



**Teej Ko An
Jem̄lok-In-Kooj Ko
Ilo State In Hawai'i
Bok In An Jinen im
Jemen Bōk Mejeje**

Laajrak in Koppan

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Ta Ko Aolep Jinen Im Jemen Rej Aikuij Jelā Kōn Teej Ko An Jemlōk-In-Kooj Ko Ilo State In Hawai‘i

Teej ta ko ajri e nejū enaaj aikuij bōki?

Elanē ajri eo nājim ej kaddeḷon ilo juon kooj in Biology 1, nājim ej aikuj in bōk Biology 1 (NGSS) Jemlōk-in-Jikuuḷ Kooj (End-of-Course (EOC)) Teej eo. Elanē ajri eo nājim ej kaddeḷon ilo juon kooj in Algebra 1 ak Algebra 2, jikuuḷ eo an nājim enaaj bōlen kakein ke ri-jikuuḷ ro rej aikuj in bōk EOC Teej eo ekkāālel kōn kajjojo kooj im ej kaddeḷon iloan. Jikuuḷ intermediate/middle ko ime rej leḷok jabdewōt iaan kooj kein, āinwōt, Algebra 1, naaj bōlen bar leḷok EOC Teej ko nān ri-jikuuḷ ro ilo kooj kein.

Teej kein renaaj kōmman nāāt?

Ajri eo nejūm enaaj bōk EOC teej ko ilo wiik kan eliktata in kooj ko ear dreḷon ie.

Jete alen an ajri e nejū maroñ bōk juon teej?

Ajri ne nejūm enaaj maroñ bōke juon wōt alen nān kajjojo EOC teej ko me emālim an bōki ilo wiik kan eliktata in kooj ko.

Ewi aetok in juōn iien teej?

EOC Teej ko ikijien Algebra 1, Algebra 2, im Biology 1 (NGSS) rej bōk epaak 90 minit nān kadedeik. Renaaj bōlen leḷok bar iien nān an kadedeik kajjojo teej eo nē ej aikuj. Ajri eo nājim emaron in diwōj jān juon teej im bar roḷ ilo bar juon raan bwe en kadedeik. Computer eo an teej eo online enaaj dāpij wōt kajjitōk ko im emōj an nājim uwaake im enaaj leḷok kajjitok ko jet nē nājim ej bar roḷ nān kadedeik juon teej.

Ewi joñan an ajri eo nejū aikuij jelā kōmputer nān an bōki teej kein?

Ilo EOC teej kein, ewōr kain kajjitōk ko im ajri eo nejūm enaaj aikuij in kāālōt juon wōt uwaak jān elōn uwaak ko jet, im emaroñ aikuij in jiña ak ukōt koppan pija ko, im bar taipi jeḷjo naan ak liki in jantōj ko. Ajri ne nejūm emaroñ kāālōt bwe en kōjerbale mouse ak keyboard ak aolepaer jimor bwe en tōprak an teej online, bōtaab emaroñ aikuij bwe en juon mōkade jelā kōmputer ak taip.

Rijikuuḷ ro remaroñ bar kōjerbale jet kain jipañ ko ilo internet ilo iien aer teej. Rijikuuḷ ro remaroñ:

- kaḷapḷok jeje im jiña ko kōn zoom;
- aelaiti melele aorōk ko;

- ṁanṁan uwaak bōd; im
- kōkkaleiki kajjitōk ko ṁan bar etali.

Jej rōjañ rijikuuļ ro bwe ren kamminene uwaak kajjitōk rōt kein ilo EOC teej kein. Elōñ teej in ekkatak ilo alohahsap.org.

Enaaj itok ṁāāt jemļok in teej kein ṁan ippān baamle kein an rijikuuļ?

Ne nājūṁ ajri ej bōk juon Biology 1 (NGSS) EOC Exam, baamle eo aṁ enaaj bōk juon score ripoot peba im an nājūṁ ajri score ko āliktata renaaj pād ioon ilo jinoin naaj iiō in jikuuļ eo ālikin ilo allōñ in Jeptōṁba.

Ewōr ke wāween aō marōñ bōk konaaō im jipañ kōbooj ajri e nejū ṁan an teej?

Kwōnaaj ļap aṁ jipañe ajri eo nejūṁ āinwōt jutak likin aolep iien wōtōmjej im enaaj kōṁṁan bwe ajri eo nejūṁ en eṁṁan an jikuuļ aolep raan. Lolodjaake bwe ajri eo nejūṁ en uuñ awa in an kiki, en uuñ kibden moña in jippoñ ko kijen, en mōj aolep an omwōk, im en jikuuļ aolep raan. Kwōmaroñ bar jipañe ajri eo nejūṁ bwe en jelā im imminene in uwaak kain kajjitōk ko remaroñ wōnlōñtak im etale bok in katakin ippān, im deļoñ online ilo alohahsap.org ṁan kamminene uwaak kain kajjitōk ko jet.

Enaaj wōr kein deļoñ (accessibility) rot ṁan jipañ nājū?

Assessment ko rej leļok menin deļoñ ekkāālel ṁan jipañ aolep ri-jikuuļ ro, kōpool ri-ekatak Kajin Pālle im ro im elōñ handicap, kowaļok ta eo rejeļā im maroñ in kōṁṁan ilo state teej ko. Menin jipañ kōn deļoñ āinwōt juon jikin jijet ejepel, jeje-ṁan-kōnono, im braille emaroñ in jipañ in leļok wāween an ri-jikuuļ deļoñ ṁan kajjitok ko ilo teej eo im menin ekkāālel ilo wāween uwaak. ṁan bōk bar melele ko kōn menin ekkāālel ṁan deļoñ, etal ṁan alohahsap.org im etal ṁan section eo ṁaetan Resources.

Kain Kajjitōk Ko Ilo Teej In Jemlok-In-Kooj Ko Ilo State In Hawaii

Rijikuuļ ro renaaj aikuij in uwaak elōn kain kajjitōk ko nān EOC teej ko ilo online:

- Multiple-choice kajjitōk ko, me ajri ro renaaj aikuij kālōt juōn uwaak jān elōn uwaak ko jet
- Kajjitōk ko im emōj ejaaki:
 - Kajjitōk ko kōn wāween kōnono jimwe, ko im rijikuuļ ro remaroñ in taiji juon uwaak eo ekadu nān ilo jikin uwaak eo
 - Kajjitōk ko rej bōk kuṇaer ie, eo me rijikuuļ ro remaroñ kōjerbale mouse ak keyboard ko nān aer kōmṁmakūt koppan ak jiña piya ilowaan jikin uwaak eo (me rej na etan grid)
 - Kajjitōk ko nān kaddreļōñ ak kajimweiki equation ko, me rijikuuļ ro remaroñ in likūt juon wūnin bōnbōn ak equation nān kōmeleleiki uwaak eo
 - Simulation prompt ko, eo im rijikuuļ ro remaroñ in bōk kuṇaer ilo melele ko im kowaļōk uwaak ko ilo jekjek ko rekkar

Ri-jikuuļ ro renaaj bar aikuj in uwaak kain kajjitōk ko me rej ļoor ion Biology 1 (NGSS) online EOC Exam eo:

- Men ko Uror, me emōj kōmṁman nān jelōte ri-jikuuļ eo ilo juon menin kōmṁman me ej kilaj-ekkar, elōn meleleim im ej science im ej ekkar nān ejejjet juon menin katmāne nān kōmṁman an NGSS Kojjojo menin uror ej ijino ilo juon men eo lukkuun-ļal-in me melele ko rekkar rej ļoore, im ej kōpool ruo ak lōnļok menin kōmṁman-ippān im ri-jikuuļ ro rej aikuj in kowaļok aer maroñ in kōjermal science im menin kōmṁman ko jān engineering, ļōmṁak ko ioļapān ekkatak eo, im ļōmṁak ko me rej ṁwijṁwij im menin katmāne nān kōmṁman me ej kaalikkar.
- Men ko Jutak-Iaan-Make, me rej jelōte ri-jikuuļ ro ikijien men ko im ilo enañin aolep kōtaan ko, juon wōt kōmṁman ippān, me ej ekkal ion juon menin aikuj in kōmṁman me ej ļoor.

Kajjitōk ko me rej ļoor rej kōmṁman juon piya ikijien kain kajjitōk ko im nājūm ajri enaaj uwaak ilo Hawai'i State EOC Exam ko. Elōn juon ak ruo kajjitōk ko me rej waļok nān exam eo ilo kajjojo menin ekkatak. Ne ekkar, kajjojo kajjitōk ej bar kōpool uwaak eo ejimwe im bar melele ko kōn wāween score.

Bwe kwōn lale kain kajjitōk rōt ko jet, jouj im deļōn online ilo alohahsap.org.

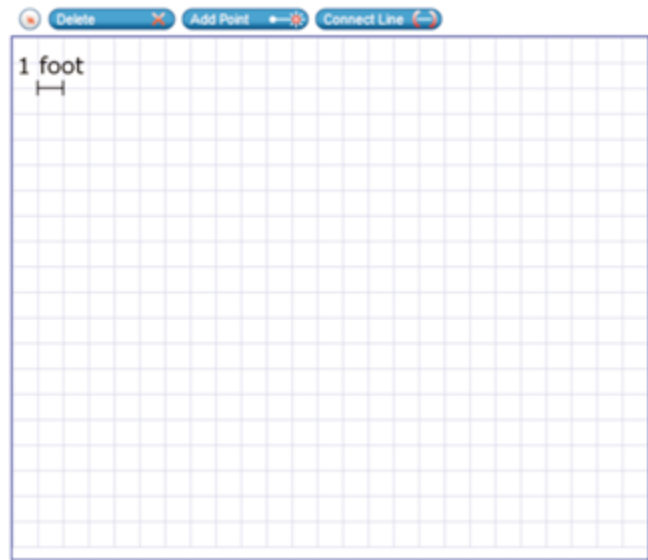
Katak Kōn: Algebra 1

Hawai'i Common Core Standard: Rej aikuij ejaake wūnin bōnbōn ko ak equation im inequality ko kōn juōn variable em kōjerbale nān pūkot uwaak ko. Bar kōjerbali equation ko me jān linear im quadratic function ko, bareinwōt simple rational kab exponential function ko.

Kain Kajjitōk ko: Uwaak ko eṃōj ejaaki (Tool in Grid Eo) (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.

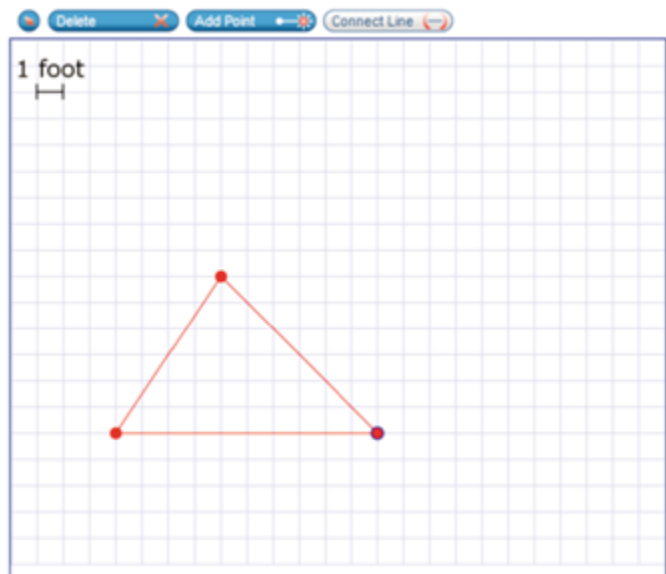
Use the Connect Line tool to draw this triangle.



Nān bōk juōn point, rijikuuļ eo ej aikuij in jīnāik juōn triaṅgel eo im ej 10-ne tulaļin im 6-ne aetok.

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.



Katak Kōn: Algebra 2

Hawai'i Common Core Standard: Kōmeleleleiki wāween an melele eo an 'rational exponents' itok jān 'extending properties of integer exponents to those values, allowing for notation for radicals in terms of rational exponents.' Nān waan joñak, jej kowaļok melele in $5^{(1/3)}$ āinwōt cube root in 5 kōnke jej aikuij bwe en mool ke $[5^{(1/3)}]$, kōn menin $[5^{(1/3)}]^3$ ej aikuij equal nān 5.

Kain Kajjitōk Ko: Kajjitōk ko im eņōj ejaaki (Tool in Kōmman Oktak nān Wūnin Bōnbōn Eo) (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	()		$\sqrt{\square}$	$\sqrt[\square]{\square}$	π	i

Nān bōk juon point, rijikuuļ eo ej aikuij kaddeļoñ eja jekjek in bōtaab en ilo 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	()		$\sqrt{\square}$	$\sqrt[\square]{\square}$	π	i

Menin Ekkatak: Biology 1

Hawai'i Epepen-Ālikin Science Standard: Watōke claim ko, menin kaṃool, ʻlōmṃak ko kōṃṃan-ippān ko aebokbok biotic im abiotic ilo ecosystem ko rej pād wōt im enanīn pen wōt wōran im kain organism ko, ak otkak ko ilo meḷan eo ajallikin enaaj bōlen juon ecosystem otkak. (HS-LS2-6)

Kain Kajjitōk: Jutak-Iaan-Make (3 point ko)

Ranchers have raised livestock on the island of Crete since 10,000 BCE. Goats and sheep raised on a mountain on Crete eat shrubs, grass, and leaves from the lower branches of trees.

Figure 1 shows the number of livestock grazed on the mountaintop from 1961 to 1991.

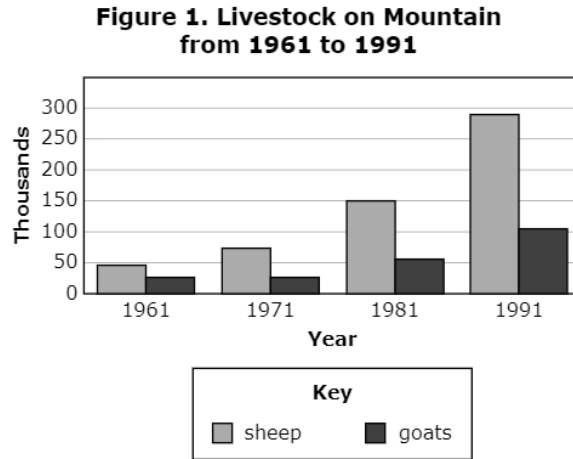
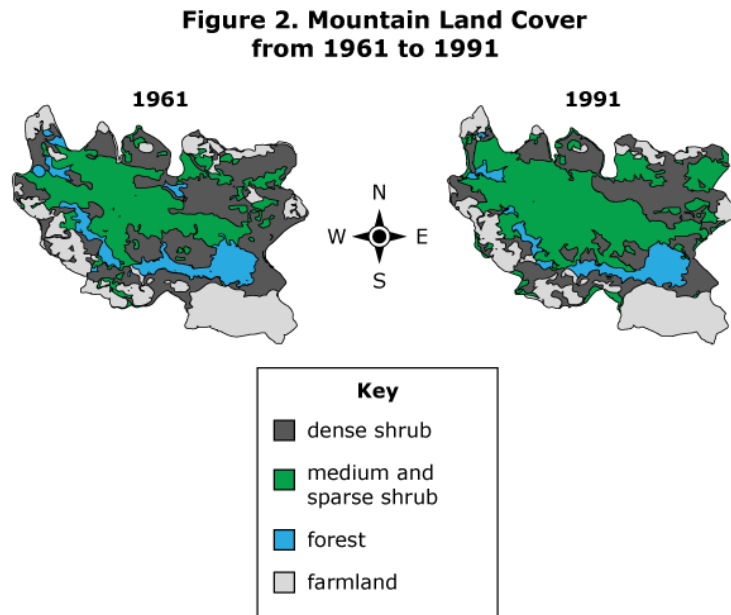


Figure 2 shows the land cover of the mountaintop from 1961 to 1991.



Select the **three** characteristics that provide evidence that the mountain ecosystem has changed.

- density of shrubs
- amount of farmland
- livestock habitat size
- total number of livestock
- ratio of forest to farmland

Wāween Score:

Ri-jikuuļ eo enaaj bōk 3 point ko nē ej kāālōte uwaak ko rej ļoor im rejimwe:

- “wōran marmar” (1 point)
- “joñan meļan an menin mour” (1 point)
- “tarlepin wōran menin mour” (1 point)

Select the **three** characteristics that provide evidence that the mountain ecosystem has changed.

- density of shrubs
- amount of farmland
- livestock habitat size
- total number of livestock
- ratio of forest to farmland

Menin Ekkatak: Biology 1

Hawai'i Epepen-Ālikin Science Standard: Kōkal juon aṃ kōmmelele me ej pedped ioon menin kaṃool ikijien ekōjkan kāālōt-ekkā ej tōl nān an bwijin menin mour ukok. (HS-LS4-4)

Kain Kajjitōk: Menin Uror (10 point ko)

Kein Debdeb:

After a multiyear drought in California starting in the year 2000, some wild mustard plants begin to flower earlier in the season.

To understand why, scientists analyzed data about the environment in California and a population of wild mustard plants.

Flowering mustard plants and their young offspring plants need plenty of water to grow. Table 1 shows the difference in average seasonal precipitation in the first and last 50 days of a typical growing season. A positive number indicates the amount of precipitation in centimeters (cm) above the average amount, and a negative number indicates the amount of precipitation below the average amount.

Table 1. Difference in Precipitation Compared to the Long-Term Seasonal Averages

Year	Difference in Precipitation Days 1–50 (cm)	Difference in Precipitation Days 51–100 (cm)
1995	3.0	4.2
1996	0.0	3.5
1997	3.5	1.8
2000	2.5	-2.5
2001	-1.5	-0.2
2002	-0.5	-3.0
2003	1.1	-1.5
2004	-2.1	-2.0

The scientists also planted seeds collected in 1997 and 2004 in identical greenhouse conditions. Table 2 shows the number of days from germination to first flowering for all the seeds planted.

The scientists also planted seeds collected in 1997 and 2004 in identical greenhouse conditions. Table 2 shows the number of days from germination to first flowering for all the seeds planted.

Table 2. Days to First Flowering

Year Seed Sample Collected	Days to First Flowering
1997	59
2004	47

Your Task

In the questions that follow, you will explain why seeds collected in 2004 flowered sooner than seeds collected in 1997.

Kõmman-Ippān ko:

Part A

Using Table 3, click on each blank box and first select a span of years. Then select a sentence that summarizes the data that will be **most** useful as you explain why seeds collected in 2004 flowered sooner than those collected in 1997.

Table 3. Summary of Average Annual Precipitation

Years	Average Annual Precipitation
1995- <input type="text"/>	<input type="text"/>
<input type="text"/> -2004	<input type="text"/>

Part B

What is a short-term effect of the drought on the mustard plants?

- Ⓐ Drier conditions cause the mustard plants to slowly mature during Days 51–100.
- Ⓑ Several of the mustard plants started to release seeds that will germinate during Days 1–50.
- Ⓒ Mustard plants that flower in Days 51–100 are less likely to produce surviving offspring.
- Ⓓ Mustard plants produced fewer seeds during Days 1–50 in response to the drier conditions.

Part C

Select **one** piece of evidence in the passage that supports the inference you made in part B.

- Click on the pencil icon.
- Then, click on a highlighted section from the passage with the pencil to make your selection.
- Click on the circular arrow to the right of your selection if you would like to change it.



Part D

Click on each blank box and select a phrase to complete the sentence and make an inference about the mustard plants in the wet location.

The drought caused a change in , which led to a change in the .

Part E

Which statement explains the change in the flowering time of the mustard plants?

- Ⓐ The population of mustard plants was more affected by the changes in the precipitation because of the dry, sandy soil.
- Ⓑ Mustard plants that adapted to drier conditions were more likely to survive and reproduce in the drought.
- Ⓒ There were similar species of plants in the same area in 2004 with which the mustard plants could crossbreed.
- Ⓓ Genetic drift occurred in the population of mustard plants from the 1997 sample but not in the population from the 2004 sample.

Part F

Evaluate the provided data to determine whether more information is needed to support the inference you selected in part E.

Select all of the relevant conclusions.

- sufficient evidence is provided
- the average amount of precipitation between the years of 1997 and 2004
- a comparison of the rate of survival to reproduction for the 1997 and 2004 plants
- genetic sequencing data that looks for genes from other plant species in the 2004 mustard plants
- genetic sequencing data to determine whether the changes to the flowering time are caused by genes

Wāween Score:

Ilo Mōttan A, ri-jikuuļ eo ej bōk 4 point ko nān menin ekkāālel kein me rej ļoor:

- Ri-jikuuļ eo ekar kāālōte “1997” ilo dropdown eo kein kajuon ilo alen eo kein kajuon.
- Ri-jikuuļ eo ekar kāālōte “Wōt eo ekar ļapļok jān eo ekkā aolep raan ilo Raan ko 51-100” (“Precipitation was consistently above average in Days 51-100”) ilo column eo kein karuo an alen kein kajuon, ak juon uwaak me ekkar nān toan iiō ko me ekar kāālōte ilo column eo kein kajuon.
- Ri-jikuuļ eo ekar kāālōte “2000” ilo dropdown eo kein kajuon ilo alen eo kein karuo.
- Ri-jikuuļ eo ekar kāālōte “Wōt eo ekar dikļok jān eo ekkā aolep raan ilo Raan ko 51-100” (“Precipitation was consistently below average in Days 51-100”) ilo laajrok-wōtļok eo kein karuo an alen kein karuo, ak juon uwaak me ekkar nān toan iiō ko me ekar kāālōte ilo column eo kein kajuon.

Part A

Using Table 3, click on each blank box and first select a span of years. Then select a sentence that summarizes the data that will be **most** useful as you explain why seeds collected in 2004 flowered sooner than those collected in 1997.

Table 3. Summary of Average Annual Precipitation

Years	Average Annual Precipitation
1995–1997 ▾	Precipitation was consistently above average in Days 51–100. ▾
2000 ▾–2004	Precipitation was consistently below average in Days 51–100. ▾

Ilo Mōttan B, ri-jikuuļ eo ej bōk 1 point kōn an kāāōte “Menin eddek mustard ko rej kaalbok ilo Raan ko 51-100 ad katmāne aer naaj kōmman nājeir me rej pād wōt im mour” (“Mustard plants that flower in Days 51-100 are less likely to produce surviving offspring”).

Part B

What is a short-term effect of the drought on the mustard plants?

- Ⓐ Drier conditions cause the mustard plants to slowly mature during Days 51–100.
- Ⓑ Several of the mustard plants started to release seeds that will germinate during Days 1–50.
- Mustard plants that flower in Days 51–100 are less likely to produce surviving offspring.
- Ⓓ Mustard plants produced fewer seeds during Days 1–50 in response to the drier conditions.

Ilo Mōttan C, ri-jikuuļ eo ej bōk 1 point kōn an kāālōte juon menin kaṃpool ke ej rie aer ļōmṃak ilo Mōttan B. Elanē ri-jikuuļ eo ej kāālōte menin ekkāālel C ilo Mōttan B, remaron̄ in bōk nebar kōn aer kāālōte “Tebōl 1. Oktak eo ilo Wōt nē keidi ippān Average ko an Būn̄ ko ilo Lien Eto” jān section eo “kein Depdep” ilo naan ko.

Table 1. Difference in Precipitation Compared to the Long-Term Seasonal Averages


Year	Difference in Precipitation Days 1–50 (cm)	Difference in Precipitation Days 51–100 (cm)
1995	3.0	4.2
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2002	-0.5	-3.0
2003	1.1	-1.5
2004	-2.1	-2.0

The scientists also planted seeds collected in 1997 and 2004 in identical greenhouse conditions. Table 2 shows the number of days from germination to first flowering for all the seeds planted.

Part C

Select **one** piece of evidence in the passage that supports the inference you made in part B.

- Click on the pencil icon.
- Then, click on a highlighted section from the passage with the pencil to make your selection.
- Click on the circular arrow to the right of your selection if you would like to change it.

Table 1. Difference in Precipitation Compared to the Long-Term Seasonal Averages 

Bok In An Jinen im Jemen Bōk Melele: Biology 1

Ilo Mōttan D, ri-jikuuļ eo ej bōk 2 point ko kō an kāālōte men in me ej ļoor:

- Ilo dropdown eo kein kajuon, ri-jikuuļ eo ej kāālōte “ien menin eddek kaalbok” (“plant flowering time”)
- Ilo dropdown eo kein karuo, ri-jikuuļ eo ej kāālōte “ajej gene ko ilo bwijin” (“distribution of genes in the population”).

Part D

Click on each blank box and select a phrase to complete the sentence and make an inference about the mustard plants in the wet location.

The drought caused a change in , which led to a change in the .

Ilo Mōttan E, ri-jikuuļ eo ej bōk 1 point kōn an kāālōte “Menin eddek mustard ko me emōj aer ukok nān meļan emōrāļok eļapļok aer katmāne in mour wōt im kōmman nājeir nē ejawōtwōt” (“Mustard plants that adapted to drier conditions were more likely to survive and reproduce in the drought.”)

Part E

Which statement explains the change in the flowering time of the mustard plants?

- A The population of mustard plants was more affected by the changes in the precipitation because of the dry, sandy soil.
- B Mustard plants that adapted to drier conditions were more likely to survive and reproduce in the drought.
- C There were similar species of plants in the same area in 2004 with which the mustard plants could crossbreed.
- D Genetic drift occurred in the population of mustard plants from the 1997 sample but not in the population from the 2004 sample.

Ilo Mōttan F, ri-jikuuļ eo ej bōk 1 point kōn an kāālōte “Ebwe menin kaṃool eo me emōj leļok” (“Sufficient evidence is provided”).

Part F

Evaluate the provided data to determine whether more information is needed to support the inference you selected in part E.

Select all of the relevant conclusions.

- sufficient evidence is provided
- the average amount of precipitation between the years of 1997 and 2004
- a comparison of the rate of survival to reproduction for the 1997 and 2004 plants
- genetic sequencing data that looks for genes from other plant species in the 2004 mustard plants
- genetic sequencing data to determine whether the changes to the flowering time are caused by genes

