

# 如何展現高中學生的深度英語力?

## --實做評量與檔案評量的結合

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# Outline





- 1. 培養專業的英文學習者。使其具備高層次的思考技巧,以及架構知識的能力。
- ✓批判式思考技巧(critical thinking)
- ✓創意思考技巧(creative thinking skills)
  (cf. Pearson, Dole, Duffy, and Roehler, 1992)
- ✓ EX. Extensive-reading Activity:學生必須完成 摘要、改寫、回應、以及心智圖像的創作。



- 2. 「實做評量」可獲得紙筆測驗無法得到的評估結果。
- ✓認知表現:批判式思考及創意思考、分析、解決問題、口語與寫作能力。
- ✓非認知的學習結果:與他人合作的能力、自 我導向,以及社會覺察性(Redding, 1992)。
- ✓ EX.Hands-on Project: A Survey評量創意思考、解決問題、自我導向等能力。



- 3.「檔案評量」呈現學習者一學期的英語力培養歷程。
- ✓檢視學生進步的狀況。
- ✓評量教學的成效。
- ✓展示學生的學習成果。
- ✓作為形成性評量。



- 4. 學習共同體的實現
- ✓教室翻轉
- ✔合作學習
- ✓以學習者為中心



• 「檔案評量」將學生長達一學期的實做評量作品,有計畫地收集起來,作為成果。



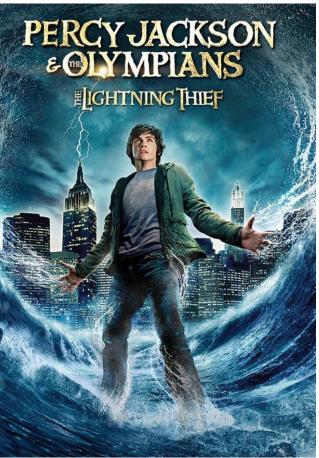
## • 實作評量內容:

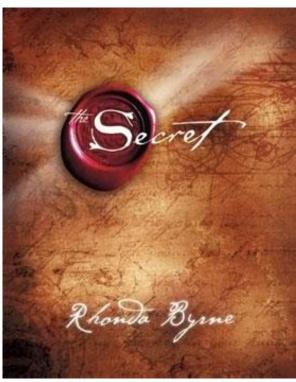
	Content	Check
1	Reflection:	
2	Travel Project:	
3	Response on A Jury of Her Peers	
4	Response on <i>The Whale Hunt</i>	
5	Response on <i>Paste</i>	
6	Writing Skills—Topic Sentence	
7	If I Use My Imagination (L10): A Survey	
8	A Memorable Event (L9): My Memorable Event	



## 1. Reflection:

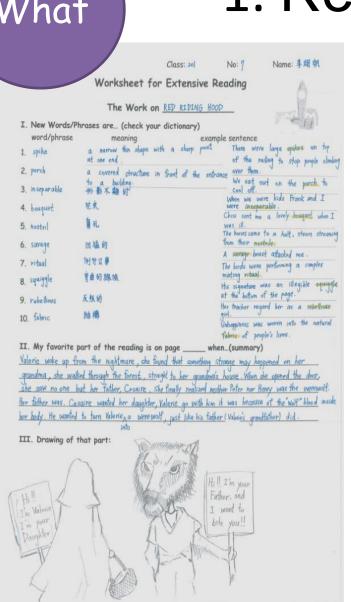




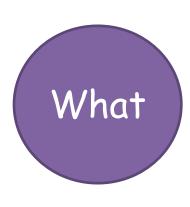




## 1. Reflection:



IV. My Favorite 5 Sentences and My Transformations:
91. Suzette packed up the food that had been brought, each dish nudged at by a knife or two, no one
→ was hangly how. Susette 收拾了端来的复数 - 每一盤都輕觸了一把或兩把刀子,攻為人感到飢餓了。
22. He was someone who had a conviction, who believed in the value of something and held it as
32. He was someone who had a conviction, who believed in the value of something and held it as → 他是一位有歷史信仰的人·相信某点的的價值並模某為神聖不可提記的。 sacred.
22 611 1 1 1 1 1 1 The state of short of smill
<ul> <li>53. Valerie felt her blood stop flowing. It could be. And yet it could.</li> <li>→ Valerie 感 變 幻如停止滯釋、即是不可能的、器而它發生了。</li> </ul>
AND
○14. Finally the Captain came running, snapping his bullwhip out as an expression of his ferosity.  → 接級,原位隊長到東,新斷他的牛鞭以來他的回結。
5. When an expert Wolf hunter arrives, the villagers learn that the creature lives among them -
→ if could be anyone in town. 當歷性繼.被對手總建.村瓦意識到那生報存在故传.們之間.村鑺的任何人都有可維。
A the second of the second sec
IV. Reflection of the Reading:
Valerie grown up in this small village. She had a close friend of ahildhood, Peter. Once
Valence grown up in this small principe one had a construction actually died for some
they caught a show-white rabbit, Peter couldn't kill it, but Valerie actually did Ten years
after, Valorie had a sister, who had been killed by the werewolf during night of full moon.
She had totally lost her mind during period of the time. Not only her, the men in the village
swore to kill the beast, they found of it and actually killed a wolf. The villagers
thought that they had destroyed the . Solomon appeared, he was a werewolf
hanter, he told the villager that they had
normal one. The villager didn't 1
Moon night - No longor , 11
oded her to go W ムト 中で、イヨヨンギルケートロー
能廣泛閱讀後提出
lak 6 the Werk
she would under 口底、找出生字,
a with with she rely 计繪製出心理圖像。
业。 业。 业。

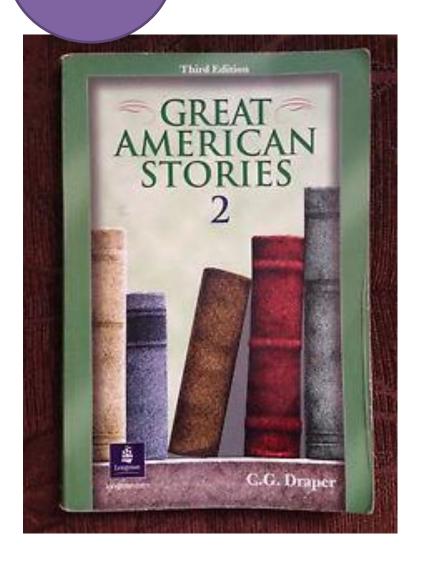


# 2. Travel Project:



What

# 3-5. Response



### 基準三、 能運用批判式思 考寫出讀後心得。

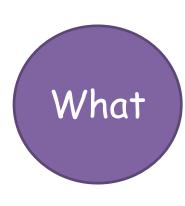
Mrs. Hale and Mrs. Peters found the box which was under the basket with a dead bird in it. Mrs. Hale thought John Wright had broken the bird's neck. She believed that John Wright killed the one beautiful orpleasant thing that left in his wife's life.

So, Mrs. Peters tried to hide the box because the thing inside might put Mrs. Wright into jail.

I think the clue that they found is enough to prove that Mrs. Wright is the murderer, because of the hate to his husband about killing the bird. There's reason why Mrs. Hale and Mrs. Peters didn't want to give the clue(the box) to the sheriff, they both know the motion why Mrs. Wright killed her husband, it's just because they knew the truth, they felt sorry for her, so they weren't please to hand in the important clue to the sheriff, if they do so, Mrs. Wright will stay in jail for a long while.

good point!

901%



## 6. Writing Skills—Topic Sentence

Written by Mr. Bruce Bagnell Edited by Chiaying Chang

#### Unit 1: Topic Sentence

#### Example: The underlined sentence is the topic sentence.

My mother is neither tall nor heavy, but she's the biggest person in my life. There has been no other person with a greater influence on me. Most mothers feed, wash, and clothe their children, and my mother is no exception. But more than this, she made sure that I received the finest education possible. This education was not at expensive schools or famous universities, but at home, by her knee, patiently. My mother explained to me the difference between right and wrong; the virtues of generosity, honesty, and hard work; and the importance of family and social ties. From her I understood who I was, where I belonged, and how I should spend my energies. No matter how big I might grow to be, I hope to be as great as my mother.

#### Exercises: Fill in each blank with the topic sentence.

2. Barbecue can improve family's emotion

The process of creating the barbecue is even more fun and important th the result. First, the family has to decide on matters such as exactly kinds of food and in what quantities. Next, shopping is often done or more family members, while the others stay at home to prepare t the table, and the tableware. When everyone is ready to start grill smells from the roasting food and the sound of the crackling coals of everyone super hungry. A constant stream of people and dishes flo from the kitchen onto the backyard table, just like ants finding and say their food. Finally, when all the food is ready and the cold drinks have been poured, a barbecue symbolizes summer itself.

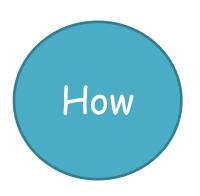
能獨立寫出 中心主旨。



7-8. Hands-on Project

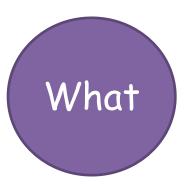
B3 L10 If I Use My Imagination	
	Number:
I. Outline of the Reading	
0 Introduction	
A creative thermometer which looks like a lalipop makes it easy to	
children's temperature. It simply takes some creativity to come up with clever designs like	this.
● Body I	
	in the
design field, and become an excellent "starting line" for future designers since 2003.	
<b>V</b>	
● Body II	
Many Taiwanese students are now making the most of their imagination and activ	ely
taking part in this competition. Their creative, original ideas have received lots of praise.	
<u> </u>	
• Conclusion  Good design usually comes from great creativity and detailed observation of daily	THE STATE OF THE S
Good design usually comes from great creativity and detailed observation of daily	riffe.
Solution: Nith a bit of pressure, you can make the hele on the needle bigger	And
he string can easily go through	
III. Your Creative Idea masse box	甘油丁
Tair-box }	
1) What I won't	
You can both laten T	能使用創意思考
while using computers.	BEI文用剧思心"与
	1-1
	技巧完成隨堂方案。
a hole that let rold our out.	

#### 如何展現高中學生的深度英語力?

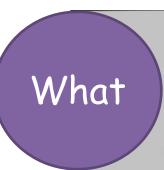


- ✔實作評量規準:
- 80-100分: 優
- 70-80分: 可
- 60-70分: 差
- 未達60: 劣

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優
   主題(句)清楚切題,主題不夠清楚或突顯主題不明,大部分相文不對題或沒寫(凡
   並有具體、完整的相部分相關敘述發展不關敘述發展不全或與文不對題或沒寫者,
   關細節支持。全
                                  其他各項均以零分計
                                  (0分)
   (25-24分)
             (20分)
                       (10分)
   重點分明,有開頭、重點安排不妥,前後重點不明、前後不連全文毫無組織或未按
   發展、結尾,前後連發展比例與轉承語使 貫
                                 提示寫作。
   貫,轉承語使用得用 欠 妥。
   (25-24分)
             (20分)
                       (10分)
                                  (0分)
   全文幾無文法錯誤,文法錯誤少,且未影文法錯誤多,且明顯全文文法錯誤嚴重,
   文句結構富變化。 響文意之表達。 影響文意之表達。 導致文意不明。
法
   (20-18分)
             (15分)
                       (8分)
                                  (0分)
   用字精確、得宜,且字詞單調、重複,用用字、拼字錯誤多,只寫出或抄襲與題意
   幾 無 拼 字 錯 誤 。 字偶有不當,少許拼明顯影響文意之表有關的零碎字詞。
             字錯誤,但不影響文達
彙
             意之表達。
                                  (0分)
   (20-18分)
            (15分)
                       (8分)
   格式、標點、大小寫幾無錯誤。格式、標點、大小寫違背基本的寫作體例
                       等有錯誤,但不影響或格式,標點、大小
體
                       文意之表達。寫等錯誤甚多。
                                  (0分)
                       (2分)
   (10-5分)
```



- 檔案評量內容:
- ✓ 評量準備
- 1.確定教學目標。
- 2. 與學生一同討論檔案評量的目標與內容。
- 3. 與學生一同決定蒐集的成果內容與作品項目。
- 4. 設計出同儕與自評評量表。
- 5. 訂定評量與計分方法。
- 6. 訂出繳交時間表。
- 7. 計畫最後的展示會。
- 8. 邀請其他師長參與評審工作。
- 9. 開始一學期的實做作品項目蒐集。



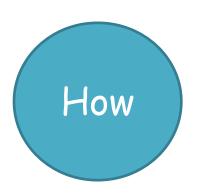
Name: 李翊帆

Number: 7

#### Portfolio in English Learning (2)

			Content		Check
1	Reading Reflection:				
2	Travel Project:				~
3	Response on A Jury of Her Peers				V
4	Respor	nse on The Whale H	unt		V
5	Response on Paste				V
6	Writing Skills—Topic Sentence			V	
7	If I Use My Imagination (B3 L10): A Survey			V	
8	A Memorable Event (B3 L9): My Memorable Event			rent	0
Pee	ers' Asse	ssment:			
	Name	Contents (60%)	Grammar (25%)	Innovation (15%)	Points
	Do t	well-written 55.9	- 1	15	000
	不可	complete	21	13	89.9
1		,			
			little mistake	well done	
		Complete	20.3		
	調		70.3	13	
2	步	58.1			924
	超時	your benutiful pirture.	Trant underested		
	179		(1000)	The cover is good	
		Ts good!			
Se	f Assess	sment:	T	1	T
		,	20	15	
	Frank	60 complete	(11)	creative.	95
		complete	little mistake.	Clouds	
				A CONTRACTOR DE LA CONT	
Tea	acher's (	Comments: ( Very	nice work! I can	feel you really mad	la a 1st
		of et	fort inside!		
	9		he travel project, I	and a water	14
	900	اله الموارد	e place you'll go.	speci a priet ist	PORMOT I OV
		to to	c par you'll go.		

基準: 能完成檔案收集, 並完成自評與他 評。



## ✓規準:

• 80-100分: 優

• 70-80分: 可

• 60-70分: 差

• 未達60: 劣

等級 項目	優	可	差	劣
內容	檔案內容完成, 蒐集完整,並排 序清楚。 (60-50分)	檔案內容堪稱完成,蒐集尚完整,並排序清楚。 (49-30分)	檔案內容多數未 完成,蒐集不完 整,或排序不清 楚。 (29-1分)	檔案內容不完整, 未蒐集排序。 (0分)
文法	檔案內文字內容 多佳句,少有文 法錯誤。 (25-20分)	檔案內文字內容 佳,略有文法錯 誤。 (19-10分)	檔案內文字不佳, 且有文法錯誤未 訂正。 (9-1分)	檔案內文字部分 未完成。 (0分)
創新	檔案設計富創意, 並在呈現創意的 作品表現裡表現 優異。 (15-10分)	檔案設計堪稱有 創意,並在呈現 創意的作品表現 尚佳。 (9-5分)	檔案設計尚缺乏 創新,並在呈現 創意的作品表現 不足。 (4-1分)	檔案無設計,並 在呈現創意的作 品無表現。 (0分)

# Wrap-Up: Application

展現學生 的深度英 語力

謹慎規劃評量及蒐集作品

實作評量 檔案評量 的結合

一學期; 翻轉教室

聽說讀寫 學習共同 體

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