

Kaiapuni Assessment of Educational Outcomes (KĀ‘EO) Student Report Interpretive Guide



Understanding Your Child's 2016-2017 Score Report

What is the purpose of KĀ‘EO?

The purpose of the Kaiapuni Assessment of Education Outcomes (KĀ‘EO) is to support a fair, valid, and reliable assessment that demonstrates:

- The achievement of Hawaiian language (immersion) schools in Hawaiian language arts, mathematics, and science for the purpose of community accountability as well as state and federal accountability.
- An appropriate pathway to grow and improve the Hawaiian language immersion program in classroom curriculum, at the school level, in Hawaiian immersion families, and in the broader community.
- The reliability and validity of building the foundation of an assessment that is informed by Hawaiian knowledge, wisdom, and intelligence.

What do the results mean and how are they used?

The results of KĀ‘EO represent just **one** measure of your child's academic performance. Other information, such as your own understandings of your child's abilities, teacher feedback, and scores on other tests, should also help to determine your child's academic strengths. As always, the data provided here should be considered in a broader context to include the child's ability to be proficient in two languages, the goals of Ka Papahana Kaiapuni, as well as the child's overall abilities.

KĀ'EO

Kaiapuni Assessment of Educational Outcomes

Sample Student Report

This report reflects student performance for KĀ'EO: Kaiapuni Assessment of Educational Outcomes, an assessment used in conjunction with the Hawaiian Language Immersion Program. Ka Papahana Kaiapuni delivers instruction exclusively through the medium of Hawaiian language until grade 5.

Student Name: Sample Student
School: Sample School
Island: Sample Island
Grade: 3

Sample Student's Score for Hawaiian Language Arts Grade 3: 564

The student demonstrates proficiency of achievement standards at this grade level in Hawaiian language arts necessary for proceeding to the next grade level or demonstrating aptitude for college, community, and career readiness.

Sample Student's Performance

	# points / total		# points / total
Speaking/Listening		Traditional Oral Expressions	
Sample Student:	9 of 9	Sample Student:	7 of 10
Sample Student's school:	6 ¹	Sample Student's school:	6 ¹
All HLIP schools:	5 ¹	All HLIP schools:	4 ¹
Writing		Reading	
Sample Student:	8 of 18	Sample Student:	12 of 23
Sample Student's school:	6 ¹	Sample Student's school:	8 ¹
All HLIP schools:	4 ¹	All HLIP schools:	8 ¹

¹ Median values are shown. When scores are ordered from lowest to highest, the median value represents the number in the middle of the ordered list.

KĀ'EO score ranges were determined for each subject area with the help of Kaiapuni educators. The displayed values indicate the minimum KĀ'EO score a student must achieve to place in the Beginning, Developing, Proficient or Distinguished level.

In the report you will see your student's overall score and performance level for the subject area.

Students who have performed at the Proficient or Distinguished level have demonstrated proficiency or advanced proficiency of achievement standards at this grade level necessary for proceeding to the next grade level or demonstrating aptitude for college, community, and career readiness.

The student's score is compared to the average score of students who took the test.

How does Sample Student's score compare?

Sample Student's score:	564
Sample School (average):	507
All HLIP schools (average):	498

These sections display the student's scores for each area of the test compared to the total number of points possible.

The bar behind the pointer indicating the student's score shows the score range the student would likely fall within if they took the same test multiple times with the same knowledge and preparation.

KĀ'EO: Kaiapuni Assessment of Educational Outcomes

A Guide to Your Child's Scores

Student Name: Sample Student

School: Sample School **Test Date:** Spring
Island: Sample Island **Grade:** 3

This report shows how your child scored on the KĀ'EO: Kaiapuni Assessment of Educational Outcomes for Hawaiian Language Arts. The Hawaiian Language Arts tests are based on the rigorous Kaiapuni Standards, which are designed to make our Kaiapuni students college and community ready for the 21st century.

These results for Hawaiian Language Arts represent just **one** measure of your child's academic performance. Other information, such as your own understandings of your child's abilities, teacher feedback and scores on other tests, should also help determine your child's academic strengths. As always, the data provided here should be considered in a broader context to include the child's overall abilities.

What is KĀ'EO?

The acronym stands for the Kaiapuni Assessment of Educational Outcomes. KĀ'EO is the assessment tool provided by the Department of Education to track your child's academic growth in achieving the State standards as they learn in a HLIP school. Hawai'i is the first State in the nation to include a set of native language arts standards as part of its State standards package. We are also the first state to provide an assessment of student academic achievement in a native language. Your child's score is reflective of the learning that takes place in an 'ōlelo Hawai'i environment. As this is the first of its kind, the Department looks forward to strengthening its Hawaiian language assessment provisions as we continue to expand the Hawaiian language assessment package to include more testing grades in the near future.

What do my child's scores mean?

Below are the four levels of achievement for Grade 3 Hawaiian Language Arts test. More information can be found at: <http://aokaiapuni.weebly.com/>

Beginning Learner Level 1	Developing Learner Level 2	Proficient Learner Level 3	Distinguished Learner Level 4
The student has not yet met the achievement standards of this grade level in Hawaiian language arts necessary for proceeding to the next grade level or demonstrating aptitude for college, community, and career readiness.	The student demonstrates partial proficiency of achievement standards at this grade level in Hawaiian language arts necessary for proceeding to the next grade level or demonstrating aptitude for college, community, and career readiness.	The student demonstrates proficiency of achievement standards at this grade level in Hawaiian language arts necessary for proceeding to the next grade level or demonstrating aptitude for college, community, and career readiness.	The student demonstrates advanced proficiency of achievement standards at this grade level in Hawaiian language arts necessary for proceeding to the next grade level or demonstrating aptitude for college, community, and career readiness.

This section describes the purpose of KĀ'EO assessment and its role within the Hawaiian Language Immersion Program

In addition to the scores on the front of the report, these sections on the back of the report further describe the achievement levels for the subject area.

About the development of KĀ'EO

Language is the marker of identity and has a vision of the past, present, and future; “Language not only transmits visions of the past but also expressions of social relationships, individual friendships as well as community knowledge, a wealth of organizing experiences, rules about social relationships plus ideas about art, craft, science, poetry, song, life, death and language itself.” (Baker, 2011, p.45) Learning what Skutnabb-Kangas (2009) terms a mother-tongue language, such as the Hawaiian language, is an act of reconnecting with ancestors, understanding one’s current place in the world as indigenous peoples, and imagining the future of our language, culture, and community through a Hawaiian-language lens. These benefits and rights have been confirmed by the United Nations Declaration on the Rights of Indigenous Peoples (2008).

Additionally, the benefits of bilingual education have been well-documented in the world of qualitative research (Baker, 1988, 2011; Cummins, 1981, 1986, 1999, 2000, 2003; Fishman, 1976; Hakuta & Gould, 1987; Hakuta, 1986; Skutnabb-Kangas, 2009). According to Garcia (2008), bilingual education (which includes the immersion model currently being followed by the Hawaiian Language Immersion Program) has the potential to be transformative and can expand and stimulate the intellects of children and allow them to draw from a greater pool of knowledge and experiences than if they were monolingual. In addition, children who speak more than one language bring with them a wealth of experience and knowledge that enhances their learning: “Crossing cultural, social class, and language boundaries, students in a bilingual class develop multiple ways of solving human problems and approach ecological and social science issues from a cross-national perspective. These learners acquire deep academic proficiency in two languages, which becomes a valuable resource in adult professional life.” (Thomas and Collier, December 1997/January 1998, p. 26)

Hawaiian immersion students had previously been included in the statewide assessment program which was built on a worldview and language derived from a majority perspective. A central tenet of the Kaiapuni Assessment of Educational Outcomes (KĀ'EO) is to develop a more valid measure for assessing immersion students by placing culture and language at the center of the assessment program. Thus, throughout the assessment development, the program focused on building an assessment that would be more relevant and accessible to support the inclusion of immersion students. This was accomplished because all the assessment development tasks – standards development, item writing, item review, scoring, and standard setting – encompassed a purposeful collaboration and involvement of teachers from across the islands. These educators contributed a vast amount of knowledge about their communities, variations in academic language, and educational philosophy resulting in a community of ownership in the process and product, in turn garnering community support.

Glossary of Terms/Definitions

Threshold Scores: On the KĀ'EO scale, three threshold (minimum) scores distinguish four achievement levels for each subject; Distinguished Learner (Level 4), Proficient Learner (Level 3), Developing Learner (Level 2), or Beginning Learner (Level 1).

Achievement Levels: Achievement levels represent the level of mastery with respect to the Kaiapuni 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.

Content Areas: Claims are a subset of content knowledge and skills within a content area. The Hawaiian Language Arts (HLA) claims are 'Ōlelo (Speaking and Listening), Mele/Oli (Traditional Oral Expression), Heluhelu (Reading), and Kākau (Writing). The Kaiapuni Science claims are: He Lani Ko Luna (all above the earth), and He Honua Ko Lalo (all on and below the earth). The Mathematics claims follow those of Smarter Balance and are: concepts and procedures, problem solving and modeling/data analysis, and communicating reasoning.

Claim Achievement Categories: These categories show a student’s score on a claim.

** If you require a copy of your child’s score report in a different format, please contact the Assessment Section at (808) 733-4100.