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



Understanding Your Child's 2016-2017 Score Report

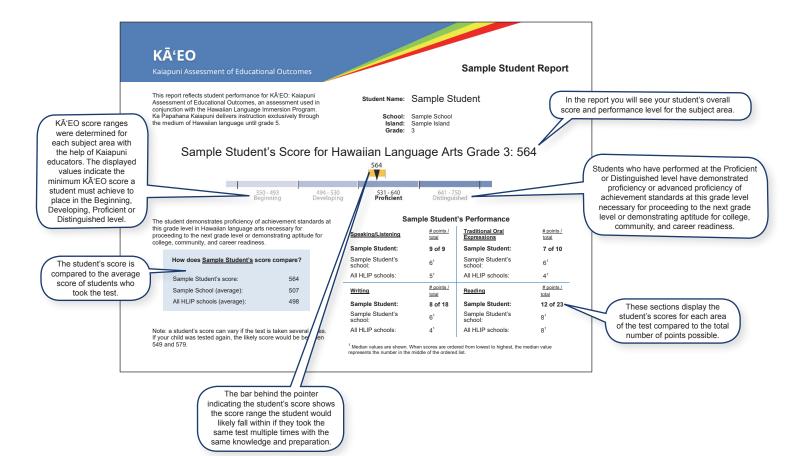
What is the purpose of KĀ'EO?

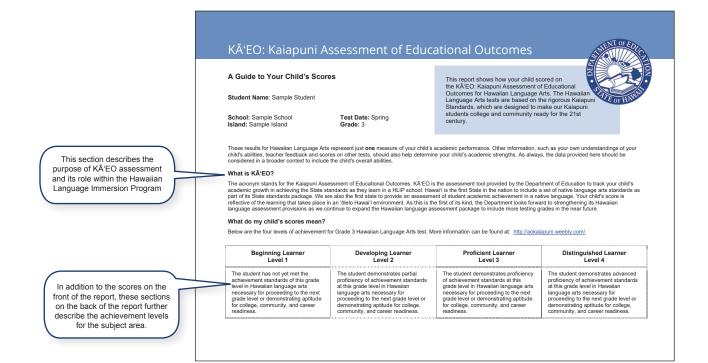
The purpose of the Kaiapuni Assessment of Education Outcomes (KĀ'EO) is to support a fair, valid, and reliable assessment that demonstrates:

- 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.





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.