

特點分級

雙語版



特點分級

特點分級是甚麼意思呢？

Criterion 除了提供 Criterion 分數及診斷式報告之外，也包含了一項指導教師可自行啟用或停用的功能，即特點分級的回饋。特點分級共分為「初階」、「熟練」和「進階」。三項特點分級如下：

- 遣詞用字
- 寫作規範
- 流暢度 / 結構

遣詞用字：

遣詞用字代表運用詞彙的能力，以正確使用字詞的頻率和字詞多樣性為評斷依據。

寫作規範：

寫作規範代表在句子中掌握文法和措詞的能力，以句式結構中的錯誤數為評斷依據，例如不完整的句子、流水句、主動詞不一致、錯誤的動詞形式、代名詞錯誤、缺少所有格、錯字或漏字、介詞錯誤，以及拼寫、大小寫和標點符號錯誤。

流暢度 / 結構：

流暢度 / 結構代表作答的整體表現。以一般結構（前言、論點、主旨、支持論點、結論）、適當轉折、句式多樣性和正確運用主動及被動語態的情況為評斷依據。

Criterion 提供的診斷式報告可提供詳細資料，協助您找出文章中有待加強的部分，並且加以改善。

Criterion 特點分級

小學(4及5年級)：

遣詞用字：

這項特質代表運用詞彙的能力。

分數以正確使用字詞的頻率和字詞多樣性為評斷依據。

程度	說明
初階	使用簡單的字詞，偶有錯誤用詞，即為初階程度。
熟練	正確地使用簡單字詞，偶有恰當的用詞，即為熟練程度。
進階	一貫地使用正確且恰當的用詞，即為進階程度。

寫作規範：

這項特質代表掌握文法和措詞的能力。

分數以句式結構中的錯誤數為評斷依據，例如不完整的句子、流水句、主動詞不一致、錯誤的動詞形式、代名詞錯誤、缺少所有格、錯字或漏字、介詞錯誤，以及拼寫、大小寫和標點符號錯誤。

程度	說明
初階	包含一些影響理解的錯誤，即為初階程度。
熟練	包含一些錯誤，但大致不影響理解，即為熟練程度。
進階	包含少許不影響理解的錯誤，即為進階程度。

流暢度 / 結構：

這項特質代表作答的整體表現。

分數以一般結構（前言、論點、主旨、支持論點、結論）、適當轉折、句式多樣性和適當運用主動語態的情況為評斷依據。

程度	說明
初階	缺乏明確結構，並包含簡單的句式結構，即為初階程度。
熟練	提供條理分明的資訊，並包含一些多樣化的簡單句式，即為熟練程度。
進階	結構清晰並使用多樣化的句式，即為進階程度。

註解：

初階 – < 2.5

熟練 – 2.5-4.5

進階 – > 4.5

國中(6、7及8年級)：

遣詞用字：

這項特質代表運用詞彙的能力。

分數以正確使用字詞的頻率和字詞多樣性為評斷依據。

程度	說明
初階	使用簡單的字詞，偶有不精準的用詞，即為初階程度。
熟練	正確地使用簡單字詞，偶有精準的用詞，即為熟練程度。
進階	展現了精準的遣詞用字能力，即為進階程度。

寫作規範：

這項特質代表掌握文法和措詞的能力。

分數以句式結構中的錯誤數為評斷依據，例如不完整的句子、流水句、主動詞不一致、錯誤的動詞形式、代名詞錯誤、缺少所有格、錯字或漏字、介詞錯誤，以及拼寫、大小寫和標點符號錯誤。

程度	說明
初階	包含一些影響理解的錯誤，即為初階程度。
熟練	包含一些錯誤，但大致不影響理解，即為熟練程度。
進階	包含少許不影響理解的錯誤，即為進階程度。

流暢度 / 結構：

這項特質代表作答的整體表現。

分數以一般結構（前言、論點、主旨、支持論點、結論）、適當轉折、句式多樣性和適當運用主動語態的情況為評斷依據。

程度	說明
初階	缺少結構或因太過簡短而無法充分闡述觀點，而且往往無法準確掌握句式結構，即為初階程度。
熟練	提供一系列具關連性的資訊，並在簡單的句子中展現了多樣化的句式，即為熟練程度。
進階	結構完整、轉折分明、未偏離主題，並保持句式的多樣性，即為進階程度。

註解：

初階 - < 2.5

熟練 - 2.5-4.5

進階 - > 4.5

高中(9、10、11及12年級)：

遣詞用字：

這項特質代表運用詞彙的能力。

分數以正確使用字詞的頻率和字詞多樣性為評斷依據。

程度	說明
初階	使用簡單的字詞，偶有不精準的用詞，即為初階程度。
熟練	正確地使用簡單字詞，偶有精準的用詞，即為熟練程度。
進階	展現了精準的遣詞用字能力，即為進階程度。

寫作規範：

這項特質代表在句子中掌握文法和措詞的能力。

分數以句式結構中的錯誤數為評斷依據，例如不完整的句子、流水句、主動詞不一致、錯誤的動詞形式、代名詞錯誤、缺少所有格、錯字或漏字、介詞錯誤，以及拼寫、大小寫和標點符號錯誤。

程度	說明
初階	包含足以造成理解困難的錯誤，即為初階程度。
熟練	包含一些錯誤，但大致不影響理解，即為熟練程度。
進階	包含少許不影響理解的錯誤，即為進階程度。

流暢度 / 結構：

這項特質代表作答的整體表現。

分數以一般結構（前言、論點、主旨、支持論點、結論）、適當轉折、句式多樣性和適當運用主動語態的情況為評斷依據。

程度	說明
初階	缺少結構或因太過簡短而無法充分闡述觀點，而且往往無法準確掌握句式結構，即為初階程度。
熟練	提供一系列具關連性的資訊，並在簡單的句子中展現了多樣化的句式，即為熟練程度。
進階	結構完整、轉折分明、未偏離主題，並保持句式的多樣性，即為進階程度。

註解：

初階 - < 2.5

熟練 - 2.5-4.5

進階 - > 4.5

Trait Levels

What do your trait levels mean?

The *Criterion* service includes the option of reporting trait levels in addition to the *Criterion* score and diagnostic feedback. Trait levels, which are reported as Developing, Proficient or Advanced, are enabled or disabled by the instructor. The three traits for which information is provided are:

- Word Choice
- Conventions
- Fluency/Organization

Word Choice:

This trait refers to the use of vocabulary in the response. The level is based on frequency and variety of words correctly used in the response.

Conventions:

This trait refers to the grammar and usage at the sentence level. The level is based on the number of errors in sentence construction, such as fragments and run-on sentences, subject-verb agreement errors, ill-formed verbs, pronoun errors, missing possessives, wrong or missing words, preposition errors, spelling, capitalization, and punctuation errors.

Fluency/Organization:

This trait refers to the response as a whole. The level is based on the general structure (introduction, thesis, main points, supporting ideas, and conclusion), appropriate transitions, sentence variety, and proper use of active and passive voice.

The diagnostic feedback from the *Criterion* reports can provide additional detail to help you find and address weak areas in your essay.

Criterion Trait Levels

Elementary (Grades 4 and 5):

Word Choice:

This trait refers to the use of vocabulary in the response.

The score is based on the correct use of varied words in the response.

Level	Description
Developing	A response at the <i>Developing</i> level contains simple words with some incorrect word choices.
Proficient	A response at the <i>Proficient</i> level contains simple words used correctly with some good word choices.
Advanced	A response at the <i>Advanced</i> level contains good word choices consistently used correctly.

Conventions:

This trait refers to the grammar and usage in sentences.

The score is based on the number of errors in sentence construction: such as fragments and run-on sentences, subject-verb agreement errors, ill-formed verbs, pronoun errors, missing possessives, wrong or missing words, preposition errors, and spelling, capitalization, and punctuation errors.

Level	Description
Developing	A response at the <i>Developing</i> level contains some errors that prevent understanding.
Proficient	A response at the <i>Proficient</i> level contains some errors, but they do not generally prevent understanding.
Advanced	A response at the <i>Advanced</i> level contains few errors, and they do not prevent understanding.

Fluency/Organization:

This trait refers to the response as a whole.

The score is based on the general structure and organization, appropriate transitions, sentence variety, and uses active voice appropriately.

Level	Description
Developing	A response at the <i>Developing</i> level lacks clear organization and contains simple sentence structures.
Proficient	A response at the <i>Proficient</i> level provides clearly ordered information and contains simple sentences with some sentence variety.
Advanced	A response at the <i>Advanced</i> level contains clear organization and uses sentence variety.

Note:

Developing - < 2.5

Proficient - 2.5-4.5

Advanced - > 4.5

Middle School (Grades 6, 7 and 8):

Word Choice:

This trait refers to the use of vocabulary in the response.

The score is based on frequency and variety of words correctly used in the response.

Level	Description
Developing	A response at the <i>Developing</i> level contains simple words with some inaccurate word choices.
Proficient	A response at the <i>Proficient</i> level contains simple words used correctly with some specific word choices.
Advanced	A response at the <i>Advanced</i> level exhibits specific words choices.

Conventions:

This trait refers to the grammar and usage at the sentence level.

The score is based on the number of errors in sentence construction: such as fragments and run-on sentences, subject-verb agreement errors, ill-formed verbs, pronoun errors, missing possessives, wrong or missing words, preposition errors, and spelling, capitalization, and punctuation errors.

Level	Description
Developing	A response at the <i>Developing</i> level contains some errors that prevent understanding.
Proficient	A response at the <i>Proficient</i> level contains some errors, but they do not generally prevent understanding.
Advanced	A response at the <i>Advanced</i> level contains few errors, and they do not prevent understanding.

Fluency/Organization:

This trait refers to the response as a whole.

The score is based on the general structure (introduction, thesis, main points, supporting ideas, conclusion), appropriate transitions, sentence variety, and uses active voice appropriately.

Level	Description
Developing	A response at the <i>Developing</i> level lacks organization or is too brief to develop ideas fully. There is often no clear control over sentence structures.
Proficient	A response at the <i>Proficient</i> level provides a clear sequence of pieces of information that are related to each other. Sentences are simple, but some sentence variety is demonstrated.
Advanced	A response at the <i>Advanced</i> level is well organized with clear transitions and a maintained focus. It sustains sentence variety.

Note:

Developing - < 2.5

Proficient - 2.5-4.5

Advanced - > 4.5

High School (Grades 9, 10, 11 and 12):

Word Choice:

This trait refers to the use of vocabulary in the response.

The score is based on frequency and variety of words correctly used in the response.

Level	Description
Developing	A response at the <i>Developing</i> level contains simple words with some inaccurate word choices.
Proficient	A response at the <i>Proficient</i> level contains simple words used correctly with some specific word choices.
Advanced	A response at the <i>Advanced</i> level exhibits specific words choices

Conventions:

This trait refers to the grammar and usage at the sentence level.

The score is based on the number of errors in sentence construction: such as fragments and run-on sentences, subject-verb agreement errors, ill-formed verbs, pronoun errors, missing possessives, wrong or missing words, preposition errors, and spelling, capitalization, and punctuation errors.

Level	Description
Developing	A response at the <i>Developing</i> level contains enough errors to make understanding difficult.
Proficient	A response at the <i>Proficient</i> level contains some errors, but they do not generally prevent understanding.
Advanced	A response at the <i>Advanced</i> level contains few errors, and they do not prevent understanding.

Fluency/Organization:

This trait refers to the response as a whole.

The score is based on the general structure (introduction, thesis, main points, supporting ideas, conclusion), appropriate transitions, sentence variety, and uses active voice appropriately.

Level	Description
Developing	A response at the <i>Developing</i> level lacks organization or is too brief to develop ideas fully. There is often no clear control over sentence structures.
Proficient	A response at the <i>Proficient</i> level provides a clear sequence of pieces of information that are related to each other. Sentences are simple but some sentence variety is demonstrated.
Advanced	A response at the <i>Advanced</i> level is well organized with clear transitions and a maintained focus. It sustains sentence variety.

Note:

Developing - < 2.5

Proficient - 2.5-4.5

Advanced - > 4.5