



Hawai'i Statewide Assessment Program



Online
Smarter Balanced Assessments and
Hawai'i State Science Assessments
Parent Information Booklet

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What Every Parent Should Know About the Smarter Balanced Assessments and the Hawai'i State Science Assessments

Which assessments will my child take?

If your child is enrolled in grades 3–8 or 11, your child will take the Hawai'i Smarter Balanced English Language Arts/Literacy and Mathematics Assessments. Each content area for the Smarter Balanced online assessments consists of a computer adaptive test (CAT) as well as a performance task (PT). If your child is enrolled in grade 4 or 8, your child will also take the Hawai'i State Science Assessment.

When will the assessments be administered?

Your child will take the Smarter Balanced English Language Arts/Literacy and Mathematics Assessments once for each content area between January and the end of the school year. Your child's school will inform you of its testing schedule and when your child will take each content area assessment only once.

Your child will take the Hawai'i State Science Assessment between mid-October and the end of the school year. Your child's school will inform you of its testing schedule and whether your child will take the Hawai'i State Science Assessment one, two, or three times.

Will my child see the same questions if he or she takes the adaptive online Hawai'i State Science Assessment in the English language more than once?

The online testing system records which questions your child has answered each time he or she takes the Hawai'i State Science Assessment. The system also adjusts to your child's knowledge and skills as he or she answers questions in order to provide the most accurate information about his or her performance. Every time your child answers a question, his or her response helps determine the next question he or she receives. Your child will be given a different set of questions each time he or she takes the Hawai'i State Science Assessment. If your child takes the Hawai'i State Science Assessment more than once, only the highest score is kept for his or her official record.

How much time does each assessment take?

The Hawai'i State Science Assessment will take approximately two hours. The Smarter Balanced English Language Arts/Literacy Assessment will take approximately 3 1/2 to four hours. The Smarter Balanced Mathematics Assessment will take approximately 3 to 3 1/2 hours. Your child may be given additional time to complete each assessment. Your child may exit an assessment and return on another day to complete it. The online testing system keeps track of the questions that your child has answered and will present other questions when your child resumes the assessment.

What computer skills will my child need for the assessments?

The assessments include questions that will require your child to select one answer from a set of possible answers, draw and move objects, and type responses directly into the testing system. Your child can use the mouse or keyboard or both to take the online assessments, but your child is not required to be an expert computer user or typist.

Students may also choose to use some online tools to help them during the assessments.

Students can:

- zoom in on both text and graphics;
- highlight important information;
- strike out incorrect answer choices; and
- mark questions for review.

We encourage students to practice answering the types of questions included in the assessments. Content area practice and training tests for each grade level or grade level band and assessment are available at alohahsap.org.

When will families get the results of the assessments?

Your family will receive a paper score report with your child's final scores at the beginning of the next school year during the month of September.

How can I help my child prepare for the assessments?

You can best help your child prepare by providing the consistent support that will help your child do well in school every day. Make sure your child gets adequate sleep, eats a nourishing breakfast, completes homework, and attends school every day. The Smarter Balanced Assessments and the Hawai'i State Science Assessments measure how well your child is meeting the comprehensive content area standards that help guide your child's daily instruction throughout the school year.

You can also help your child become familiar with the types of questions he or she might be asked to answer by reviewing this booklet with him or her and visiting alohahsap.org to answer additional content area practice and training test questions.

Sample Questions for the Smarter Balanced Assessments and the Hawai‘i State Science Assessments

Students will have to answer several different types of questions for the online assessments:

- Multiple-choice questions, in which students will select an answer option from a set of possible choices
- Constructed-response questions:
 - Natural language questions, in which students will type short and longer answers into answer spaces
 - Interactive questions, in which students will use the mouse or keyboard to move items or draw responses within an answer space (also called a grid)
 - Equation editor questions, in which students will input any mathematical expression or equation
 - Simulation prompts, in which students will interact with data and provide answers in varied formats

The questions that follow illustrate the types of questions your child will answer on the Hawai‘i Smarter Balanced English Language Arts/Literacy and Mathematics Assessments and the Hawai‘i State Science Assessments. A Smarter Balanced English Language Arts or Mathematics question is provided for grades 3, 5, 6, 7, and 11. A Hawai‘i Science Assessment question is provided for grades 4 and 8. Some questions are multiple choice and some are constructed response. Each question includes the correct answer and other scoring information.

If you would like to see additional questions, please visit alohahsap.org.

Grade 3

Subject: Smarter Balanced Mathematics

Hawai'i Common Core Standard: 3.MD.3: 1|MD|H-3|a/s|3.MD.3: Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.

AND

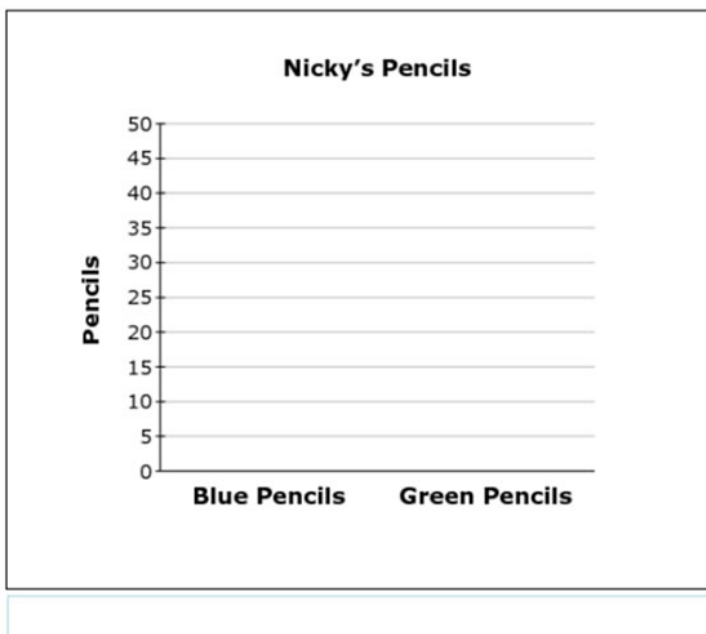
3.OA.8: 1|OA|D-3|m|3.OA.8: Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

Type of Question: Constructed Response - Interactive (Grid) (1 point)

Nicky has 4 packs of pencils.
Each pack contains 15 pencils. In each pack, 5 pencils are blue and the rest green.

Create a bar graph to show how many of each color pencil Nicky has.

Click the graph to show where the top of the bar should go.

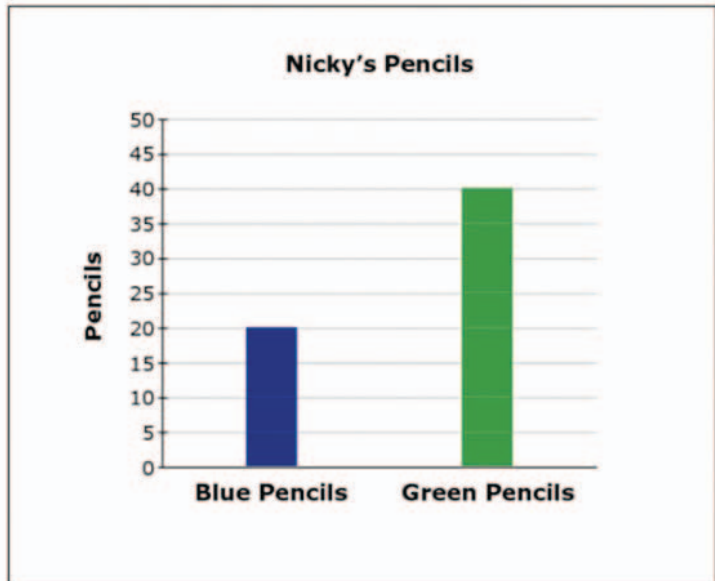


To earn one point, a student must create a bar graph that shows Nicky has 20 blue pencils and 40 green pencils.

Nicky has 4 packs of pencils.
Each pack contains 15 pencils. In
each pack, 5 pencils are blue and
the rest green.

Create a bar graph to show how
many of each color pencil Nicky
has.

Click the graph to show where
the top of the bar should go.



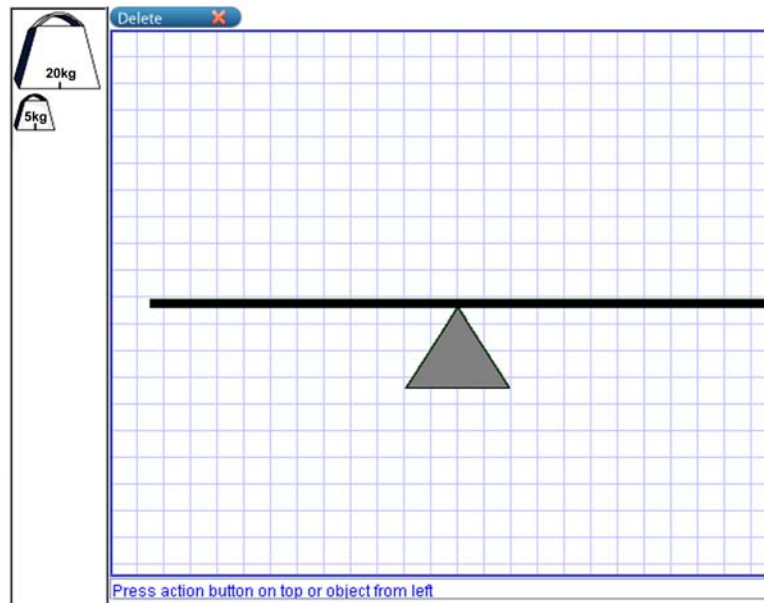
Grade 4

Subject: Hawai'i Science

Hawai'i Content and Performance Standards Benchmark: Describe that the mass of the Earth exerts a gravitational force on all objects.

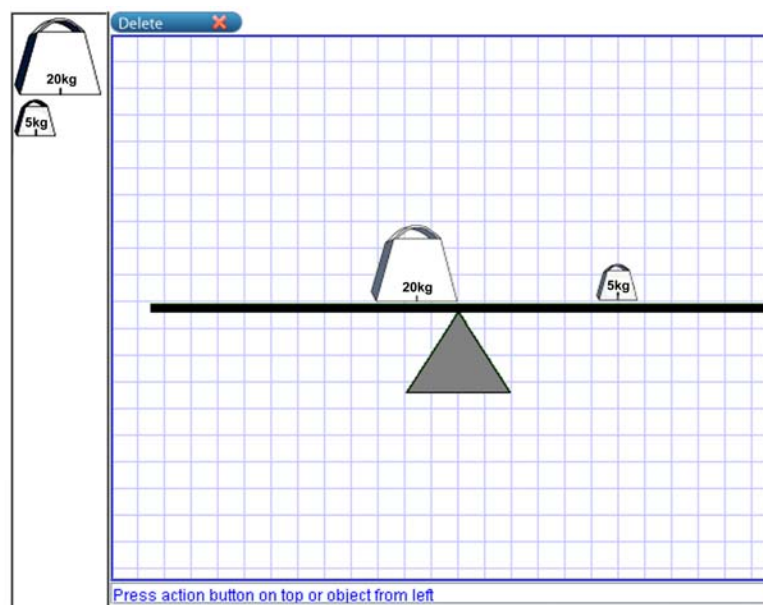
Type of Question: Constructed Response (2 points)

Put one 5 kg weight and one 20 kg weight on the bar and position them so that the bar would remain balanced in the horizontal position.



To earn two points, a student must place the 5 kg weight four times as far from the fulcrum as the 20 kg weight, as shown in the example below.

Put one 5 kg weight and one 20 kg weight on the bar and position them so that the bar would remain balanced in the horizontal position.



Grade 5

Subject: Smarter Balanced English Language Arts

Hawai'i Common Core Standard: 2-3: 4-CR|2-3: INTERPRET & INTEGRATE INFORMATION: Locate information to support central ideas and subtopics; select and integrate information from data or print and non-print text sources.

Type of Question: Selected Response – Table Match Item (1 point)

A student is writing a research report about tree frogs. The student took notes and thought of three main ideas for her report. Click on the box to show the **best** main idea that each note supports.

	Main Idea A: How Tree Frogs Grow	Main Idea B: Where Tree Frogs Live	Main Idea C: What Tree Frogs Look Like
Note 1: Tree frogs can be found on the ground, in small plants, or in trees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Note 2: Some tree frogs change color to hide in what is around them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Note 3: Tree frogs dig a hole in the ground to stay warm when it is cold outside.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Note 4: It takes weeks for baby tree frogs to jump because, at first, they have no legs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

To earn one point, a student must click the box that identifies Note 1 supporting Main Idea B, Note 2 supporting Main Idea C, Note 3 supporting Main Idea B, and Note 4 supporting Main Idea A.

A student is writing a research report about tree frogs. The student took notes and thought of three main ideas for her report. Click on the box to show the **best** main idea that each note supports.

	Main Idea A: How Tree Frogs Grow	Main Idea B: Where Tree Frogs Live	Main Idea C: What Tree Frogs Look Like
Note 1: Tree frogs can be found on the ground, in small plants, or in trees.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Note 2: Some tree frogs change color to hide in what is around them.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Note 3: Tree frogs dig a hole in the ground to stay warm when it is cold outside.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Note 4: It takes weeks for baby tree frogs to jump because, at first, they have no legs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

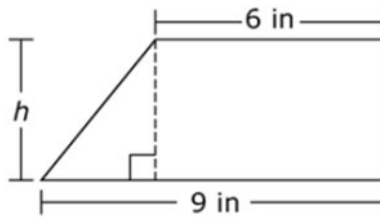
Grade 6

Subject: Smarter Balanced Mathematics

Hawai'i Common Core Standard: H-6: 1 | G | H-6: Solve real-world and mathematical problems involving area, surface area, and volume.

Type of Question: Constructed Response – Equation Editor (1 point)

The trapezoid shown is divided into a right triangle and a rectangle.



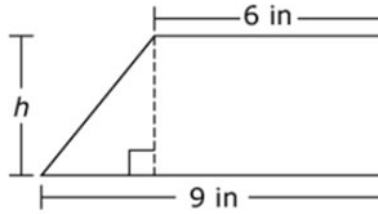
Use the Equation Tool to create an expression that could be used to determine the area of the trapezoid.

← → ↶ ↷ ✖

1	2	3	h
4	5	6	+ - * ÷
7	8	9	< = >
0	.	-	$\frac{\square}{\square}$ \square^\square ()

To earn one point, a student must enter the equation (or an equivalent to) $\frac{1}{2} (3 \times h) + (h \times 6)$.

The trapezoid shown is divided into a right triangle and a rectangle.



Use the Equation Tool to create an expression that could be used to determine the area of the trapezoid.

$$\frac{1}{2}(3*h)+(h*6)$$

← → ↶ ↷ ✖

1	2	3	h
4	5	6	$+$ $-$ $*$ \div
7	8	9	$<$ $=$ $>$
0	.	-	$\frac{\square}{\square}$ \square^\square $()$ $ $

Grade 7

Subject: Smarter Balanced English Language Arts

Hawai'i Common Core Standard: 3-6: 2-W|3-6: WRITE/REVISE BRIEF TEXTS: Apply a variety of strategies when writing or revising one or more paragraphs of informational text: organizing ideas by stating and maintaining a focus/ tone, developing a topic including relevant supporting evidence/ vocabulary and elaboration, or providing a conclusion appropriate to purpose and audience.

Type of Question: Constructed Response – Extended Response (2 points)

A student is writing a report for English class about folk heroes. Read the draft of his introduction and conclusion and complete the task that follows.

You may never have heard of John Chapman, but you probably have heard of Johnny Appleseed. He was an American folk hero and pioneer who was born in Massachusetts in 1774. When he was eighteen years old, he decided to help the pioneers who were moving west. He had a dream of growing apple trees and giving apple seeds to them. That way, they would never go hungry.

Many people said that Johnny was a cheerful and generous man who loved the wilderness and was gentle with animals. What he is most known for today, though, is walking the countryside and planting apples. He did this for almost fifty years. To this day, many festivals are held every year to honor him. Next time you bite into a crispy, juicy apple, thank Johnny Appleseed.

The student took these notes from credible sources:

- Planted seeds along roadways, forests, and near rivers
- Traveled from Massachusetts to Pennsylvania
- Spent 50 years walking the countryside
- Stayed ahead of settlers
- Planted apple seeds along roadways and in forests as he moved west
- Planted seeds anywhere pioneers would settle
- Got seeds for free from cider mills and kept them in leather bags
- First nickname was the "apple seed man"
- Later called "Johnny Appleseed"
- Made friends with Indian tribes
- Learned some Indian languages
- Lots of festivals named after him
- Children loved him and listened to his stories
- Was generous and kind
- When invited for a meal, would not eat until the whole family had had enough food
- Was kind to animals
- Bought a horse that was going to be put to sleep and gave the horse to someone needy to keep his promise to treat the horse kindly
- Wore apple sacks for clothing and gave nice clothes to settlers

Write one or two body paragraphs using appropriate details from the student's notes to explain the "man behind the legend" without repeating the ideas presented in the first and last paragraphs.

To earn two points, a student must provide logical and relevant points/reasons/details and/or evidence supporting the main idea/thesis/controlling idea about the real person behind the Johnny Appleseed legend to enhance the content clearly and effectively elaborate ideas using precise words/language.

American folk hero and pioneer who was born in Massachusetts in 1774. When he was eighteen years old, he decided to help the pioneers who were moving west. He had a dream of growing apple trees and giving apple seeds to them. That way, they would never go hungry.

Many people said that Johnny was a cheerful and generous man who loved the wilderness and was gentle with animals. What he is most known for today, though, is walking the countryside and planting apples. He did this for almost fifty years. To this day, many festivals are held every year to honor him. Next time you bite into a crispy, juicy apple, thank Johnny Appleseed.

The student took these notes from credible sources:

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- Wore apple sacks for clothing and gave nice clothes to settlers

Write one or two body paragraphs using appropriate details from the student's notes to explain the "man behind the legend" without repeating the ideas presented in the first and last paragraphs.

John Chapman traveled from Massachusetts to Pennsylvania, keeping ahead of the settlements. Every year, he planted apple seeds farther west. He carried a leather bag filled with apple seeds that he collected from cider mills. He would take the seeds from the bag and plant them along roadways, in forests, and in other places where pioneers settled. He was soon known as the "apple seed man" and later as "Johnny Appleseed." Sometimes on his travels, he would be invited to have a meal with a pioneer family. He would not start eating, though, until he knew the whole family would have enough food. The children loved his stories, and their

Grade 8

Subject: Hawai'i Science

Hawai'i Content and Performance Standards Benchmark: Describe the physical characteristics of oceans.

Type of Question: Constructed Response (1 point)

Temperature and density are two physical properties of ocean water.

Explain how one of these physical properties changes with increasing ocean water depth.

Type your answer in the space provided.

The response shown below earns one point because it provides a correct answer ("the temperature decreases").

The temperature decreases

Grade 11

Subject: Smarter Balanced Mathematics

Hawai'i Common Core Standard: F-LE.3: 1 | F-LE | X | a / s | F-LE.3: Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.

Type of Question: Constructed Response – Table Input (1 point)

The functions $f(x)$ and $g(x)$ are shown:

$$f(x) = x^2 + 2$$

$$g(x) = 3 \cdot (1.2)^x$$

Enter two values into the input-output table.

In the first row of the table, enter an x -value for which $f(x) > g(x)$. Then, enter the corresponding value of $y = f(x)$.

In the second row of the table, enter an x -value for which $f(x) < g(x)$. Then, enter the corresponding value of $y = g(x)$.

Round your answers to the nearest hundredth.

	x-value	y-value
$f(x)$	<input type="text"/>	<input type="text"/>
$g(x)$	<input type="text"/>	<input type="text"/>

To earn one point, a student must enter an x -value equal to 4 and a y -value equal to 18 for $f(x)$ and a student must enter an x -value equal to 8 and a y -value equal to 381.47 for $g(x)$.

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$$f(x) = x^2 + 2$$

$$g(x) = 3 \cdot (1.2)^x$$

Enter two values into the input-output table.

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In the second row of the table, enter an x -value for which $f(x) < g(x)$. Then, enter the corresponding value of $y = g(x)$.

Round your answers to the nearest hundredth.

	x-value	y-value
$f(x)$	4	18
$g(x)$	8	381.47