What Is the Purpose of the Hawai‘i Smarter Balanced Assessments?

The Hawai‘i Smarter Balanced English Language Arts (ELA)/Literacy and Mathematics Assessments are designed to measure students’ mastery of the Hawai‘i Common Core Standards in ELA/Literacy and Mathematics for grades 3–8 and 11. The score report indicates your child’s achievement based on four levels. These levels describe how well students answered the questions and have exceeded (Level 4), met (Level 3), nearly met (Level 2), or not met (Level 1) the achievement standard and demonstrated progress toward mastery of the content knowledge and skills identified for their grade when the assessments were administered.

These assessments are only one measure of your child’s progress. Classroom assignments and projects are also key evidence that students have met their learning goals. Looking at their accomplishments in class as well as at the test scores provides a complete picture of students’ achievement.

Understanding Your Child’s 2014–2015 Score Report

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.
Dear Doe Family:

We are pleased to provide you this new report about Jane’s performance on the Hawai‘i Smarter Balanced English language arts (ELA)/Literacy and Mathematics Assessments administered in spring 2015.

These new online assessments replaced the Hawai‘i State Assessments in reading and math. They measure student understanding of the Hawaii Common Core standards – more rigorous and challenging learning expectations in reading, writing, listening, and mathematics.

This year’s results provide one important measure of how well Jane is progressing toward graduating ready for college and careers. For example, the University of Hawai‘i is among nearly 200 U.S. colleges and universities that will use 11th grade Smarter Balanced scores for course placement.

This report also compares Jane’s scores with those of other students in her school, her complex area, and the state. It also suggests resources you can use to help your child.

Please note that Jane’s performance on the Smarter Balanced Assessments cannot be compared with previous state assessments because we now have higher expectations. This year’s results establish a new starting point to help teachers and families support Jane based on her specific needs.

I encourage you to use this report to start a conversation with Jane’s teacher about her progress in school. Together we can provide the best education for our students.

Very truly yours,

Kathryn S. Matayoshi
Superintendent of Education

Jane’s ELA/Literacy Score

A student’s test score can vary if the test is taken several times. If your child were tested again, it is likely that Jane would receive a score between 2670 and 2690. How does this compare?

<table>
<thead>
<tr>
<th>Your State</th>
<th>Average Score</th>
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<tr>
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<td>2571</td>
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<tr>
<th>Your Complex Area</th>
<th>Average Score</th>
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<tr>
<th>Your School</th>
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Jane’s ELA/Literacy score: 2680. This score is higher than the average score of:

- Your State: 2571
- Your Complex Area: 2588
- Your School: 2605

Achievement Levels

- **Level 1** - The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in entry-level credit-bearing college coursework after high school.

- **Level 2** - The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in entry-level credit-bearing college coursework after high school.

- **Level 3** - The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in English language arts/literacy needed for likely success in entry-level credit-bearing college coursework after high school.

- **Level 4** - The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills in English language arts/literacy needed for likely success in entry-level credit-bearing college coursework after high school.

Next Steps

For more information about this assessment, go to [www.smarterbalanced.org/Achievement-Levels](http://www.smarterbalanced.org/Achievement-Levels)

Students who performed at Level 3 or 4 have demonstrated understanding and abilities to be ready to be successful in the future if they continue their progress. Students who performed at Level 1 or 2 will need additional supports and instruction.

What is in this report?

- Jane’s scores on the Smarter Balanced ELA/Literacy and Mathematics Assessments
- How Jane’s scores compare
- The areas that make up the Smarter Balanced ELA/Literacy and Mathematics Assessments
- Whether Jane met the standard in the different areas of each subject
- How you can help Jane improve her ELA/Literacy and Mathematics skills

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.
Jane’s ELA/Literacy Score

2680

Level 4

A student’s test score can vary if the test is taken several times. If your child were tested again, it is likely that Jane would receive a score between 2670 and 2690.

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<td>2605</td>
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</table>

Jane’s ELA/Literacy score is 2680. This score is higher 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.

Comparison Scores

Your child’s score is compared with 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 school or the complex area completed the assessment.

Resources

The Next Steps recommendations are based on your child’s overall English Language Arts/Literacy achievement level. This section provides information on activities you can do with your child to build on strengths and address weaknesses in English Language Arts/Literacy.

Threshold Scores

Three threshold 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.

Go to www.smarterbalanced.org/Achievement-Levels to see a complete listing of knowledge, skills, and processes for each level.

Your Child’s Score

The bar around the score indicates the extent to which the score might have been different had the test been taken again. Jane’s performance on the four areas that comprise this score can be seen below.
Jane’s ELA/Literacy Score

2680

Level 4

A student's test score can vary if the test is taken several times. If your child were tested again, it is likely that Jane would receive a score between 2670 and 2690.

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Content Areas Assessed (Claims)

This section describes what areas were tested for each subject administered. Four areas were assessed in ELA/Literacy.

Has Jane Met the Standard in the Four Different Areas of ELA/Literacy?

Reading

![Below Standard]

Your child has difficulty reading closely and analytically to comprehend a range of increasingly complex literary and informational texts.

Listening

![Above Standard]

Your child can employ effective listening skills for a range of purposes and audiences.

Writing

![Above Standard]

Your child can produce effective and well-grounded writing for a range of purposes and audiences.

Research/Inquiry

![At/Near Standard]

Your child may be able to engage in research and inquiry to investigate topics, and to analyze, integrate, and present information.

Score Information

The report shows if your child scored Above (✔), Below (⚠️), or At/Near (☐) the Standard achievement level for each claim in each subject tested. There is an explanation of what your child is able to do in each area.

Resources

AdLit.org - With a variety of resources for parents of kids in grades 4–12, this site offers author interviews, themed booklists to help in finding books that suit both teens’ interests and reading abilities, and “in the classroom” video clips of good instructional practice. http://www.adlit.org/

LearnZillion - Brief 2-5 minute video lessons break down tricky concepts step-by-step. The videos help both struggling learners, and those who are ready for more, build their knowledge and understanding of new concepts. https://learnzillion.com/free_resources

NEWSELA - This website provides students with high interest nonfiction articles that are updated daily. Each article offers a choice of five different reading levels, making it just right for each child. https://newsela.com/

Lexile - This site helps students and parents find books that are at the appropriate level of difficulty for a student’s grade level. https://lexile.com/

Parent Roadmaps to the Common Core Standards – English Language Arts - Guidance to parents about what their children will learn and how they can support that learning. From the Council of the Great City Schools. http://www.cgcs.org/Page/328

Go to www.smarterbalanced.org/Achievement-Levels to see a complete listing of knowledge, skills, and processes for each level.
Jane’s Mathematics Score

Jane’s Score is 2680. This score is higher 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.

A student’s test score can vary if the test is taken several times. If your child were tested again, it is likely that Jane would receive a score between 2670 and 2690.

Level 4 - The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills in mathematics needed for likely success in entry-level credit-bearing college coursework after high school.

Level 3 - The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in mathematics needed for likely success in entry-level credit-bearing college coursework after high school.

Level 2 - The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in mathematics needed for likely success in entry-level credit-bearing college coursework after high school.

Level 1 - The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in mathematics needed for likely success in entry-level credit-bearing college coursework after high school.

How does this compare?

<table>
<thead>
<tr>
<th>Content Areas Assessed (Claims)</th>
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<tbody>
<tr>
<td><strong>Below Standard</strong></td>
<td>Khan Academy - This site provides an extensive library of math content for all grades. Students can practice at their own pace and make use of interactive challenges, and videos from any computer with access to the web. <a href="https://www.khanacademy.org/commoncore">https://www.khanacademy.org/commoncore</a></td>
</tr>
<tr>
<td><strong>At/Near Standard</strong></td>
<td>Common Core Math—A Grade-by-Grade View for Parents of the development of mathematics learning described in the Common Core State Standards (Dev Sinha and colleagues from the University of Oregon) <a href="http://pages.uoregon.edu/dps/CommonCore/CCSSM_bygrade.pdf">http://pages.uoregon.edu/dps/CommonCore/CCSSM_bygrade.pdf</a></td>
</tr>
<tr>
<td></td>
<td>Illustrative Mathematics - This site provides mathematical tasks, task solutions, and commentary on how the tasks illustrate content standards. The site also provides videos and vignettes illustrating the Mathematical Practices. <a href="http://www.illustrativemathematics.org">www.illustrativemathematics.org</a></td>
</tr>
<tr>
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<td>Be a Learning Hero - This site provides help with math homework, tips on reading, answers about the new state tests being implemented in most states, what your child should know grade by grade, and much more, from trusted partners who have been working with parents and students for decades. <a href="http://bealearninghero.org/">http://bealearninghero.org/</a></td>
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FAMILY Report

Similar Schools

This chart shows how eighth-grade students in Jane’s school did compared with eighth-grade students in other schools when tested on concepts and skills that were taught to these eighth grade students last year. School similarity is determined using three criteria: percentage of (1) disadvantaged students, (2) English language learners, and (3) students with disabilities.

The schools that were compared with your school were chosen because their eighth-grade students had backgrounds most similar to eighth-grade students in your school. Aloha Middle School teaches many disadvantaged students and many students with disabilities.

Students come from many different environments. These differences do not necessarily affect student performance. Many issues contribute to student performance such as administration and oversight, curriculum and content, teaching and testing, professional development, instructional materials, and parent and community support. You may want to contact your parent community networking coordinator to inquire about parent workshops that support the school’s ongoing effort to improve student performance.

How your child’s school compares

Similar Schools

The Similar Schools chart shows how the performance of the Hawai‘i Smarter Balanced Assessments takers in your child’s school compares with the performance of students in the other schools across the state. School similarity is determined using three criteria: percentage of (1) disadvantaged students; (2) English language learners; (3) students with disabilities. The performance of similar schools is mapped into the following three categories: percentage of (1) similar schools that did not do as well as the student’s school; (2) similar schools that had about the same average score as the student’s school; and (3) similar schools that did better than the student’s school.

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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. Before the performance task, teachers led students through a prescribed classroom activity to introduce them to the vocabulary and context for the task. The activity served as an orientation, designed to make the topic more familiar and accessible, and was not scored. To learn more about the classroom activities and performance tasks, go to http://sbac.portal.airast.org/practice-test/resources/#activities.

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**Glossary of Terms/Definitions**

**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).

**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.

**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.

**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, writing, listening, and research. The Mathematics claims are concepts and procedures, problem solving and modeling/data analysis, and communicating reasoning.

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**Additional Resources**

Hawai‘i Smarter Balanced Information and Parent Resources

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