

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



Understanding Your Child's 2018–2019 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. 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.

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 State 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. Because schools across Hawai'i are transitioning to the Next Generation Science Standards (NGSS), 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

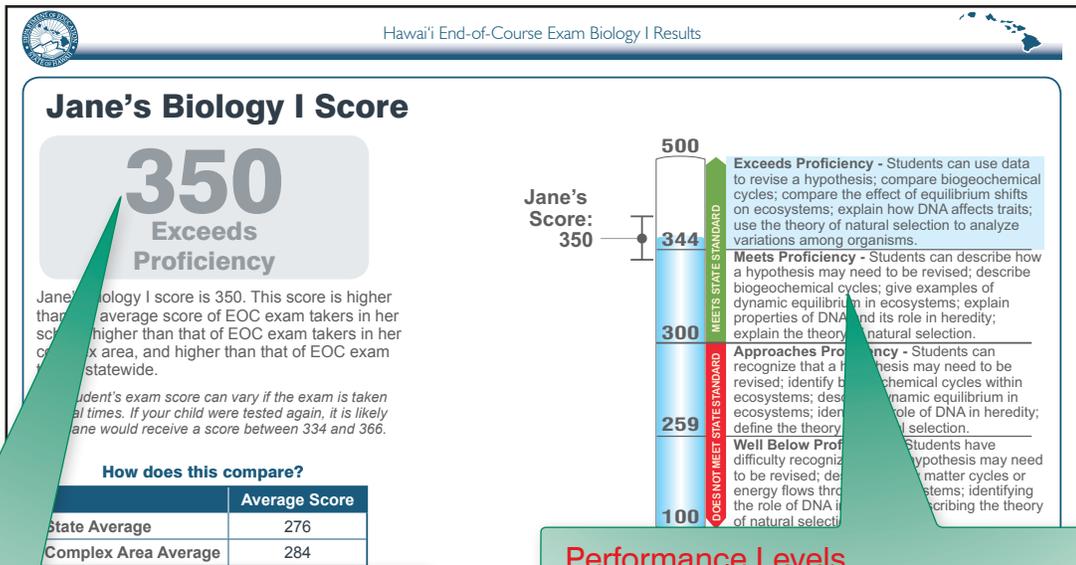
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Your Child's Score
 On the second page of the report, you will see your child's overall score and performance level. Results for each EOC exam were reported in separate family reports.

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.

Standard Error of Measurement

The bars above and below your child's score show the score range that your child would likely fall within if they took the same test multiple times with the same level of knowledge and preparation. For example, a scale score of 350 ± 16 indicates that if the student could take the same test multiple times, she or he would likely score between 334 and 366.

Cut Scores

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.



Jane's Biology I Score

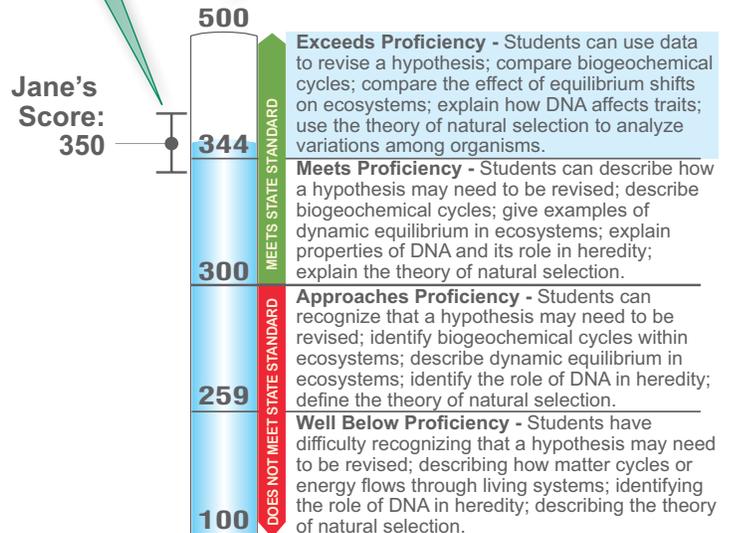
350
Exceeds Proficiency

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.

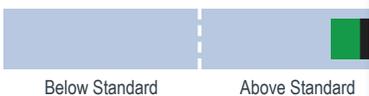
How does this compare?

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



Has Your Child Met the Standard?

Scientific Process



Organisms and the Environment



Structure and Functions in Organisms



Comparison Scores

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

Above Standard

Above Standard

...the hypothesis to guide a scientific experiment, defend conclusions that determine whether it meets established technologies to society.

...ate an online research article in a scientific of the research, and then describe whether evidence from the article to support her

...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.

NEXT STEPS: 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.

WHAT THESE RESULTS MEAN: 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.

NEXT STEPS: For example, encourage your child to explain how cells and organs regulate their

Reporting Category Assessed

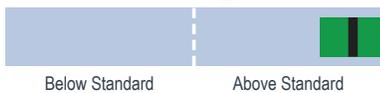
This section describes how your child performed on each reporting category of the EOC exam.

Score Information

Your child's score in each area of the test is displayed in the bar chart. The black line indicates your child's score on each claim. The green rectangle shows the range at which your child will perform if he or she took the test multiple times. There is an explanation of what your child is able to do in each area.

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

Scientific Process



Above Standard

WHAT THESE RESULTS MEAN: 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.

NEXT STEPS: 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

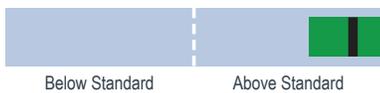


Above Standard

WHAT THESE RESULTS MEAN: 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.

NEXT STEPS: 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



Above Standard

WHAT THESE RESULTS MEAN: 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.

NEXT STEPS: 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



Above Standard

WHAT THESE RESULTS MEAN: 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.

NEXT STEPS: 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.



The table and the graphics above indicate student performance on individual areas. The black line indicates your child's score on each area. The green rectangle shows the range at which your child will perform if he or she took the test multiple times.

2

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.

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 Standard: Specific course content that is assessed for accountability purposes.

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

Reporting Category Descriptors: These descriptors are a summary of what students within each reporting category are expected to know and be able to do.

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 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 Biology I EOC Exam

https://eoc.alohahsap.org/core/fileparse.php/3366/urlt/Science_Blueprints-for-Bridge.pdf

Training Test Site

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

HCPS III Biology I Content Standards and Benchmarks

https://drive.google.com/file/d/1noc-qlvajEKzxXeebW0TIKBV-28yldbfpwC0YVW1wwjPWAm1mPQ_U4XJQ0S9FQ8Fn5CCn3mRPtQzNi2G/view

EOC Exams Information and Parent Resources

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