このガイドでは、生徒の成績表の見方について説明します。以下のページでは、ジェーン・スミスさんの検定結果を例に見ていくします。お子様の成績表も同じように理解できるようになります。

このガイドは、学年3～8の生徒が対象です。
• 英語：学年4～8
• 算数：学年3～8
• 理科：学年5および学年8

このページの上部に記されています。

生徒の氏名、生年月日、校名、学区名は、概要説明と共に最初のページの上部に記されています。

保護者の方は、リソースおよび情報ページ下付近に記されているウェブサイトで確認できます。

無料事項：この報告書に記されている内容は、説明用です。実際の結果ではありません。例に記されている生徒の氏名は架空です。同姓同名の生徒が存在する場合は単なる偶然です。
Jane’s score is 706.
She has performed at the proficient level and meets standards for Mathematics.

<table>
<thead>
<tr>
<th>Mathematics assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced - A student with a score of 790 has reached proficient in the areas of Mathematics.</td>
</tr>
<tr>
<td>Accelerated - A student with a score of 744 has advanced proficiency in the areas of Mathematics.</td>
</tr>
<tr>
<td>Proficient - A student with a score of 725 has performed at the proficient level in the areas of Mathematics.</td>
</tr>
<tr>
<td>Basic - A student with a score of 700 has basic proficiency in the areas of Mathematics.</td>
</tr>
<tr>
<td>Limited - A student with a score of 682 has limited proficiency in the areas of Mathematics.</td>
</tr>
<tr>
<td>District Average Score: 725</td>
</tr>
<tr>
<td>State Average Score: 717</td>
</tr>
</tbody>
</table>

What are your child's strengths and weaknesses in Mathematics?

Ratios and Proportions

Students understand and use ratios (comparing numbers by division). They write and solve 1-step equations or inequalities with fractions, finds areas and volumes of figures, and finds how spread out data are.

Advanced - A student with a score of 790 has reached proficient in the areas of Mathematics.

Accelerated - A student with a score of 744 has advanced proficiency in the areas of Mathematics.

Proficient - A student with a score of 725 has performed at the proficient level in the areas of Mathematics.

Basic - A student with a score of 700 has basic proficiency in the areas of Mathematics.

Limited - A student with a score of 682 has limited proficiency in the areas of Mathematics.

The Number System

Students add, subtract, multiply, and divide multi-digit whole numbers and decimals to the hundredths to solve real-world problems. They divide fractions by fractions and apply to familiar situations. They understand positive and negative numbers and plot points on a number line.

WHAT THESE RESULTS MEAN

Students identify or create equivalent expressions (like 2x3 = 6). They write and solve one-step equations (like x + 3 = 4) and write and solve inequalities (like x > 10).

Jane scored near proficient in The Number System.

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.

WHAT THESE RESULTS MEAN

Students identify or create equivalent expressions (like 2x3 = 6). They write and solve one-step equations (like x + 3 = 4) and write and solve inequalities (like x > 10).

Jane scored near proficient in Modeling and Reasoning.

Reasoning

Students justify, and communicate conclusions or inferences supported by logical and mathematical thinking.

WHAT THESE RESULTS MEAN

Students identify or create equivalent expressions (like 2x3 = 6). They write and solve one-step equations (like x + 3 = 4) and write and solve inequalities (like x > 10).

Jane scored near proficient in Reasoning.

Each area is scored at one of four levels: Below Proficient, Near Proficient, Proficient, and Advanced. A student with a score of Advanced has reached proficient in the areas of Mathematics. A student with a score of Proficient has performed at the proficient level in the areas of Mathematics.

Has Jane reached proficient in the areas of Mathematics?

Ratios and Proportions

Expressions and Equations

Geometry and Statistics

The Number System

Modeling and Reasoning

This chart shows how well Jane performed in each area. She is near proficient in Ratios and Proportions, is proficient in Expressions and Equations, is below proficient in Geometry and Statistics, is near proficient in The Number System, and is near proficient in Modeling and Reasoning.

In coordinate grids, they use graphs to show and interpret data based on how spread out the data are and their central values.

WHAT THESE RESULTS MEAN

Students find area, volume, and surface area with whole numbers but may struggle with fractional lengths. They show numerical data in different ways, and find the average and middle value of a set of data.

Jane scored near proficient in The Number System.

WHAT THESE RESULTS MEAN

Your child uses models to divide fractions by fractions, uses number lines to compare negative numbers, finds common factors and multiples (for 8 and 12, 4 is a common factor, and 24 is a common multiple), and performs operations on multi-digit decimals.

Jane scored near proficient in Expressions and Equations.

WHAT THESE RESULTS MEAN

Your child needs to use more mathematical terms, symbols and models when solving and explaining real-world problems.

Jane scored below proficient in Geometry and Statistics.

WHAT THESE RESULTS MEAN

Your child uses models to divide fractions by fractions, understands negative whole numbers, uses ratios (comparing numbers by division), and finds values of numerical expressions.
Jane's score is 706. She has performed

What are your child’s strengths and weaknesses in Mathematics?

**Ratios and Proportions**
- Students understand and use ratios (comparing numbers by division), unit rates (like price per ounce), and percents to describe relationships between numbers and solve real-world problems. They use ratios and unit rates to create tables of equal ratios, graphs, and convert units of measurement.

**WHAT THESE RESULTS MEAN**
- Your child uses the understanding of ratios, rates and percents to describe relationships between numbers, to create ratio tables and to solve problems. She uses ratio tables to convert units of measure.

**NEXT STEPS**
- Ask your child to represent a real-world context symbolically (50 miles per hour can be shown as 50t, where t is hours). Have your child create a driving-time plan to reach a destination, considering miles and speed limits.

**Expressions and Equations**
- Students write expressions for situations. They find values of expressions with exponents (like 4^2) and letters that stand for numbers (when p=3, then 2p=6). They identify or create equivalent expressions (like x + 3x = 4x). They write and solve 1-step equations or inequalities like x + 3 = 5 or 2x + 3 = 10.

**WHAT THESE RESULTS MEAN**
- Your child writes and finds the value of expressions with exponents like 2^5 and variables like 2x + 1 for situations; identifies equivalent expressions like 2x + 5x + 3x = 10; writes and solves one-step equations and writes inequalities like x + 4 = 13 or 2x < 6.

**NEXT STEPS**
- With your child, model operations using expressions like 2(x + 5). Use blue tiles as "x" and green tiles as "1." Show 2(x + 5) as 2 groups of x + 5 (1 blue and 5 green tiles). Regroup the tiles to see there are 2 blue tiles and 10 green tiles, so 2(x + 5) = 2x + 10.

**Geometry and Statistics**
- Students solve problems by finding the area and volume of complex figures and surface areas of solids using different strategies, and drawing polygons in coordinate grids. They use graphs to show and interpret data based on how spread out the data are and their central values.

**WHAT THESE RESULTS MEAN**
- Your child finds area, volume and surface area with whole number side lengths but may struggle with fractional lengths. She shows numerical data in different ways, and finds the average and middle value of a set of data.

**NEXT STEPS**
- With your child, talk about different objects (walls, floors, boxes), and when to find area and volume. Discuss filling (volume) and covering (area) real-life situations. Measure some objects and compute the area or volume.

**The Number System**
- Students add, subtract, multiply, and divide multi-digit whole numbers and decimals to the hundredths to solve real-world problems. They divide fractions by fractions and apply to familiar situations. They understand positive and negative numbers and plot points on a number line.

**WHAT THESE RESULTS MEAN**
- Your child uses models to divide fractions by fractions, uses number lines to compare negative numbers, finds common factors and multiples (for 8 and 12, 4 is a common factor, and 24 is a common multiple), and performs operations on multi-digit decimals.

**NEXT STEPS**
- With your child, use visual models to help divide a fraction by a fraction. Pick a point at random on the coordinate plane, and have your child find it. Provide opportunities to add, subtract, multiply, and divide multi-digit decimals.

**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.

**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 when solving and explaining real-world problems.
よくある質問

オハイオ州の検定の目的は何ですか？
州の能力検定は、オハイオ州が定めた知識および能力基準に対して生徒がどの程度達成しているかを判断するものです。この検定により、生徒の今後の学習、将来、生活を長期的に見据えて教育の内容を確認し、強化する手助けになります。検定結果は、同州内の別の学校と比較して、地域の学校がどの程度であるか地域住民に知らせる手段にもなります。

検定の内容はどのようにして作られていますか？
検定の作成は、州の検定が有効であり、生徒の知識と技能を観極める適切な手段であることを保証するため、広範かつ継続的に行われています。

オハイオ州の教育省が、教育委員会および米国研究機関が協力して作成しています。内容諮問委員会、並びに公正・公正性委員会は、試験項目が正確かつ公平であるか、オハイオ州の学習基準の要素に適しているか、評価できるものかを討議します。

検定結果が空白またはスコアが記入されないことがありますか？
生徒の検定が無効の場合、結果にスコアは記されません。また、生徒の長所および短所の詳細を示すこのガイドの3ページ目には「データなし」と記されます。ご質問は、生徒の担任教師にお問い合わせください。検定無効について質問または懸念がある場合は、生徒が通う学校に問い合わせてください。

用語説明
評価分野 — 評価分野は教科であり、例えば、英語、算数、理科、道徳などです。

オハイオ州学習基準 — オハイオ州学習基準は、生徒が身に付けているべき知識および能力を定義したもので、オハイオ州教育省のホームページ（education.ohio.gov）を参照してください。

能力レベル — 各教科分野には5つの能力レベルが設定されています。その内3つ（上級、上達が早い、熟練）が標準700より優れていることを示し、残り2つ（基礎、限界）は標準よりも劣っていることを示します。上達が早いレベルの生徒は、進学および就職の準備軌道にあることを示しています。教科ごとに、『能力レベルの説明』で各性能レベルが細かく説明されています。すべての評価分野における能力レベルの説明は、オハイオ州検定ポータルの報告ページを参照してください。

レポートカテゴリ — 検定ごとに3〜5種類のレポートカテゴリがあります。レポートカテゴリは、各教科において検定の対象となる重要な分野です。例えば、3学年の算数では、掛け算と割り算、数字と演算、分数、幾何学、およびモデリングと推論があります。

レポートカテゴリ指標 — レポートカテゴリの試験で測定された同様の箇所または学習基準のグループを示します。例えば、3学年の算数のレポートカテゴリは掛け算と割り算です。検定結果では、生徒の掛け算と割り算（またはその他のレポートカテゴリ）の能力をスコアではなく指標で示します。この指標は、上級、中級、初級です。

スコア — 素点（得点）は、異なる検定形式のものと比較できないため、レポート様に変換されます。変換されたスコアは、同じ検定において総合的な比較に使用されます。例えば、3学年の英語の検定を今年受けた生徒のスコアを昨年のスコアと比較します。このスコアは異なる教科では比較できません。