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**Spring 2016 Biology 1 End-of-Course (EOC) Assessment
Next Generation Sunshine State Standards (NGSSS)
Form 1**

NGSSS Benchmark	Content Focus	Number of Points Possible
Reporting Category 1. Molecular and Cellular Biology		
SC.912.L.14.1	Cell theory; Evaluating scientific claims—cell theory	2
SC.912.L.14.3	Cell wall; Comparing prokaryotic and eukaryotic cells	2
SC.912.L.16.3	DNA replication; Gene mutation; Similarities in genetic codes	4
SC.912.L.16.17	Mitosis—anaphase; Role of meiosis—sexual reproduction; Role of mitosis— asexual reproduction	3
SC.912.L.18.1	Biochemical reactions and enzymes; Lipids—primary function	2
SC.912.L.18.9	Cellular respiration—anaerobic; Photosynthesis and cellular respiration relationship; Role of ATP	3
SC.912.L.18.12	Properties of water—cohesive behavior; Properties of water—solvent	2
SC.912.N.1.1	Defending conclusions; Designing scientific investigations	2
Reporting Category Point Total		20
Reporting Category 2. Classification, Heredity, and Evolution		
SC.912.L.15.1	Evaluating scientific claims—evolution; Evidence for evolution—molecular biology; Identifying what is science—evolution; Trends in hominid evolution—brain size	4
SC.912.L.15.6	Changes in organism classification; Distinguishing characteristics—Plantae; Understanding classification	3
SC.912.L.15.8	Scientific explanations for life on Earth	1
SC.912.L.15.13	Gene flow; Increasing genetic variation; Inherited variations	3
SC.912.L.16.1	Codominance; Multiple alleles	2
SC.912.N.1.1	Evaluating scientific investigations	1
Reporting Category Point Total		14
Reporting Category 3. Organisms, Populations, and Ecosystems		
SC.912.L.14.7	Plant structures—photosynthesis	1
SC.912.L.14.26	Brain stem	1
SC.912.L.14.36	Disease	1
SC.912.L.14.52	Significance of genetic factors; Vaccines	2
SC.912.L.16.10	Impact of biotechnology—individual	1
SC.912.L.16.13	Human development—fertilization to birth	1
SC.912.L.17.5	Carrying capacity; Consequences to biodiversity—human activity; Life in aquatic systems—depth	4
SC.912.L.17.9	Energy pathways—food web; Water cycle	2
SC.912.L.17.20	Human impact on environmental systems; Monitoring environmental parameters; Using renewable resources	5
SC.912.N.1.1	Analyzing data; Defending conclusions; Evaluating scientific investigations; Making inferences	4
Reporting Category Point Total		22

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Spring 2016 Biology 1 End-of-Course (EOC) Assessment Next Generation Sunshine State Standards (NGSSS) Form 2		
NGSSS Benchmark	Content Focus	Number of Points Possible
Reporting Category 1. Molecular and Cellular Biology		
SC.912.L.14.1	Cell theory; Evaluating scientific claims—cell theory	2
SC.912.L.14.3	Cell wall; Comparing prokaryotic and eukaryotic cells; General structures—eukaryotic cells	3
SC.912.L.16.3	DNA replication; Gene mutation; Similarities in genetic codes; Translation	4
SC.912.L.16.17	Cell cycle—M phase; Mitosis—anaphase	2
SC.912.L.18.1	Biochemical reactions and enzymes; Lipids—primary function	2
SC.912.L.18.9	Cellular respiration; Photosynthesis; Photosynthesis and cellular respiration relationship	3
SC.912.L.18.12	Properties of water—moderating temperature; Properties of water—solvent	2
SC.912.N.1.1	Defending conclusions; Evaluating scientific investigations	2
Reporting Category Point Total		20
Reporting Category 2. Classification, Heredity, and Evolution		
SC.912.L.15.1	Evidence for evolution—fossil record; Evidence for evolution—molecular biology; Identifying what is science—evolution; Trends in hominid evolution—brain size	4
SC.912.L.15.6	Distinguishing characteristics—Plantae; Understanding classification	2
SC.912.L.15.8	Evaluating sources of info—origins of life; Scientific explanations for life on Earth	2
SC.912.L.15.13	Gene flow; Increasing genetic variation; Inherited variations	3
SC.912.L.16.1	Analyzing patterns of inheritance; Multiple alleles	2
SC.912.N.1.1	Analyzing data	1
Reporting Category Point Total		14
Reporting Category 3. Organisms, Populations, and Ecosystems		
SC.912.L.14.7	Plant structures—photosynthesis; Vascular tissue	2
SC.912.L.14.26	Frontal lobe	1
SC.912.L.14.36	Blood viscosity	1
SC.912.L.14.52	Significance of environmental factors; Vaccines	2
SC.912.L.16.10	Impact of biotechnology—society	1
SC.912.L.16.13	Female reproductive organs	1
SC.912.L.17.5	Carrying capacity; Changes in ecosystems—seasonal variations; Changes in ecosystems—succession; Consequences to biodiversity—human activity; Life in aquatic systems—depth	5
SC.912.L.17.9	Energy pathways—energy pyramid; Water cycle	2
SC.912.L.17.20	Human impact on environmental systems; Monitoring environmental parameters; Using renewable resources	5
SC.912.N.1.1	Analyzing data	2
Reporting Category Point Total		22

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Spring 2016 Biology 1 End-of-Course (EOC) Assessment Next Generation Sunshine State Standards (NGSSS) Form 3		
NGSSS Benchmark	Content Focus	Number of Points Possible
Reporting Category 1. Molecular and Cellular Biology		
SC.912.L.14.1	Cell theory; Identifying what is science—cell theory	2
SC.912.L.14.3	Comparing prokaryotic and eukaryotic cells; General structures—eukaryotic cells	2
SC.912.L.16.3	Gene mutation; Similarities in genetic codes; Transcription	3
SC.912.L.16.17	Comparing mitosis and meiosis; Mitosis—anaphase; Uncontrolled cell growth	3
SC.912.L.18.1	Carbohydrates—primary function; Effect of environmental factors—enzyme activity; Lipids—primary function	3
SC.912.L.18.9	Photosynthesis and cellular respiration relationship	1
SC.912.L.18.12	Properties of water—freezing; Properties of water—solvent	2
SC.912.N.1.1	Analyzing data; Defending conclusions; Evaluating scientific investigations; Making inferences	4
Reporting Category Point Total		20
Reporting Category 2. Classification, Heredity, and Evolution		
SC.912.L.15.1	Evidence for evolution—comparative embryology; Evidence for evolution— molecular biology; Trends in hominid evolution—brain size	3
SC.912.L.15.6	Distinguishing characteristics—Fungi; Distinguishing characteristics—Plantae; Evaluating scientific claims—classification	3
SC.912.L.15.8	Identifying what is science—origin of life	1
SC.912.L.15.13	Gene flow; Increasing genetic variation; Inherited variations	3
SC.912.L.16.1	Determining genotypes; Multiple alleles	2
SC.912.N.1.1	Evaluating scientific investigations	2
Reporting Category Point Total		14
Reporting Category 3. Organisms, Populations, and Ecosystems		
SC.912.L.14.7	Plant roots; Plant structures—photosynthesis	2
SC.912.L.14.26	Brain stem	1
SC.912.L.14.36	Resistance	1
SC.912.L.14.52	Immune system—nonspecific response; Significance of environmental factors; Vaccines	3
SC.912.L.16.10	Impact of biotechnology—individual; Impact of biotechnology—society	2
SC.912.L.16.13	Female reproductive organs	1
SC.912.L.17.5	Carrying capacity; Changes in ecosystems—climate change; Consequences to biodiversity—human activity; Life in aquatic systems—depth	4
SC.912.L.17.9	Energy pathways—energy pyramid	1
SC.912.L.17.20	Human impact on environmental systems; Monitoring environmental parameters; Using renewable resources	4
SC.912.N.1.1	Analyzing data; Evaluating sources of information; Making inferences	3
Reporting Category Point Total		22

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Spring 2016 Biology 1 End-of-Course (EOC) Assessment Next Generation Sunshine State Standards (NGSSS) Form 4		
NGSSS Benchmark	Content Focus	Number of Points Possible
Reporting Category 1. Molecular and Cellular Biology		
SC.912.L.14.1	Cell theory	2
SC.912.L.14.3	Comparing plant and animal cells—cell wall; Comparing prokaryotic and eukaryotic cells	2
SC.912.L.16.3	DNA replication; Gene mutation; Similarities in genetic codes	3
SC.912.L.16.17	Mitosis—anaphase; Role of mitosis—asexual reproduction; Uncontrolled cell growth	3
SC.912.L.18.1	Biochemical reactions and enzymes; Lipids—primary function	2
SC.912.L.18.9	Cellular respiration; Photosynthesis—products	2
SC.912.L.18.12	Properties of water—moderating temperature; Properties of water—solvent	2
SC.912.N.1.1	Comparing microscopes—structures; Defending conclusions; Designing scientific investigations; Evaluating scientific investigations	4
Reporting Category Point Total		20
Reporting Category 2. Classification, Heredity, and Evolution		
SC.912.L.15.1	Evidence for evolution—molecular biology; Trends in hominid evolution—brain size; Trends in hominid evolution—skull shape	3
SC.912.L.15.6	Distinguishing characteristics—Archaea; Distinguishing characteristics—Plantae; Understanding classification	3
SC.912.L.15.8	Evaluating scientific claims—origin of life; Scientific explanations for life on Earth	2
SC.912.L.15.13	Gene flow; Inherited variations	2
SC.912.L.16.1	Multiple alleles; Polygenic inheritance; Sex-linked inheritance	3
SC.912.N.1.1	Defending conclusions	1
Reporting Category Point Total		14
Reporting Category 3. Organisms, Populations, and Ecosystems		
SC.912.L.14.7	Plant stems; Plant structures—photosynthesis	2
SC.912.L.14.26	Cerebrum	1
SC.912.L.14.36	Blood pressure	1
SC.912.L.14.52	Significance of environmental factors; Vaccines	2
SC.912.L.16.10	Impact of biotechnology—environmental	1
SC.912.L.16.13	Human development fertilization to birth	1
SC.912.L.17.5	Carrying capacity; Changes in ecosystems—succession; Consequences to biodiversity—human activity; Life in aquatic systems—depth	5
SC.912.L.17.9	Energy pathways—food web	1
SC.912.L.17.20	Human impact on environmental systems; Monitoring environmental parameters; Using renewable resources	6
SC.912.N.1.1	Analyzing data; Designing scientific investigations	2
Reporting Category Point Total		22

What is content focus?

"Content focus" is a term that defines the specific content measured by each Spring 2016 Biology 1 EOC Assessment test item.

The Next Generation Sunshine State Standards (NGSSS) benchmarks and content foci assessed on the Spring 2016 Biology 1 EOC Assessment are not predictive of future Biology 1 EOC Assessments.

What cautions should be considered when using Content Focus Reports?

Content Focus Reports should not be used to make decisions about instruction at the individual student level. Some reporting categories have too few test items to report reliable or meaningful scores at the student level. While well-intended, providing remedial instruction in a specific reporting category may not be justified and may be an inefficient use of instructional time. Content focus data should not be used as sole indicators to determine remedial needs of students.

When interpreting content focus data, the following cautions and information should also be considered:

- The number of items in a reporting category may vary from one year to another. Consequently, users should not compare performance data such as mean percent correct.
- Mean content area scores for each test form might be different; therefore, users should not compare content area scores across test forms.
- The difficulty of the items measuring each benchmark will vary from one year to the next. Consequently, users should not compare content area scores across years.
- The analysis is based on state-level data that are not intended to provide specific classroom, school, or district interpretations.
- Scale score values cannot accurately be determined using Content Focus Reports for a number of reasons. For instance, test scores are generated from students' performance on the entirety of the test, which accounts for the difficulty (also called cognitive complexity) of test items.