



**Hawai'i** State End-of-Course Exams



# Hawai'i State End-of-Course Exams Parent Information Booklet

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# What Every Parent Should Know About the Hawai'i State End-of-Course Exams

## **Which exams will my child take?**

If your child is enrolled in a Biology I course, your child is required to take the Biology I End-of-Course (EOC) Exam. If your child is enrolled in an Algebra I or Algebra II course, your child's school may require students to take the optional EOC Exam for each course in which they are enrolled. Intermediate/middle schools that offer any of these courses, e.g., Algebra I, may also administer EOC Exams to students enrolled in these courses.

## **When will the exams be administered?**

Your child will take the EOC Exam(s) during the last several weeks of the course(s) in which your child is enrolled.

## **How many times will my child be able to take an exam?**

Your child will be given one opportunity to take each EOC Exam for which he or she is eligible during the last several weeks of each course.

## **How much time does each exam take?**

The Algebra I, Algebra II, and Biology I EOC Exams each take approximately 90 minutes to complete. Your child may be given additional time to complete each exam if it is needed. Your child may exit an exam 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 the remaining questions when your child resumes an exam.

## **What computer skills will my child need for the exams?**

The EOC Exams include questions that will require your child to select one answer from a set of possible answers, draw and move objects, and type a few words or sentences. Your child can use the mouse or keyboard or both to take an online exam, 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 an exam. 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 these EOC Exams. Training tests are available at [alohahsap.org](http://alohahsap.org).

### **When will families of the students get the results of the exams?**

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 prepare my child for the exams?**

You can best help your child prepare for the exams 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. 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](http://alohahsap.org) to practice answering additional sample questions.

### **What accessibility supports are available for my child?**

The assessments offer accessibility options to help **all** students, including English language learners and those with disabilities, demonstrate what they know and are able to do on the state tests. Accessibility supports such as separate setting, text-to-speech, and braille can help to provide student access to test questions and answer options. For more information on accessibility options, go to [alohahsap.org](http://alohahsap.org) and navigate to the Resources section.

# Sample Questions for the Hawai‘i State End-of-Course Exams

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

- 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 answer 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
  - 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 State EOC Exams. One or two questions are shown for each subject-area exam. There is one representative question for each different question type. When appropriate, each question also includes the correct answer and other scoring information.

If you would like to see additional questions, please visit [alohahsap.org](http://alohahsap.org).

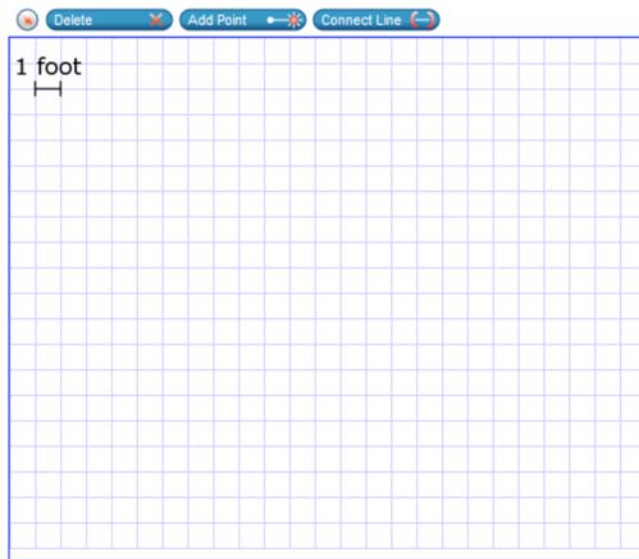
**Subject:** Algebra I

**Hawai'i Common Core Standard:** Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.

**Type of Question:** Constructed Response (Grid Tool) (1 point)

The height of a triangle is 4 feet less than the length of its base,  $b$ . The area of the triangle is 30 square feet.

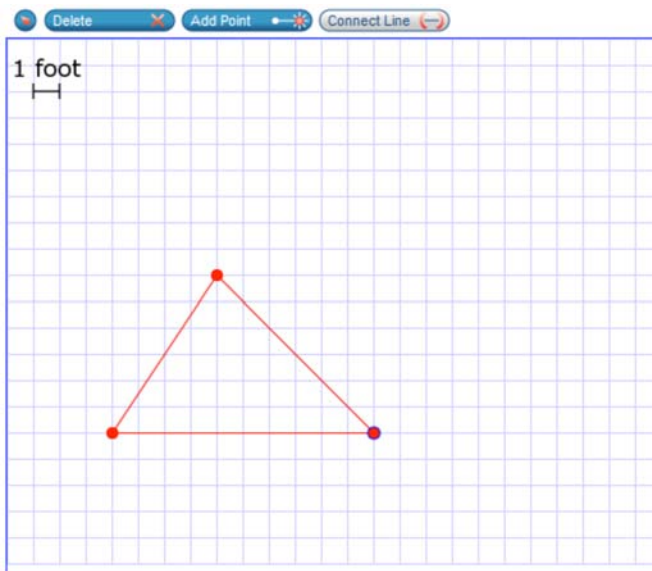
Use the Connect Line tool to draw this triangle.



To earn one point, the student must draw a triangle with a 10-foot base and a 6-foot height.

The height of a triangle is 4 feet less than the length of its base,  $b$ . The area of the triangle is 30 square feet.

Use the Connect Line tool to draw this triangle.



**Subject:** Algebra II

**Hawai'i Common Core Standard:** Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define  $5^{1/3}$  to be the cube root of 5 because we want  $[5^{1/3}]^3 = 5^{[(1/3) \times 3]}$  to hold, so  $[5^{1/3}]^3$  must equal 5.

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

An expression in exponential form is shown.

$$x^{\frac{1}{3}}$$

Create the equivalent radical form of the expression.

← → undo redo delete

1	2	3	x							
4	5	6	+	-	×	÷				
7	8	9	<	≤	=	≥	>			
0	.	-	$\frac{\square}{\square}$	$\square^\square$	( )		$\sqrt{\square}$	$\sqrt[\square]{\square}$	$\pi$	i

To earn one point, the student must enter the equivalent expression in radical form.

An expression in exponential form is shown.

$$x^{\frac{1}{3}}$$

Create the equivalent radical form of the expression.

$\sqrt[3]{x}$

← → undo redo delete

1	2	3	x							
4	5	6	+	-	×	÷				
7	8	9	<	≤	=	≥	>			
0	.	-	$\frac{\square}{\square}$	$\square^\square$	( )		$\sqrt{\square}$	$\sqrt[\square]{\square}$	$\pi$	i

**Subject:** Biology I

**Hawai'i Content and Performance Standards Benchmark:** Describe the components and functions of a variety of macromolecules active in biological systems.

**Type of Question:** Multiple Choice with Simulation Prompt (1 point)

**Simulation**

A teacher assigns a group of students an investigation. The students are to observe several reactions and determine which indicator can be used to test for protein and starch in food.

Conduct several trials to determine which indicator can be used to test for protein in food and which indicator can be used to test for starch in food.

**Indicators**

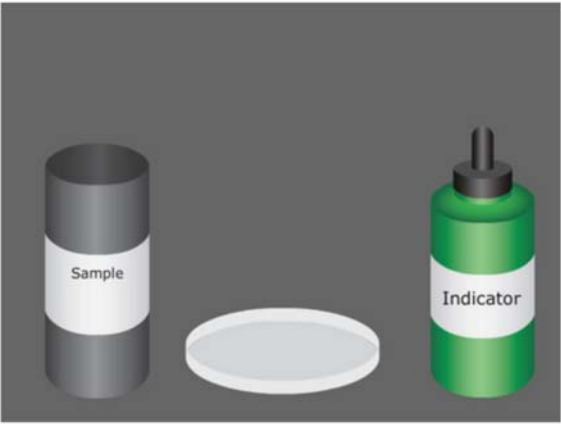
1 ▾

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**Samples**

Corn starch ▾

Start



Sample	% Carbs	% Protein	% Lipid	% DNA	Indicator	Color Change

**Explanation of How to Use Simulation:**

The student can choose one of two indicator chemicals from the drop down menu:

- Indicator 1 Chemical
- Indicator 2 Chemical

The student can choose one of twelve samples from the drop down menu:

- Corn starch
- Potato starch
- Vegetable oil
- Dried egg whites
- Gelatin
- Whole wheat bread
- White bread
- Butter



- Jelly
- Yogurt
- White beans
- Pea plant DNA

After choosing an indicator chemical and a sample, the student presses the green “Start” button. An animation of the reaction plays, and the output table populates with the information shown, depending on the indicator chemical and sample chosen.

Sample	%Carbs	%Protein	%Lipid	%DNA	Indicator Chemical	Color Change
Corn starch	91%	0%	0%	0%	1	Yes
Potato starch	90%	0%	0%	0%	1	Yes
Vegetable oil	0%	0%	98%	0%	1	No
Dried egg whites	2%	81%	0%	0%	1	No
Gelatin	0%	86%	0%	0%	1	No
Whole wheat bread	8%	13%	0%	0%	1	No
White bread	41%	8%	2%	0%	1	Yes
Butter	0%	1%	98%	0%	1	No
Jelly	99%	0%	0%	0%	1	No
Yogurt	0%	5%	1%	0%	1	No
White beans	2%	7%	0%	0%	1	No
Pea plant DNA	0%	0%	0%	99%	1	No

Sample	%Carbs	%Protein	%Lipid	%DNA	Indicator Chemical	Color Change
Corn starch	91%	0%	0%	0%	2	No
Potato starch	90%	0%	0%	0%	2	No
Vegetable oil	0%	0%	98%	0%	2	No
Dried egg whites	2%	81%	0%	0%	2	Yes
Gelatin	0%	86%	0%	0%	2	Yes
Whole wheat bread	8%	13%	0%	0%	2	Yes
White bread	41%	8%	2%	0%	2	No
Butter	0%	1%	98%	0%	2	No
Jelly	99%	0%	0%	0%	2	No
Yogurt	0%	5%	1%	0%	2	Yes
White beans	2%	7%	0%	0%	2	Yes
Pea plant DNA	0%	0%	0%	99%	2	No

The percent of each macromolecule in dry milk is shown.

**Non-fat Whole Dry Milk**

<b>%Carbs</b>	<b>%Protein</b>	<b>%Lipid</b>	<b>%DNA</b>
51%	36%	1%	0%

Based on the results of the investigation, which indicator chemical will change color when added to the dry milk?

- A. Indicator 1
- B. Indicator 2
- C. Indicators 1 & 2
- D. Neither Indicator

The correct answer is (B).