

Student Name: Jane Doe
School: Aloha High School
Complex Area: Ewa
Test Year: 2017–2018

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



Hawai'i



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 are required to take the EOC exam if they are enrolled in Biology I. Schools across Hawai'i are transitioning to the Next Generation Science Standards (NGSS) so this year's Biology Assessment only tested students on the knowledge and skills found in both the Hawai'i Content and Performance Standards, Third Edition (HCPS III) and NGSS.

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.

Sincerely,

Dr. Christina M. Kishimoto
Superintendent

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 assessment, go to
alohahsap.org



**HIGH
SCHOOL**
2017–2018



Hawai'i
Department of Education



Jane's Biology I Score

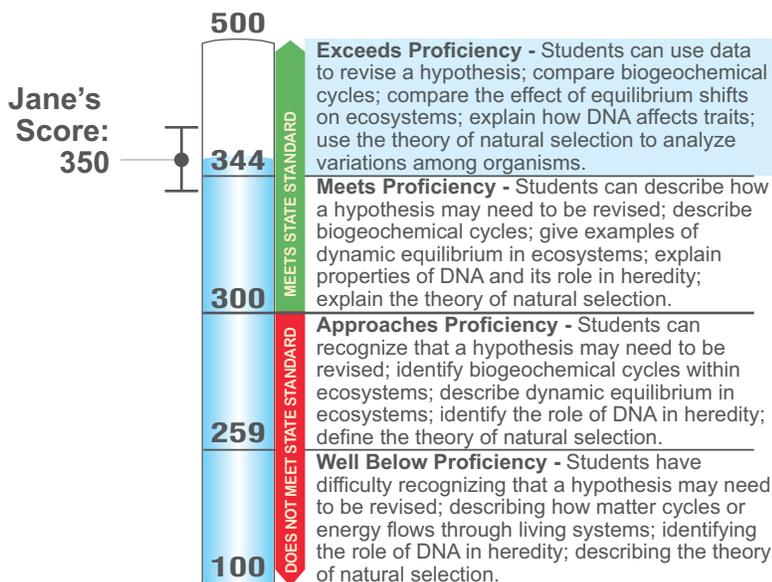
350
Exceeds
Proficiency

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.

How does this compare?

	Average Score
State Average	276
Complex Area Average	284
School Average	285



Has Your Child Met the Standard in the Different Areas of Biology I?

Next Steps

Scientific Process



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. *She should cite evidence from the article to support her statements.*

Organisms and the Environment



Students compare biogeochemical cycles, compare photosynthesis and cellular respiration, use models to explain the cycling of matter and flow of energy through living systems, use examples and/or counter examples to explain 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



Students compare cellular properties to explain how cells are specialized into tissues and organs based on function, use models to compare mitosis and meiosis, explain how macromolecules interact in biological systems, explain how processes that regulate the stability of cells are interrelated, and describe how to classify organisms that do not easily fit into the 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



Students explain the evolution of a present-day organism, use the theory of natural selection to analyze the differences between related organisms, explain how changes in the structure of DNA can lead to changes in proteins and inherited traits, and explain how Mendel's laws of heredity support a prediction concerning the traits of possible offspring.

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.

Student Name: Jane Doe-Incomplete
School: Aloha High School
Complex Area: Ewa
Test Year: 2017–2018

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



Hawai'i



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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.

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.

Sincerely,

Dr. Christina M. Kishimoto
Superintendent

Biology I

End-of-Course Exam Results

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alohahsap.org



**HIGH
SCHOOL**
2017–2018



Hawai'i
Department of Education



Jane's Biology I Score

250*
Well Below Proficiency

Jane's Biology I score is 250. This score is lower than the average score of EOC exam takers in her school, lower than that of EOC exam takers in her complex area, and lower than that of EOC exam takers statewide.

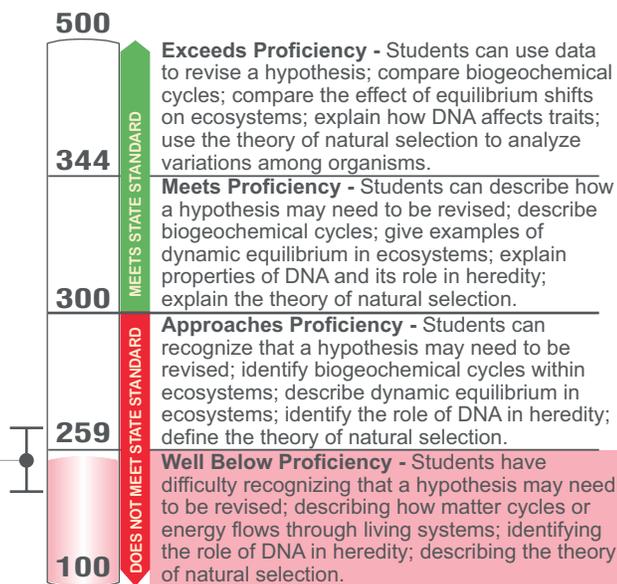
A student's exam score can vary if the exam is taken several times. If your child were tested again, it is likely that Jane would receive a score between 234 and 266.

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

How does this compare?

	Average Score
State Average	276
Complex Area Average	284
School Average	285

Jane's Score: 250



Has Your Child Met the Standard in the Different Areas of Biology I? Next Steps

Scientific Process



Students may be able to identify how a testable hypothesis may need to be revised, design an experiment using the correct tools and methods, describe how conclusions are supported by data, and compare the risks and benefits of new technologies to society.

For example, encourage your child to read a newspaper or magazine article about a new technology. Ask her to describe how that technology will affect society and then determine the potential risks and benefits.

Organisms and the Environment



Students have difficulty explaining biogeochemical cycles, explaining photosynthesis and cellular respiration, explaining how matter cycles and how energy flows through living systems, explaining dynamic equilibrium in organisms and ecosystems, and explaining the effect of equilibrium shifts.

For example, encourage your child to find an illustration of one of the biogeochemical cycles (e.g., carbon, water, nitrogen, oxygen). Then, ask her to explain how plants and animals contribute to that cycle.

Structure and Functions in Organisms



Students have difficulty describing how cells are specialized, differentiating between the processes of mitosis and meiosis, recalling that homeostatic balance (e.g., internal stability) occurs in cells and organisms, and identifying the levels used in the modern classification system.

For example, encourage your child to identify six to ten types of specialized cells. Then, ask her to describe the function of these cells within the organisms where they are found.

Diversity, Genetics, and Evolution



Students have difficulty explaining the theories of evolution and natural selection, explaining the structural properties of DNA and its role in heredity, and explaining Mendel's laws of heredity.

For example, encourage your child to gather information on the theory of natural selection. Then, ask her to give at least two examples.