

第五
届

英语教学与测评学术研讨会

The Fifth Conference on English as a Foreign Language Teaching and Assessment

—— 教、学、评：核心素养与多元评价 ——

基于优诊学测评的教学设计

---以Cups That Cheer 为例

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01

诊断结果分析



1. 诊断结果分析

测评时间：2021年3月21日

参与测评者：本校高二（2）班学生

阅读能力总体表现：



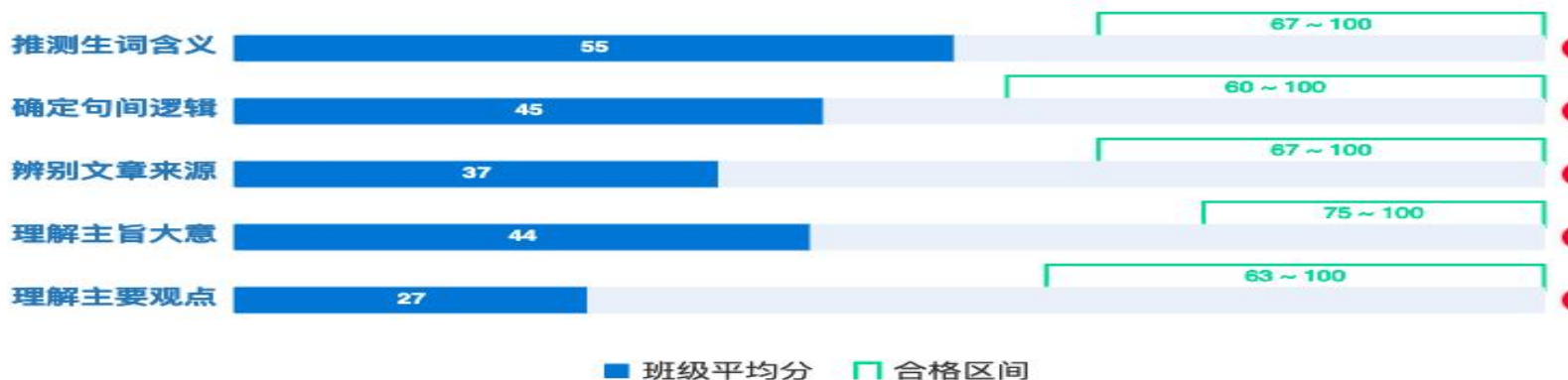
阅读能力总体表现：
班级平均分为39分，
28人处于高二这一
层级的低水平，4人
处于高二这一层级
的中水平。



1. 诊断结果分析

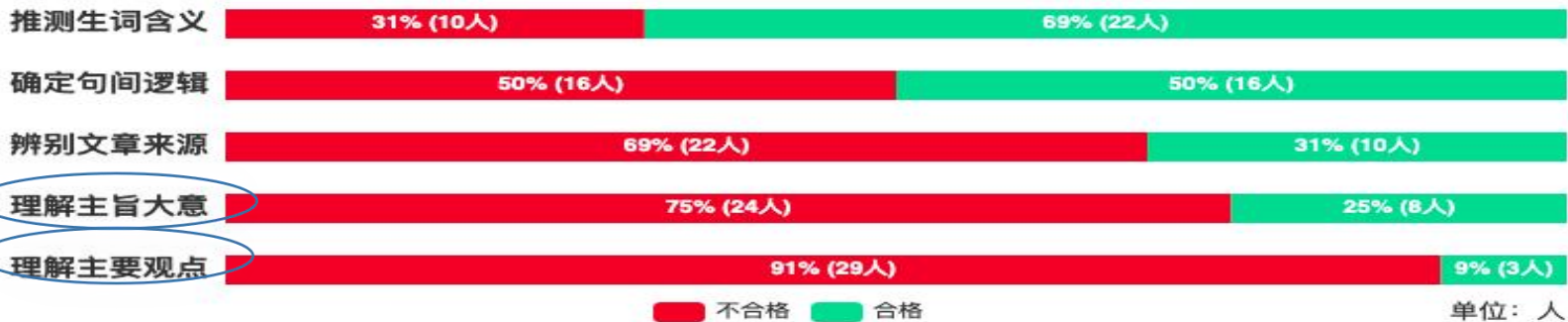
阅读各项微技能表现：

您班学生的阅读各项微技能表现如下：



[查看各微技能表现人数分布](#)

收起 ^



阅读各项微技能表现：阅读各项微技能的平均分都在合格线以下。不合格人数最多的微技能为“理解主旨大意”和“理解主要观点”。



1. 诊断结果分析---基于诊断结果的学生能力分析

诊断结果显示有突出问题的阅读微技能	优诊学对阅读微技能的能力描述	学生能力分析
理解主旨大意	能读懂阅读材料的主要内容， 概括、归纳 其主旨大意或中心思想。	概括、归纳的能力薄弱。 (能力薄弱点1)
理解主要观点	能从阅读材料中 获取 事实、例证、原因、特征和发展过程等主要信息； 理解作者的主要观点 ，如： 主要结论和理由，正反面观点和态度、人物感受、对人物和事件的评价 等。	信息获取的能力薄弱； (能力薄弱点2) 不能区分观点和事实、论点与支撑细节，依据事实进行推断的能力薄弱。 (能力薄弱点3)



1. 诊断结果分析---追本溯源 (学生层面)

1. 问卷调查 (学习动机、阅读策略的使用)

① 阅读兴趣不够浓厚。

② 用英语交流和做事的动机不够足。

③ 相当数量的同学不能充分有效地使用阅读策略。

题目\选项	1	2	3	4	5
喜欢英语文学作品	0%	0%	62.5%	18.75%	18.75%
用英语交流或做事情	6.25%	12.5%	31.25%	31.25%	18.75%

1=完全不符合 2=基本不符合 3=也符合也不符合 4=基本符合 5=完全符合

题目\选项	1	2	3	4	5	平均分
提醒自己集中注意力把文章读完	6.25%	6.25%	31.25%	43.75%	12.5%	3.5
阅读过程中遇到困难时, 会跳过去接着读	0%	12.5%	12.5%	56.25%	8.75%	3.81
阅读过程中, 根据所读内容修正先前的预测	0%	6.25%	25%	50%	18.75%	3.81
利用文章结构知识去理解文章内容	0%	6.25%	31.25%	56.25%	6.25%	3.63
读完一篇文章后, 在心里总结文章大意	0%	6.25%	25%	43.75%	25%	3.88

1=完全不符合 2=基本不符合 3=也符合也不符合 4=基本符合 5=完全符合



1. 诊断结果分析---追本溯源（学生层面）

2. 日常教学观察+测评后访谈



- ① 阅读专注度不够。（与阅读策略问卷调查结果一致）
- ② 不能有效使用阅读策略，逐字逐句阅读，阅读速度慢，不能在规定时间内完成阅读任务。
- ③ 阅读时遇到生词就产生挫败感，不想往下读。（与阅读策略问卷调查结果一致）
- ④ 语篇知识欠缺，不能利用文章结构把握文章主旨和主要观点。（与测评结果反应的学生能力薄弱点一致）
- ⑤ 阅读兴趣不够浓厚，阅读量小。（与学习动机问卷调查结果一致）



1. 诊断结果分析---追本溯源（教师层面）

自身反思：



- ① 因学生基础薄弱，过分重视了词汇的学习和落实，忽略了阅读量的扩展。
- ② 对阅读策略的渗透不够精细。
- ③ 对语篇结构的分析重视度不足。





02

教学调整

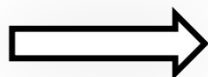


2. 教学调整

教师自身反思:

- ① 因学生基础薄弱, 过分重视了词汇的学习和落实, 忽略了阅读量的扩展。
- ② 对阅读策略的渗透不够精细。
- ③ 对语篇结构的分析重视度不足。

依据优
学测评报
告建议



教法调整:

- ① **制定阅读计划**, 从简易文学作品读起, 学生每学期必须完成规定数目的阅读量, 提高信息获取能力。 (学生能力薄弱点2 信息获取能力)
- ② **精细阅读策略指导:**
 - 利用关键词, 主题句提取段落大意 } (阅读策略+学生能力薄弱点1 理解主旨大意)
 - 通过文章结构理解文章内容
 - 辨别观点和事实 } (学生能力薄弱点3 理解主要观点)
 - 辨别论点和支撑细节
 - 理解隐形信息
- ③ **重视培养学生的语篇结构意识。** 教学中注重文体知识的渗透和语篇分析, 引导学生使用思维导图的形式呈现文章结构和要点等。 (语篇知识欠缺问题)



2. 教学调整

学生阅读能力薄弱点和策略使用问题:

- ① 阅读专注度不够。
- ② 逐字逐句阅读，阅读速度慢，不能在规定时间内完成阅读任务。
- ③ 阅读时遇到生词就产生挫败感，不想往下读。
- ④ 语篇知识欠缺，不能利用文章结构把握文章主旨和主要观点。
- ⑤ 阅读兴趣不足，阅读量小。

依据优诊
学测评报
告建议



学法调整：加强监控评价策略

- ① 提醒自己集中注意力把文章读完。
- ② 关注关键词、主题句、文章首尾段，进行略读。定位目标词，进行扫读。
- ③ 遇到生词时，根据上下文猜测词义，或跳过去接着读。
- ④ 了解语篇的衔接、连贯及文体知识，利用文章结构理解文章主旨。学会区分观点和支撑细节，将文章化繁为简，明确要点。
- ⑤ 完成师生制定的阅读计划。





03

教学设计

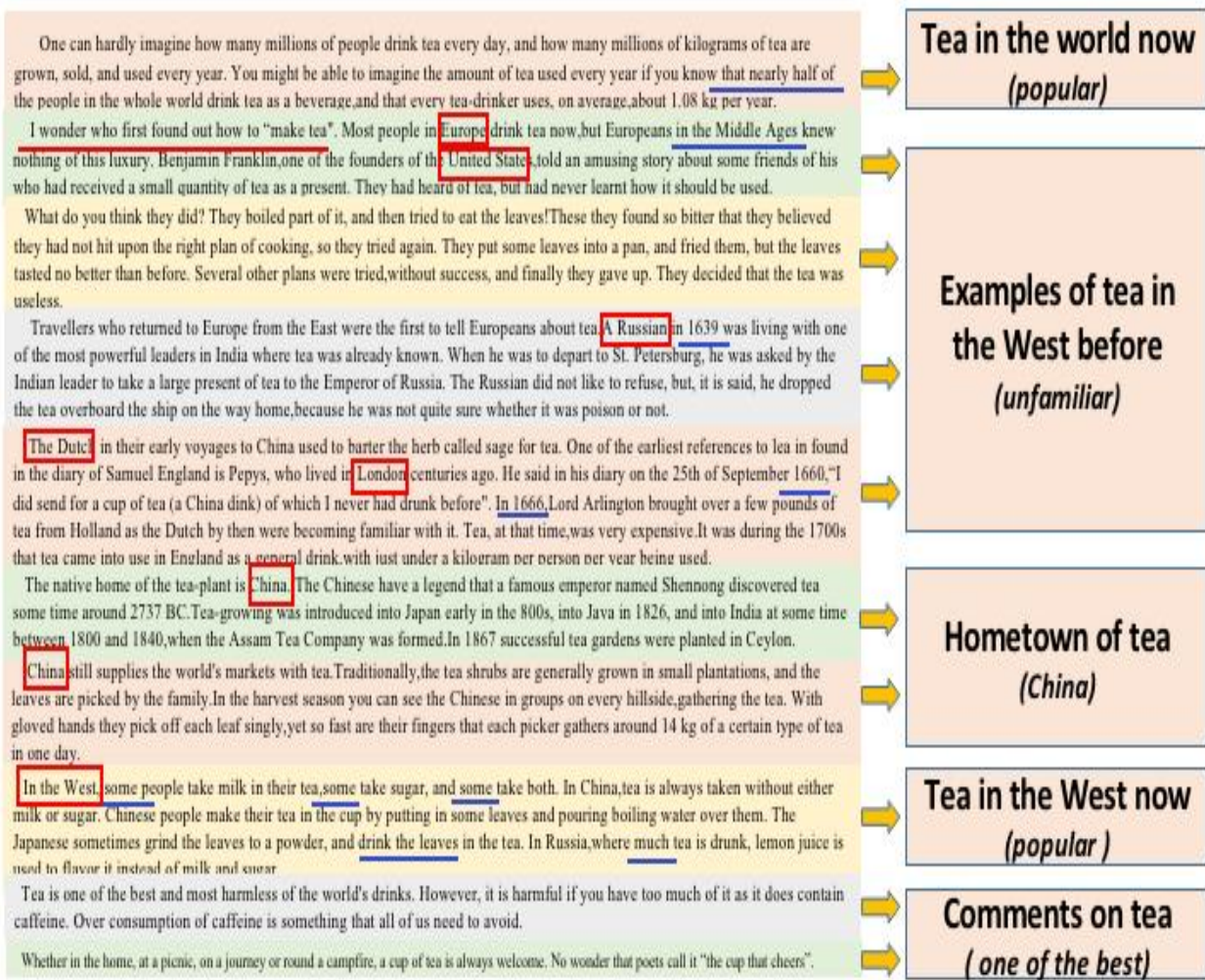


3. 教学设计---语篇研读

本教学设计所选的教学内容来源于外研社英语分级阅读《悦读联播---美文精选》高二下册，第七单元“Food and Drinks（饮食知多少）”。



3. 教学设计---语篇研读



【What】 本篇文章的主题语境是人与社会，介绍了茶过去不为西方人所知、现在在世界广为流传的过程。文章按照总-分-总的结构，先简要介绍了茶目前在世界流行的盛况。再通过“我想知道谁是第一个发现如何用茶的”这一问题引出大量事例，说明过去茶并不为西方人所了解的事实。接着，又介绍了茶的故乡是中国，目前中国仍然是国际上最大的茶叶供应市场。最后，详细介绍了不同国家的饮茶方式，并提到茶是世界上最好最无害的饮品，无论在哪都很受欢迎，难怪有人称它“振奋人心的茶”。

3. 教学设计---语篇研读

Lesson 3 Cups That **Cheer**

P2-P5: Tea in the West *Before*.

Facts:

European: knew nothing of tea
America: heard of tea; never drank tea; bitter; useless
Russian: dropped tea; poison
England: never drank before;

infer

Attitude

negative; doubtful; rejective

P8-P10: Tea in the world *Now*.

Facts:

half of the people in the world drink tea...
...most European drink tea...
In the west, some some.... some...
Japan ... grind the leaves drink the leaves ...
Russia, ... tea is much drunk...

infer

Attitude

positive; approving

change

give us Chinese people encouragement and hope.

【Why】本文从客观的角度介绍了，茶过去不为西方人所知，现在广为流传的过程。深层次上也让读者了解到，茶从不被西方人接受、认可，到被世界认可、褒扬，这一振奋人心的过程，及“振奋人心的茶”这一标题的深层含义。



3. 教学设计---语篇研读

【How】 本文是说明文文体

- 1. 篇幅长 (717字)
- 2. 段落多 (10段)
- 3. 信息琐碎, 分布分散
- 4. 段落短小

挑战

概括、归纳能力

针对

学生能力薄弱点1
(理解主旨大意)

信息获取能力

针对

学生能力薄弱点2
学生能力薄弱点3
(理解主要观点)

- 5. 没有明确的观点性表达
- 6. 大量的事例
- 7. 隐形对比

挑战

区分观点和事实、论点
与支撑细节、依据事实
进行推断的能力

针对



3. 教学设计---学习目标

诊断结果:

学生能力薄弱点:

- 1) 理解主旨大意
- 2) 理解主要观点

阅读策略问卷调查中发现的阅读策略使用问题

日常教学观察和学生访谈发现的问题

文本特点

基于



学习目标:

- 1) 使用略读策略, 通过勾画关键词、主题句, 学生能够理清文章结构, 在概括各部分大意的基础上, 概括出茶过去不为西方人所知, 现在广为流传的文章主旨。
- 2) 使用扫读策略, 获取过去和现在茶在西方的事实性信息, 学生能够基于事实性信息推断出古今西方人对茶的态度, 深度理解“振奋人心的茶”的含义。
- 3) 通过重组文章内容, 学生能够口头讲述西方人对待茶看法的古今变化, 并用事例支撑。



3. 教学设计---学习重难点

学习重点:

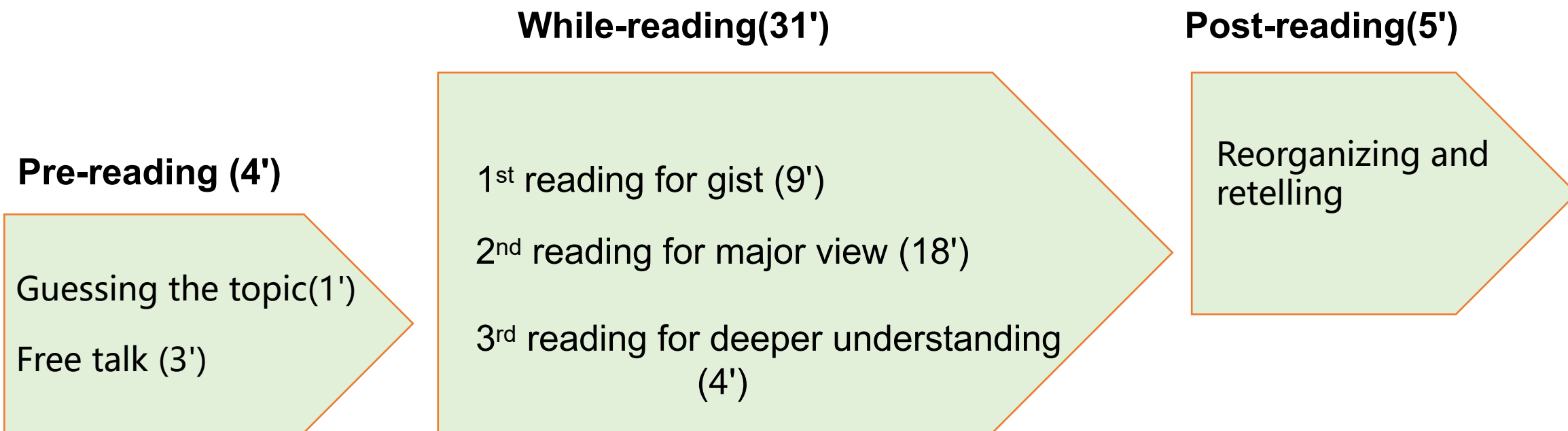
- 1) 通过勾画关键词、主题句，理清文章结构，从而概括出文章主旨。
- 2) 通过获取事实性信息，由表及里进行推断，深度理解文章。

学习难点:

通过重组文章内容，口头讲述西方人对待茶看法的古今变化，并用事例支撑。



3. 教学设计---教学时间安排



3. 教学设计---教学步骤

Pre-reading :

1. Guessing

a nation-wide drink of China

a custom in China that the host presents a cup of it firstly when the guest comes


Tea

活动：
学生根据提示，猜测本课话题。

设计意图：
启发思考，引出话题。



3. 教学设计---教学步骤

Pre-reading :

2. Free Talk

Have you ever had tea?

What kind of tea do you drink and how do you feel after drinking tea?

thoughts become clear

feel refreshed, calm,

relaxed, close to nature



活动：
学生畅所欲言，谈论喝茶的感受。

设计意图：
激活已知，激发兴趣。



3. 教学设计---教学步骤

While-reading : 1st Reading For Gist

1. How many people in the world drink tea?

Nearly half of the people in the world.



7.57924 billion people in the world

nearly 3.78962 billion people drink tea

活动:

学生速读第一段, 获取目前全世界的喝茶人数。

设计意图:

通过速读获取细节信息, 初步感受茶在世界范围内的受欢迎程度, 激发阅读欲望。



3. 教学设计---教学步骤

While-reading : 1st Reading For Gist

2. How many parts can this passage be divided into? What is each part mainly about?

3. What is the passage mainly about?

(Divide the passage into several parts and generalize the gist based on the main idea of each part.)

- Skimming:** 1. Don't read every word. Look at the **first** or **last sentence** of a paragraph, which often acts as a summary.
2. Pick out key words that indicate **time** and the **name** of a country.

03:59

Tea, originated in China, was unfamiliar to the West before but is popular nowadays.



One can hardly imagine how many millions of people drink tea every day, and how many millions of kilograms of tea are grown, sold, and used every year. You might be able to imagine the amount of tea used every year if you know that nearly half of the people in the whole world drink tea as a beverage, and that every tea-drinker uses, on average, about 1.08 kg per year.

I wonder who first found out how to "make tea". Most people in **Europe** drink tea now, but Europeans in the Middle Ages knew nothing of this luxury. **Benjamin Franklin**, one of the founders of the **United States**, told an amusing story about some friends of his who had received a small quantity of tea as a present. They had heard of tea, but had never learnt how it should be used.

What do you think they did? They boiled part of it, and then tried to eat the leaves! These they found so bitter that they believed they had not hit upon the right plan of cooking, so they tried again. They put some leaves into a pan, and fried them, but the leaves tasted no better than before. Several other plans were tried, without success, and finally they gave up. They decided that the tea was useless.

Travellers who returned to Europe from the East were the first to tell Europeans about tea. **A Russian** in 1619 was living with one of the most powerful leaders in India where tea was already known. When he was to depart to St. Petersburg, he was asked by the Indian leader to take a large present of tea to the Emperor of Russia. The Russian did not like to refuse, but, it is said, he dropped the tea overboard the ship on the way home, because he was not quite sure whether it was poison or not.

The Dutch in their early voyages to China used to **hatter** the herb called **unger** for tea. One of the earliest references to tea is found in the diary of Samuel England in **Perge**, who lived in **London** some time ago. He said in his diary on the 25th of September 1660, "I did send for a cup of tea (a China drink) of which I never had drunk before". In 1666, Lord Arlington brought over a few pounds of tea from Holland as the Dutch by then were becoming familiar with it. Tea, at that time, was very expensive. It was during the 1700s that tea came into use in England as a **daily** drink, with just under a kilogram per person per year being used.

The native home of the tea-plant is **China**. The Chinese have a legend that a famous emperor named Shennong discovered tea some time around 2737 BC. Tea-growing was introduced into Japan early in the 900s, into Java in 1826, and into India at some time between 1860 and 1869 when the Assam Tea Company was formed. In 1867 successful tea gardens were planted in Ceylon.

China still supplies the world's markets with tea. Traditionally, the tea shrubs are generally grown in small plantations, and the leaves are picked by the family. In the harvest season you can see the Chinese in groups on every hillside, gathering the tea. With gloved hands they pick off each leaf singly, yet so fast are their fingers that each picker gathers around 14 kg of a certain type of tea in one day.

In the West, some people take milk in their tea, some take sugar, and some take both. In China, tea is always taken without either milk or sugar. Chinese people make their tea in the cup by putting in some leaves and pouring boiling water over them. The Japanese sometimes grind the leaves to a powder, and drink the leaves in the tea. In Russia, where much tea is drunk, lemon juice is used to flavor it instead of milk and sugar.

Tea is one of the best and most harmless of the world's drinks. However, it is harmful if you have too much of it as it does contain caffeine. Over consumption of caffeine is something that all of us need to avoid.

- Tea in the world now (popular)
- Examples of tea in the West before (unfamiliar)
- Hometown of tea (China)
- Tea in the West now and comments on tea (popular and one of the best)

活动：
限时阅读，使用略读策略，通过表示时间和国家的提示词，理清文章结构，在概括各部分大意的的基础上概括全文主旨。

设计意图：
通过限时阅读和略读策略提高阅读速度，将概括主旨大意的思维过程显性化，培养学生利用文章结构概括全文主旨的能力。
(学习目标1、学生能力薄弱点1)

3. 教学设计---教学步骤

While-reading : 2nd Reading For Major View

1. How do you know tea was unfamiliar to the West before? Give some examples.
2. What was the Westerners' attitude towards tea then? Make some inferences.
(Read P2-P5, find the facts and make inferences)

Scanning:

1. Determine the specific information that you need to find.
2. Don't read every word. Search quickly.

Facts

In the past:

1. European **knew nothing of** tea In Middle Ages(476-1453) ...
2. Friends of Benjamin Franklin, **heard of tea; never learnt** how to make tea, boil; **bitter**; fried; no better; **useless**
3. the Russian was asked by the **powerful** indian leader to take a **large present of tea**...**dropped** it on the way; not quite sure... **poison** or not
4. In 1660, Sammuel PePys; **never drink** before; **earliest reference** of tea...

infer

Attitude

1. ignorant
2. **negative**
3. **doubtful, rejective**
4. unfamiliar

活动:

限时阅读, 使用扫读策略, 定位目标, 获取过去茶在西方不为人所知的事例, 师生互动, 依据事例推断西方人当时对茶的态度。

设计意图:

培养学生正确使用扫读策略获取信息的能力, 辨别事实与观点的能力, 及依据事实进行推断的能力。

(学习目标2 学生能力薄弱点2、3)



3. 教学设计---教学步骤

While-reading : 2nd Reading For Major View

3. Is tea well known to the West now? Find facts to support your idea.
4. What is the Westerners' attitude towards tea now? Make some inferences.
5. What are the author's comments on tea?
(Read P8-P10, find the facts and make inferences.)

Scanning:

1. Determine the specific information that you need to find.
2. Don't read every word. Search quickly.

Facts

Now:

1. nearly **half of the people in the world** drink tea...
2. ...**most European drink** tea now
3. In the west, **some** take tea with milk **some** with sugar.... **some** with both...
4. Japan ... grind the leaves and **drink the leaves** ...
5. In Russia, ... tea is **much drunk**...

Attitude

infer

positive; approving

Author's comments: one of the best and most harmless of the world's drinks

活动:

限时阅读，使用扫读策略，定位目标，获取茶当前在西方盛行的事实信息，生生互动，依据事实推断西方人现在对茶的态度。

设计意图:

培养学生使用扫读策略获取重要信息的能力、辨别事实与观点的能力，及依据事实推断观点的能力。

(学习目标2 学生能力薄弱点2、3)

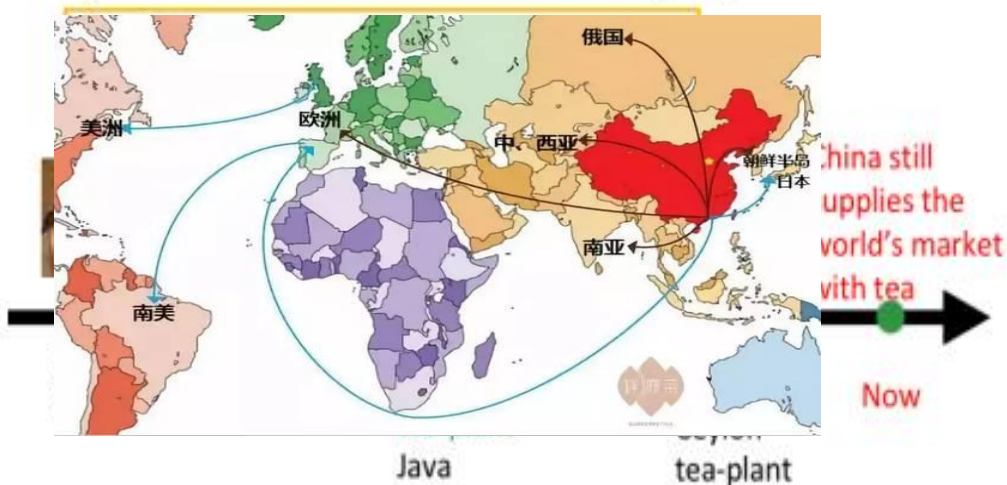


3. 教学设计---教学步骤

While-reading : 2nd Reading For Major View

- 6. Which country is the first to discover tea?
- 7. What was the spread of tea growing?
- 8. What is the traditional way of planting and picking tea in China?
- 9. What is your impression of the work of Chinese tea farmers?
And what is the influence of their work?

(Read P6-P7 find the information and dig deep into the information)



China still supplies the world's markets with tea. Traditionally, the tea shrubs are generally grown in small plantations, and the leaves are picked by the family. In the harvest season you can see the Chinese in groups on every hillside, gathering the tea. With gloved hands they pick off each leaf singly, yet so fast are their fingers that each picker gathers around 14 kg of a certain type of tea in one day.

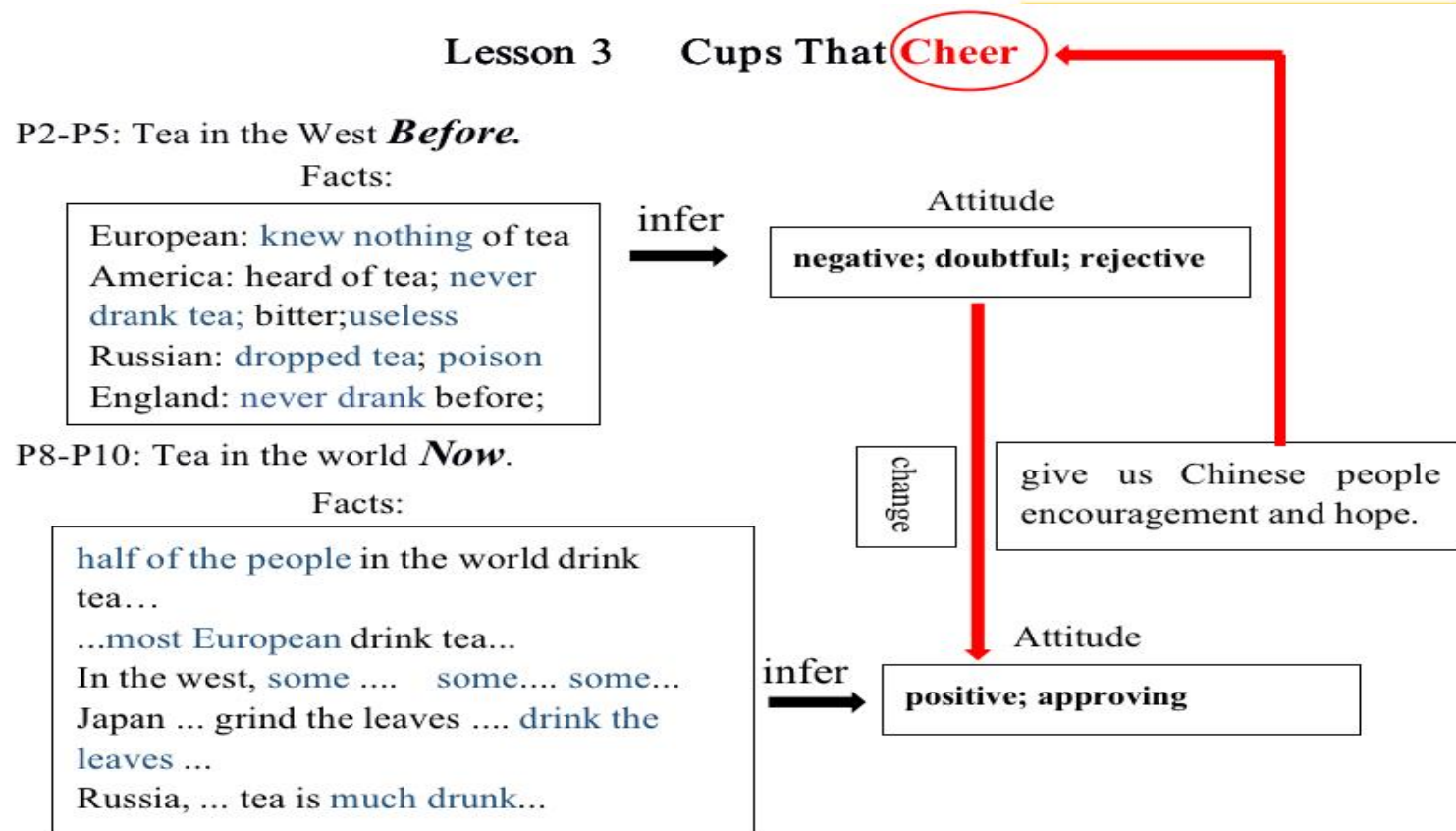
活动：
使用扫读策略，获取茶的发源、传播，以及中国传统的种茶、采茶的方式，师生互动，探讨中国茶农辛勤劳动的影响。

设计意图：
获取信息并深入挖掘信息，探讨茶走向国际舞台背后的推动力，建构主题意义。
(学习目标2 学生能力薄弱点2、3)



3. 教学设计---教学步骤

While-reading : 3rd Reading For Deeper Understanding



活动：
学生再次通读文章，结合课上所学及字典中对cheer的解释，相互讨论，理解作者以“振奋人心的茶”为标题的深层含义和意图。

设计意图：
回归标题，与文本互动，深度理解文章及作者意图。
(学习目标2 学生能力薄弱点3)



3. 教学设计---教学步骤

After-reading : Expressing Yourself

Suppose you are at an international cultural exchange conference, you are interviewed to tell the origin of tea and Westerners' attitude towards tea in the history and now. Please draw a mind-map to organize your idea and talk about it. Pay attention to use **examples** to **support** your **opinion**.

You may start like this:

结构：观点+举例说明

Tea originated in China is recognized as one of the best and harmless of the world's drink nowadays. However, in the past, when tea was popular in China, Westerners held a ... attitude towards tea. For example,

活动:

假设自己在国际文化交流会上被问到茶的发源、西方人对待茶的古今态度, 学生使用“观点+事例”的结构, 相互介绍茶从不被西方人认可, 到被世界认可的过程。

设计意图:

通过重组文章, 使用“观点+事例”的结构进行口头输出, 进一步明确观点和支撑事实之间的关系, 并在口头输出的过程中巩固升华所学内容。

(学习目标3 学生能力薄弱点3)



3. 教学设计---作业布置

Homework : Writing

Write a letter to your foreign friend Jim, introducing the origin of tea and tea in Westerners' eyes in the past and now.

Dear Jim:

I'm more than delighted to introduce you the origin of tea and tea in Westerners' eyes in the past and now.

Peer Editing:

1. Does the writing have a clear structure and a specific theme?
2. Does each paragraph have a clear topic sentence?
3. Does the writing have clear views?
4. Are there any examples in the writing to support the views?

活动:

学生为外国好友写信介绍茶的起源、过去和现在西方人眼中的茶，并依照评价标准进行同伴互评。

设计意图:

笔头输出内化所学，进一步强化文章结构、主题句、观点、支撑事实等在表达文意中的作用。**(学生能力薄弱点3)**



Dear Jim,
I'm delighted to receive your letter about your interest in China tea culture, I'm glad to share with you the spread of tea and Chinese culture.
At first, westerners were not familiar with tea. Travelers who came to China used to bring back tea as a gift. In the 1700s, tea came into Europe. It was very expensive and only the rich could afford it. However, a famous emperor in China used to give tea to his officials as a reward. Around 1737 BC, tea was introduced to other countries. Thus, tea served as a bridge to promote economic and cultural communication between China and other areas in the world.
During the Ming and Qing dynasties, tea became popular goods which were introduced to other countries. Thus, tea served as a bridge to promote economic and cultural communication between China and other areas in the world.
However, there was a long time for tea to be accepted and liked by people worldwide. Europeans in the Middle Ages knew nothing about this luxury, not to mention they learnt how it should be used. Tea was often misunderstood as poison and useless. It came to be known during voyage when Dutch and England sailors used their goods to barter tea. It was during the 1700s that tea came into use in England as a general drink. Afterwards, tea was a big hit in the global markets.
Nowadays, tea have developed many new forms and is enjoyed by more young people. For instance, some youth like mixed tea with milk or fruit and even put various ingredients into it, making it a delicious beverage. But no matter how it transforms, it still remains the traditional process of planting and making tea which is rooted in Chinese people's heart.
I hope what I've mentioned above could help you to learn more about our Chinese tea culture. I'm looking forward that you could come to China one day and taste the authentic tea personally. If you have any other questions, please feel free to contact me.
I sincerely hope you can spread the tea culture to more people and taste it!

Dear Jim,
I'm glad to receive your letter about your interest in China tea culture, I'm glad to share with you the spread of tea and Chinese culture.
At first, westerners were not familiar with tea. Travelers who came to China used to bring back tea as a gift. In the 1700s, tea came into Europe. It was very expensive and only the rich could afford it. However, a famous emperor in China used to give tea to his officials as a reward. Around 1737 BC, tea was introduced to other countries. Thus, tea served as a bridge to promote economic and cultural communication between China and other areas in the world.
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I hope what I've mentioned above could help you to learn more about our Chinese tea culture. I'm looking forward that you could come to China one day and taste the authentic tea personally. If you have any other questions, please feel free to contact me.
I sincerely hope you can spread the tea culture to more people and taste it!

Dear Jim,
I'm more than delighted to know that you are keen on Chinese tea culture, I'm writing to present with you with more details about the spread of tea.
As we all know, China is the native home of the tea-plant. The Chinese have a legend that a famous emperor named Shennong discovered tea some time around 2737 BC. Besides, tea was entwined with our Chinese culture. During the Ming and Qing dynasty, tea became popular goods which were introduced to other countries. Thus, tea served as a bridge to promote economic and cultural communication between China and other areas in the world.
However, there was a long time for tea to be accepted and liked by people worldwide. Europeans in the Middle Ages knew nothing about this luxury, not to mention they learnt how it should be used. Tea was often misunderstood as poison and useless. It came to be known during voyage when Dutch and England sailors used their goods to barter tea. It was during the 1700s that tea came into use in England as a general drink. Afterwards, tea was a big hit in the global markets.
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I hope what I've mentioned above could help you to learn more about our Chinese tea culture. I'm looking forward that you could come to China one day and taste the authentic tea personally. If you have any other questions, please feel free to contact me.
I sincerely hope you can spread the tea culture to more people and taste it!

- 作业点评:
- 1.文章结构清晰，主旨明确。
 2. 每段都有明显的主题句，逻辑清楚。
 3. 学生学会了使用“观点+事例”的结构，使得观点明确，文章具有说服力。

04

教学反思和学生评价



4. 教学反思和学生评价

收获:

1. 依据测评结果反应的问题定位学习目标及重难点，课堂更加精准有效。
2. 采用优诊学平台资源对学生的学习动机和阅读策略进行问卷调查，精准了解学生在阅读过程中存在的问题，从而有的放矢地为学生提供指导帮助。
3. 采取测评结果给出的教学建议进行教学调整，效果显著。
4. 本节课注重理解主旨大意和理解主要观点的方法和思维过程，解决了学生的问题，促进了学生的阅读信心和学习兴趣。



4. 教学反思和学生评价

不足与思考:

1. 课堂上教师控制的还是多一些。
2. 使用“观点+事实支撑”进行输出时，时间略显紧张。
3. 教师需要在日后的教学中兼顾到学生在其他阅读微技能上存在问题，也要进一步思考如何更大程度地培养学生的学习兴趣和学习自信心。



4. 教学反思和学生评价

A同学：

限时阅读的方式使我在阅读过程中不断提醒自己注意力集中将文章读完。碰到生词时，我会跳过去接着读。其次，通过学习本节课，概括主旨大意的问题对我来说不再那么抽象，而是有章可循。再次，这节课老师引导我们依据事实信息进行推断，也让我摆脱了在阅读时常常出现主观臆断的思维误区。

B同学：

课上限时阅读迫使我注意力集中将文章读完，这样的方式使我的阅读速度有了很大提升。这节课后，我理解了观点和事例之间的关系，这有利于我将文章“化繁为简”，把握重要信息。





05

教学调整效果



5. 教学调整效果

优诊学高中生英语能力诊断系统

优诊学高中生英语能力诊断系统

学校：人大附中西山学校

班级：高三2班

教师：人大附中西山学校、柴颖

测试模块：阅读

亲爱的大人附中西山学校、柴颖
祝贺您班学生已完成“优诊学”诊
教学建议、智能练习及资源支持
根源。

学校：人大附中西山学校

班级：高三2班

教师：人大附中西山学校、柴颖

测试模块：阅读

亲爱的大人附中西山学校、柴颖老师：
祝贺您班学生已完成“优诊学”诊断测试！本报告由三部分组成，包括总体结果、诊断详情及
教学建议、智能练习及资源支持，建议您将各测试模块的反馈结果综合分析，找到问题的
根源。

2021-09-21 22:03:56

班级分析报告

1. 综合能力

需要完成听力、阅读、语言知识运

2. 各技能

阅读

0分

第一部分 总体结果

1. 综合能力

需要完成听力、阅读、语言知识运用、写作四项技能才能反馈综合能力的结果。

2. 各技能

阅读

0分

班级平均分:48

85分

84分

100分

■ 低水平 ■ 中水平 ■ 高水平

教学调整前：

在2021年3月21日高二级层的测
评中，班级均分为39分。

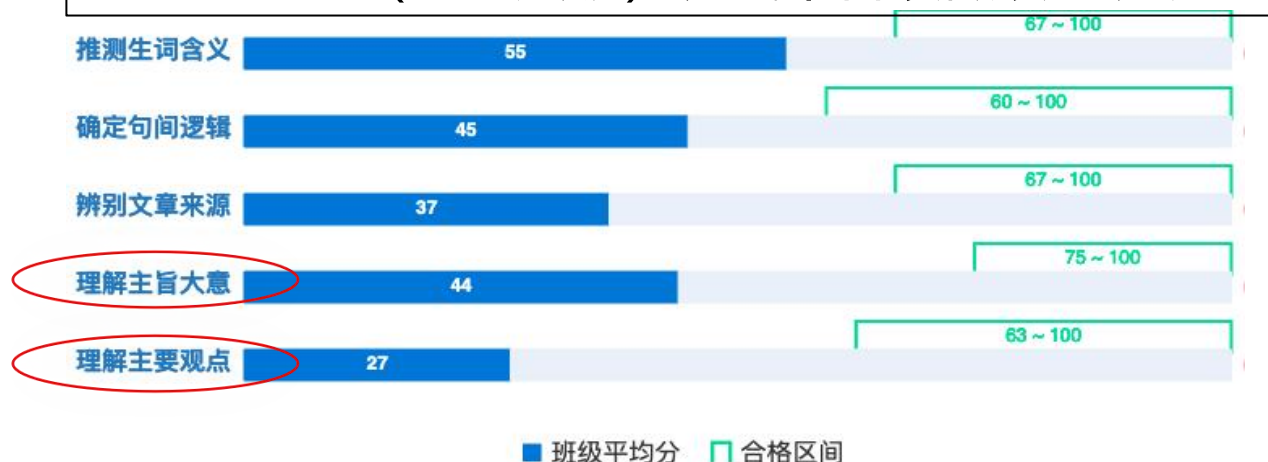
教学调整后：

在2021年9月21日高三层级的测
评中，班级均分为48分。**整体上
进步了9分。**

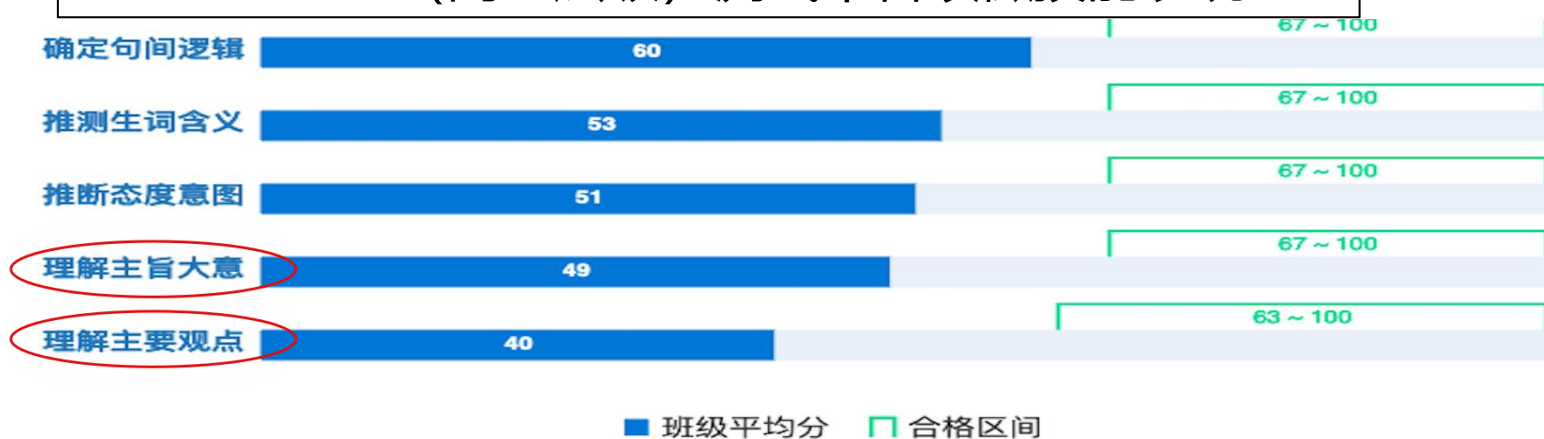


5. 教学调整效果

2021.03.21（高二层级）测试中各项微技能表现：



2021.09.21（高三层级）测试中各项微技能表现：



教学调整前：

在2021年3月21日高二层级的测评中，理解主旨大意均分44分，理解主要观点均分27分。

教学调整后：

在2021年9月21日高三层级的测评中，学生的各项微技能都有提高，其中理解主旨大意均分49分，相较之前均分提高了5分；理解主要观点均分40分，相较之前均分提高了13分。



5. 教学调整效果

个人分析报告

2021-03-14 10:23:55

学校：人大附中西山

优诊学高中生英语能力诊断系统

测试模块：阅读

个人分析报告

亲爱的孟想同学：

2021-09-21 17:22:55

祝贺你完成“优诊学”
测试、智能练习，建

学校：人大附中西山学校

班级：高三2班

教师：柴颖

测试模块：阅读

亲爱的孟想同学：

祝贺你完成“优诊学”诊断测试！本报告由三部分组成，包括总体结果、诊断详情及学习建议、智能练习，建议你各测试模块的反馈结果综合分析，找到问题的根源。

1. 综合能力

需要完成听力、阅读

2. 各技能

阅读
0分

1. 综合能力

需要完成听力、阅读、语言知识运用、写作四项技能才能反馈综合能力的结果。

2. 各技能

第一部分 总体结果



教学调整前：

孟想同学在2021年3月21日高二层级的测评中，得分是26分，处于高二下学期这一层级的低水平。

教学调整后：

孟想同学在2021年9月21日高三层级测评中，得分是75分，达到了高三第一学期这一层级的中水平，进步明显。



5. 教学调整效果

亲爱的刘健同学：

祝贺你完成“优诊学”诊断测试！本报告由三部分组成，包括总体结果、诊断详情及学习建议、智能练习，建议你

亲爱的刘健同学：

祝贺你完成“优诊学”诊断测试！本报告由三部分组成，包括总体结果、诊断详情及学习建议、智能练习，建议你

1. 综合能力

需要完成听力、阅读、

2. 各技能

第一部分 总体结果

1. 综合能力

阅读 需要完成听力、阅读、语言知识运用、写作四项技能才能反馈综合能力的结果。

0分

2. 各技能



教学调整前：

刘建同学在2021年3月21日高二层级的测评中，得分是61分，处于高二下学期这一层级的低水平。

教学调整后：

刘建同学在2021年9月21日高三层级的测评中，得分是85分，达到了高三第一学期这一层级的高水平，进步显著。



谢谢！

