

**Student Name:** Jane Doe  
**School:** Aloha High School  
**Complex Area:** Ewa  
**Test Year:** 2018–2019

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



# Hawai'i



## 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

# Biology I

## End-of-Course Exam Results

## Additional Resources

- **BioInteractive by the Howard Hughes Medical Institute**  
[www.hhmi.org/biointeractive](http://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](http://www.biology.arizona.edu)  
An online interactive resource for learning biology
- **Dr. Saul's Biology in Motion – Bringing Biology to Life**  
[www.biologyinmotion.com](http://www.biologyinmotion.com)  
Interactive biology learning activities

For more information  
about this assessment, go to  
[alohahsap.org](http://alohahsap.org)



**HIGH  
SCHOOL**  
2018–2019



**Hawai'i**  
Department of Education



# Jane's Biology I Score

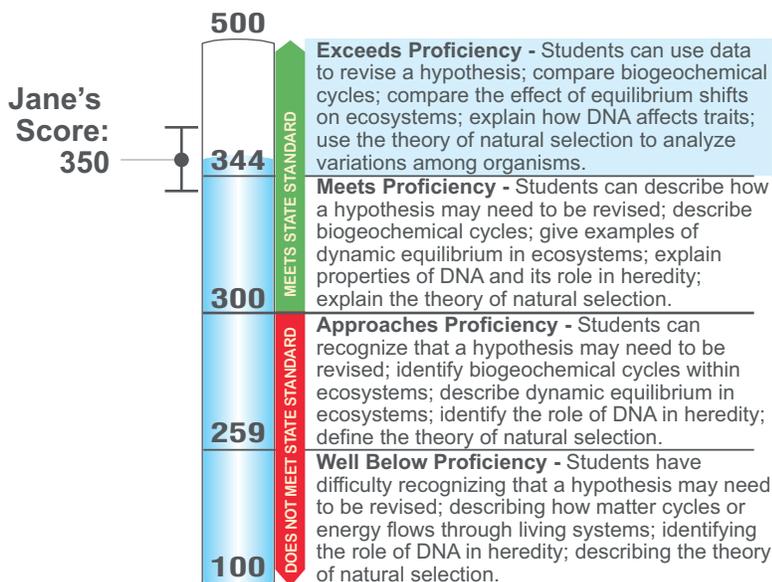
**350**  
Exceeds  
Proficiency

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?

### 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.