

Student Name: Jane Doe
Grade: 10
School: Aloha High School
Complex Area: Ewa
Testing Window: Spring 2016

The student's name may have been truncated due to space limitations.

FAMILY Report



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 Algebra I.

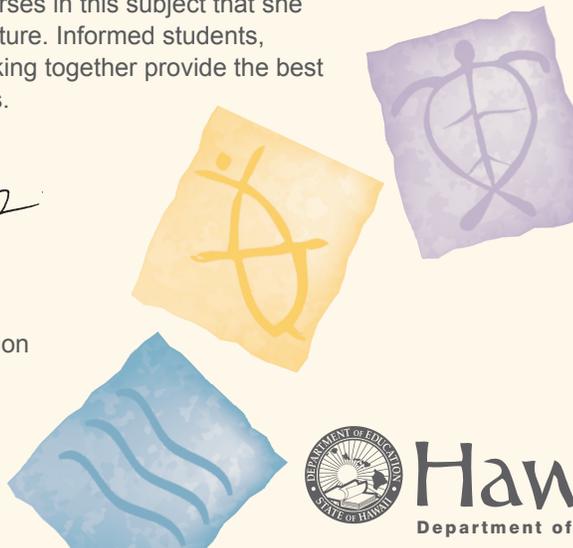
Hawai'i's EOC exams are administered during the last few weeks of the related courses. Currently, students take exams if they are enrolled in one or more of the following four courses: Algebra I, Algebra II, Biology I, and U.S. History. The EOC exams measure student proficiency in the standards assigned 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 Algebra 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



Hawai'i
Department of Education

Algebra I

End-of-Course Exam Results

Additional Resources

- **Cool Math Algebra**
www.coolmath.com/algebra
Easy to follow lessons and examples on Algebra I
- **Internet 4 Classrooms**
http://www.internet4classrooms.com/gateway_algebra.htm
A portal that provides free links on helpful topics in Algebra I
- **Khan Academy**
www.khanacademy.org/math/algebra
Free video lessons on Algebra I
- **WebMath**
www.webmath.com
A website that generates answers to specific math questions and problems

For more information
about this exam, go to

www.alohahsap.org



Photograph: Plumbago
Selvin Chin-Chance

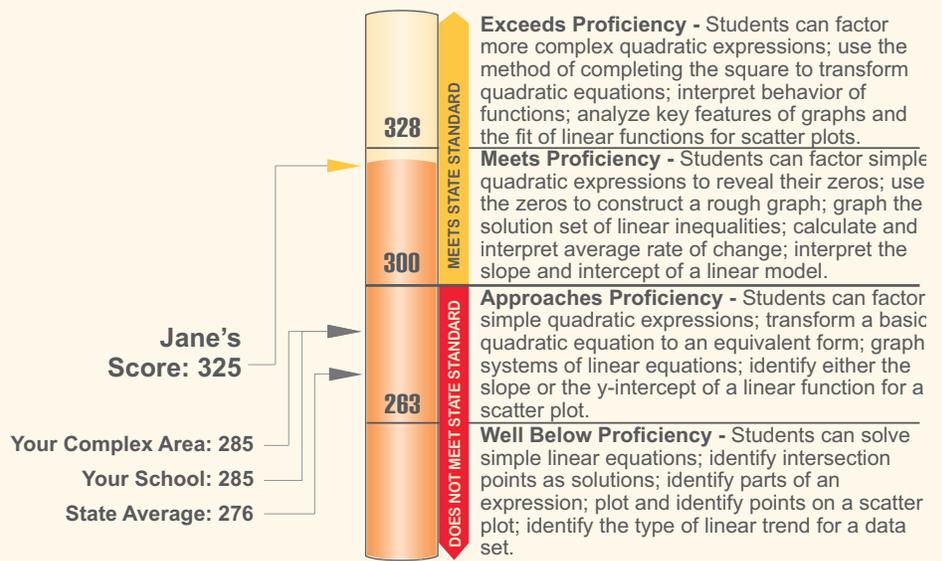
Jane's Algebra I Score

325
Meets Proficiency

How does Jane's score compare?

Jane's Algebra I score is 325. 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 309 and 341.



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.



Has Jane Reached Proficiency in the Two Different Areas of Algebra I?

Next Steps

Algebraic Concepts and Procedures

Identify, apply, and solve linear and quadratic functions; describe the operations used to solve linear equations and inequalities and systems of equations and inequalities; determine zeros of quadratic functions.

Yes

The score is at or above the Meets Proficiency range for this area of Algebra I.

Students evaluate and graph linear equations and inequalities; graph and solve systems of equations; explain steps of balancing equations; factor and simplify rational expressions; graph and solve quadratic equations by factoring and completing the square; and interpret graphs of linear and quadratic functions by identifying domain, rate of change, intercepts, and maximum and minimum values.

For example, encourage your child to graph and solve a system of equations that models a real-world context (e.g., $y = 4x + 9$ and $y = -2x - 8$), factor quadratic equations with leading coefficients in order to find the zeros, or determine a recursive process (a method of defining a function within its own definition) from a context.

Modeling and Problem Solving

Create linear and quadratic equations and inequalities to model a variety of situations; interpret characteristics of graphical representations; define appropriate quantities for modeling; fit a function to a data set.

Yes

The score is at or above the Meets Proficiency range for this area of Algebra I.

Students create equations to model situations; solve real world problems; explain the context of their answers; interpret verbal descriptions, tables, and graphs; interpret key parts of graphs; evaluate significant trends in data (including slopes and intercepts); interpret zeros and symmetry of quadratic functions; and determine whether solutions appropriately model a situation and explain why they do or do not.

For example, encourage your child to collect real-world data of two variables that might correspond and create a scatter plot of the data points (e.g., height and shoe size). Then, ask her to create a function that best fits the data and explain why that function is the best fit (e.g., $f(x) = mx + b$).

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Complex Area: Ewa
Test Date: Spring 2016

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FAMILY Report



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 Algebra II.

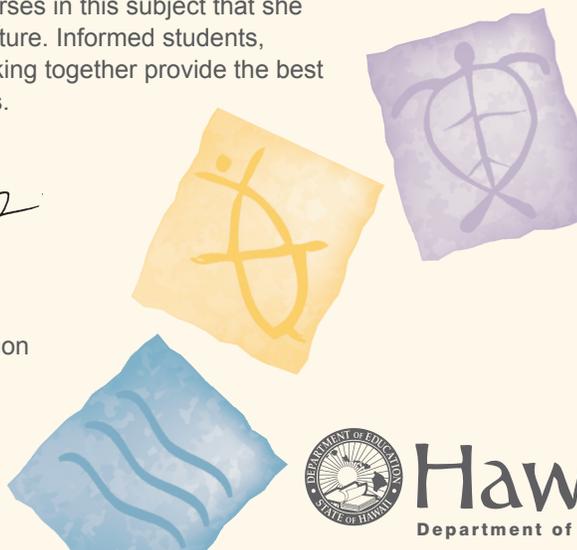
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In addition to showing how well Jane did on the exam, this report compares her score with those of other students in her school, her complex area, and the state. On the bottom of page 2, the report also shows whether or not Jane reached proficiency in the different areas of Algebra II 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



Hawai'i
Department of Education

Algebra II

End-of-Course Exam Results

Additional Resources

- **Cool Math Algebra**
www.coolmath.com/algebra/Algebra2
Easy to follow lessons and examples on Algebra II
- **Internet 4 Classrooms**
http://www.internet4classrooms.com/eoc_algebra2.htm
A portal that provides free links on helpful topics in Algebra II
- **Khan Academy**
www.khanacademy.org/math/algebra2
Free video lessons on Algebra II
- **WebMath**
www.webmath.com
A website that generates answers to specific math questions and problems

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Photograph: Plumbago
Selvin Chin-Chance

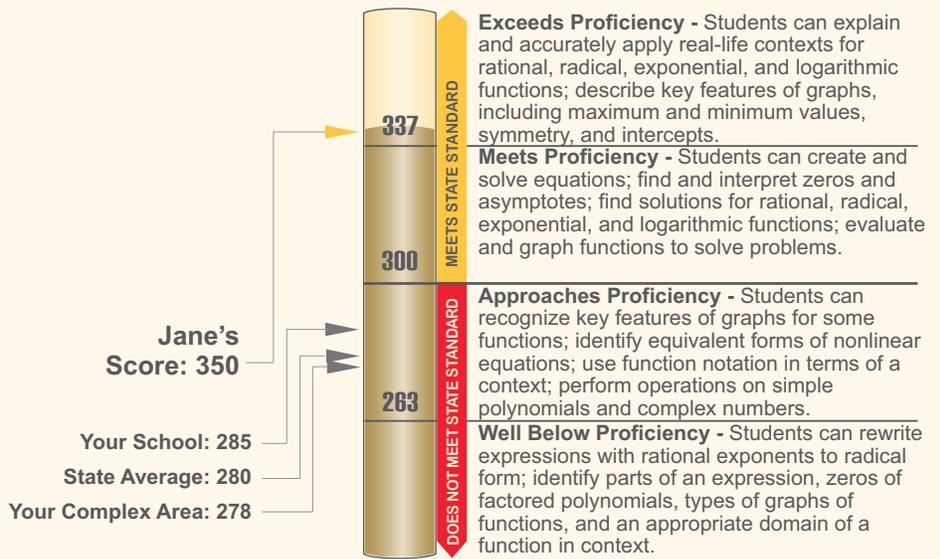
Jane's Algebra II Score

350
Exceeds Proficiency

How does Jane's score compare?

Jane's Algebra II 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.



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.



Has Jane Reached Proficiency in the Two Different Areas of Algebra II?

Next Steps

Algebraic Concepts and Procedures

Identify, apply, and solve polynomial, rational, radical, exponential, and logarithmic functions; describe the operations used to solve these functions; understand the relationship between solving equations and graphing them.

Yes

The score is at or above the Meets Proficiency range for this area of Algebra II.

Students evaluate graphs of polynomial, rational, exponential, and logarithmic functions; describe the relationship between graphs and solving equations; transform equations into equivalent forms; describe the effect of equation transformations on their graphs; find complex solutions from quadratic equations; construct inverses; and describe relationships between logarithmic and exponential functions.

For example, encourage your child to solve more advanced rational functions and identify asymptotes (e.g., $f(x) = \frac{x-1}{x^2-16}$), solve radical equations with two radicals involved (e.g., $f(x) = \sqrt[4]{2x+\sqrt{3}}$), or solve complex exponential equations modeling a real-world application such as population growth (e.g., $f(x) = 20,000e^{0.5x}$).

Modeling and Problem Solving

Create polynomial, rational, exponential, and logarithmic equations to model a variety of situations; interpret characteristics of graphical representations; interpret parameters within a context; fit a function to a data set.

Yes

The score is at or above the Meets Proficiency range for this area of Algebra II.

Students create equations to model situations; solve real-world problems; explain the context of their answers; transition seamlessly between graphs, tables, and equations; determine an inverse of any function; sketch graphs of functions; use technology to explain key features; evaluate complex expressions; and fit functions to a data set to solve problems within a context.

For example, encourage your child to create a function that models a real-world situation such as an exponential function for the value of a car that depreciates over time (e.g., $f(x) = 15,000(0.85)^x$). Ask her to explain how changes in given values (e.g., original value, depreciation rate) might affect the domain and solutions related to the model.

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FAMILY Report



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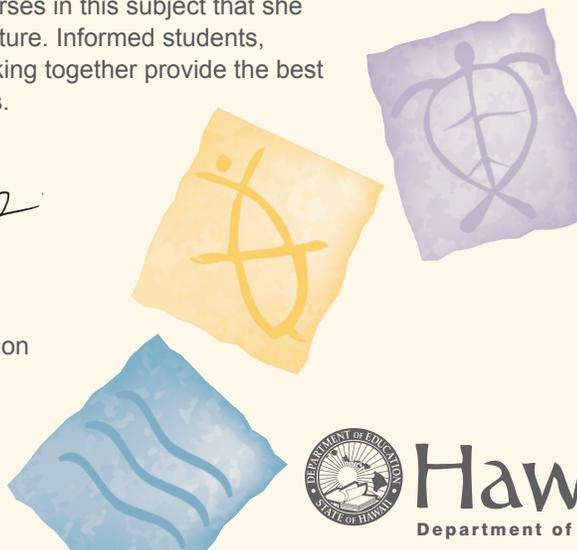
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In addition to showing how well Jane did on the exam, this report compares her score with those of other students in her school, her complex area, and the state. On the bottom of page 2, the report also shows whether or not Jane reached proficiency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

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Very truly yours,

Kathryn S. Matayoshi
Superintendent of Education



Hawai'i
Department of Education

Biology I

End-of-Course Exam Results

Additional Resources

- **BioInteractive by the Howard Hughes Medical Institute**
www.hhmi.org/biointeractive
Animations, videos, webcasts, and activities to get ahead in biology
- **The Biology Project by the University of Arizona, Department of Biochemistry and Molecular Biophysics**
www.biology.arizona.edu
An online interactive resource for learning biology
- **Dr. Saul's Biology in Motion – Bringing Biology to Life**
www.biologyinmotion.com
Interactive biology learning activities

For more information
about this exam, go to

www.alohahsap.org



Photograph: Plumbago
Selvin Chin-Chance

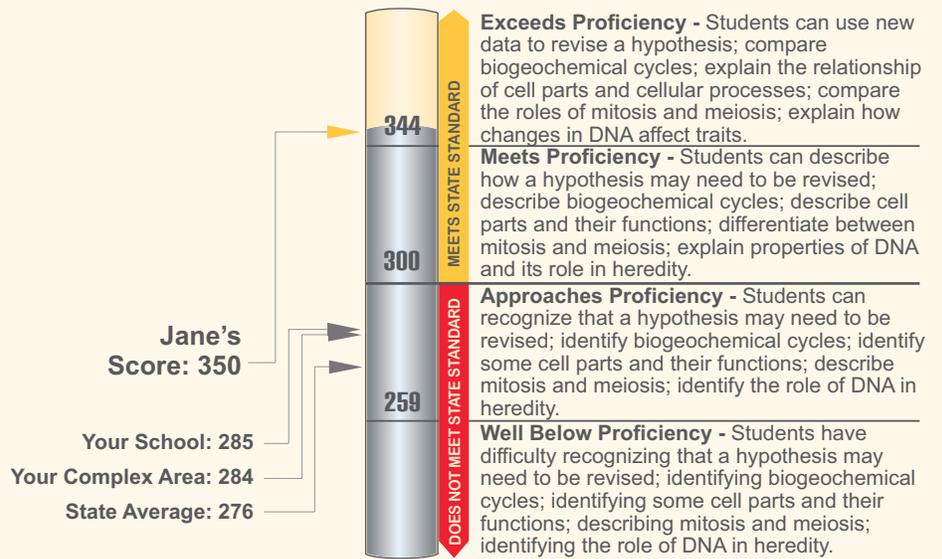
Jane's Biology I Score

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.



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Similar Schools

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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.



Has Jane Reached Proficiency in the Four Different Areas of Biology I?

Next Steps

<p>Scientific Process</p> <p><i>Discover, invent, and investigate using the skills necessary to engage in the scientific process; understand that science, technology, and society are interrelated.</i></p>	<p>Yes The score is at or above the Meets Proficiency range for this area of Biology I.</p> <p>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.</p>	<p>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.</p>
<p>Organisms and the Environment</p> <p><i>Understand the unity, diversity, and interrelationships of organisms, including their relationship to cycles of matter and energy in the environment.</i></p>	<p>Yes The score is at or above the Meets Proficiency range for this area of Biology I.</p> <p>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.</p>	<p>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.</p>
<p>Structure and Functions in Organisms</p> <p><i>Understand the structures and functions of living organisms and how organisms can be compared scientifically.</i></p>	<p>Yes The score is at or above the Meets Proficiency range for this area of Biology I.</p> <p>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.</p>	<p>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).</p>
<p>Diversity, Genetics, and Evolution</p> <p><i>Understand genetics and biological evolution and their impact on the unity and diversity of organisms.</i></p>	<p>Yes The score is at or above the Meets Proficiency range for this area of Biology I.</p> <p>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.</p>	<p>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.</p>

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Grade: 10
School: Aloha High School
Complex Area: Ewa
Test Date: Spring 2016

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FAMILY Report

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 U.S. History.

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).

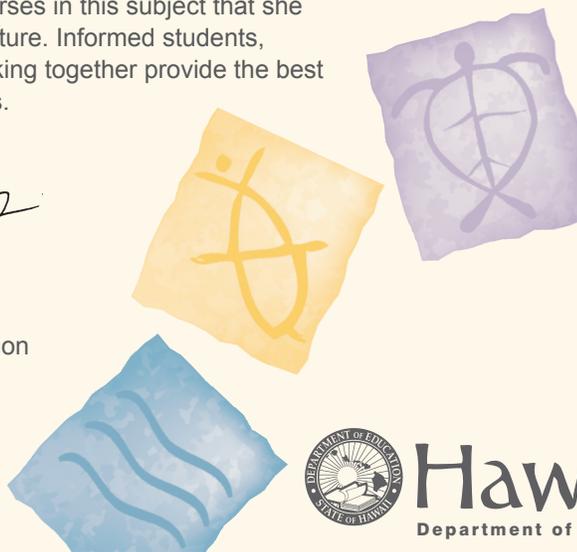
In addition to showing how well Jane did on the exam, this report compares her score with those of other students in her school, her complex area, and the state. On the bottom of page 2, the report also shows whether or not Jane reached proficiency in the different areas of U.S. History and suggests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

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Very truly yours,



Kathryn S. Matayoshi
Superintendent of Education



Hawai'i
Department of Education

U.S. History

End-of-Course Exam Results

Additional Resources

- **Beyond the Bubble: A New Generation of History Assessments**
beyondthebubble.stanford.edu
Beyond the Bubble is a collection of easy-to-use history assessments that gauge students' historical thinking
- **The Library of Congress: American Memory**
memory.loc.gov/ammem/index.html
A collection of digitized materials on a variety of U.S. History topics
- **The National Archives Experience: Digital Vaults**
www.digitalvaults.org
A collection of more than 1,200 historical documents, photographs, drawings, maps, and other materials

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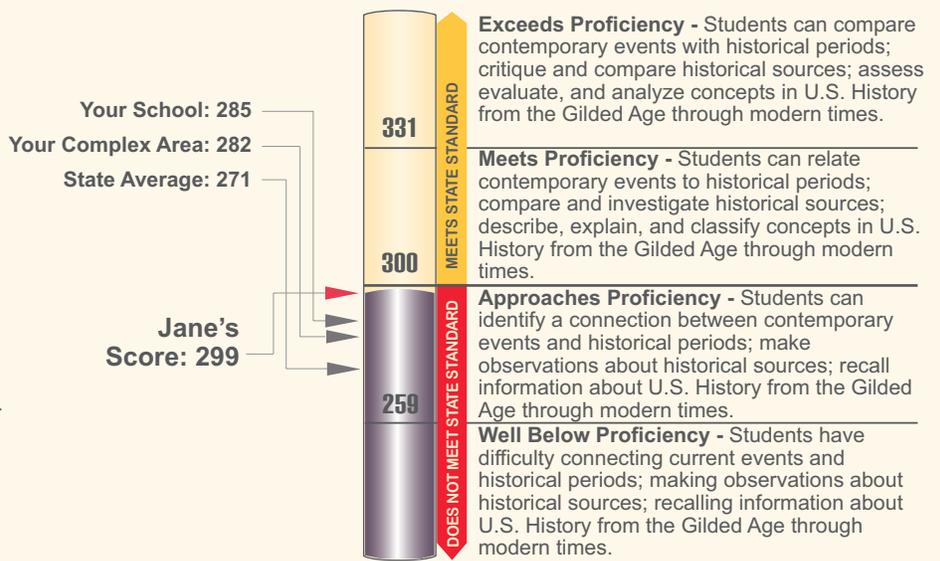
Jane's U.S. History Score

299
Approaches Proficiency

How does Jane's score compare?

Jane's U.S. History score is 299. This score is similar to the average score of EOC exam takers in her school, similar to 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 283 and 315.



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

Similar Schools

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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.



Has Jane Reached Proficiency in the Five Different Areas of U.S. History?

Next Steps

Historical Skills & Understandings

Connect historical periods to contemporary issues and decisions, evaluate historical sources, and understand the past.

Near

The test does not always provide enough information to tell if a student has reached the Meets Proficiency mark for this area of U.S. History.

Students can identify patterns between contemporary issues and decisions and historical periods, make observations about historical sources of information, and make solid arguments using historical evidence.

For example, encourage your child to read an article about a current issue. Ask her to find a historical example that relates to this issue and to discuss how the issues are similar or different.

The Gilded Age, Immigration, Progressivism & Imperialism

Identify, describe, and analyze concepts related to immigration, urbanization, politics, and foreign policy during the Gilded Age through the Progressive Era.

Near

The test does not always provide enough information to tell if a student has reached the Meets Proficiency mark for this area of U.S. History.

Students can identify concepts related to immigration patterns, the causes and consequences of urbanization, and politics and foreign policy during the Gilded Age through the Progressive Era.

For example, encourage your child to research the Standard Oil monopoly. Ask her to evaluate how this monopoly became possible and how the U.S. government tried to prevent such monopolies in the future.

World War I & the Great Depression

Identify, describe, and analyze concepts related to U.S. involvement in World War I, the social and cultural changes of the 1920s, and the Great Depression.

Yes

The score is at or above the Meets Proficiency range for this area of U.S. History.

Students analyze and assess concepts related to the U.S. entry and involvement in World War I, the social and cultural changes of the 1920s, and the causes, consequences, and enduring impacts of the Great Depression.

For example, encourage your child to gather information on the minimum wage. Ask her to analyze the historical origin of the minimum wage from the perspective of a store owner.

World War II & the Postwar Era

Identify, describe, and analyze concepts related to U.S. involvement in World War II, foreign policy during the Cold War era, and the Civil Rights movement.

No

The score is below the Meets Proficiency range for this area of U.S. History.

Students have difficulty understanding concepts related to U.S. involvement in World War II, foreign policy during the Cold War era, and the Civil Rights movement.

For example, encourage your child to watch a documentary on the bombing of Pearl Harbor. Then, ask her to create a diagram of the events leading up to the attack.

Contemporary Culture & Society

Identify, describe, and analyze concepts related to domestic politics and foreign affairs from the 1960s through modern times.

Near

The test does not always provide enough information to tell if a student has reached the Meets Proficiency mark for this area of U.S. History.

Students can identify concepts related to political trends from President Johnson's administration through the current administration and trends in foreign policy since the end of the Cold War.

For example, encourage your child to research a recent threat to national security. Ask her to identify how this threat may be compared to the challenges the United States faced during the Cold War.

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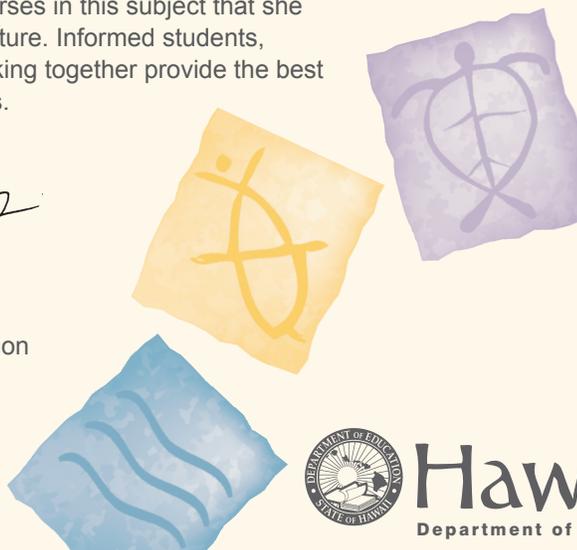
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U.S. History

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Photograph: Plumbago
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Jane's U.S. History Score

299*
Approaches Proficiency

How does Jane's score compare?

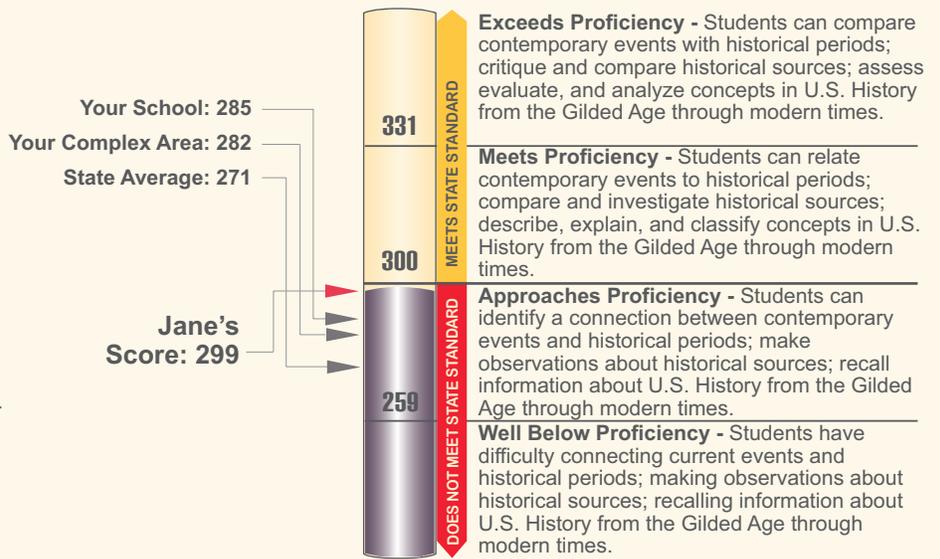
Jane's U.S. History score is 299. This score is similar to the average score of EOC exam takers in her school, similar to that of EOC exam takers in her complex area, and higher than that of EOC exam takers statewide.

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 283 and 315.

***Jane's score is based upon an incomplete test.**

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.



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How your child's school compares

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Has Jane Reached Proficiency in the Five Different Areas of U.S. History?

Next Steps

<p>Historical Skills & Understandings</p> <p><i>Connect historical periods to contemporary issues and decisions, evaluate historical sources, and understand the past.</i></p>	<p>Near The test does not always provide enough information to tell if a student has reached the Meets Proficiency mark for this area of U.S. History.</p> <p>Students can identify patterns between contemporary issues and decisions and historical periods, make observations about historical sources of information, and make solid arguments using historical evidence.</p>	<p>For example, encourage your child to read an article about a current issue. Ask her to find a historical example that relates to this issue and to discuss how the issues are similar or different.</p>
<p>The Gilded Age, Immigration, Progressivism & Imperialism</p> <p><i>Identify, describe, and analyze concepts related to immigration, urbanization, politics, and foreign policy during the Gilded Age through the Progressive Era.</i></p>	<p>Near The test does not always provide enough information to tell if a student has reached the Meets Proficiency mark for this area of U.S. History.</p> <p>Students can identify concepts related to immigration patterns, the causes and consequences of urbanization, and politics and foreign policy during the Gilded Age through the Progressive Era.</p>	<p>For example, encourage your child to research the Standard Oil monopoly. Ask her to evaluate how this monopoly became possible and how the U.S. government tried to prevent such monopolies in the future.</p>
<p>World War I & the Great Depression</p> <p><i>Identify, describe, and analyze concepts related to U.S. involvement in World War I, the social and cultural changes of the 1920s, and the Great Depression.</i></p>	<p>Yes The score is at or above the Meets Proficiency range for this area of U.S. History.</p> <p>Students analyze and assess concepts related to the U.S. entry and involvement in World War I, the social and cultural changes of the 1920s, and the causes, consequences, and enduring impacts of the Great Depression.</p>	<p>For example, encourage your child to gather information on the minimum wage. Ask her to analyze the historical origin of the minimum wage from the perspective of a store owner.</p>
<p>World War II & the Postwar Era</p> <p><i>Identify, describe, and analyze concepts related to U.S. involvement in World War II, foreign policy during the Cold War era, and the Civil Rights movement.</i></p>	<p>No The score is below the Meets Proficiency range for this area of U.S. History.</p> <p>Students have difficulty understanding concepts related to U.S. involvement in World War II, foreign policy during the Cold War era, and the Civil Rights movement.</p>	<p>For example, encourage your child to watch a documentary on the bombing of Pearl Harbor. Then, ask her to create a diagram of the events leading up to the attack.</p>
<p>Contemporary Culture & Society</p> <p><i>Identify, describe, and analyze concepts related to domestic politics and foreign affairs from the 1960s through modern times.</i></p>	<p>Near The test does not always provide enough information to tell if a student has reached the Meets Proficiency mark for this area of U.S. History.</p> <p>Students can identify concepts related to political trends from President Johnson's administration through the current administration and trends in foreign policy since the end of the Cold War.</p>	<p>For example, encourage your child to research a recent threat to national security. Ask her to identify how this threat may be compared to the challenges the United States faced during the Cold War.</p>