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**Spring 2018 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; Identifying what is science—cell theory	3
SC.912.L.14.3	Cell membrane; Comparing plant and animal cells—chloroplasts; Comparing plant and animal cells—vacuoles; General structures—eukaryotic cells	4
SC.912.L.16.3	Chromosomal mutation; Similarities in genetic codes	2
SC.912.L.16.17	Meiosis I and II—prophase; Role of mitosis—asexual reproduction; Uncontrolled cell growth	3
SC.912.L.18.1	Biochemical reactions and enzymes; Nucleic acids—primary function; Proteins—molecular structure	3
SC.912.L.18.9	Cellular respiration—anaerobic; Photosynthesis—products	2
SC.912.L.18.12	Properties of water—freezing	1
SC.912.N.1.1	Analyzing data; Defending conclusions	2
Reporting Category Point Total		20
Reporting Category 2. Classification, Heredity, and Evolution		
SC.912.L.15.1	Evidence for evolution—fossil record; Scientific theory of evolution; Trends in hominid evolution—brain size	3
SC.912.L.15.6	Changes in organism classification; Distinguishing characteristics—Eukarya; Understanding classification	3
SC.912.L.15.8	Conditions required for life; Evaluating scientific claims—origin of life	2
SC.912.L.15.13	Nonrandom mating; Overproduction of offspring	2
SC.912.L.16.1	Determining genotypes; Incomplete dominance	2
SC.912.N.1.1	Analyzing data; Making inferences	2
Reporting Category Point Total		14
Reporting Category 3. Organisms, Populations, and Ecosystems		
SC.912.L.14.7	Plant leaves; Plant stems	2
SC.912.L.14.26	Frontal lobe	1
SC.912.L.14.36	Exercise	1
SC.912.L.14.52	Antibiotics; Significance of environmental factors; Vaccines	3
SC.912.L.16.10	Impact of biotechnology—environmental; Impact of biotechnology—individual	2
SC.912.L.16.13	Female reproductive organs	1
SC.912.L.17.5	Carrying capacity; Changes in ecosystems—seasonal variations; Consequences to biodiversity—nonnative species; Life in aquatic systems—depth; Limiting factors	5
SC.912.L.17.9	Carbon cycle; Energy pathways—energy pyramid	2
SC.912.L.17.20	Costs and benefits—nonrenewable resources; Human impact on environmental systems; Monitoring environmental parameters	3
SC.912.N.1.1	Designing scientific investigations; Evaluating scientific investigations	2
Reporting Category Point Total		22

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**Spring 2018 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; Cell theory and advances in science	2
SC.912.L.14.3	Cell membrane; Comparing plant and animal cells—chloroplasts; General structures—prokaryotic cells	3
SC.912.L.16.3	Chromosomal mutation; Gene mutation; Translation	3
SC.912.L.16.17	Comparing mitosis and meiosis; Meiosis I and II—prophase; Role of mitosis—asexual reproduction	3
SC.912.L.18.1	Biochemical reactions and enzymes; Nucleic acids—primary function	2
SC.912.L.18.9	Cellular respiration—anaerobic; Photosynthesis—products	2
SC.912.L.18.12	Properties of water—freezing	1
SC.912.N.1.1	Analyzing data; Comparing microscopes—structures; Defending conclusions	4
Reporting Category Point Total		20
Reporting Category 2. Classification, Heredity, and Evolution		
SC.912.L.15.1	Evidence for evolution—biogeography; Theories v. laws—evolution; Trends in hominid evolution—jaw size	3
SC.912.L.15.6	Distinguishing characteristics—Eukarya; Evaluating scientific claims— classification; 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	Increasing genetic variation; Nonrandom mating	2
SC.912.L.16.1	Analyzing patterns of inheritance; Incomplete dominance	2
SC.912.N.1.1	Analyzing data; Evaluating scientific investigations	2
Reporting Category Point Total		14
Reporting Category 3. Organisms, Populations, and Ecosystems		
SC.912.L.14.7	Cones; Plant stems	2
SC.912.L.14.26	Occipital lobe	1
SC.912.L.14.36	Exercise	1
SC.912.L.14.52	Immune system—specific response; Significance of pathogenic agents; Vaccines	3
SC.912.L.16.10	Impact of biotechnology—environmental; Impact of biotechnology—society	2
SC.912.L.16.13	Male reproductive organs	1
SC.912.L.17.5	Carrying capacity; Changes in ecosystems—climate change; Consequences to biodiversity—nonnative species; Life in aquatic systems—depth; Limiting factors	6
SC.912.L.17.9	Carbon cycle; Energy pathways—food web	2
SC.912.L.17.20	Human impact on environmental systems; Using renewable resources	2
SC.912.N.1.1	Designing scientific investigations; Evaluating scientific investigations	2
Reporting Category Point Total		22

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Spring 2018 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; Cell theory and advances in science	2
SC.912.L.14.3	Comparing plant and animal cells—chloroplasts; Comparing plant and animal cells—mitochondria; General structures—eukaryotic cells	3
SC.912.L.16.3	Chromosomal mutation; DNA replication; Gene mutation; Translation	4
SC.912.L.16.17	Meiosis I and II—prophase; Uncontrolled cell growth	2
SC.912.L.18.1	Carbohydrates—primary function; Effect of environmental factors—enzyme activity; Nucleic acids—primary function; Proteins—primary function	4
SC.912.L.18.9	Cellular respiration—anaerobic; Photosynthesis	2
SC.912.L.18.12	Properties of water—freezing	1
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—comparative anatomy; Evidence for evolution—observable changes; Trends in hominid evolution—language	3
SC.912.L.15.6	Distinguishing characteristics—Eukarya; Understanding classification	2
SC.912.L.15.8	Evaluating scientific claims—origin of life; Scientific explanations for life on Earth	2
SC.912.L.15.13	Nonrandom mating; Overproduction of offspring	2
SC.912.L.16.1	Analyzing patterns of inheritance; Incomplete dominance	2
SC.912.N.1.1	Analyzing data; Evaluating scientific investigations	3
Reporting Category Point Total		14
Reporting Category 3. Organisms, Populations, and Ecosystems		
SC.912.L.14.7	Dermal tissue; Plant stems	2
SC.912.L.14.26	Frontal lobe	1
SC.912.L.14.36	Exercise	1
SC.912.L.14.52	Immune system—specific response; Significance of genetic factors; Vaccines	3
SC.912.L.16.10	Impact of biotechnology—environmental; Impact of biotechnology—society	2
SC.912.L.16.13	Female reproductive organs	1
SC.912.L.17.5	Carrying capacity; Changes in ecosystems—succession; Consequences to biodiversity—nonnative species; Life in aquatic systems—depth; Limiting factors	5
SC.912.L.17.9	Carbon cycle; Energy pathways—energy pyramid	2
SC.912.L.17.20	Human impact on environmental systems; Monitoring environmental parameters; Using nonrenewable resources	3
SC.912.N.1.1	Analyzing data; Designing scientific investigations	2
Reporting Category Point Total		22

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Spring 2018 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; Cell theory and advances in science	2
SC.912.L.14.3	Cell wall; Comparing plant and animal cells—chloroplasts; Comparing plant and animal cells—common structures	3
SC.912.L.16.3	Chromosomal mutation; Transcription	2
SC.912.L.16.17	Cell cycle—M phase; Meiosis I and II—prophase; Role of mitosis—asexual reproduction	3
SC.912.L.18.1	Effect of environmental factors—enzyme activity; Nucleic acids—primary function; Proteins—molecular structure	3
SC.912.L.18.9	Cellular respiration—anaerobic; Photosynthesis & cellular respiration relationship	2
SC.912.L.18.12	Properties of water—freezing; Properties of water—moderating temperature	2
SC.912.N.1.1	Analyzing data; Defending conclusions; Evaluating scientific investigations	3
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—fossil record	2
SC.912.L.15.6	Changes in organism classification; Distinguishing characteristics—Eukarya; Understanding classification	3
SC.912.L.15.8	Evaluating scientific claims—origin of life; Identifying what is science—origin of life	2
SC.912.L.15.13	Increasing genetic variation; Inherited variations; Nonrandom mating	3
SC.912.L.16.1	Codominance; Incomplete dominance	2
SC.912.N.1.1	Analyzing data; Evaluating scientific investigations	2
Reporting Category Point Total		14
Reporting Category 3. Organisms, Populations, and Ecosystems		
SC.912.L.14.7	Plant stems; Plant structures—reproduction	2
SC.912.L.14.26	Frontal lobe	1
SC.912.L.14.36	Exercise	1
SC.912.L.14.52	Immune system—nonspecific response; Vaccines	2
SC.912.L.16.10	Impact of biotechnology—environmental; Impact of biotechnology—society	2
SC.912.L.16.13	Human development fertilization to birth	1
SC.912.L.17.5	Changes in ecosystems—climate change; Consequences to biodiversity— nonnative species; Life in aquatic systems—depth; Life in aquatic systems—salinity; Limiting factors	7
SC.912.L.17.9	Carbon cycle; Energy pathways—food web	2
SC.912.L.17.20	Costs and benefits—renewable resources; Human impact on environmental systems	2
SC.912.N.1.1	Defending conclusions; 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 2018 Biology 1 EOC Assessment test item.

The Next Generation Sunshine State Standards (NGSSS) benchmarks and content foci assessed on the Spring 2018 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.