

數學推理 Mathematical Reasoning

此卷與一般學校的數學考試不同，旨在測試考生的數學能力，因此題目題材多元化，或別於一般學校課程內容範圍。

This paper attempts to measure mathematical ability, in contrast to a test of school achievement in mathematics. Consequently, the material used for the questions in this test is selected from a wide variety of sources, and may differ from standard school-based curriculum materials.

1. 有一些整數分別被 2、3、4 或 5 整除後，餘數都是 1。請找出符合以上定律的最小整數。

When a certain whole number is divided by 2, 3, 4, or 5, the remainder is 1 in each case. What is the smallest number to which this rule applies?

- A 21
- B 31
- C 51
- D 61

- 2.

輸入數 Input	-5	-1	2	4	9	13
輸出數 Output	-9	-1	5	?	19	27

若輸入數是 -10，輸出數是多少？

If input was -10, what was the output?

- A -4.5
- B -5.5
- C -19
- D -21

3. 史提芬正練習舉重以鍛練肌肉，他現在能舉起 60 公斤，他希望於兩個月後能舉起比現時多百分之二十的重量，試計算出他的目標舉起重重。

Steven is lifting weight to strengthen his muscles. At present he can lift 60kg. Steven is aiming to lift 20% more after two months practice. What weight is he aiming to lift?

- A 66kg
- B 70kg
- C 72kg
- D 80kg

4. 第一個圖展示了一個按一套特定準則已完全填妥的數字方格。

The first diagram shows a number square completed according to a certain rule.

2	2	4
7	5	35
14	10	140

以下是一個未完全填妥但按相同準則製作的數字方格。

The partly completed number square is constructed according to the same rule.

3	8	
-4		20
		*

「*」代表

The * represents

- A 480
- B 240
- C 220
- D 192

5. 右圖早上 6 時顯示的溫度，溫度會每三十分鐘上升 1°，按此速度，甚麼時間會到達 20°？

The temperature is shown at 6:00 a.m. It is rising 1° every thirty minutes. At this rate, it will reach 20° at

- A 7:15 a.m.
- B 7:30 a.m.
- C 7:45 a.m.
- D 8:00 a.m.



Higher Ability Student Test Practice Examples

Daniel F McAuley



Higher Ability Student Test Practice Examples:

Item Response Theory Ronald K. Hambleton, H. Swaminathan, 2013-11-11 In the decade of the 1970s item response theory became the dominant topic for study by measurement specialists. But the genesis of item response theory (IRT) can be traced back to the mid thirties and early forties. In fact, the term Item Characteristic Curve, which is one of the main IRT concepts, can be attributed to Ledyard Tucker in 1946. Despite these early research efforts, interest in item response theory lay dormant until the late 1960s and took a backseat to the emerging development of strong true score theory. While true score theory developed rapidly and drew the attention of leading psychometricians, the problems and weaknesses inherent in its formulation began to raise concerns. Such problems as the lack of invariance of item parameters across examinee groups and the inadequacy of classical test procedures to detect item bias or to provide a sound basis for measurement in tailored testing gave rise to a resurgence of interest in item response theory. Impetus for the development of item response theory as we now know it was provided by Frederic M. Lord through his pioneering works (Lord, 1952, 1953a, 1953b). The progress in the fifties was painstakingly slow due to the mathematical complexity of the topic and the nonexistence of computer programs.

Sociology of Education James Ainsworth, 2013-04-11 The sociology of education is a rich interdisciplinary field that studies schools as their own social world as well as their place within the larger society. The field draws contributions from education, sociology, human development, family studies, economics, politics, and public policy. *Sociology of Education: An A to Z Guide* introduces students to the social constructions of our educational systems and their many players, including students and their peers, teachers, parents, the broader community, politicians, and policy makers. The roles of schools, the social processes governing schooling, and impacts on society are all critically explored. Despite an abundance of textbooks and specialized monographs, there are few up-to-date reference works in this area. *Features, Benefits, 335 signed entries fill 2 volumes in print and electronic formats providing the most comprehensive reference resource available on this topic. Cross-References and Suggestions for Further Reading* guide readers to additional resources. *A thematic Reader's Guide* groups related articles by broad topic areas as one handy search feature on the e-Reference platform, which also includes a comprehensive index of search terms facilitating ease of use by both on-campus students and distance learners. *A Chronology* provides students with historical perspective on the sociology of education.

Students at Risk of School Failure José Jesús Gázquez, José Carlos Núñez, 2018-10-18 The main objective of this Research Topic is to determine the conditions that place students at risk of school failure, identifying student and context variables. In spite of the fact that there is currently little doubt about how one learns and how to teach in some countries of the developed world, there is still a high rate of school failure. Although the term school failure is a very complex construct insofar as its causes, consequences, and development from the field of educational psychology, the construct student engagement has recently gained special interest in an attempt to deal with the serious problem of school failure. School engagement builds on the anatomy of the students.

involvement in school and describes their feelings behaviors and thoughts about their school experiences So engagement is an important component of students school experience with a close relationship to achievement and school failure Children who self set academic goals attend school regularly and on time behave well in class complete their homework and study at home are likely to interact adequately with the school social and physical environments and perform well in school In contrast children who miss school are more likely to display disruptive behaviors in class miss homework frequently exhibit violent behaviors on the playground fail subjects be retained and if the behaviors persist quit school Moreover engagement should also be considered as an important school outcome eliciting more or less supportive reactions from educators For example children who display school engaged behaviors are likely to receive motivational and instructional support from their teachers The opposite may also be true But what makes student engage more or less The relevant literature indicates that personal variables e g sensory motor neurodevelopmental cognitive motivational emotional behavior problems learning difficulties addictions social and or cultural variables e g negative family conditions child abuse cultural deprivation ethnic conditions immigration or school variables e g coexistence at school bullying cyberbullying may concurrently hinder engagement preventing the student from acquiring the learnings in the same conditions as the rest of the classmates

Proceedings of the High School Conference of November 1910-November 1931 Horace Adelbert Hollister,1927
Yearbook of the National Reading Conference National Reading Conference (U.S.),1974 Journal of Chemical Education ,1926 Includes Report of New England Association of Chemistry Teachers and Proceedings of the Pacific Southwest Association of Chemistry Teachers **Gurba V. Community High School District No. 155** ,2014

Proceedings of the High School Conference of November 1910-November 1931 ,1917 University High School Journal ,1929 Resources in Education ,1987-10 **Tests in Fundamental Abilities of Visual Art ... Grades 3-12** Alfred S. Lewerenz,1927 **Mathematics Sample Items** ,1993 **Bulletin** ,1928 **Education pamphlets** ,1928 Education Series University of Missouri,1928 *University of Missouri-Columbia Bulletin* ,1928 **Enriched Teachings of Mathematics in the High School** Maxie Nave Woodring, Vera Sanford,1928 *Journal of Higher Education* ,1981 **Remedial Work Reading** Worth James Osburn,1925 *Remedial and Follow-up Work* Worth James Osburn,1925

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