Note: There are limitations in the use of these reports. To understand their use, please read "How should use of Content Focus Reports be limited?" provided on page 4 of the report.

2011 Algebra 1 End-of-Course (EOC) Assessment Form 1

NGSSS Benchmark	Content Focus	Number of Points Possible
Reporting Category 1. Functions, Linear Equations, and Inequalities		
MA.912.A.2.3	Function notation; Identifying functions; Linking equations to functions	4
MA.912.A.2.4	Domain/range from equation; Domain/range from graph	2
MA.912.A.3.1	Solving linear equations	4
MA.912.A.3.3	Solving literal equations	1
MA.912.A.3.4	Solving/graphing compound inequalities; Solving/graphing simple inequalities	2
MA.912.A.3.5	Multi-step applications; Writing linear equations; Writing linear inequalities	3
MA.912.A.3.8	Graph given equation in slope-intercept form; Graph given table of values	2
MA.912.A.3.9	Slope and y-intercept given graph; Slope given graph; Slope given two points	4
MA.912.A.3.10	Point on perpendicular line; Slope parallel to given line; Slope perpendicular to given line; Writing linear equations given graph	4
MA.912.A.3.11	Making predictions from data	1
MA.912.A.3.14	Solving systems of linear equations; Writing/solving systems of linear equations	3
Reporting Category Point Total		**30**
Reporting Category 2. Rationals, Radicals, Quadratics, and Discrete Mathematics		
MA.912.A.5.4	Solving algebraic proportions	2
MA.912.A.6.2	Simplifying radical expressions	1
MA.912.A.7.1	Identifying graph given quadratic equation	1
MA.912.A.7.2	Solving quadratic equations; Solving quadratic equations with quadratic formula	3
MA.912.D.7.1	Cross product; Multiple set operations; Union and/or intersection	3
MA.912.D.7.2	Venn diagrams	2
Reporting Category Point Total		**12**
Reporting Category 3. Polynomials		
MA.912.A.4.1	Powers raised to powers; Simplifying monomial expressions	3
MA.912.A.4.2	Adding/subtracting polynomials; Multiplying binomial expressions; Simplifying polynomial expressions	3
MA.912.A.4.3	Simplifying rational expressions; Trinomial factoring with greatest common factor (GCF)	3
MA.912.A.4.4	Dividing polynomials by monomials	1
Reporting Category Point Total		**10**

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<table>
<tr><td colspan="3" align="center">2011 Algebra 1 End-of-Course (EOC) Assessment
Form 2</td></tr>
<tr><th>NGSSS
Benchmark</th><th>Content Focus</th><th>Number of
Points
Possible</th></tr>
<tr><td colspan="3" align="center">Reporting Category 1. Functions, Linear Equations, and Inequalities</td></tr>
<tr><td>MA.912.A.2.3</td><td>Function notation; Identifying functions; Linking equations to functions</td><td>4</td></tr>
<tr><td>MA.912.A.2.4</td><td>Domain/range from graph; Domain/range from table</td><td>2</td></tr>
<tr><td>MA.912.A.3.1</td><td>Solving linear equations</td><td>4</td></tr>
<tr><td>MA.912.A.3.4</td><td>Solving/graphing compound inequalities; Solving/graphing simple inequalities</td><td>2</td></tr>
<tr><td>MA.912.A.3.5</td><td>Multi-step applications; Writing linear inequalities; Writing/solving linear equations</td><td>3</td></tr>
<tr><td>MA.912.A.3.8</td><td>Graph given equation in slope-intercept form; Graph given point and slope</td><td>2</td></tr>
<tr><td>MA.912.A.3.9</td><td>Slope and y-intercept given graph; Slope given graph; Slope given two points</td><td>4</td></tr>
<tr><td>MA.912.A.3.10</td><td>Rewriting linear equations; Slope parallel to given line; Slope perpendicular to given line; Writing linear equations given graph</td><td>4</td></tr>
<tr><td>MA.912.A.3.11</td><td>Making predictions from data; Slope as a rate of change</td><td>2</td></tr>
<tr><td>MA.912.A.3.14</td><td>Solving systems of linear equations</td><td>3</td></tr>
<tr><td colspan="2" align="center">Reporting Category Point Total</td><td>30</td></tr>
<tr><td colspan="3" align="center">Reporting Category 2. Rationals, Radicals, Quadratics,
and Discrete Mathematics</td></tr>
<tr><td>MA.912.A.5.4</td><td>Solving algebraic proportions</td><td>2</td></tr>
<tr><td>MA.912.A.6.2</td><td>Simplifying radical expressions</td><td>1</td></tr>
<tr><td>MA.912.A.7.1</td><td>Identifying graph given quadratic equation</td><td>1</td></tr>
<tr><td>MA.912.A.7.2</td><td>Solving quadratic equations; Solving quadratic equations with quadratic formula</td><td>3</td></tr>
<tr><td>MA.912.D.7.1</td><td>Cross product; Union and/or intersection</td><td>3</td></tr>
<tr><td>MA.912.D.7.2</td><td>Venn diagrams</td><td>2</td></tr>
<tr><td colspan="2" align="center">Reporting Category Point Total</td><td>12</td></tr>
<tr><td colspan="3" align="center">Reporting Category 3. Polynomials</td></tr>
<tr><td>MA.912.A.4.1</td><td>Powers raised to powers; Simplifying monomial expressions</td><td>3</td></tr>
<tr><td>MA.912.A.4.2</td><td>Adding/subtracting polynomials; Simplifying polynomial expressions</td><td>3</td></tr>
<tr><td>MA.912.A.4.3</td><td>Greatest common factor; Trinomial factoring with greatest common factor (GCF)</td><td>3</td></tr>
<tr><td>MA.912.A.4.4</td><td>Dividing polynomials by monomials</td><td>1</td></tr>
<tr><td colspan="2" align="center">Reporting Category Point Total</td><td>10</td></tr>
</table>

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2011 Algebra 1 End-of-Course (EOC) Assessment
Form 3

NGSSS Benchmark	Content Focus	Number of Points Possible
Reporting Category 1. Functions, Linear Equations, and Inequalities		
MA.912.A.2.3	Function notation; Identifying functions; Linking equations to functions	4
MA.912.A.2.4	Domain/range from equation; Domain/range from table	2
MA.912.A.3.1	Solving linear equations	4
MA.912.A.3.4	Justify steps in solving inequalities; Solving/graphing compound inequalities	2
MA.912.A.3.5	Writing linear inequalities; Writing/solving linear equations	3
MA.912.A.3.8	Graph given equation in slope-intercept form; Graph given slope and y-intercept	2
MA.912.A.3.9	Slope and y-intercept given graph; Slope given graph; Slope given two points; X-intercept given equation	4
MA.912.A.3.10	Point on perpendicular line; Slope parallel to given line; Slope perpendicular to given line; Writing equations of perpendicular lines	4
MA.912.A.3.11	Making predictions from data; Slope as a rate of change	2
MA.912.A.3.14	Solving systems of linear equations; Writing systems of linear equations; Writing/solving systems of linear equations	3
Reporting Category Point Total		**30**
Reporting Category 2. Rationals, Radicals, Quadratics, and Discrete Mathematics		
MA.912.A.5.4	Solving algebraic proportions	2
MA.912.A.6.2	Multiplying radical expressions	1
MA.912.A.7.1	Identifying graph given quadratic equation	1
MA.912.A.7.2	Solving quadratic equations; Solving quadratic equations with quadratic formula	3
MA.912.D.7.1	Cross product; Union and/or intersection	2
MA.912.D.7.2	Venn diagrams	3
Reporting Category Point Total		**12**
Reporting Category 3. Polynomials		
MA.912.A.4.1	Powers raised to powers; Simplifying monomial expressions	3
MA.912.A.4.2	Adding/subtracting polynomials; Simplifying polynomial expressions	3
MA.912.A.4.3	Greatest common factor; Trinomial factoring with greatest common factor (GCF)	3
MA.912.A.4.4	Dividing polynomials by monomials	1
Reporting Category Point Total		**10**

What is content focus?

"Content focus" is a term that defines the specific content measured by each 2011 Algebra 1 EOC Assessment test item.

The Next Generation Sunshine State Standards (NGSSS) benchmarks and content foci assessed on the 2011 Algebra 1 EOC Assessment are not predictive of future Algebra 1 EOC Assessments.

How should use of Content Focus Reports be limited?

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 precautions 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.