

高年級書寫評量設計及螺旋式書寫策略





評量標準

國小 110 學年度第二學期五年級課室書寫評量試卷

評量標準

主題	次主題	A	B	C	D	E
書寫	字句表達	<ul style="list-style-type: none"> 能力表現同 B 等級。 能依提示運用書寫慣例及語法寫出字詞及簡易句子，且用字遣詞適切。 	<ul style="list-style-type: none"> 能依提示拼寫字詞片語。 能依提示寫出簡易句子；書寫慣例、拼字及語法偶有錯誤。 	<ul style="list-style-type: none"> 能依提示拼寫字詞片語；書寫慣例、拼字及字詞變化偶有錯誤。 能依提示寫出簡易句子；書寫慣例、拼字及語法時有錯誤。 	<ul style="list-style-type: none"> 僅能有限地以字句書寫做表達。 	未達 D 等級

第三階段 - 書寫 - 字句表達評分表

班級：_____ 姓名：_____ 座號：_____ A B C D E

等級 項目	A (優秀)	B (良好)	C (基礎)	D (不足)	E (落後)
內容	<input type="checkbox"/> 切題	<input type="checkbox"/> 切題	<input type="checkbox"/> 大致切題	<input type="checkbox"/> 僅有少部分符合題意	<input type="checkbox"/> 未切題或語意無法被理解
用字遣詞	<input type="checkbox"/> 大致合宜	<input type="checkbox"/> 有些用語不符合英文習慣(不影響文意)	<input type="checkbox"/> 多有用語不符合英文習慣(勉強達意)	<input type="checkbox"/> 錯誤過多,嚴重影響句意表達	<input type="checkbox"/> 空白
拼字、格式及語法	<input type="checkbox"/> 少有錯誤	<input type="checkbox"/> 有些錯誤	<input type="checkbox"/> 多有錯誤	<input type="checkbox"/> 幾乎沒有正確的拼字或語法	
評分標準	字詞:8-10題 句子:9-10題 依字詞答對題數和 句子書寫情況給分。	字詞:8-10題 句子:7-8題 (含短文3句以上) 依字詞答對題數和 句子書寫情況給分。	字詞:5-7題 句子:4-6題 (含短文2句以上) 依字詞答對題數和 句子書寫情況給分。	字詞:3-4題 句子:2-3題 依字詞答對題數和 句子書寫情況給分。	以題數為評分標準。 字詞和字句各答對2題以下。


注意事項:


- 本卷含字詞及句子兩部分，合併評分，整卷 100 分。
 第一部分字詞表達:字詞 10 題，每題 4 分，共 40 分。
 第二部分句意表達:問答句和短文，合併計分，每句 6 分，共 60 分。
- 字詞表達評分標準：拼字和書寫格式均正確得 4 分。
 拼字正確和書寫格式錯誤扣 1 分。
 拼字錯誤得 0 分。
- 句意表達評分標準：
 拼字錯誤: 扣 1 分(同字錯誤只算一次，不同句不重複計算)。
 文法錯誤: 扣 1 分(同類錯誤只算一次，逐句計算)。
 書寫格式錯誤: 大小寫、標點符號...扣 1 分(同類錯誤只算一次，逐句計算)。
 每句扣分上限 6 分，不倒扣。


字詞基礎


第一部分字詞表達 (共 10 題 40%)


小朋友，請依圖示，在畫底線處寫出英文單字或語詞。*請注意字詞拼寫、變化及書寫格式。

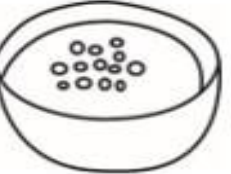
1.  _____

6.  _____

2.  _____

7.  _____

3.  _____

8.  _____



寫圖表達 整合

(5-10句) 短文 (36%)

端午節將至，餐館推出週末特惠方案來歡慶佳節，因此家人提議週末假期都叫外賣，並請你幫忙點餐。下列圖示是餐館的優惠方案內容，請你依照家人各自的喜好，在下方畫底線處，寫出自己和2位家人，在週末這兩天中任兩餐想吃的食物。請運用 Unit 1 和 Unit 2 的句型，寫出至少6個句子。

- 書寫重點：
1. 人物：自己或某位家人 (例: Grandpa, My ...)
 2. 想吃的食物：至少兩樣。
 3. 時間：早餐、午餐或晚餐？ 在星期幾？

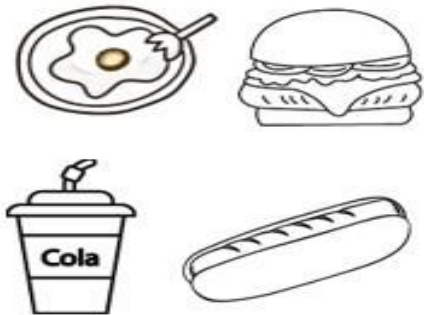
(三)

東信小館週末特惠方案



20% off

7:00 - 9:00



11:30 - 14:30



17:30 - 19:30



5. _____

6. _____

7. _____



評量標準

基隆市東信國小 110 學年度第二學期六年級語文領域英語科課室評量-書寫

班級：_____ 座號：_____ 姓名：_____ 家長簽名：_____ 分數：_____

第三階段書寫-字句表達評等表











班級：_____ 姓名：_____ 座號：_____ 所得等級： <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E					
等級 項目	A (優秀)	B (良好)	C (基礎)	D (不足)	E (落後)
內容	<input type="checkbox"/> 能依提示寫出字詞及簡易句子。 <input type="checkbox"/> 切題	<input type="checkbox"/> 能依提示寫出字詞及簡易句子，偶有錯誤。 <input type="checkbox"/> 切題	<input type="checkbox"/> 能依提示寫出字詞及簡易句子，時有錯誤。 <input type="checkbox"/> 大致切題	<input type="checkbox"/> 能依提示有限地寫出字詞及簡易句子。 <input type="checkbox"/> 僅有少部分符合題意	<input type="checkbox"/> 未切題或語意無法被理解 <input type="checkbox"/> 空白
用字遣詞	<input type="checkbox"/> 大致合宜	<input type="checkbox"/> 有些用語不符合英文習慣(不影響文意)	<input type="checkbox"/> 多有用語不符合英文習慣(勉強達意)	<input type="checkbox"/> 錯誤過多，嚴重影響句意表達	
拼字、格式及語法	<input type="checkbox"/> 少有錯誤	<input type="checkbox"/> 有些錯誤	<input type="checkbox"/> 多有錯誤	<input type="checkbox"/> 幾乎沒有正確的拼字或語法	
評分標準	字詞:36分以上 單句:18分以上 短文:36分以上	字詞:32 - 35分 單句:16 - 17分 短文:32 - 35分	字詞:24 - 31分 單句:12 - 15分 短文:24 - 31分	總分: 59 - 30分	總分: 29分以下

- 注意事項: 1. 本卷含字詞及句子兩部分，合併評分，總分 100 分: 第一部分字詞表達: 40 分; 第二部分句意表達 **A**單句: 20 分; **B**短文: 40 分。
2. 同類錯誤不計次，只算一次。

字詞基礎

第一部份字詞表達：(共 10 題，40%)

小朋友，請依看到的圖示，在格線上寫出正確的英文單字，並注意拼寫及格位的正確。

1. 	2. 
3. 	4. 
5. 	6. 
7. 	8. 
9. 	10. 



寫圖表達 基礎

第二部分句意表達：看圖書寫(60%)

評量要點

1. 句子意思符合圖片情境或意思。
2. 字句及句型符合英文慣用法。
3. 字詞書寫、變化及書寫格式的正确性。

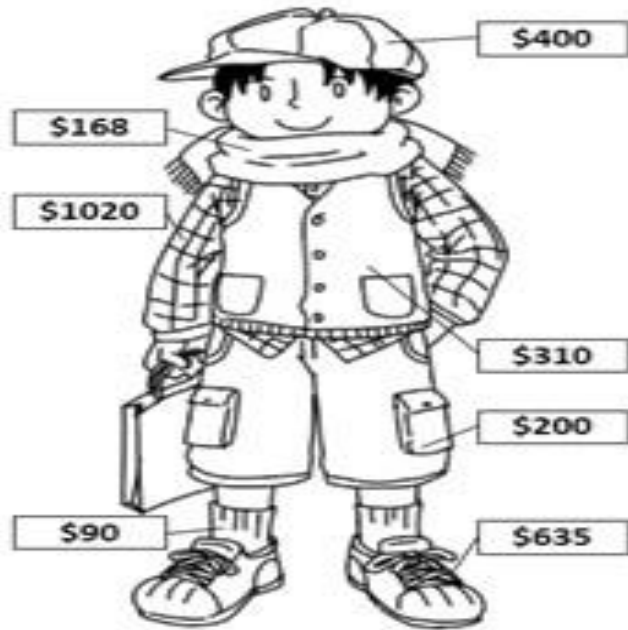
小朋友請仔細看以下三張圖，依提示書寫英文句子。

A 單句表達: (20%)

圖示①: (10%)

小朋友，請根據圖示並應用 U1 詢問他人及回答各種衣物價格的句型，在畫底線處寫出符合圖意的問句和答句。

①



②



圖示②: (10%)

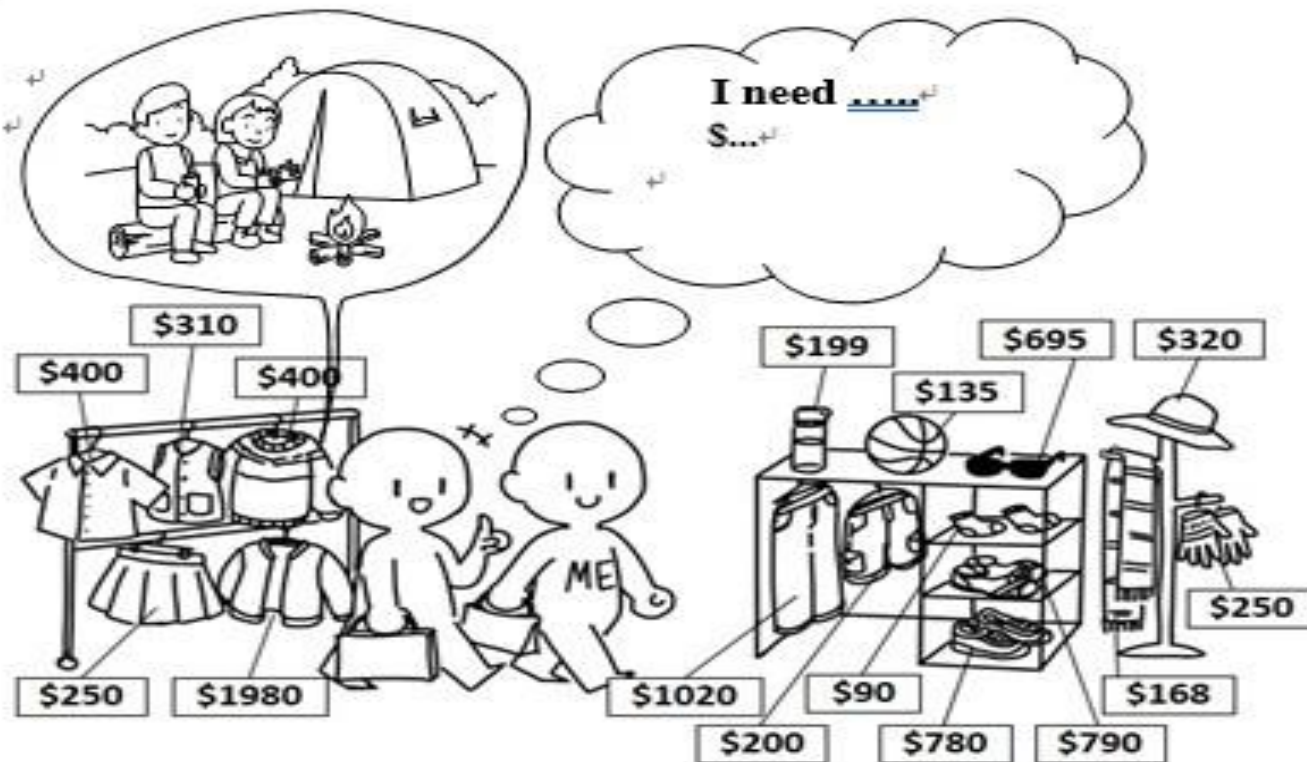
小朋友，請根據圖示並應用 U2 詢問他人及回答各種休閒活動的句型，在畫底線處寫出符合圖意的問句和答句。

寫圖表達 整合

B 短文：

小朋友，請根據下圖，在畫底線處，寫出至少六個符合圖意的句子。描述參考重點：1. 假日你和家人喜歡從事的活動。 2. 你會和誰寧先去採買所需的物品。 3. 這些物品的價錢各是多少？

圖示 (3)

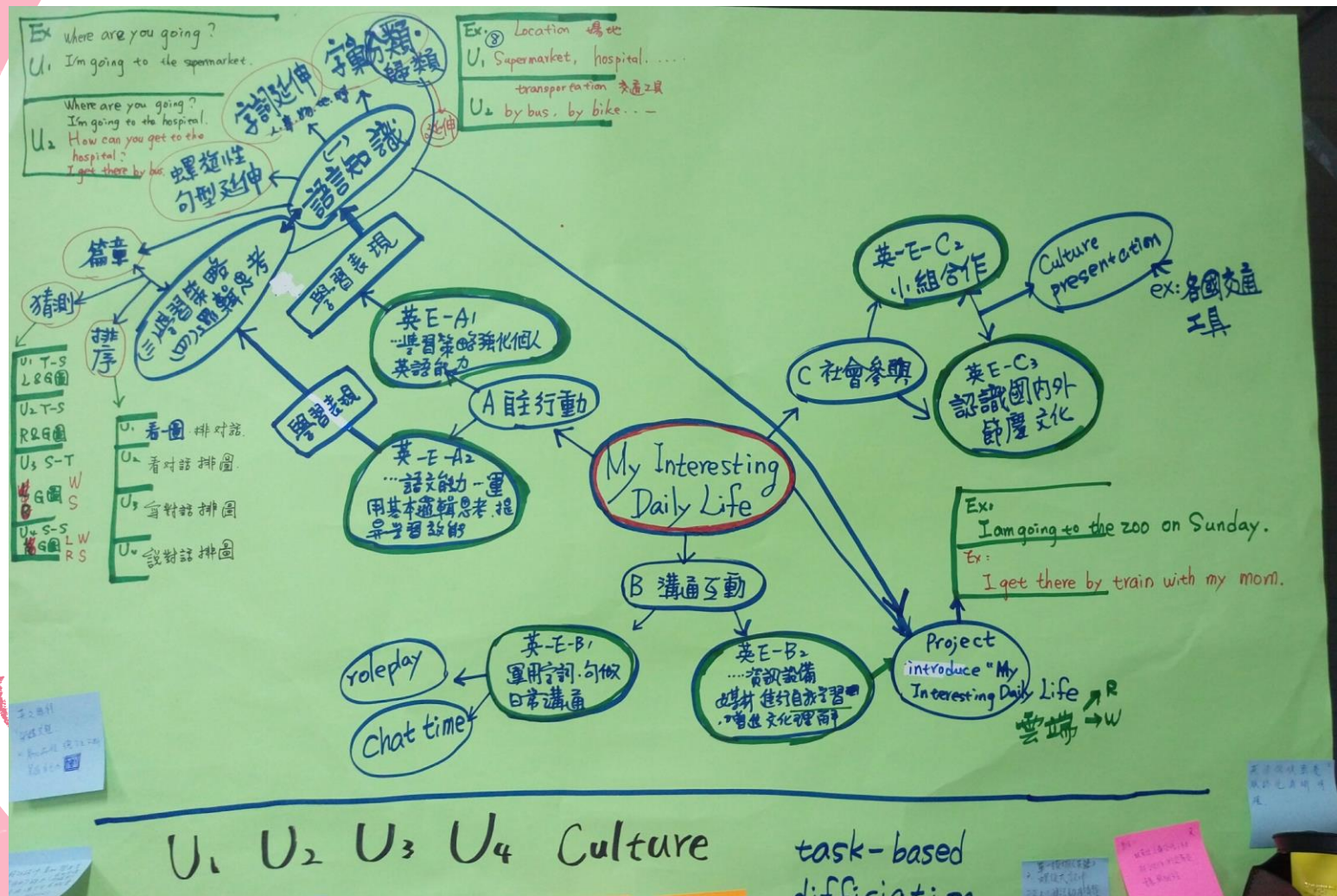




Spiral Writing Strategy

發展過程

一、教師共備(一):仔細檢視教科書主題整合與學習內容及表現之間的關係:



教師群共同討論，教科書每個單元的主題，是否可以「情境化」的主題加以整合，並在過程中將每一個單元所教學的「字彙和句型」以累加螺旋的方式融入進行練習。並在教學活動中對應學習重點中的學習內容及學習表現。

圖:教師社群討論後的圖示。

發展過程

一、教師共備(二):確認統整主題、圖示及累加字彙句型的進程:

「 My Weekly Life 」 Pre-writing Map

I can read and write more.

U1 Where are you going? I'm going to school.	U2 How can you get there? I can get there by bus.	U3 What's your favorite subject? My favorite subject is English.	U4 What do you do after school? I play basketball in the park.
I can write			
U1+U2 I'm going to school. I can get there by bus.			
U1+U2+U3 I'm going to school. I can get there by bus. My favorite subject is English.			
U1+U2+U3+U4 I'm going to school. I can get there by bus. My favorite subject is English. I play basketball in the park.			

教師分析各課單元的主要句型及如何累加使用，進而描述跟生活相關的情境。

發展過程

一、教師共備(二):確認統整主題、圖示及累加字彙句型的進程:

Challenge task:

Write more.

It's Monday. I'm going to school. I get there by bus. There are many students on the bus.

Write more.

It's Monday. I'm going to school. I get there by bus. There are many students on the bus. My favorite subject is English. I can speak English well.

Write more.

It's Monday. I'm going to school. I get there by bus. There are many students on the bus. My favorite subject is English. I can speak English well. I like sports. I always play basketball in the park after school every day.

教師還可以將差異性教學策略融入，設計挑戰性之累加、延伸方式，鼓勵學習能力較佳的學生進行挑戰。

發展過程

一、教師共備(三): 融入差異性教學策略鼓勵學生延伸學習:

Challenge task:

Write more.

It's Monday. I'm going to school. I get there by bus. There are many students on the bus.

Write more.

It's Monday. I'm going to school. I get there by bus. There are many students on the bus. My favorite subject is English. I can speak English well.

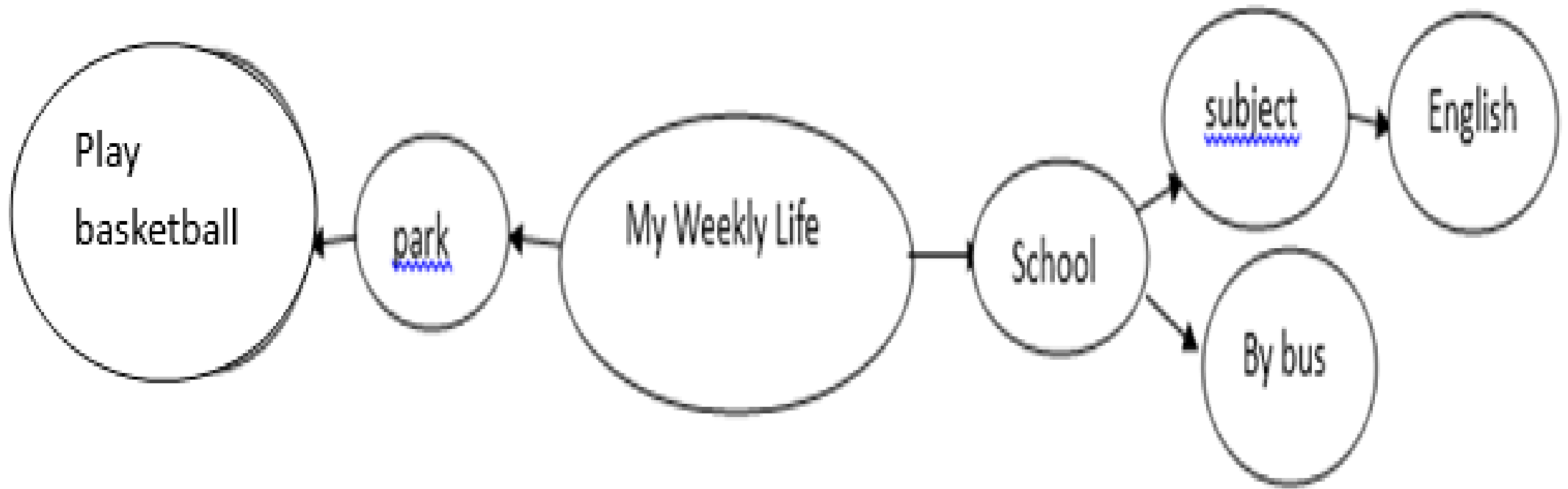
Write more.

It's Monday. I'm going to school. I get there by bus. There are many students on the bus. My favorite subject is English. I can speak English well. I like sports. I always play basketball in the park after school every day.

教師還可以將差異性教學策略融入，設計挑戰性之累加、延伸方式，鼓勵學習能力較佳的學生進行挑戰。

發展過程

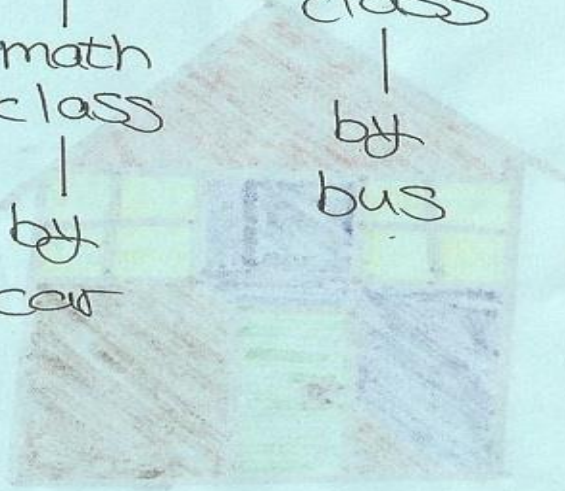
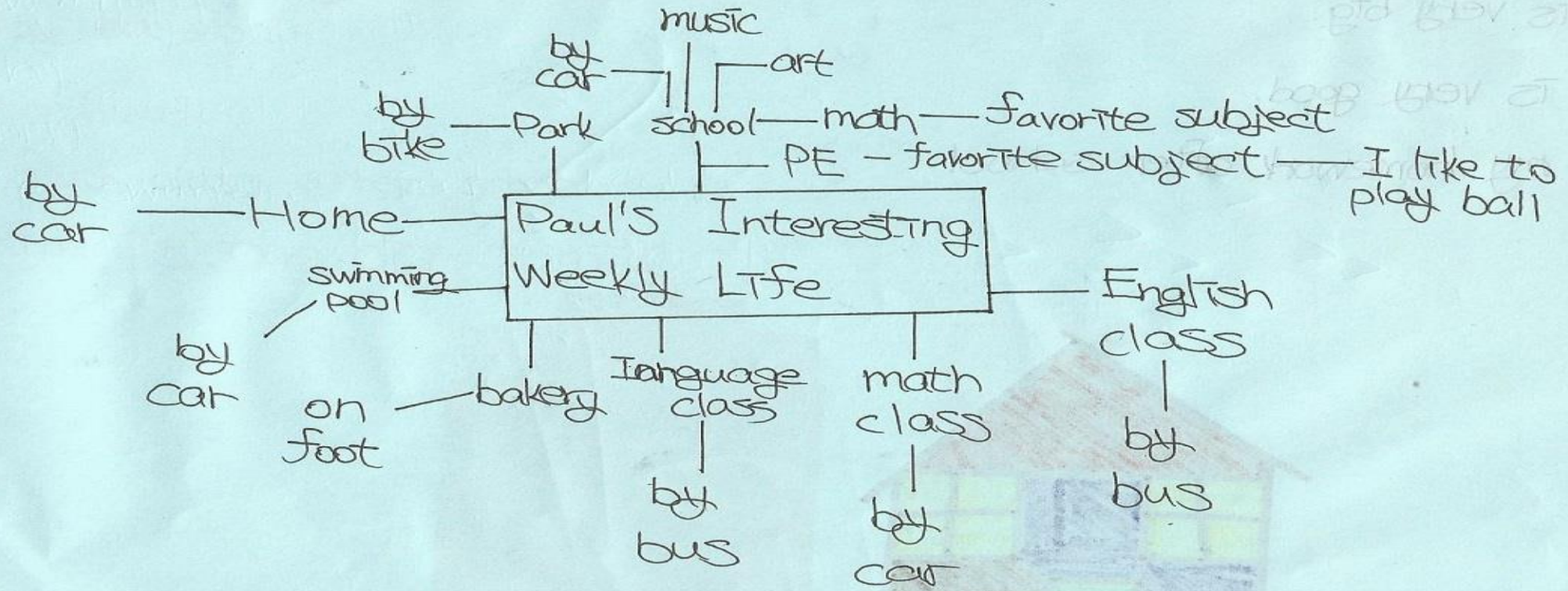
- 一、教師共備(四): 融入圖示學習策略鼓勵學生組織自己所學習的主題及字彙，進而成為寫作前策略:



教師還可以將圖示策略融入，指導學生在學習各單元的過程中，以圖示記錄所學的主題、重點及字彙，做為日後寫作的藍圖

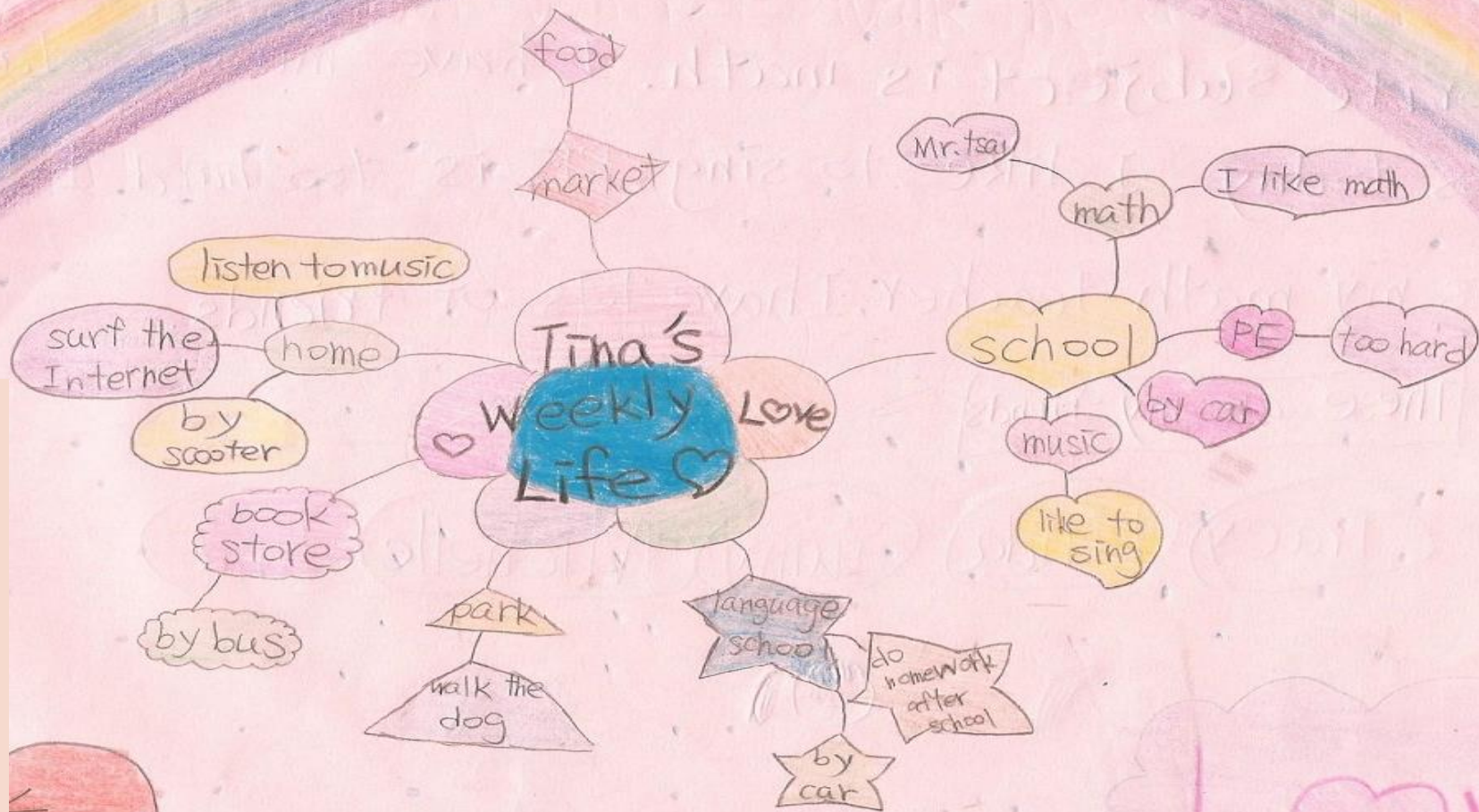
學生純字的圖示作品

My Weekly Life
Pre-writing Map



學生字圖的圖示作品

50117 蘇筠婷 Tina



LOVE

教學歷程設計與螺旋架構

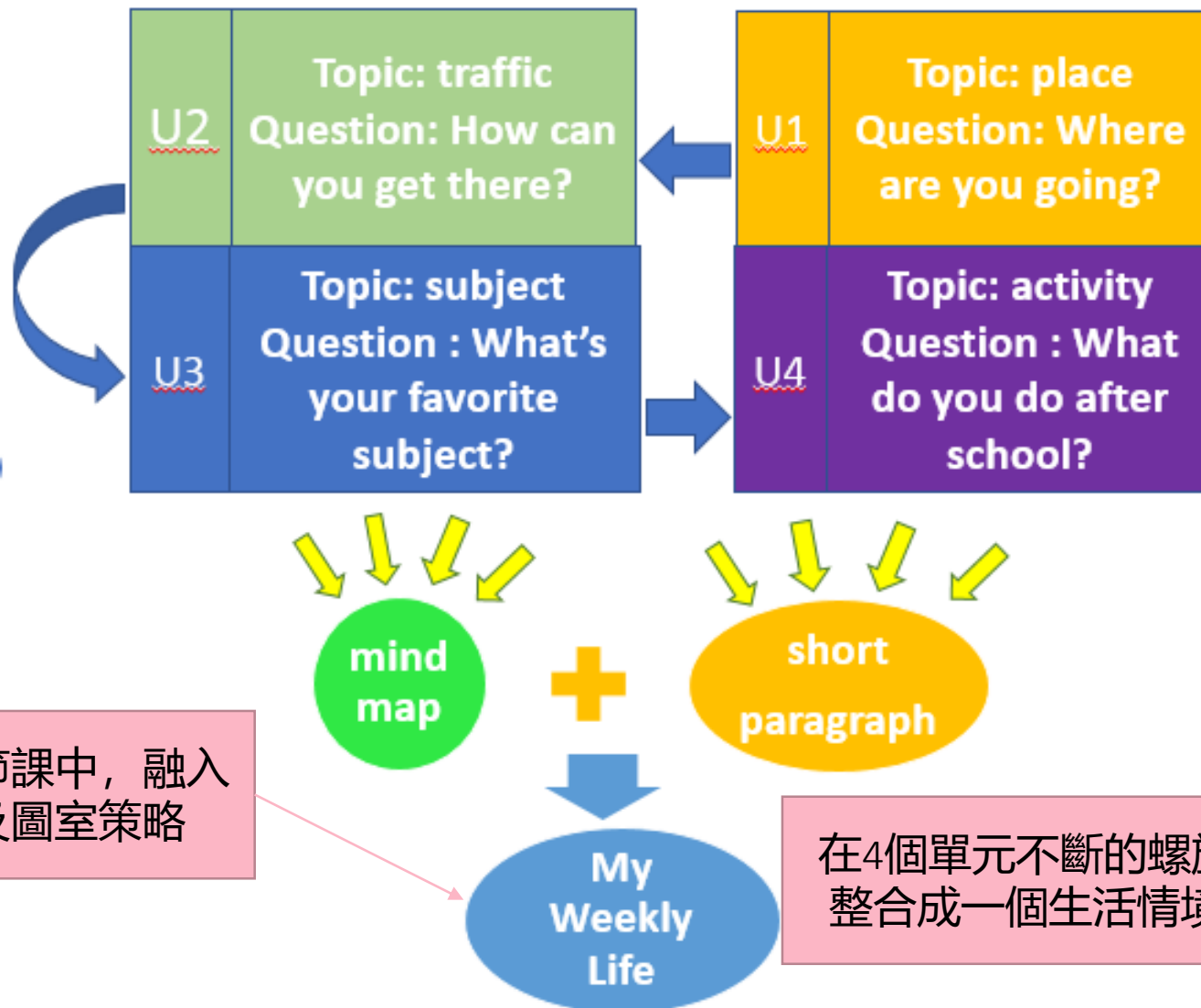
一、以下為本方案在每一個單元的教學歷程中所融入的部分

Teaching & Learning process:

1. Vocabulary
2. Sentence pattern
3. Dialogue
4. Write more :
Real life experience
5. Read and culture
6. Draw mind map &
short paragraph

Black: basic drill
Red: writing task

在1個單元的5節課中，融入螺旋式寫作及圖室策略



教學活動歷程(Write more)

1. writing vocabulary
2. practice vocabulary & sentence patterns A & B

學生在每單元的書寫練習時，加入情境式的螺旋式書寫練習

3. Dialogue

4. Write more – Real life experience

Where are your family members going?

Why or What do they want to do?

5. Culture & Reading

6. Draw mind map – short paragraph



Listen and say. 代換練習A



★ Where are you going?
I'm going to the **supermarket**.

Ask your friends and connect.



Listen and say. 代換練習B



★ Are you going to the **library**?
Yes, I am.
No, I'm not. I'm going to the **post office**.

Listen and number. 聽力聽本



第一單元

Drill+ Life Experience

★ Unit: _____

1) Where are you going?

I am going to the bakery.

I am going to the bakery because I'm so

hungry.

2) Where are you going?

We are going to the library.

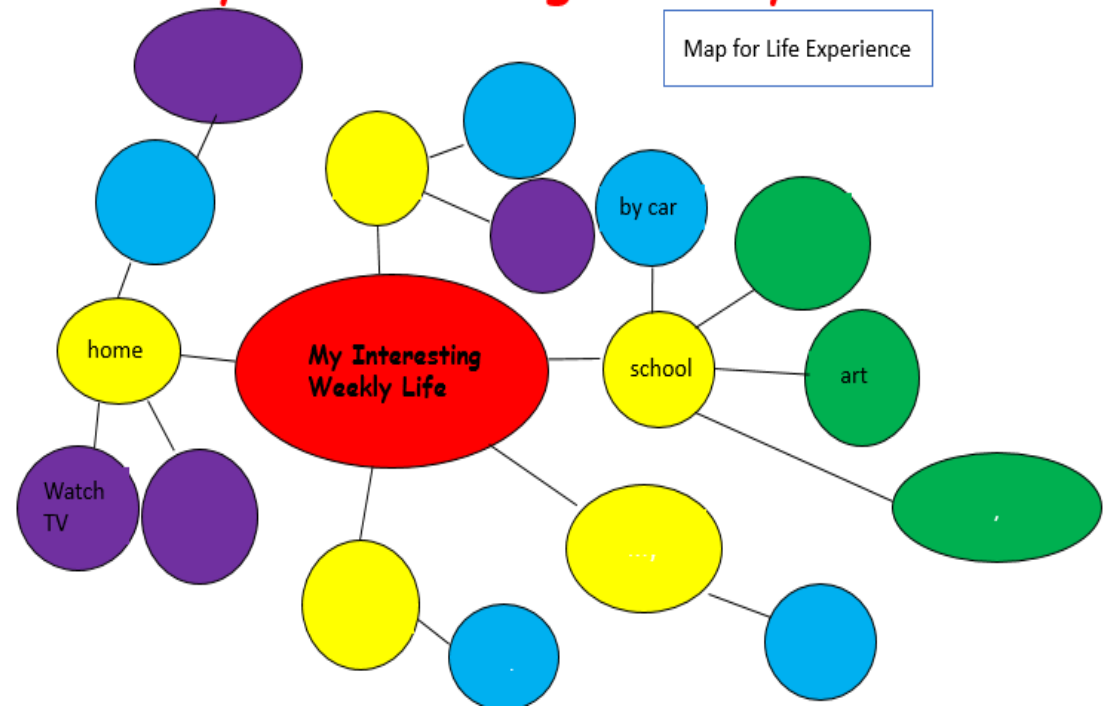
We are going to the library we want to borrow the book.

3) Where are they going?

They are going to the park.

My Interesting Weekly Life

Map for Life Experience



Listen and say. 代換練習A



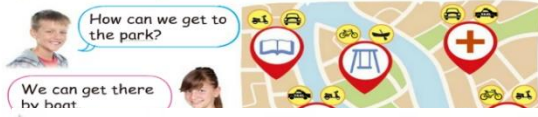
★ How can we get to the hospital?
We can get there by bus.

Listen and say. 代換練習B



★ Can we get to the library by MRT?
Yes, we can.
No, we can't. We can get there by bike.

Look and say.



Listen and check. 聽力腳本



第二單元
Drill+ Life Experience

Unit: It's Monday.

I'm going to school.

I can get there by bus.

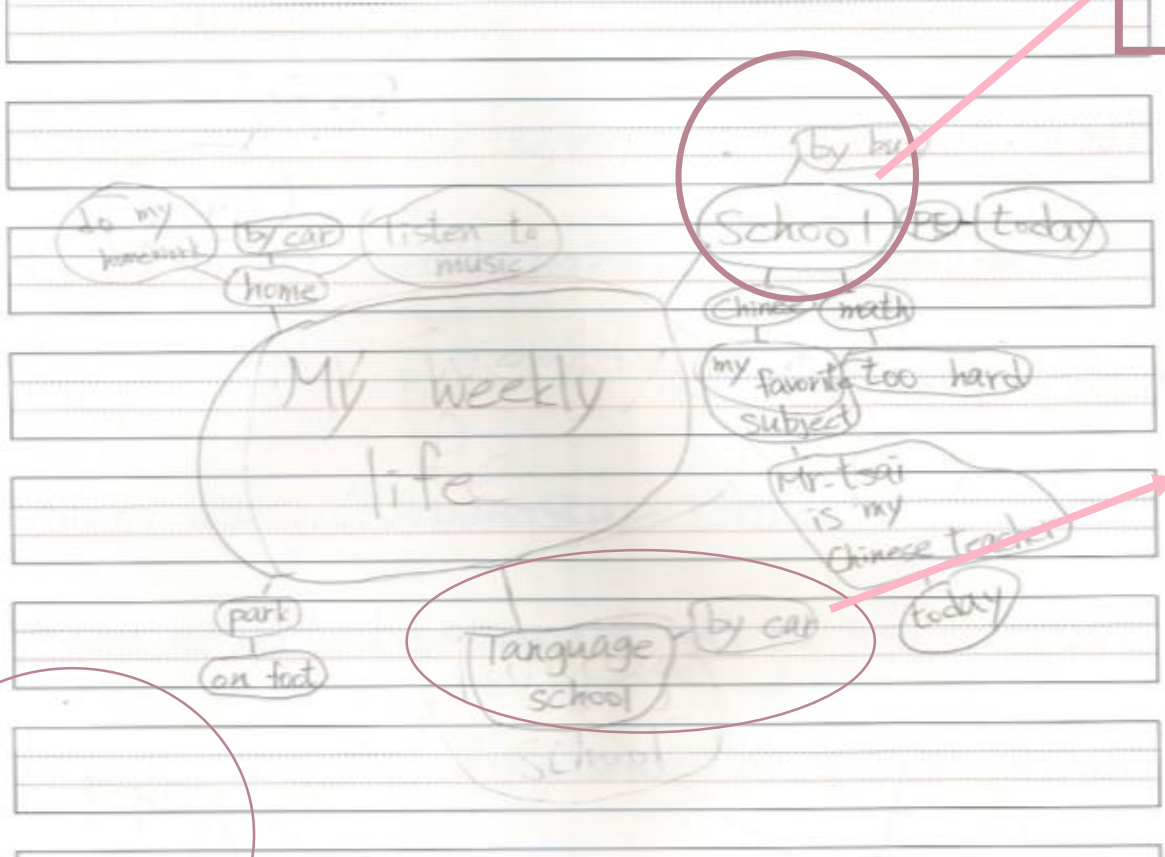
It's Wednesday.

I'm going to language school.

I can get there by car.

It's Saturday.

I'm going to park.





★ What's your favorite subject?
My favorite subject is English.

Ask and circle. What's your favorite subject? My favorite subject is PE.

social studies	music	PE
English	math	science
Chinese	art	

Friend 1 Friend 2 Friend 3



★ What's his favorite subject? His favorite subject is science.
★ What's her favorite subject? Her favorite subject is science.

Listen and match. 聽力聽本

1 Sandy	2 Jim	3 Kelly	4 Eric	5 Bella
---------	-------	---------	--------	---------

I can get there by car.

I have English class and Chinese class

today.

第三單元
Drill+ Life Experience

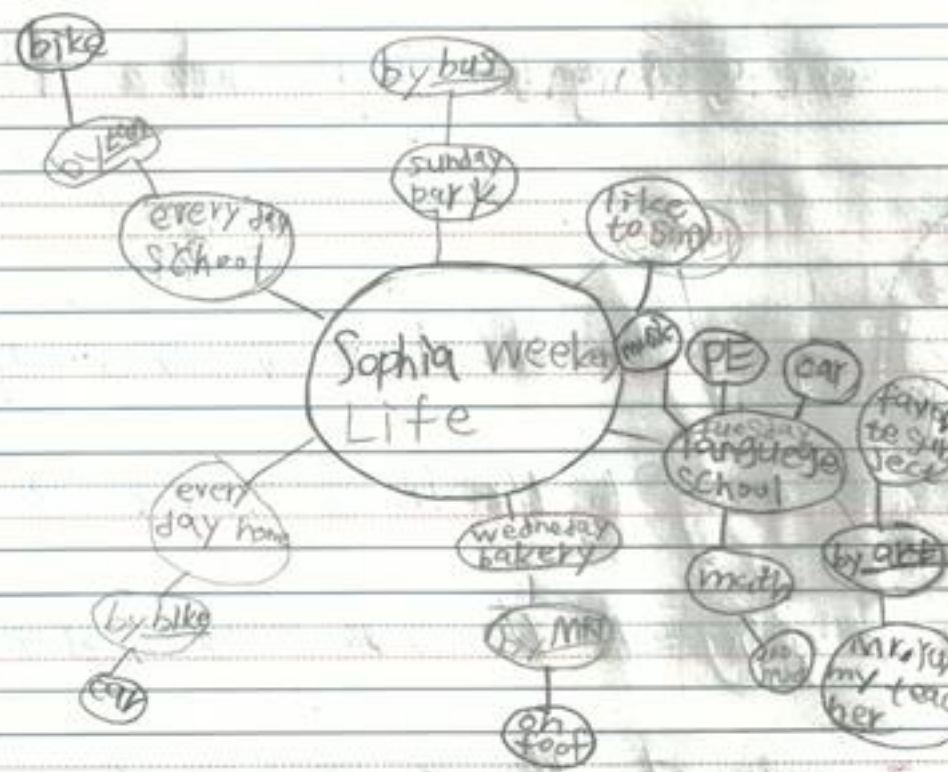
My favorite subject is art.

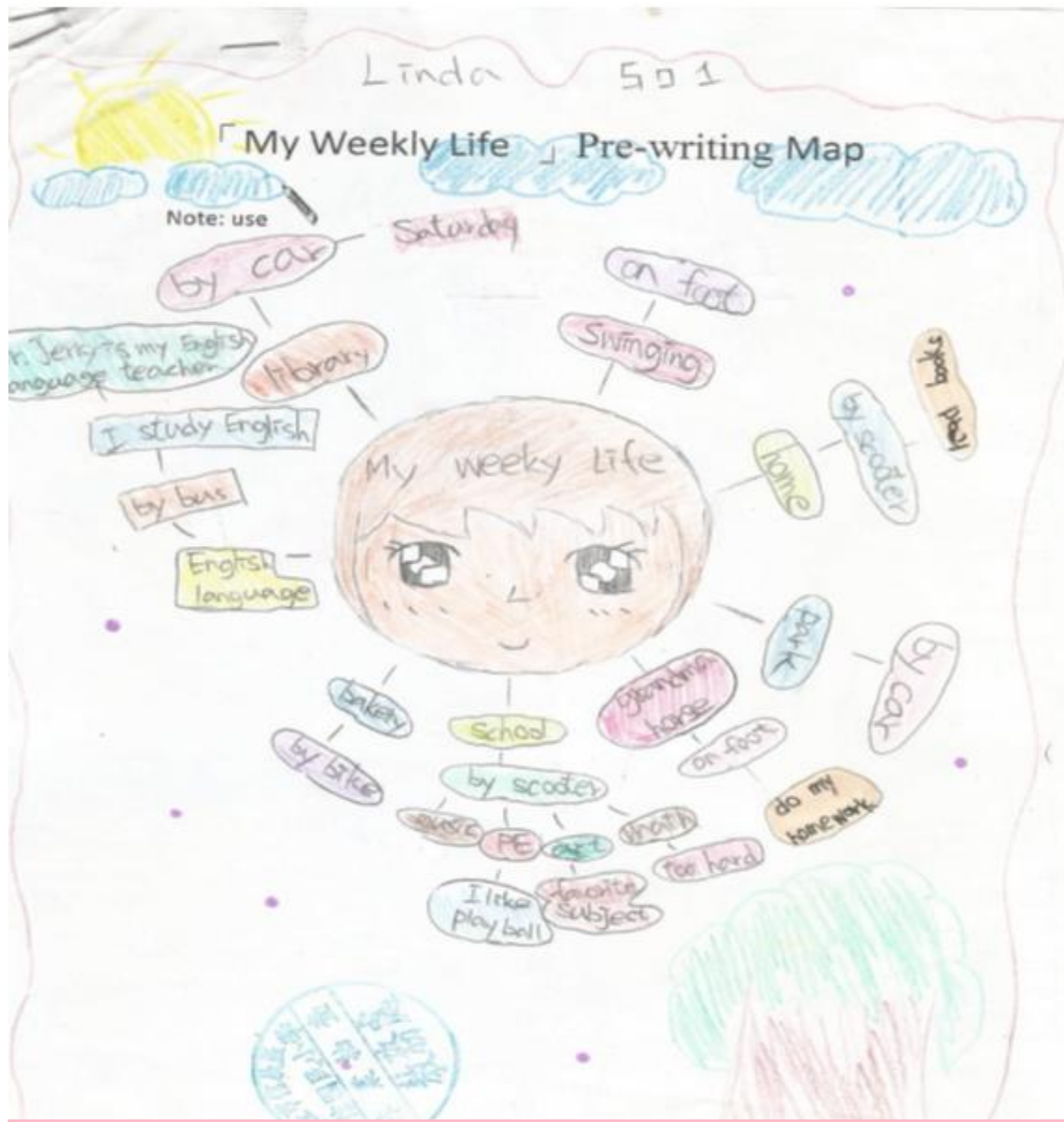
I like to draw.

Mr. Yu is my art teacher.

English is too hard.

I like music, too.





I'm going to school.

I love arts and crafts.

I have much homework and many tests there.

My English language school is GRAM.

I'm going there with my mom.

I always read many books.

My family like to read, too.

So we go to the library every Saturday.

I'm going to the swimming pool. I can play there all day.

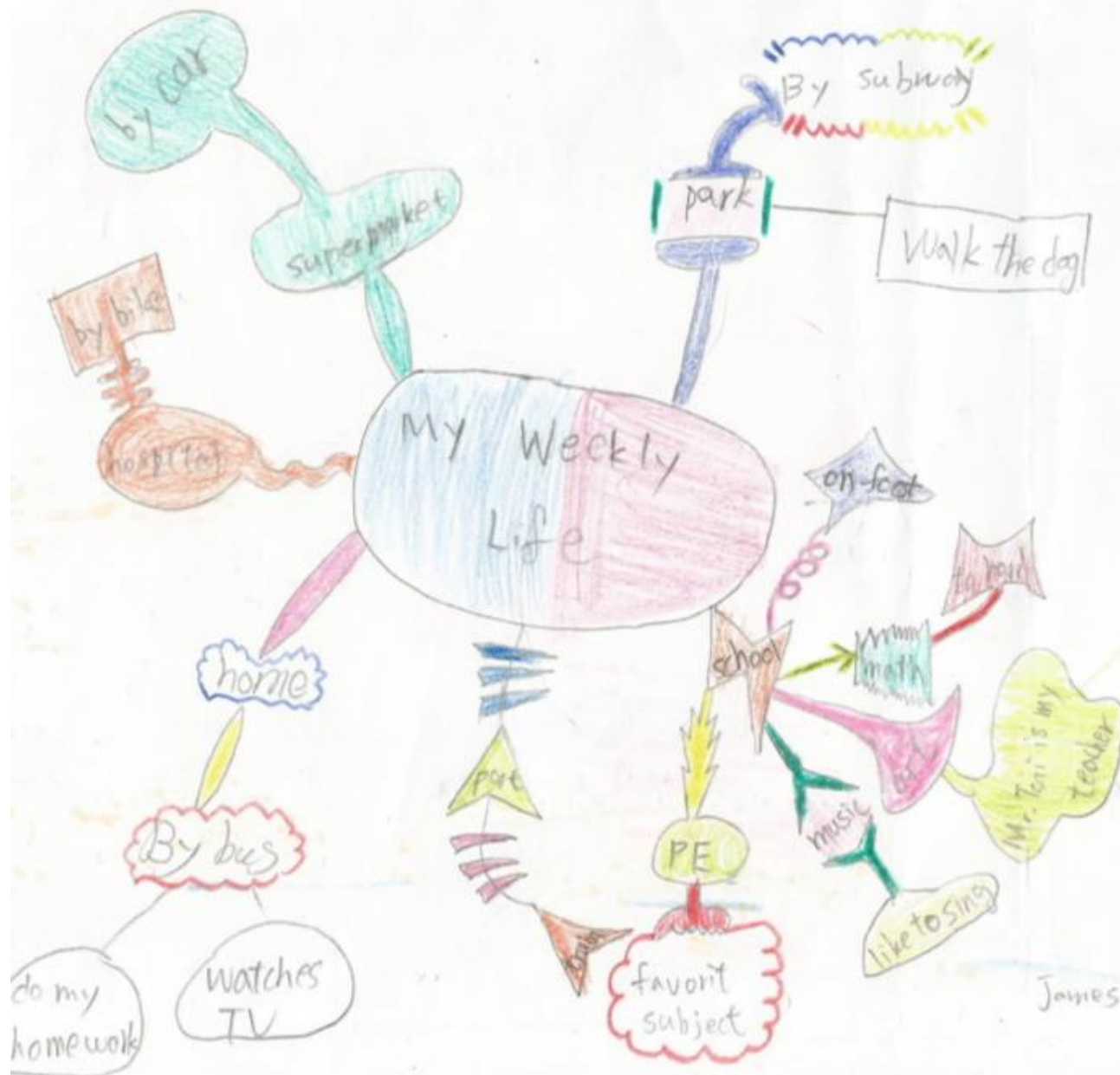
I'm going there on foot. I like swimming. swimming is my favorite

Oh sports

Teacher's Comment

Excellent(A+) Good(A) Fair (B) Keep trying(C)

四個單元之後的完成圖和對應書寫



Today is Wednesday.

It's Friday. It's cloudy

I can get there by bike.

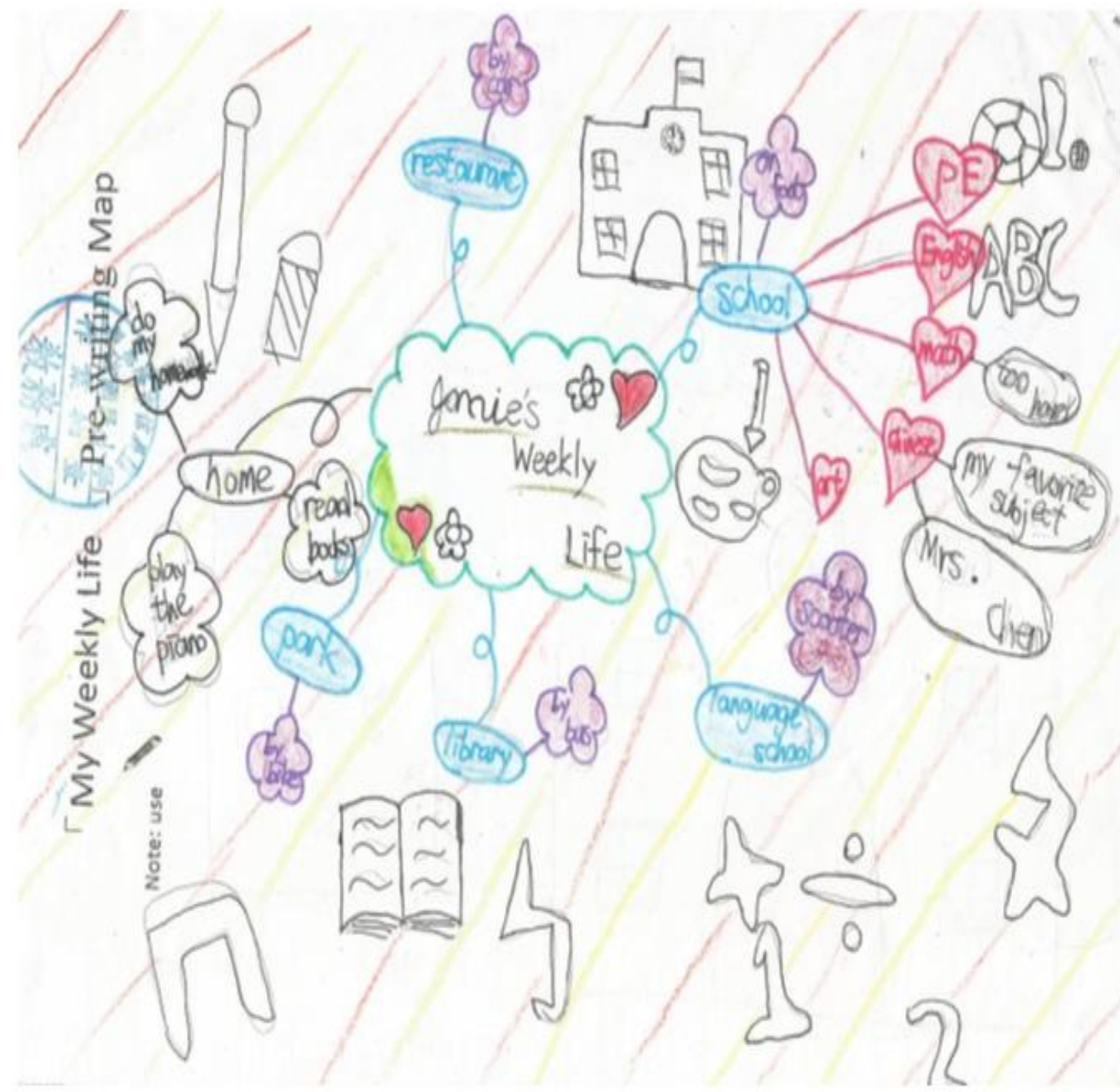
My mom is sick.

I like to play with my friends.

It's sunny.

I want to see the boats.

I can get there by train. *oh* +2 ✓



From Monday to Friday, I go to school on foot.

My favorite subject is Chinese, Mrs. Chen is my Chinese teacher.

I go to the language school on Wednesday and Saturday. I think it is fun, but it gives lots of homework.

I go to the park by bike.

I go to the park because my sister wants to play.

I go to the library by bus.

I want to borrow some books some books and study

side because on Monday I have a big test.

It's Friday. It's sunny

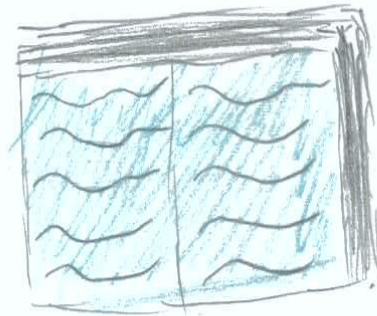
I'm going to the bakery after school.

I bought some bread and some drink.

I'm going there by bike. I'm going there
with my mom.



I'm going to the library with my family. I always
~~read~~ ^{read} many books. My family ~~too~~. So we ~~can~~ ^{go to} ~~going~~
~~the~~ like to read, too.
library every Saturday.



**評量方式的改變
會改變教師課程與教學設計之思考
教師教學模式改變
學生學習成效也會有不同的結果**



The background is a vibrant, cartoonish illustration. On the left, a tree with a trunk decorated in various patterns and colors has a small child climbing it. In the center, a group of six diverse, smiling children are shown from the chest up, looking towards the viewer. On the right, a castle with a green and brown striped roof sits atop a hill. The foreground consists of several overlapping, colorful curved bands in shades of orange, green, and blue, suggesting a landscape or a path. The overall style is bright and cheerful.

感謝標準本位評量計畫

讓我們英語教學團隊、有了不同的視野

感謝大家的投入與努力