What are the assessment check list about this course?
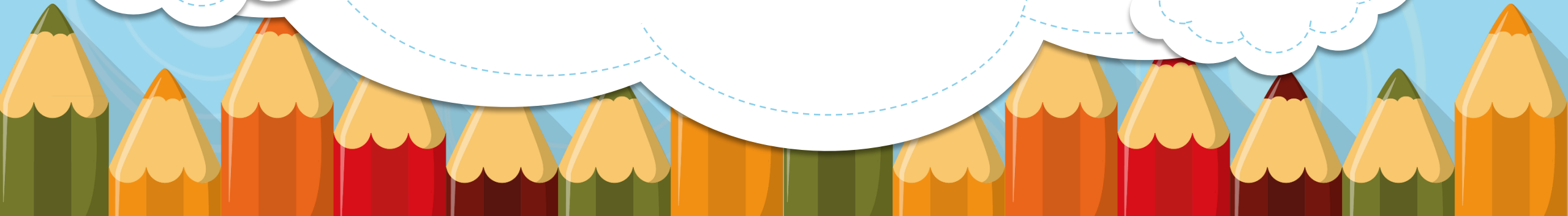
5-1 雙語教學評量能反映學科及語言學習目標。
5-1 Bilingual teaching evaluation can reflect subject and language learning goals.

5-2 教師能依據評量標準(rubric)進行評量。
5-2 Teachers can evaluate according to rubrics.

Goals

Assessment Design

Differentiation

Scaffolding
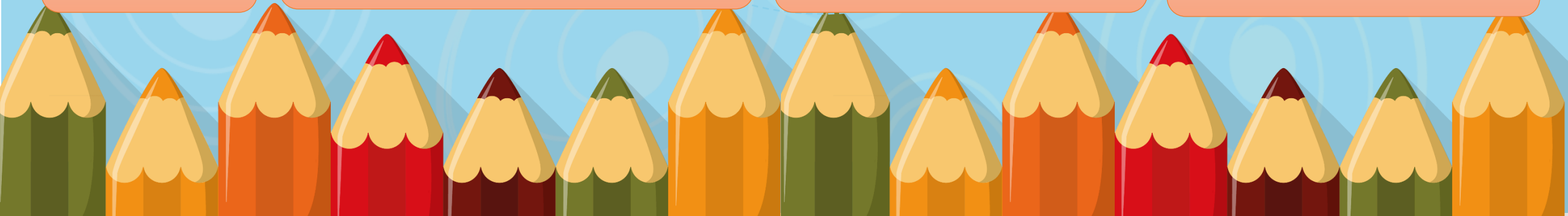
5-3 雙語教學評量方式多元且適切。

5-3 Bilingual teaching evaluation methods are diverse and appropriate.

5-4 雙語教學評量設計能結合生活情境。

5-4 The design of bilingual teaching evaluation can be combined with life situations.

5-5 雙語評量設計有利於教學者進行學習扶助。
5-5 The bilingual assessment design is conducive to teachers' learning support.

Goals

Assessment Design

Differentiation

Scaffolding

評量是什麼? What is assessment?

- 是一種用以確定學生學生學習水準和教學有效性的證據的方法。
It's a method used to determine evidences of student learning levels and teaching effectiveness

- 評量是確定學生達成教學目標程度的一種輔助手段。
Assessment is a way to determine the extent to which students have achieved teaching objectives

評量是什麼? What is assessment?

- 評量是一種回饋、一種校正系統，在教學過程中判斷該過程是否有效。

Assessment is a feedback, a correction system that determines whether the process is effective during the teaching process.

診斷 Dagnosis

瞭解學生的潛能與學習成就。Understand students' potential and learning achievements.

調節 Adjust

瞭解學生學習的困難。Understand students' learning difficulties.

記憶

教學 Teaching

評估教師教學的效率。Evaluate teacher teaching effectiveness

增強 Enhance

獲悉學習進步的情形 Learn about learning progress.

安置性評量 Placement Test

瞭解學生在教學前所具有的一些知識、技能與態度。根據上述資料，教師決定是否先行複習舊經驗、決定適合教材、學生如何分組等。

Placement tests are used to determine the academic skills of entering students.

Based on the test results, the students will be placed in the classes that best match their current skills.

診斷性評量

Diagnostic assessment

瞭解教學活動過程中於學生持續性、反覆呈現學習困難原因診斷。進而近行補救。

Diagnostic assessments are sets of written questions (multiple choice or short answer) that assess a learner's current knowledge base or current views on a topic/issue to be studied in the course.

形成性評量

教學活過程中採用簡短測驗，評量學生學習進步情形或學習情形。琪目的在於提供學生和教師連續性的回饋資料，用來幫助教師修正教學策略，並幫助學生了解失敗的原因。形成性評量範圍較小，內容僅限於教學內容，不一定要有分數或等第，主要告知學生學習精熟或非精熟。

Formative assessment

Formative assessment refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps.

1 實作評量

科學實驗、數學解題、寫作、口頭報告、戲劇演出、專題報告等任務

多用: 實作量表、檢核表、檔案或進步報告呈現。

What is a performance assessment?

A performance assessment involves applying and showing skills and knowledge through various performance tasks. The purpose of a performance assessment is to improve the student learning experience and evaluate the effectiveness of lesson plans. These assessments measure how well a student can apply the knowledge they've learned, not if they can recall the knowledge. Performance assessments often use the following components: rubric、checklist、portfolios、progress reports.

② 檔案評量

對學生長期的表現建立檔案及評量。

What is a portfolio assessment?

A portfolio is a collection of student work that demonstrates progress and growth. Teachers can determine if specific assessments should be present or involve students in determining the success criteria for what is to be added.
Portfolios can be paper or digital and can provide an immense amount of insight into student learning over a period of time.

學習檔案的類型與意義 The Types and Meanings of Learning Portfolios

❶ 學習檔案的類型 Types

(1)、過程檔案:又稱工作檔案，依據教學目標蒐集學生某段期間內一切作品，並定期從中挑選有代表性的樣本整理成紀錄、評鑑或展示檔案。進行檔案與教學密且配合，是學習診斷的重要策略。

Process archives:

also called work archives, collect all students' works within a certain period of time based on teaching objectives, and regularly select representative samples from them to organize into records, evaluation or display files.
Students' process archives are great evidences for teachers to do learning diagnosis.

學習檔案的類型與意義 The Types and Meanings of Learning Portfolios

① 學習檔案的類型 Types

(2)成果檔案:成為作品檔案、展示檔案，要求學生從所蒐集的作品中挑選出自己最好、最滿意的作品做為精熟學習的證明。

Achievement archives:

They will become work archives and display archives.
Ask students to select their best and most satisfactory works from the collected works as the evidences of their proficient learning.

學習檔案的類型與意義 The Types and Meanings of Learning Portfolios

1 學習檔案的類型 Types

(3)評量檔案: 依照教學目標與教學內容來設計評量的標準、程序要求學生根據規定所做成的檔案，教師在依照檔案內容進行評量

Assessment files:
The assessment standards and procedures are designed according to the teaching objectives and teaching content. Students to make files according to the regulations. Teachers evaluate according to the contents of the files.

學習檔案是有目的地蒐集和保存學生在某個學習領域的作品，以呈現學生在學習上的努力及進步

1 學習檔案的類型

(4)生涯檔案:各種比賽獎狀等生涯表現檔案。

Career files:
Career performance files are such as certificates of various competitions.

檔案評量的特質(The traits of portfolio assessment):
1、學生參與度高且教學與評量互相結合。
High engagement for students and integrated teaching and assessment.
2、評分多元化，可藉由自己、教師家長、同學進行平分，並藉此訓練學生自我反思。
The grading is diversified and can be done by oneself, teachers, parents, and classmates, thereby training students to self-reflect.
3、可長時間、連續的觀察學生的努力、進步及成就。
Can observe students' efforts, progress and achievements over a long period of time continuously

檔案評量的執行過程 The execution process of portfolio assessment

步驟一:建立工作檔案　Create work portfolio。
步驟二:蒐集與儲存工作檔案資料 Collect and store work portfolio。
步驟三:向家長介紹檔案評量 Introducing profile assessment to parents。
步驟四:訓練學生做自我反思 Train students to do self-reflection。
步驟五:設計及製作檔案夾 Design and create folders。 ^
步驟六:與學生一起訂定檔案管理制度，例如選擇內容標準、
　　　件數、省思時間、如何評分等
Teacher and Students work together to develop a file management system。
步驟七:進行檔案作品選取 Select archive works。
步驟八:作品自我省思　Self-reflection on the work。

步驟九 : 整理與組織檔案　Collate and organize files。

步驟十 : 蒐集他人提供的省思　Collect reflections provided by others。

步驟十一 : 教師檢視擋案、評分及學生進行對話　Teachers look at the files, grade and engage in conversations with students。

步驟十二 : 定期與家長就檔案內容部分討論學生成長情形 Regularly discuss student growth with parents regarding file content。

思考時間 Thinking Time

- 在小學生活課程，有哪些可執行檔案評量的設計面向?
- What are the design aspects of portfolio assessment in life Curriculum?

^

請跟同學討論想出兩個可能的設計方向。

Please discuss with your classmates and share two possible design directions with us.

3 情意評量

觀察記錄、檢核表、情意量表等。

What is a affective assessment?

Affective assessment is a measurement of a student's attitudes, interests, and/or values.

Affective assessments often use the following components: rubric、checklist、portfolios、affective reports.

真實性評量

Authentic Assessment

1 真實性評量的意義

真實評量是替代性評量的另一發展形式。當一個評量使學生進入一個具有重要意義的任務中，這個評量就是真實的，這樣的評量看起來好像是學習活動，這種評量須運用更高級的思維能力和綜合多學科的知識，容許教師在學生並未意識到是在被測驗的情境中，觀察到學生的成就、心理運作、工作的方法等。真實性評量所強調的事學生要具有知識和技能來解決真實生活的問題。

An authentic assignment is one that requires application of what students have learned to a new situation, and that demands judgment to determine what information and skills are relevant and how they should be used. Authentic assignments often focus on messy, complex real-world situations and their accompanying constraints; they can involve a real-world audience of stakeholders or "clients" as well.

真實性評量

How to implement authenticity assessment

真實性評量的實施方式

真實評量使用以下的方式:
書寫測驗、問題解決、實驗操作、展示、表演、作品集、教師觀察、檢核表、問卷、軼事紀錄法、日記、訪談法、拍照法、錄音法、錄影法、以及團體合作計畫等。真實性評量最常使用的是技能性方面的評量,例如開車、彈奏音樂、體育活動、打字等。例如要求學生寫一封說服力強的給校長或是請九年級學生進行一項口述歷史的研究計畫。檔案評量也是真實性評量的一種。

Authentic assessment uses the following methods:
Writing test, problem solving, experimental operation, display, performance, portfolio, teacher observation, checklist, questionnaire, diary, interview method, photography method, audio recording method, video method, and group cooperation plan, etc.
Authenticity assessments are most commonly used in skill-based assessments, such as driving, playing music, sports activities, typing, etc.

真實評量的實施步驟 連結影片

Step 1: Decide on assessment goals

步驟一:決定評量目標
（技能與心理習慣）

Step Three: Develop Grading Criteria

步驟三:訂出評分規準
檢核表、評定量表、整體評分

Step 4: Set time limits, equipment, etc.

步驟四:訂出評量限制
時間限制、設備等

1 2 3 4

步驟二:設計評量情境:規劃一項任務、模擬或情境，
讓學生可以展現他們的知識技能態度 **Step 2: Design evaluation situations**

思考時間 Thinking Time

- 在小學生活課程，有哪些可執行真實評量的設計?
- What are the design aspects of authentic assessment in life Curriculum?
- ?

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請跟同學討論想出兩個可能的設計方向。

Please discuss with your classmates and share two possible design directions with us.