific needs of their students.

For help in understanding your child’s scores and this report, contact your child’s teacher or school principal.

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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.

This report provides you information regarding your child's performance on the Hawai'i Smarter Balanced English Language Arts (ELA)/Literacy and Mathematics Assessments administered in the Spring of 2022. These assessments measure student understanding of the Hawai'i Common Core standards – rigorous and challenging learning expectations in reading, writing, listening, and mathematics. Students in grades 3–8 and 11 took the Smarter Balanced Assessments, which provide you, your child, and your child's teachers with valuable information about whether your child is meeting grade level expectations.

Nearly 200 U.S. colleges and universities, including the University of Hawai'i, will use the 11th grade Smarter Balanced scores for course placement. The results will provide an important measure of how well your child is progressing toward graduating ready for college and a career.

This report also describes the content of the assessments that put more emphasis on writing, solving problems and critical thinking. They were created specifically to measure students' progress toward mastery of the Hawai'i academic standards. Hawai'i collaborated with other states to create these more rigorous standards, and over the past few years, teachers have used them to guide and inform their teaching practice.

We encourage you to use this report to start a conversation with your child's teacher about their progress in school. Together we can provide the best education for your child.

Cover Letter

The first page of your child's family report includes an important letter summarizing the contents of the report and encouraging you to be an active participant in your child's education.

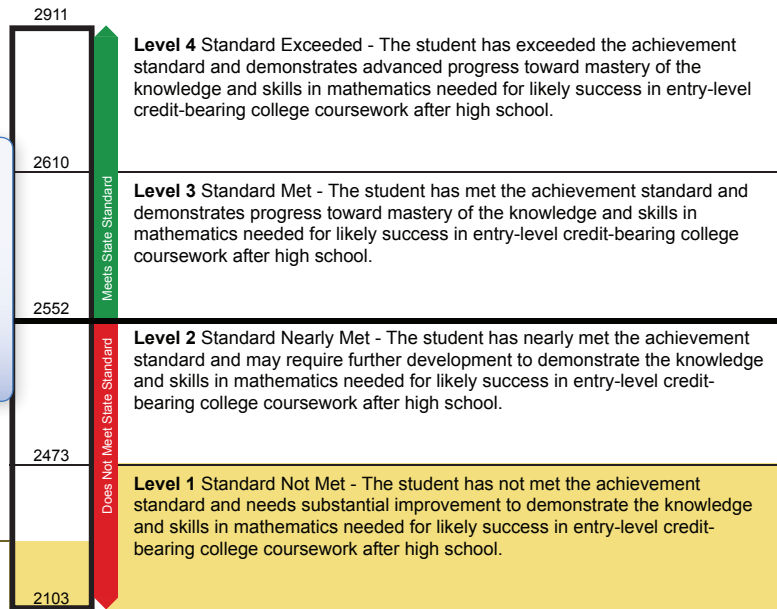
Achievement Levels

Students who performed at Level 3 or 4 have demonstrated the knowledge and skills necessary for college and career readiness if they continue their progress. Students who performed at Level 1 or 2 will need additional supports and instruction.

Doe, Jennifer **Grade 6 Math 2021-2022**
 Student ID: 999999999 | Student DOB: 11/18/2010 | Enrolled Grade: Grade 06
 Date Taken: 4/23/2022 Training Complex Area - A
 Demo School Group 2
 Kula a'o Hawai'i

Scale Score: 2283±52 **Performance:** Level 1

How Did Your Child Do on the Test?



Your Child's Score

Inside the report, you will see your child's overall score and performance level for each ELA/Literacy and Mathematics subject area.

Score
2283 ±52

Standard Error of Measurement

A student's score is best interpreted when recognizing that the student's knowledge and skills fall within a score range and not just a precise number. For example, 2283 (± 52) indicates a score range between 2231 and 2335.

Threshold Scores (Cut Scores)

Threshold scores (cut scores) were determined for each subject assessed. The displayed values indicate the minimum score a student must achieve to place in the Level 4, Level 3, Level 2, and Level 1 Achievement Levels.



Reporting

Doe, Jennifer

Student ID: 999999999 | Student DOB: 11/18/2010 | Enrolled Grade: Grade 06
Date Taken: 4/23/2022

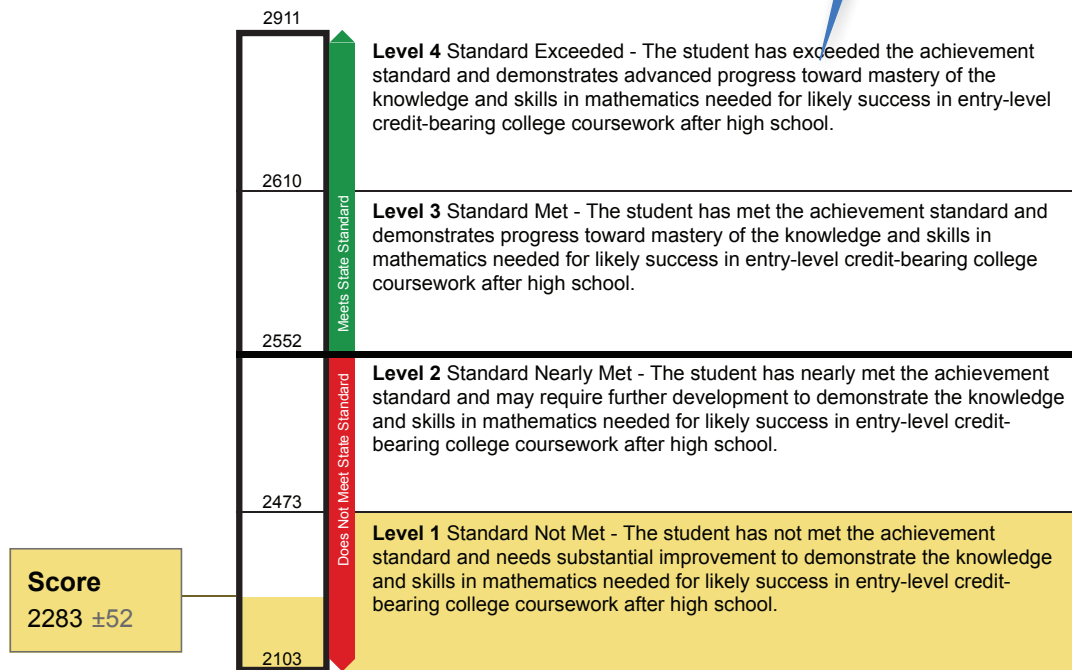
Individual Student Report

Grade 6 Math 2021-2022

Training Complex Area - A
Demo School Group 2
Kula a'o Hawai'i

Scale Score: 2283 \pm 52 **Performance:** Level 1

How Did Your Child Do on the Test?



How Does Your Child's Score Compare?

Name	Average Scale Score
Hawaii Department of Education	2492 \pm 1
Training Complex Area - A	2530 \pm 4
Demo School Group 2	2494 \pm 8
Kula a'o Hawai'i	2426 \pm 19

Information on Standard Error of Measurement

A student's score is best interpreted when recognizing that the student's knowledge and skills fall within a score range and not just a precise number. For example, 2300 (± 10) indicates a score range between 2290 and 2310.

Comparison Scores

Your child's score is compared to the average score of students who took the Hawai'i Smarter Balanced Assessments. 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.

Content Areas Assessed (Claims)

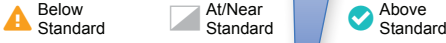




This section describes what areas were tested for each subject administered. Two claim areas are reported for ELA and one claim area is reported for Math.

Score Information

Your child's score in each area of the test is displayed in the bar chart. The black dot indicates your child's score on each claim. The lines to the left and right of the dot show the range at which your child will perform if he or she took the test multiple times.

Next Steps

The next steps recommendations are based on your child's overall performance level in each subject. The Next Steps are activities chosen to cover the content assessed in each subject. Parents are encouraged to use these recommended activities to help improve and maintain their child's knowledge and skills in the subject area.

Doe, Jennifer				
Student ID: 9999999999 Student DOB: 11/18/2010 Enrolled Grade: Grade 06				
Date Taken: 4/22/2022				
Scale Score: 2484±25		Performance: Level 2		
How Did Your Child Perform on Different Areas of the Test?				
<p>The table and the graph below indicate student performance on individual reporting categories. The black dot indicates the student's score on each reporting category. The lines to the left and right of the dot show the range of likely scores your student would receive if he or she took the test multiple times.</p>				
				
Category	Performance	Performance	Domain Description	
Reading			<p>What These Results Mean Student may be able to read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</p> <p>Next Steps Have your child read different types of texts, and explain how the details (words, paragraphs) relate to the main idea or theme. Talk about how specific ideas or events are introduced and developed and how they end.</p>	
Writing			<p>What These Results Mean Student may be able to produce effective and well-grounded writing for a range of purposes and audiences.</p> <p>Next Steps Help your child write informational (explains) or argumentative (defends a point) essays. They should be organized and include support. Introductions and conclusions must relate to the essays' content.</p>	
How Did Your Child Perform on the Essay?				
Essay	Raw Score	Conventions	Evidence/Elaboration	Organization/Purpose
Argumentative	3 out of 10 points	The argumentative response shows a partial understanding of correct sentence formation, punctuation, capitalization, grammar usage, and spelling. (1 out of 2 points)	The argumentative response provides minimal elaboration and limited facts and details to support the claim. The response is vague and may be ineffective for the audience and purpose. (1 out of 4 points)	The argumentative response has little or no structure and may be too brief or unfocused. If present, the claim and development of ideas may drift from the purpose and/or audience. The response may not address the opposing argument. (1 out of 4 points)

Writing Dimensions

Your student's performance on the ELA Essay Writing Dimensions can be found on page 3. Note that the essay is only one part of your student's overall ELA performance. Students who score zero points on the Writing Dimensions (because their response did not meaningfully address the topic/purpose of the prompt or was directly copied from the source material) may still perform well enough on other sections of the test to meet the overall ELA proficiency standard.

Your Child's Progress

The chart below reports your child's performance over time. The shaded areas in multiple colors indicate the scale score range in each achievement level. Each mark on the graph represents your child's score and indicates whether he or she met the standards that year.



Reporting

Individual Student Report

Doe, Jennifer

Student ID: 9999999999 | Student DOB: 11/18/2010 | Enrolled Grade: Grade 06
Date Taken: 4/22/2022

Grade 6 ELA 2021-2022

Training Complex Area - A
Demo School Group 2
Kula a'o Hawai'i

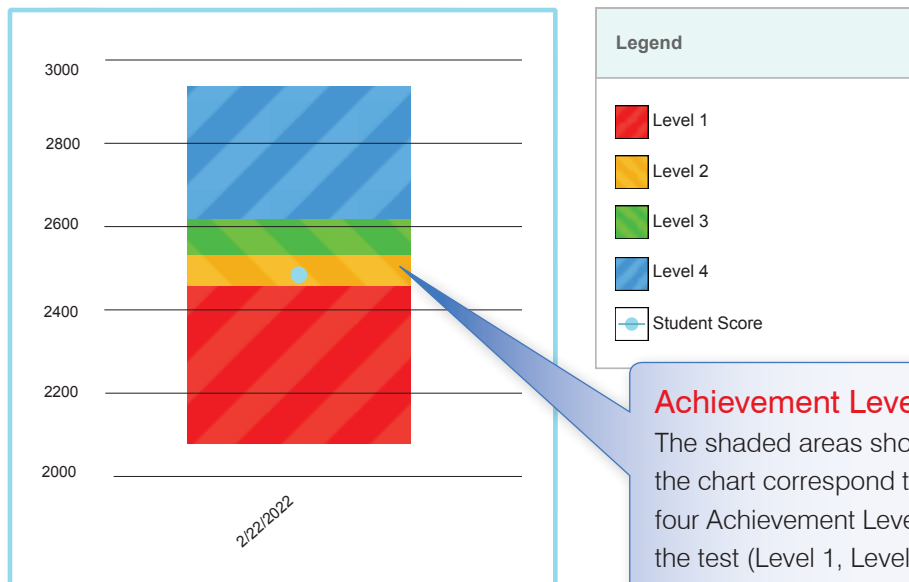
Scale Score: 2484±25

Performance: Level 2

Your Child's Progress

Longitudinal Trend Chart Information

The chart below reports your child's performance over time. The shaded areas in multiple colors indicate the scale score range in each achievement level. Each mark on the graph represents your child's score and indicates whether he or she met the standards that year.



Achievement Levels
The shaded areas shown in the chart correspond to the four Achievement Levels of the test (Level 1, Level 2, Level 3, and Level 4).

Your Child's Progress

Date	Test Reason	Test Label	Scale Score	Performance Level
4/22/2022 12:00:00 AM	Spring 2022 (Smarter Summative)	Grade 6 ELA	2484 ± 25	Level 2

About the Test

The separate English Language Arts (ELA)/Literacy and Mathematics scale scores for each grade are reported on a vertical scale, like a yard stick, that is consistent from year to year.

The English Language Arts/Literacy Assessment included two sections. For the computer adaptive section, each student received a different set of test questions that provided unique information about what that student knows and can do. A student's correct answer was followed by a more difficult question, and an incorrect answer was followed by an easier question. This assessment also included a performance task, an extended problem-solving exercise that required students to use multiple skills to demonstrate understanding. Students were provided with articles, text excerpts, videos, or diagrams and were then asked to analyze and synthesize them. To learn more about the performance tasks, go to <https://smarterbalanced.alohasap.org/resources/>.

Glossary of Terms/Definitions

Achievement Levels: Achievement levels represent the level of mastery with respect to the Hawai'i Common Core Standards.

Achievement Level Descriptors: These descriptors are a summary of what students within each achievement level are expected to know and be able to do.

Claim Achievement Categories: These categories shows a student's performance level on a claim. For Smarter Balanced Assessments, there are three categories: Below Standard, At/Near Standard, and Above Standard.

Content Area (Claims): Claims are a subset of content knowledge and skills within a content area. The English Language Arts (ELA/Literacy) claims are reading and writing. The claim for Mathematics is concepts and procedures.

Scale Scores: Scale scores are the basic units of reporting. They are statistically adjusted to account for differences in difficulty. The Smarter Balanced scale scores are on a vertical scale so that comparisons can be made between scores that span multiple grades.

Threshold Scores: On the Smarter Balanced scale, three threshold (minimum) scores distinguish four achievement levels for each subject; Exceeded (Level 4), Met (Level 3), Nearly Met (Level 2), or Not Met (Level 1).

Additional Resources

[Hawai'i Smarter Balanced Information and Parent Resources](#)