俄亥俄州測驗解釋準則家庭報告高中

瞭解貴子女的 2018 年春季測驗得分

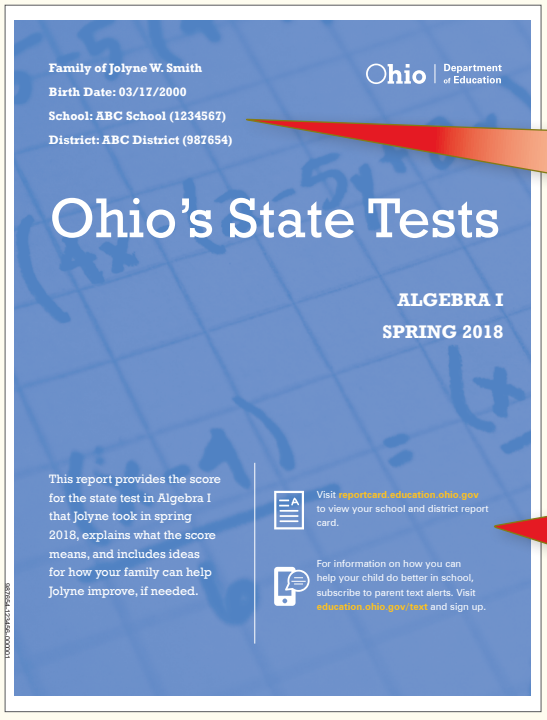
Ohio | Department of Education

本準則包括什麼資訊？

本準則說明貴子女的得分報告中各個部分所代表的意思。以下頁面展示一位名叫若蓮・史密斯的學生的報告樣本。得分和進度呈現在報告的樣式與若蓮的相同。

本準則適用於以下高中科目的得分報告：

- 美國政府
- 美國歷史
- 代數 I
- 生物
- 英語藝術 I
- 英語藝術 II
- 幾何
- 綜合數學 I
- 綜合數學 II
- 物理科學



貴子女的名稱、出生日期、學校和校區與引言文字一同顯示在第一頁的上方。

家長可以透過訪問近頁面下方顯示的網址找到資源和資訊。

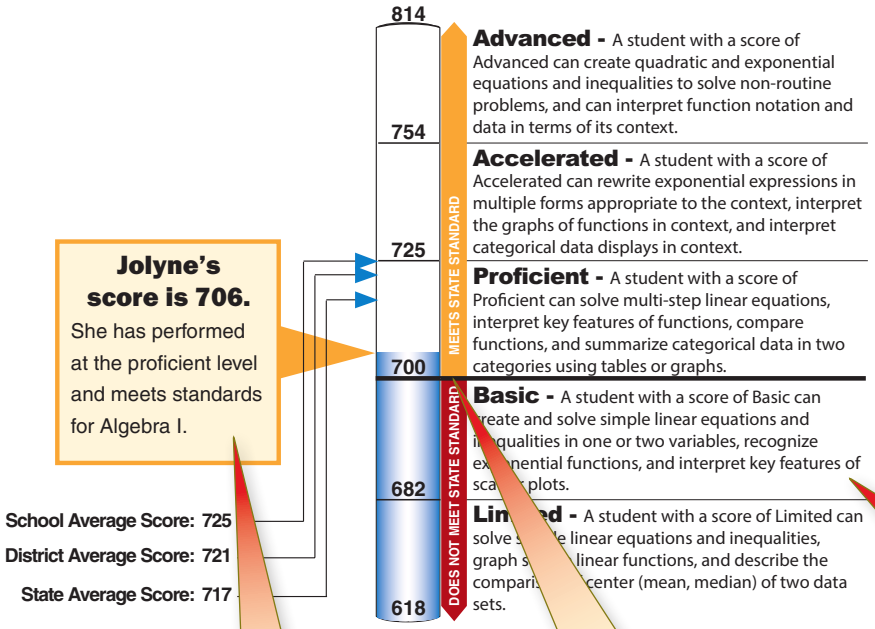
免責聲明：家庭報告樣本中的數據只供示範，並不代表實際成績。樣本上的學生名稱乃屬虛構，如與真實學生名稱雷同則純屬巧合。

我孩子的得分報告中包括什麼？

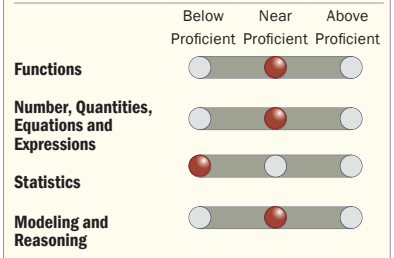
FAMILY SCORE REPORT

Ohio Department of Education

Algebra I assessment



Has Jolyne reached proficient in the areas of Algebra I?



This chart shows you how well Jolyne performed in each area. She is near proficient in Functions, is near proficient in Number, Quantities, Equations and Expressions, is below proficient in Statistics, and is near
ficient in Modeling and Reasoning.

What are your chil strengths and weakn Algebra I?

Functions

Students analyze and compare f s represented

WHAT THE
ld gr
of g
eren
ns fro

Prof

NEXT
With y
to exp
expon
consta

ns

Prof

THESE RESULTS MEAN
ld multiplies binomials and creates simple
ntial equations; solves multi-step linear
ns, systems of linear equations graphically
dratic equations by factoring.

NEXT
With y
binom
numbe
numbers ending in 5.

plots, line plots and histograms, two-way tables and scatterplots. They identify and express trends in two-variable data using linear models.

Jolyne Scored Below Proficient

THESE RESULTS MEAN
ild describes the median and mean of two different data sets but may struggle summarizing categorical data using two-way frequency tables or fitting a linear function to data.

NEXT STEPS
With your child, discuss examples of two-variable data that seem strongly correlated and what the variables have in common that leads to an appearance of causation (ice cream and sunscreen sales).

Modeling and Reasoning

Students analyze, make sense of, and apply mathematics to solve real-world problems. They draw, justify, and communicate conclusions or inferences supported by logical and mathematical thinking.

Jolyne Scored Near Proficient

WHAT THESE RESULTS MEAN
Your child solves most routine real-world problems mathematically. Your child's thinking relates skills and concepts to mathematical principles.

NEXT STEPS
Your child needs to use more mathematical terms, symbols and models to solve and explain real-world problems.

貴子女的俄亥俄州測驗得分和表現水平顯示在一個方格內，該方格有箭咀指向桶形圖表的陰影部分。出於比較目的，謹此提供貴子女就讀學校同一年級全體學生的平均得分（學校平均得分）、所屬校區同一年級全體學生的平均得分（校區平均得分）、俄亥俄州公立學校同一年級全體學生的平均得分（全州平均得分）。

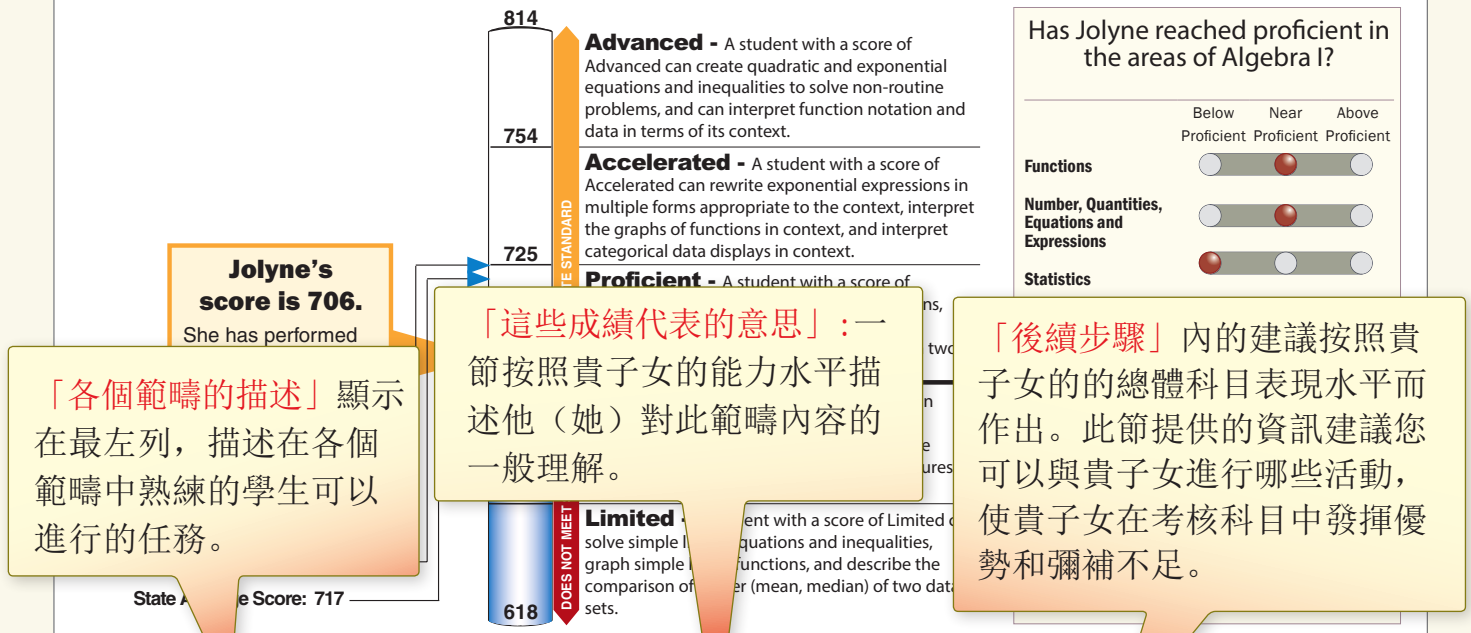
黑色實線以上的得分代表達到本州標準。黑色實線以下的得分代表未能達到本州標準。

各科的詳細表現水平描述顯示在貴子女得分報告中，描述參加俄亥俄州測驗的學生的一般技能和能力。如欲瞭解更多資訊，請參閱門戶網站的報告資源專頁。

FAMILY SCORE REPORT

Ohio Department of Education

Algebra I assessment



「各個範疇的描述」顯示在最左列，描述在各個範疇中熟練的學生可以進行的任務。

「這些成績代表的意思」：一節按照貴子女的能力水平描述他（她）對此範疇內容的一般理解。

「後續步驟」內的建議按照貴子女的的總體科目表現水平而作出。此節提供的資訊建議您可以與貴子女進行哪些活動，使貴子女在考核科目中發揮優勢和彌補不足。

What a your child's strengths and weaknesse in Algebra I?

Functions — Jolyne Scored Near Proficient

Students analyze and compare functions represented in different ways. Students interpret and compare linear, quadratic and exponential functions and the situations they model. Students identify and explain important details of functions.

WHAT THESE RESULTS MEAN
Your child graphs quadratic functions, interprets key features of graphs, compares properties of functions and differentiates between linear and exponential functions from real-world contexts.

NEXT STEPS
With your child, use dynamic graphing programs to explore the behavior of linear, quadratic and exponential functions by changing one coefficient or constant to see the effect on graphs.

Number, Quantities, Equations and Expressions — Jolyne Scored Near Proficient

Students create and solve equations and inequalities that describe relationships in real-world problems. They solve equations with one variable and systems of equations with two variables. Students can explain each step.

WHAT THESE RESULTS MEAN
Your child multiplies binomials and creates simple exponential equations; solves multi-step linear equations, systems of linear equations graphically and quadratic equations by factoring.

NEXT STEPS
With your child, explore how the multiplication of binomials is related to multiplication of two-digit numbers, such as patterns in squaring two-digit numbers ending in 5.

Statistics — Jolyne Scored Below Proficient

Students summarize and interpret one- and two-variable data. They represent the data using box plots, line plots and histograms, two-way tables and scatterplots. They identify and express trends in two-variable data using linear models.

WHAT THESE RESULTS MEAN
Your child describes the median and mean of two different data sets but may struggle summarizing categorical data using two-way frequency tables or fitting a linear function to data.

NEXT STEPS
With your child, discuss examples of two-variable data that seem strongly correlated and what the variables have in common that leads to an appearance of causation (ice cream and sunscreen sales).

Modeling and Reasoning — Jolyne Scored Near Proficient

Students analyze, make sense of, and apply mathematics to solve real-world problems. They draw, justify, and communicate conclusions or inferences supported by logical and mathematical thinking.

WHAT THESE RESULTS MEAN
Your child solves most routine real-world problems mathematically. Your child's thinking relates skills and concepts to mathematical principles.

NEXT STEPS
Your child needs to use more mathematical terms, symbols and models to solve and explain real-world problems.

常見問題

進行俄亥俄州測驗的目的是什麼？

我們可以透過本州實施的學能測驗，瞭解學生在「俄亥俄州學習標準」列出的知識和技能上表現如何。這些測驗對未來的教學工作具有指導和強化作用，我們從而可以確定為學生作好準備，讓他們長遠在學校、高等院校、職業和生活上取得成就。測驗成績同時讓一般公民知道，他們所屬地區的學校與州內其他地區的學校在表現上有何異同。

測驗是如何開發出來的？

測驗開發是一個覆蓋甚廣而且不斷進行的過程，確保本州進行的各項測驗是檢測學生知識和技能的有效和合適工具。

俄亥俄州教育廳與俄亥俄州教育界和「美國研究所」（American Institutes for Research）攜手開發本州各項測驗。各個內容顧問委員會以及公平及敏感度委員會討論測驗問題是否準確公平，是否適合課程，是否能夠檢測「俄亥俄州學習標準」所列的各個方面。

測驗建立後，組成標準釐定委員會的另一組教育工作者對五項表現水平的決斷得分表達建議。本州教育局批准這些建議。在俄亥俄州測驗門戶網站的 報告資源專頁 可以找到各項標準和表現水平描述。

如果得分報告上空白或沒有顯示得分怎麼辦？

如果貴子女的測驗無效，報告將不會顯示任何得分。此外，此節第 3 頁關於貴子女強項和弱項的詳情將會顯示「沒有任何數據提供，如有疑問，請諮詢貴子女的教師。」如果您對這些陳述存有疑問或顧慮，請聯絡貴子女的學校。

詞彙 / 釋義表

內容範疇：內容範疇也就是科目的意思（例如英語藝術、數學、科學和社會）。

俄亥俄州學習標準：俄亥俄州學習標準定義學生應有的知識和技能。在俄亥俄州教育廳網站 education.ohio.gov 可以找到俄亥俄州學習標準的相關資訊。

表現水平：每個科目都有五項學能表現水平。其中三項表現水平（「高階」、「加速」和「熟練」）的得分都是高於「合格」得分 700。其中兩項表現水平（「基本」和「限制」）的得分都是低於「合格」得分。「加速」表現水平表示學生正在為入讀高等院校和就業作好準備。每項科目範疇都有針對各項表現水平的具體描述，這稱為「表現水平描述」。針對所有內容範疇的「表現水平描述」可以在俄亥俄州測驗門戶網站的 報告資源專頁 找到。

報告種類：每項測驗有三至五項報告種類。報告種類是每項科目中的主要測驗範疇。例如，綜合數學 I 科的範疇包括幾何、統計、代數、數字與數量函數，以及建模與推理。

報告種類指標：顯示技能或學習標準相若的多個小組在各個報告種類得出的測驗成績。例如，綜合數學 I 科的其中一項報告種類是統計。學生在統計或報告種類中的其他範疇上的表現以指標方式報告。這些指標包括「*有欠熟練*」、「*近乎熟練*」和「*超乎熟練*」。

得分：由於不同測驗形式上的原始得分（實際得分）無法比較，所以要轉換成量表得分，以作用於報告用途。量表得分使在不同情況下進行的相同測驗得以比較。例如，今年參加英語藝術 I 州立測驗的學生的量表得分可與去年參加相同測驗的學生的量表得分作比較。不同科目的量表得分無法比較。