

Hawai'i State End-of-Course Exams Family Reports Interpretive Guide



Understanding Your Child's 2015–2016 Exam Scores

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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.

What Is the Purpose of the EOC Exams?

The Hawai'i State End-of-Course (EOC) Exams measure student performance in the standards assigned to the courses. The Algebra I and Algebra II EOC Exams measure student performance in the identified Common Core State Standards (CCSS). The Biology I and U.S. History EOC Exams measure student performance in the Hawai'i Content and Performance Standards, Third Edition (HCPS III). The EOC exams are administered during the last few weeks of the related courses. Currently, students take exams if they are enrolled in one or more of the four courses.

The EOC exams include several different types of questions that students will answer:

- 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 a short response into an answer space;
 - 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; and
 - Simulation prompts, in which students will interact with data and provide answers in varied formats.

Cover Letter
 The first page of your child's family report includes an important letter from the Superintendent of the Hawai'i State Department of Education summarizing the contents of the report and encouraging you to be an active participant in your child's education.

Dear Doe Family:

The Hawai'i Department of Education is pleased to send you this report about Jane's performance on the online Hawai'i State End-of-Course (EOC) Exam for Biology I.

Hawai'i's EOC exams are administered during the last few weeks of the related courses. Currently, students take exams if they are enrolled in one or more of the following four courses: Algebra I, Algebra II, Biology I, and U.S. History. The EOC exams measure student proficiency in the standards assigned to the courses. The Algebra I and Algebra II EOC Exams measure student proficiency in the identified Common Core State Standards (CCSS). The Biology I and U.S. History EOC Exams measure student proficiency in the Hawai'i Content and Performance Standards, Third Edition (HCPS III).

In addition to showing how well Jane did on the exam, this report compares her score with those of other students in her school, her complex area, and the state. On the bottom of page 2, the report also shows whether or not Jane reached proficiency in the different areas of Biology I and suggests how you may help her to further her knowledge and skills.

You can support Jane's learning at home and school by discussing her exam results with her. Talk with Jane about additional courses in this subject that she may want to take in the future. Informed students, parents, and schools working together provide the best education for our students.

Very truly yours,



Kathryn S. Matayoshi
 Superintendent of Education



Bio

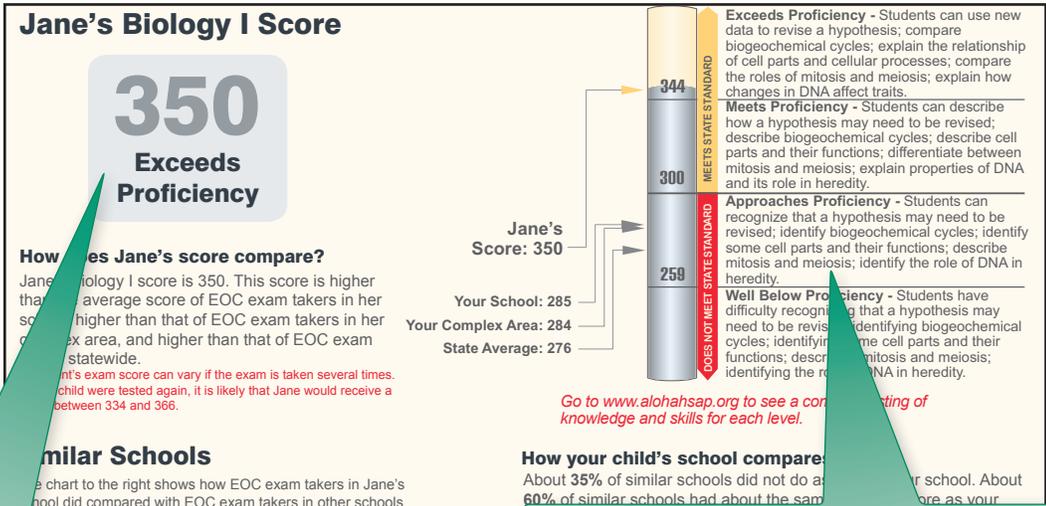
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Your Child's Score

On the second page of the report, you will see your child's overall score and performance level. Results for each EOC exam were reported in separate family reports.

Performance Levels

If your child's score is in the Exceeds Proficiency or Meets Proficiency range, then your child has met the standards for that course. If your child's score is in the Approaches or Well Below Proficiency range, then your child has not met the standards for that course.

Comparison Scores

Your child's score is compared with the average score for the state of Hawai'i for that exam. For purposes of confidentiality and privacy, the average score for the complex area will not be displayed if fewer than 10 students within the complex area completed the exam.

Cut Scores

Three cut scores were determined for each subject assessed. The displayed values indicate the minimum score a student must achieve to place in the Approaches Proficiency, Meets Proficiency, or Exceeds Proficiency categories.

Your Child's Likely Range

This text explains the range in which your child might score if he or she retook the exam.

Jane's Biology I Score

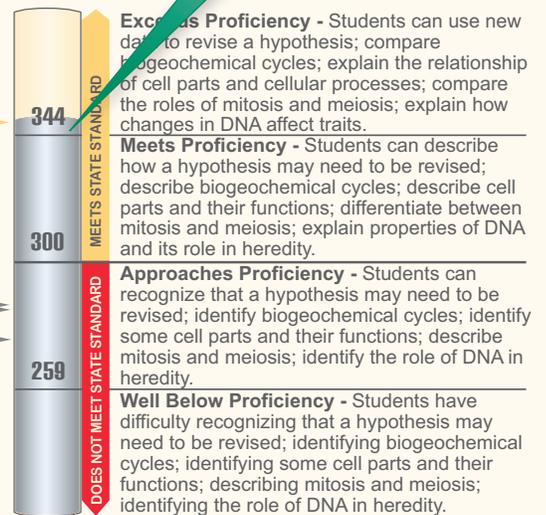
350
Exceeds Proficiency

How does Jane's score compare?

Jane's Biology I score is 350. This score is higher than the average score of EOC exam takers in her school, higher than that of EOC exam takers in her complex area, and higher than that of EOC exam takers statewide.

A student's exam score can vary if the exam is taken several times. If your child were tested again, it is likely that Jane would receive a score between 334 and 366.

Jane's Score: 350
Your School: 285
Your Complex Area: 284
State Average: 276



Exceeds Proficiency - Students can use new data to revise a hypothesis; compare biogeochemical cycles; explain the relationship of cell parts and cellular processes; compare the roles of mitosis and meiosis; explain how changes in DNA affect traits.

Meets Proficiency - Students can describe how a hypothesis may need to be revised; describe biogeochemical cycles; describe cell parts and their functions; differentiate between mitosis and meiosis; explain properties of DNA and its role in heredity.

Approaches Proficiency - Students can recognize that a hypothesis may need to be revised; identify biogeochemical cycles; identify some cell parts and their functions; describe mitosis and meiosis; identify the role of DNA in heredity.

Well Below Proficiency - Students have difficulty recognizing that a hypothesis may need to be revised; identifying biogeochemical cycles; identifying some cell parts and their functions; describing mitosis and meiosis; identifying the role of DNA in heredity.

Go to www.alohahsap.org to see a complete listing of knowledge and skills for each level.

Similar Schools

The chart to the right shows how EOC exam takers in Jane's school did compared with EOC exam takers in other schools when tested on concepts and skills that were taught to the students who took this course last school year. School similarity is determined using three criteria: percentage of (1) disadvantaged students, (2) English language learners, and (3) students with disabilities. Aloha High School teaches students from typical backgrounds.

How your child's school compares

About 35% of similar schools did not do as well as your school. About 60% of similar schools had about the same average score as your school. About 5% of similar schools did better than your school.



Performance of Similar Schools

The Similar Schools chart shows how the performance of EOC exam takers in your child's school compares with the performance of EOC exam takers in other schools across the state. School similarity is determined using three criteria: percentage of (1) disadvantaged students; (2) English language learners; and (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.

Reporting Category Performance

This section describes the reporting category results for each EOC exam.

Next Steps

The Next Steps recommendations are based on your child's performance for each reporting category. This section provides information on activities you can encourage your child to do to build on strengths and alleviate weaknesses in the courses assessed.

Has Jane Reached Proficiency in the Four Different Areas of Biology I?		Next Steps
Scientific Process <i>Discover, invent, and investigate using the skills necessary to engage in the scientific process; understand that science, technology, and society are interrelated.</i>	Yes The score is at or above the Meets Proficiency range for this area of Biology I. Students revise a testable hypothesis to guide a scientific investigation, report the details related to the design for an experiment, defend conclusions that are supported by data, analyze a scientific explanation to determine whether it meets established criteria, and analyze the risks and benefits of new technologies to society.	For example, encourage your child to locate an online research article in a scientific journal. Ask her to read the article, perform a review of the research, and then describe whether the research is ethical and valid.
Organisms and the Environment <i>Understand the unity, diversity, and interrelationships of organisms, including their relationship to cycles of matter and energy in the environment.</i>	Yes The score is at or above the Meets Proficiency range for this area of Biology I. Students compare biogeochemical cycles, compare the chemical reactions that occur in photosynthesis and cellular respiration, illustrate and explain the cycling of matter and flow of energy through living systems, explain and provide examples of dynamic equilibrium in organisms and ecosystems, and compare the effect of equilibrium shifts.	For example, encourage your child to diagram a forest ecosystem with at least ten plant and animal species. Then, ask her to predict what would happen to a particular population if one of the plant species was removed from the ecosystem.
Structure and Functions in Organisms <i>Understand the structures and functions of living organisms and how organisms can be compared scientifically.</i>	Yes The score is at or above the Meets Proficiency range for this area of Biology I. Students explain the relationships among specific cell parts in key cellular processes, compare the differences between mitosis and meiosis, explain how processes that regulate the internal stability of cells are interrelated, and describe how to classify organisms that do not easily fit into the modern classification system.	For example, encourage your child to explain how cells and organs regulate their internal environment. Then, ask her to explain the structure and function of the four major classes of macromolecules (carbohydrates, lipids, proteins, nucleic acids).
Diversity, Genetics, and Evolution <i>Understand genetics and biological evolution and their impact on the unity and diversity of organisms.</i>	Yes The score is at or above the Meets Proficiency range for this area of Biology I. Students explain the evolution of a present-day organism, analyze the differences between related organisms, explain how changes in the structure of DNA can lead to changes in proteins and inherited traits, explain Mendel's laws of heredity, and identify possible causes and effects of a specific mutation on genetic variation in an organism or species.	For example, encourage your child to explain the theories of evolution and natural selection. Her explanation should include the evidence that scientists use to support the theories.

Reporting Category Performance Descriptions

The reporting category performance descriptions provide parents with information about the content knowledge and skills that students need to demonstrate for each reporting category.

Glossary of Terms/Definitions

Cut Scores: Selected points on the score scale of the EOC exams which are used to classify student performance into one of four performance levels.

Performance Level: Performance levels represent levels of mastery with respect to either the Common Core State Standards (CCSS) or the Hawai'i Content and Performance Standards, Third Edition (HCPS III) for an EOC exam.

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

Performance Standard: Performance standards (cut scores) are the points on the scale that differentiate performance levels.

Reporting Categories: EOC exam subscores related to different instructional areas included in a course.

Scale Scores: Scale scores are statistically converted scores using the number of items students answer correctly and the difficulty of the items presented. Scale scores from different sets of items can be compared. Scale scores can be added, subtracted, and averaged across students.

Summative EOC Exam: Exam provides information on students' mastery of content knowledge and skills at the end of the instruction for a course.

Additional Resources

Each of the links provided below can also be accessed at alohahsap.org on the EOC Exams homepage via the Resources page link.

Test Blueprint for Algebra I EOC Exam

http://alohahsap.org/EOC/wp-content/uploads/Hi_EOC_AlgebraI_Blueprint.pdf

Test Blueprint for Algebra II EOC Exam

http://alohahsap.org/EOC/wp-content/uploads/Hi_EOC_AlgebraII_Blueprint.pdf

Test Blueprint for Biology I EOC Exam

http://www.alohahsap.org/EOC/wp-content/uploads/2013/06/Biology_I_EOC_Blueprint.pdf

Test Blueprint for U.S. History EOC Exam

http://alohahsap.org/EOC/wp-content/uploads/Hi_EOC_USHistory_Blueprint.pdf

Training Test Site

<https://hsapt.tds.airast.org/Student/Pages/LoginShell.aspx>

Common Core State Standards for Mathematics

<http://www.corestandards.org/Math/>

HCPS III Biology I Content Standards and Benchmarks

http://165.248.72.55/hcpsv3/files/final_hcpsiii_science_librarydocs_7.pdf

HCPS III U.S. History Content Standards and Benchmarks

http://165.248.72.55/hcpsv3/files/final_hcpsiii_socialstudies_librarydocs_1.pdf

EOC Exams Information and Parent Resources

<http://alohahsap.org/EOC/parent-information-booklets/>