



雙語生活素養導向教學與評量

Bilingual Life Curriculum Teaching and Assessment

Presented by Pei-Lan, Wang



A B C





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About Performance Assessment

What do you need to think?

Teaching
Goal

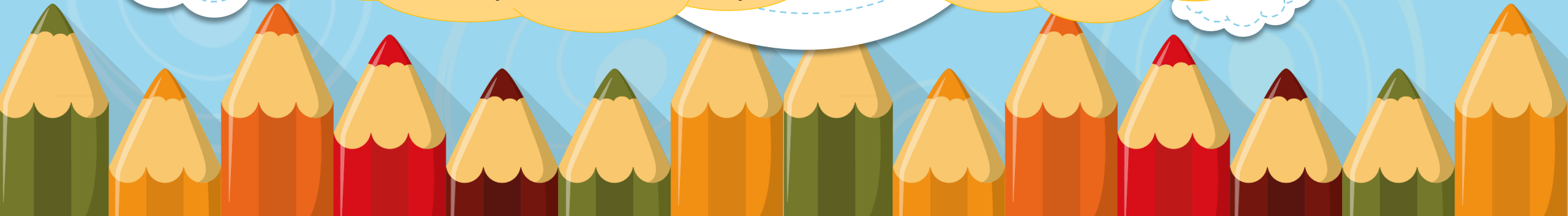
Assessment
Goal

Students'
outcome

1+1=?

Teaching
Plan(Instruction)

Assessment
Tool





開學了

【頁面朗讀】 第一天上學，你怎麼找到自己的教室？你的座位在哪裡呢？ [影片](#)

你的座位在置物櫃旁邊。



老師好。



【頁面朗讀】

我的教室牆上有海報！

你的教室前面有一棵大樹。

What's your teaching goal about this page?

2-1-1 1. 運用**感官觀察**、辨認物體或生物的特徵，以及住家、**校園**、學校**附近**（社區、部落）等**環境特色**。



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一年一班

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我的教室牆上有海報！

你的教室前面有一棵大樹。

How do you teach to reach this goal? (Teaching Plan)

2-1-1 1. 運用**感官觀察**、辨認物體或生物的特徵，以及住家、**校園**、學校**附近**（社區、部落）等**環境特色**。



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我的教室牆上有海報！

你的教室前面有一棵大樹。

What's your final task for assessing their learning effect?

2-1-1 1. 運用**感官觀察**、辨認物體或生物的特徵，以及住家、**校園**、學校**附近**（社區、部落）等**環境特色**。



Rubric and Checklist for Performance Assessment

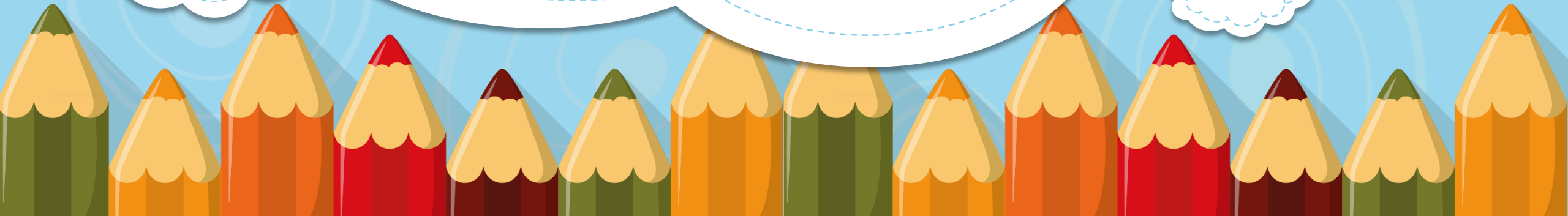
$1+1=?$



How to Create a Grading Rubric?

Step 1: Define the purpose of the assessment
確認評量目的

1+1=?



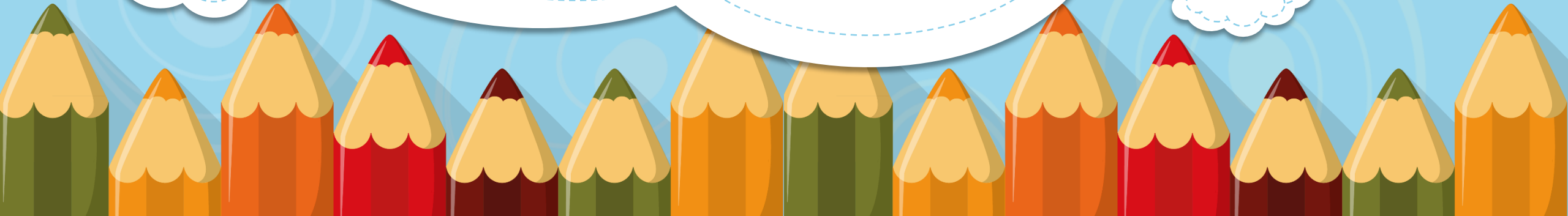


Step 1: Define the purpose of the assessment

- 1、 What is the assigned task?
評量任務為何?
- 2、 What might a student product/performance look like?
學生的成果或表現形式看起來是怎樣的形式?
- 3、 What kind of feedback do you want to give students on their work/performance?
你會給學生怎樣的回饋?



$1+1=?$



Task? What's the performance look like? The feedback?

An Oral Presentation

Oral Presentation Rubric



Name: _____

Category	Excellent (4)	Great (3)	Good (2)	OK (1)
Time Limit	Presentation is 4 minutes long	Presentation is 3 minutes long	Presentation is 2 minutes long	Presentation is less than 1 minutes OR more than 5 minutes long
Content	Shows a full understanding of the topic	Shows a good understanding of the topic	Shows a good understanding of parts of the topic	Does not seem to understand the topic well
Preparedness	Student is completely prepared and has obviously rehearsed	Student seems pretty prepared but might have needed a couple more rehearsals	Student is somewhat prepared but it is clear that rehearsal is lacking	Student does not seem at all prepared to present
Enthusiasm	Facial expressions and body language generate a strong interest and enthusiasm about the topic	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic	Facial expressions and body language are used to try generate enthusiasm about the topic	Very little use of facial expression or body language. Did not generate much interest in the topic being presented
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time and mispronounces no words	Speaks clearly and distinctly all (100-95%) the time but and mispronounces a few words	Speaks clearly and distinctly most (94-85%) the time and mispronounces no more than one word	Often mumbles or cannot be understood OR mispronounces more than a few words
Creativity	Student referred to 1 or more props that show considerable work/creativity and which make the presentation better	Student had 1 prop that show considerable work/creativity and which make the presentation better	Students had 1 prop which makes the presentation better	Student had no props

What's the sub-goal of the task (feedback)

performance level descriptors

Available in quantitative (量化) or qualitative descriptions (質性描述)

What's the goal of the task

Go on stage and use props to share ideas clearly and completely.

Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time and mispronounces no words	Speaks clearly and distinctly all (100-95%) the time but and mispronounces a few words	Speaks clearly and distinctly most (94-85%) the time and mispronounces no more than one word	Often mumbles or cannot be understood OR mispronounces more than a few words
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Descriptive + Quantitative

	4—Excellent	3—Good	2—Fair	1—Needs Improvement
Delivery	<ul style="list-style-type: none"> • Holds attention of entire audience with the use of direct eye contact, seldom looking at notes • Speaks with fluctuation in volume and inflection to maintain audience interest and emphasize key points 	<ul style="list-style-type: none"> • Consistent use of direct eye contact with audience, but still returns to notes • Speaks with satisfactory variation of volume and inflection 	<ul style="list-style-type: none"> • Displays minimal eye contact with audience, while reading mostly from the notes • Speaks in uneven volume with little or no inflection 	<ul style="list-style-type: none"> • Holds no eye contact with audience, as entire report is read from notes • Speaks in low volume and/or monotonous tone, which causes audience to disengage

More Descriptive



Rubric for Cooperative and Collaborative Learning

What's the goal of the task

What's the sub-goal of the task

Name:

Teacher Name:

Date:

Content:

Course Name:

Level:

	Exceeds expectations:	Meets expectations:	Approaching expectations:	Not yet meeting expectations:
Focus on task and participation:	Consistently stays focused on task Effectively encourages and supports the efforts of the group as a whole	Focuses on the task most of the time Usually encourages and supports the efforts of the group as a whole	Sometimes focuses on the task Sometimes encourages and supports the efforts of the group as a whole	Rarely focuses on the task Lets others do the work and rarely supports the efforts of the group as a whole
Shared responsibility and dependability:	Consistently punctual with work responsibilities Follows through on assigned tasks and does not depend on others to do the work; responsibility for tasks is evenly shared	Usually punctual with work responsibilities Follows through on most assigned tasks	Sometimes punctual with work responsibilities Follows through on some assigned tasks	Rarely punctual with work responsibilities Rarely follows through on assigned tasks
Discussing, listening, and discussing:	Consistently and respectfully listens, interacts, discusses, and contributes to the group, helping the group to achieve a consensus	Usually respectfully listens, interacts, discusses, and contributes to the group, helping the group to achieve a consensus	Sometimes respectfully listens, interacts, discusses, and contributes to the group, helping the group to achieve a consensus	Rarely respectfully listens, interacts, discusses, and contributes to the group, helping the group to achieve a consensus
Teamwork:	Always contributes to the overall goal of the group	Usually contributes to the overall goal of the group	Sometimes contributes to the overall goal of the group	Rarely contributes to the overall goal of the group

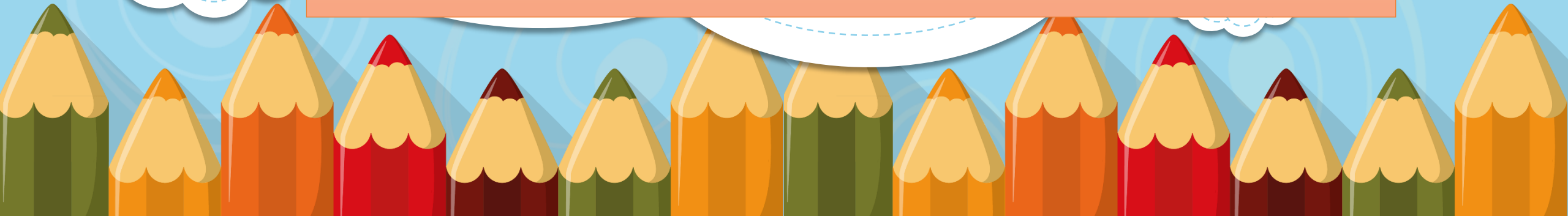
Overall Evaluation: _____ Exceeds expectations: _____ Meets expectations: _____ Approaching expectations: _____ Not yet meeting expectations: _____



How to Create a Grading Rubric?

Step 2: Decide what kind of rubric you will use?
A holistic rubric or analytic rubric?
決定要使用整合性的評分指引，
還是分析性的評分指引。

1+1=?



Template for Holistic Rubrics:

<u>Score</u>	<u>Description</u>
5	Demonstrates complete understanding of the problem. All requirements of task are included in response.
4	Demonstrates considerable understanding of the problem. All requirements of task are included.
3	Demonstrates partial understanding of the problem. Most requirements of task are included.
2	Demonstrates little understanding of the problem. Many requirements of task are missing .
1	Demonstrates no understanding of the problem
0	No response/task not attempted

A holistic rubric for Life Curriculum

領綱學習表現					
5-I-3 理解與欣賞美的多元形式與異同。					
評量標準					
主題	A	B	C	D	E
美的感知與欣賞	1. 清楚合理地表達美可用視覺、聽覺及動覺等多元的方式表現。	1. 清楚地表達美可用視覺、聽覺及動覺等多元的方式表現。	1. 簡單地表達美可用視覺、聽覺或動覺等方式表現	1. 在他人協助下，表達美的表現方式。	未達 D 等級
表達的內容	1 能正確勾選(90%以上正確)各組	1 能正確勾選(80%以上正確)各組	1. 能正確勾選(60%以上正確)	1. 在他人協助下，能正確勾選(50%以上正確)	未達 D 等級
評分指引	表現神奇魔「樹」的方式，發現美可用多元方式表現。	表現神奇魔「樹」的方式，發現美可用多元方式表現。	各組表現神奇魔「樹」的方式，發現美可用多元方式表現。	各組表現神奇魔「樹」的方式，發現美可用多元方式表現。	

A holistic rubric for Life Curriculum

領綱學習表現

7-1-2 傾聽他人的想法，並嘗試用各種方法理解他人所表達的意見。

評量標準

主題	互動程度				
	A	B	C	D	E
與人合作	與人互動時， 總能 專注且耐心地聽完同儕傳達的訊息。	與人互動時， 經常 能專注且耐心地聽完同儕傳達的訊息。	與人互動時， 有 時能專注且耐心地聽完同儕傳達的訊息。	與人互動時， 在他人 的協助下，能專注且耐心地聽完同儕傳達的訊息。	未達 D 等級
² 評分指引	小組合作溝通自評表勾選項目總分達 14~15 分	小組合作溝通自評表勾選項目總分達 12~13 分	小組合作溝通自評表勾選項目總分達 10~11 分	小組合作溝通自評表勾選項目總分達 9 分	未達 D 等級

表現描述 performance Level descriptors

小組合作溝通教師觀察檢核表

組別 (座號)	1.  有專心看說話的人(沒有做其他事情)	2.  會認真聽	3.  有耐心等別人介紹完(不會打斷別人說話或插嘴)	4. 聽懂別人說的內容會表達(點頭、比手勢或用說的)	5. 為了聽清楚我會靠近說話的人
第 1 組 (1, 8)	1 : <input type="checkbox"/> 有 <input type="checkbox"/> 無 8 : <input type="checkbox"/> 有 <input type="checkbox"/> 無	1 : <input type="checkbox"/> 有 <input type="checkbox"/> 無 8 : <input type="checkbox"/> 有 <input type="checkbox"/> 無	1 : <input type="checkbox"/> 有 <input type="checkbox"/> 無 8 : <input type="checkbox"/> 有 <input type="checkbox"/> 無	1 : <input type="checkbox"/> 有 <input type="checkbox"/> 無 8 : <input type="checkbox"/> 有 <input type="checkbox"/> 無	1 : <input type="checkbox"/> 有 <input type="checkbox"/> 無 8 : <input type="checkbox"/> 有 <input type="checkbox"/> 無
第 2 組 (3, 27)	3 : <input type="checkbox"/> 有 <input type="checkbox"/> 無 27 : <input type="checkbox"/> 有 <input type="checkbox"/> 無	3 : <input type="checkbox"/> 有 <input type="checkbox"/> 無 27 : <input type="checkbox"/> 有 <input type="checkbox"/> 無	3 : <input type="checkbox"/> 有 <input type="checkbox"/> 無 27 : <input type="checkbox"/> 有 <input type="checkbox"/> 無	3 : <input type="checkbox"/> 有 <input type="checkbox"/> 無 27 : <input type="checkbox"/> 有 <input type="checkbox"/> 無	3 : <input type="checkbox"/> 有 <input type="checkbox"/> 無 27 : <input type="checkbox"/> 有 <input type="checkbox"/> 無
(略)					
第 11 組 (18, 19)	18 : <input type="checkbox"/> 有 <input type="checkbox"/> 無 19 : <input type="checkbox"/> 有 <input type="checkbox"/> 無	18 : <input type="checkbox"/> 有 <input type="checkbox"/> 無 19 : <input type="checkbox"/> 有 <input type="checkbox"/> 無	18 : <input type="checkbox"/> 有 <input type="checkbox"/> 無 19 : <input type="checkbox"/> 有 <input type="checkbox"/> 無	18 : <input type="checkbox"/> 有 <input type="checkbox"/> 無 19 : <input type="checkbox"/> 有 <input type="checkbox"/> 無	18 : <input type="checkbox"/> 有 <input type="checkbox"/> 無 19 : <input type="checkbox"/> 有 <input type="checkbox"/> 無
第 12 組 (20, 25)	20 : <input type="checkbox"/> 有 <input type="checkbox"/> 無 25 : <input type="checkbox"/> 有 <input type="checkbox"/> 無	20 : <input type="checkbox"/> 有 <input type="checkbox"/> 無 25 : <input type="checkbox"/> 有 <input type="checkbox"/> 無	20 : <input type="checkbox"/> 有 <input type="checkbox"/> 無 25 : <input type="checkbox"/> 有 <input type="checkbox"/> 無	20 : <input type="checkbox"/> 有 <input type="checkbox"/> 無 25 : <input type="checkbox"/> 有 <input type="checkbox"/> 無	20 : <input type="checkbox"/> 有 <input type="checkbox"/> 無 25 : <input type="checkbox"/> 有 <input type="checkbox"/> 無
第 13 組 (28, 23)	28 : <input type="checkbox"/> 有 <input type="checkbox"/> 無 23 : <input type="checkbox"/> 有 <input type="checkbox"/> 無	28 : <input type="checkbox"/> 有 <input type="checkbox"/> 無 23 : <input type="checkbox"/> 有 <input type="checkbox"/> 無	28 : <input type="checkbox"/> 有 <input type="checkbox"/> 無 23 : <input type="checkbox"/> 有 <input type="checkbox"/> 無	28 : <input type="checkbox"/> 有 <input type="checkbox"/> 無 23 : <input type="checkbox"/> 有 <input type="checkbox"/> 無	28 : <input type="checkbox"/> 有 <input type="checkbox"/> 無 23 : <input type="checkbox"/> 有 <input type="checkbox"/> 無

備註:

1. 教師檢核表為輔助性質，當學生自評表與教師檢核表內容無出現較大差異(超過±1等級)，則

Breakfast in Bed: Analytic Rubric

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Food	Most food is colder or warmer than it should be, is under- or over-seasoned, or is under- or overcooked.	Some food is colder or warmer than it should be, is under- or over-seasoned, or is under- or overcooked.	All food is at the correct temperature, adequately seasoned, and cooked to the eater's preference.	All food is perfectly cooked and seasoned to the eater's preference. Additional condiments are offered.	
Presentation	More than one item (tray, napkin, or silverware) are dirty or missing.	Tray, napkin or silverware may be dirty or missing.	Food is served on a clean tray, with napkin and silverware. Some decorative additions may be present.	Food is served on a clean tray, with napkin and silverware. Several decorative touches are added.	
Comfort	Wake-up is abrupt, little to no help with seating, and the recipient is rushed and crowded during the meal.	Wake-up is somewhat abrupt, recipient may struggle with seat adjustment, or there may be some rushing or crowding during eating.	Recipient is woken gently, assisted in seat adjustment, and given reasonable time and space to eat.	Recipient is woken gently and lovingly, assisted until seating is just right, and given abundant time and space to eat.	

Resource from: <https://www.cultofpedagogy.com/holistic-analytic-single-point-rubrics/>

Rubric for Cooperative and Collaborative Learning

Student

Assignment

A analytic rubric on cooperation

	Exceeds expectations:	Meets expectations:	Approaching expectations:	Not yet meeting expectations:
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Teamwork:	Always contributes to the overall goal of the group	Usually contributes to the overall goal of the group	Sometimes contributes to the overall goal of the group	Rarely contributes to the overall goal of the group

Overall Evaluation: _____ Exceeds expectations: _____ Meets expectations: _____ Approaching expectations: _____ Not yet meeting expectations: _____



Step 3: Define the criteria
定義規準(標準)

- 1、 Review the learning objectives for the class?
再度檢視學習目標
- 2、 Try to describing A B C D (E)?
嘗試描述分級的規準。
- 3、 Work with your co-teacher, or brainstorm and discuss with students ?
可跟協同老師討論、激盪或跟學生討論。

1+1=?





Step 3: Define the criteria 、 Consider the effectiveness of the criteria
思考規準的有效性

- 1、 Can they be observed and measured?
這些規準(標準)是可被觀察或測量的嗎?
- 2、 Are they important and essential?
他們是重要的或主要的嗎?
- 3、 Are they distinct from other criteria?
他們是彼此互斥的嗎?

1+1=?





Step 4: Design the rating scale 5 levels

1、What students are able to demonstrate in this assessment? What are the possible levels of achievement?
思考學生是否能透過這個測驗展現能力? 學生大約在哪個能力等級?

2、Will you use numbers or descriptive labels for these levels?

你使用數字(量化)或描述性的說明還表示分級程度

3、If you choose descriptive labels, what labels are most appropriate? Will you assign a number to those labels?

如果你使用描述性的說明, 怎樣的說明是適合的, 你會設計一個數字去表示嗎?





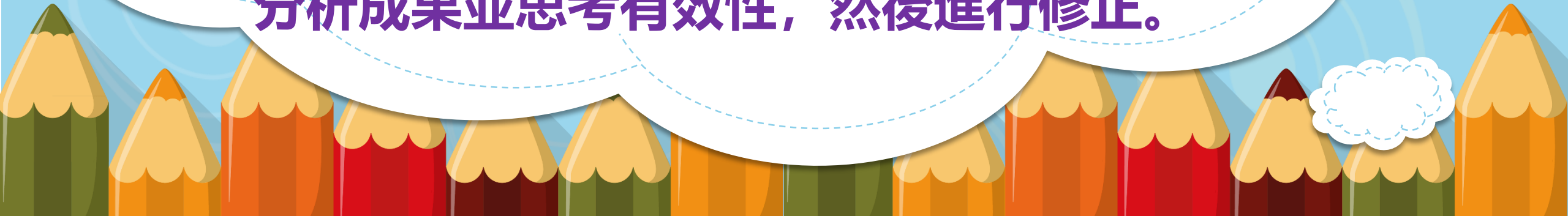
Step 5: Create your rubric 創造你的評分指引

- 1、 You can get feedback from: Co teacher, students, try to analyze students works.

你可以從協同老師、學生得到回饋，或從學生的作品中得到回饋。

- 2、 Analyze the results and consider its effectiveness, then revised accordingly.

分析成果並思考有效性，然後進行修正。





開學了

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【影片】

你的教室前面有一棵大樹。

你的座位在置物櫃旁邊。

What's the sub-goal of the task (feedback)

Category	A	B	C	D	E
Time Limit					
Content					
Preparedness					
Enthusiasm					
Speaks Clearly					
Creativity					

What's your final task for assessing students' learning effect?

2-1-1 1. 運用**感官觀察**、辨認物體或生物的特徵，以及住家、**校園**、學校**附近**（社區、部落）等**環境特色**。

Your Turn

Sharing Time





How to Create a Grading Rubric?

Task: After completing the rubric, take a photo and upload it to Padlet.

<https://padlet.com/fr202516/ppt-with-multimodality-strategy-v9cltbiydchnwbb>





How to Use a Grading Rubric ?

- 1 、 Distribute the rubric with the assessment.
- 2 、 Ask students to use the rubrics to evaluate their own work.
- 3 、 Ask students to use the rubric for peer review



1+1=?

