FLORIDA DEPARTMENT OF EDUCATION
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Florida EOC Assessments

Note: There are limitations in the use of these reports. To understand their use, please read "What cautions should be considered when using Content Focus Reports?" on page 2 of this report.

Spring 2017 Algebra 1 Retake End-of-Course (EOC) Assessment Next Generation Sunshine State Standards (NGSSS)

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; Use function notation to solve equations	4
MA.912.A.2.4	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 simple inequalities	2
MA.912.A.3.5	Multistep applications; Writing linear equations; Writing linear inequalities	3
MA.912.A.3.8	Graph given equation in slope-intercept form; Graph given point and slope	2
MA.912.A.3.9	Slope and y-intercept given graph; Slope given two points; x-intercept given equation	4
MA.912.A.3.10	Slope parallel to given line; Slope perpendicular to given line; Writing linear equations given graph; Writing linear equations given slope and y-intercept	4
MA.912.A.3.11	Making predictions from data; Writing equations given data set	2
MA.912.A.3.14	Solving systems using elimination; Writing/solving systems of linear equations	3
Reporting Category Point Total		**31**
Reporting Category 2. Polynomials		
MA.912.A.4.1	Powers raised to powers; Simplifying monomial expressions	3
MA.912.A.4.2	Multiplying binomial expressions; Simplifying polynomial expressions	3
MA.912.A.4.3	Trinomial factoring; Trinomial factoring with GCF	3
MA.912.A.4.4	Dividing polynomials by monomials	1
Reporting Category Point Total		**10**
Reporting Category 3. 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 applications using quadratics; Solving quadratic equations using the zero product property	3
MA.912.D.7.1	Cross product; Union and/or intersection	3
MA.912.D.7.2	Venn diagrams	3
Reporting Category Point Total		**13**

What is content focus?
"Content focus" is a term that defines the specific content measured by each Spring 2017 Next Generation Sunshine State Standards (NGSSS) Algebra 1 Retake EOC Assessment test item.

The NGSSS benchmarks and content foci assessed on the Spring 2017 NGSSS Algebra 1 Retake EOC Assessment are not predictive of future Algebra 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.