

## **EOCEP Biology 1 2021 Data Review Report**

In fall 2021, the South Carolina Department of Education convened a panel of experts to review item data on the End-of-Course Examination Program for Biology. The panel reviewed items and data from spring 2021 assessment. Both operational and field test items were included in this review.

No 2020 Data Review Report was posted due to the suspension of the state assessment in the 2019-2020 school year by the federal government. In general, recommendations reported for 2017, 2018, and 2019 provide useful information for improving instruction of the current standards, as the data provided no new trends in performance. The panel recognizes the hard work of SC educators over the past two challenging years and offers the 2021 suggestions as an addendum to those from previous years.

The committee was also mindful of the full implementation for the South Carolina College- and Career- Ready Science Standards 2021 for the 2023-2024 school year, and have provided general recommendations to drive instruction and the development of formative assessment items with the greater rigor of the new standards in mind.

### **For students:**

- Read questions carefully to clarify what is being asked.
- Read all answer choices before selecting the final answer.
- Review test to be sure all items have been answered.

### **For teachers:**

- Increase student practice using claim-evidence-reasoning.
- Familiarize students with variety of data displays (e.g., graphs, tables, text, quantitative, qualitative) that require students to describe relationships and make connections among the variables.
- Practice questioning techniques during classroom discussion that open conversations, inspire deeper thinking, and promote student-to-student interaction.
- Increase critical reading within instruction to allow students to collect evidence that supports arguments claims or explanations and to increase content knowledge.
  - Combine the reading experience with models or data sets.
  - Require students to communicate information from reading/data/models that demonstrate an understanding of phenomena.
- Develop assessment items that:
  - provide students opportunities to construct open-ended responses,
  - require students to select from more than four answer choices (multiselect), and
  - require students to state an argument/claim/explanation in part one, and provide evidence and/or a chain of reasoning in part two.