

宜蘭縣英語科核心素養導向 共同命題工作坊_篇章閱讀

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資料來源: 師大心測中心諮詢委員鍾長宏老師

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今天內容

- 何謂閱讀理解？
- 依據說明：課綱 & 國教院素養導向紙筆測驗要素
- 評量目標的設定
- Translanguaging 的應用
- 生字的提示方法
- 試題間連鎖連鎖現象說明
- 題組的產生程序說明 & 實作





p. 1

想想這個七年級文本要如何出 2 題？

(修改自心測中心第五期程試辦評量題組)

Mary: Hello!

Kevin: This is Kevin. May I speak to Aunt Mary?

Mary: Speaking.

Kevin: Help, Aunt Mary! My grandma's taking a walk in the park!

Mary: What's up? Isn't it a good thing? I don't get it.

Kevin: Yes, but it's very cold out there today. My grandma's over eighty years old, you know, and she doesn't have a jacket with her.

Mary: I see. So what can I do?

Kevin: Can you give her a call? I know you two are good friends. She always listens to you.

Mary: All right.



可預測的作法

- 這篇七年級適用的對話文本，若只限定用英文寫題幹&選項，大概只能考明確敘述的細節。

(修改自心測中心第五期程試辦評量題組)

Mary: Hello!

Kevin: This is Kevin. May I speak to Aunt Mary?

Mary: Speaking.

Kevin: Help, Aunt Mary! My grandma's taking a walk in the park!

Mary: What's up? Isn't it a good thing? I don't get it.

Kevin: Yes, but it's very cold out there today. My grandma's over eighty years old, you know, and she doesn't have a jacket with her.

Mary: I see. So what can I do?

Kevin: Can you give her a call? I know you two are good friends. She always listens to you.

Mary: All right.



(jacket)

若把原文本稍做修改，並用突破性的作法寫試題

(修改自心測中心第五期程試辦評量題組)

Mary: Hello!

Kevin: This is Kevin. May I speak to Aunt Mary?

Mary: Speaking.

Kevin: Help, Aunt Mary! My grandma's taking a walk in the park!

Mary: What's up? Isn't it a good thing? **I don't get it.**

Kevin: Yes, but it's very cold out there today. My grandma's over eighty years old, you know, and she doesn't have a jacket with her.

Mary: I see. So what can I do?

Kevin: Can you give her a call? I know you two are good friends. She always listens to you.

Mary: All right.



試題改成這樣問，結果會如何？

35. 為什麼 Kevin 要打電話給 Aunt Mary？

- (A) 請 Aunt Mary 幫個忙。
- (B) 邀 Aunt Mary 一起散步。
- (C) 邀 Aunt Mary 出去看看。
- (D) 請 Aunt Mary 多注意衣著。

答對率均超過63%；
鑑別度均超過0.6。

(修改自心測中心第五期程試辦評量題組)

Mary: Hello!

Kevin: This is Kevin. May I speak to Aunt Mary?

Mary: Speaking.

Kevin: Help, Aunt Mary! My grandma's taking a walk in the park!

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Mary: I see. So what can I do?

Kevin: Can you give her a call? I know you two are good friends. She always listens to you.

Mary: All right.



36. Aunt Mary 說 **I don't get it.** 是什麼意思？

- (A) 她沒有看到 Kevin 的阿嬤。
- (B) 她沒有聽懂 Kevin 的意思。
- (C) 她沒有 Kevin 阿嬤的電話。
- (D) 她沒有 Kevin 阿嬤的夾克。

什麼是「閱讀理解」？



「閱讀理解」是什麼？ 1/2

p. 2

- Wikipedia:

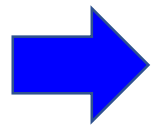
「閱讀理解」(reading comprehension) 是指讀者處理文本內容、了解其意，並與其已知之先備知識整合而言。有效的閱讀所需的基本技能包括**了解字意**、有能力**猜測字義**、依循段落組織，以**指出前文及相關訊息**、從文本內容**做出推論**、**指出主旨**、依文本內容**回答問題**、**確認文本的結構與文體**、理解文中所要傳達之**情境氛圍意涵**、理解作者的**立場與觀點**等等。

與心測中心的「閱讀評量標準」之「文意理解」大致相符。

「閱讀理解」是什麼？ 2/2

- 簡單地說，「閱讀理解」是指理解你所讀的文本內容。

參考文獻：What is Reading Comprehension? Retrieved from K-12 Reader Website:
<https://www.k12reader.com/what-is-reading-comprehension/>



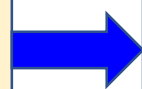
所以重點在於對「**文本內容**」的理解。



評量的理由

- 學習「的」評量 (*assessment of learning*)

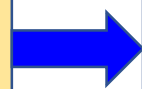
總結性評量



檢驗一段學習期間後的學習成果

- 評量「是為了」學習 (*assessment for learning*)

形成性評量



檢驗學生是否理解所學，藉以調整教學

- 評量「即」學習 (*assessment as learning*)

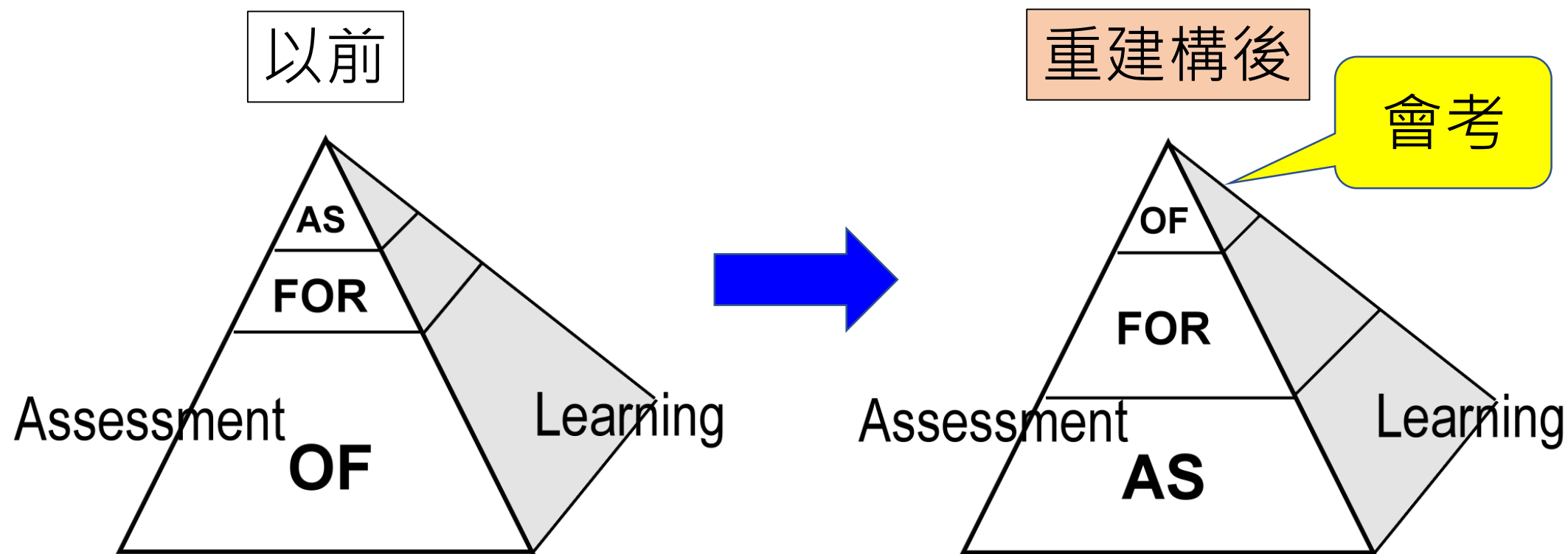
形成性評量的
次分類



在形成性評量中，引導培養學生
後設認知能力及終身學習態度

參考文獻：Earl, L. M. (2003). *Assessment as learning: Using classroom assessment to maximize student learning*. Thousand Oaks, CA: Corwin Press.

評量觀念的改變

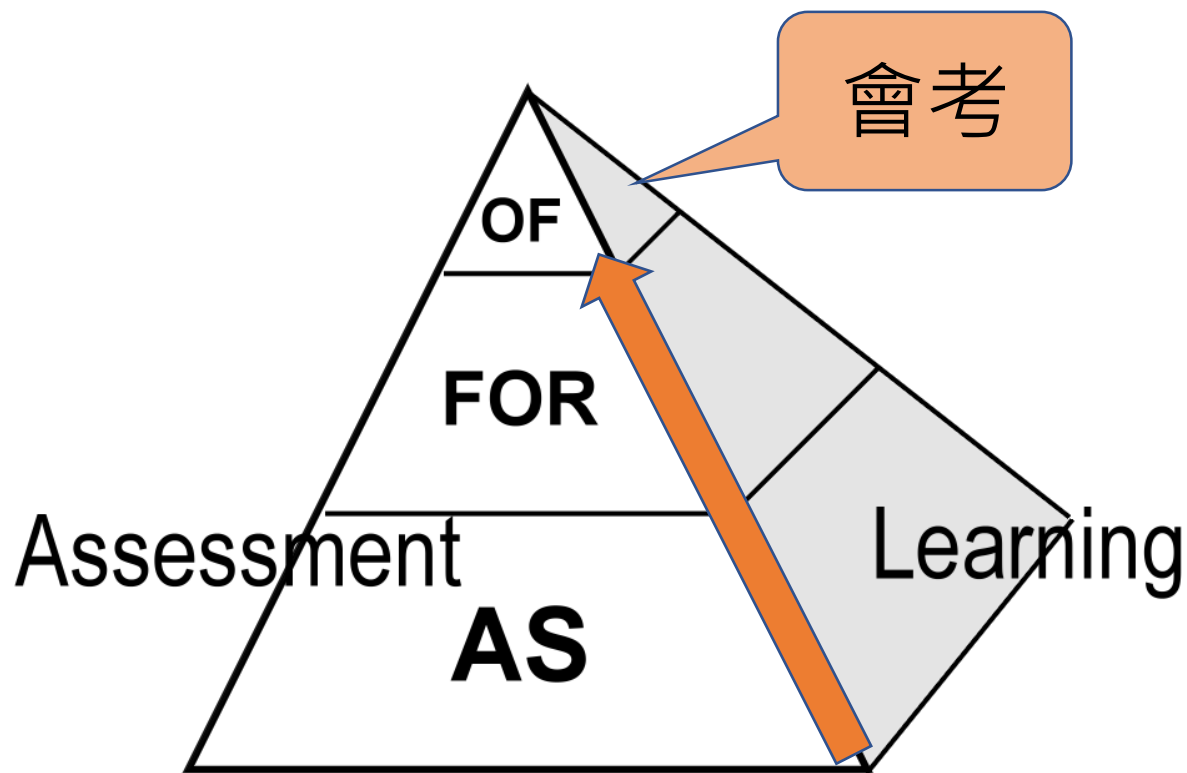


參考文獻：Earl, L. M. (2003). *Assessment as learning: Using classroom assessment to maximize student learning*. Thousand Oaks, CA: Corwin Press.

對學生在學習過程中的評量應有的態度

- 對於初學者的**評量**，應該要在**朝向**課程目標的方向上，聚焦在他們某個階段中的**學習過程**。

也就是聚焦在「形成性評量」



參考文獻：La Celle-Peterson, M. W., & Rivera, C. (1994). Is it real for all kids? A framework for equitable assessment policies for English language learners. *Harvard Educational Review*, 64(1), 55-75.

形成性評量的效益

- Crooks (1988)認為形成性評量在協助學生學習上，可以達到八個效益其中之三個：
 1. 提供學生練習技能和強固學習的機會。
 2. 引導學生做更進一步的指導或學習活動的選擇，以提升[對於課程內容的]熟悉度。
 3. 協助學生擁有成就感，[提升其繼續學習的信心]。

參考文獻：Crooks, T. J. (1988). The impact of classroom evaluation practices on students, *Review of Educational Research*, 58(4), 438-481.

課綱對於「核心素養」的一些說法

英-J-A2

具備系統性理解與推演的能力，能釐清文本訊息間的關係進行推論，並能經由訊息的比較，對國內外文化的異同有初步的了解。

英-J-B1

具備聽、說、讀、寫英語文的基礎素養，在日常生活常見情景中，能運用所學字詞、句型及肢體語言進行適切合宜的溝通與互動。



課綱實施要點：評量

- **評量的目的**在於**檢驗學生學習的成效**，以利教師**調整教學**。
- 須視評量為**課程發展的一部分**，教師應視**學習評量結果**，適當調整教材教法與教學活動設計。
- **事先告知**學生學習評量的相關**內容與方法**。

形成性評量

評量範圍 & 要如何評量？

評量的內容

- 考試的內容須得是**老師所教的**。
- 因此，評量已經越來越多重新設計成**包括學生應該要學的內容**，例如口語和文意表達，以及**複雜的問題解決和分析**等。

對應到Wikipedia對於「閱讀理解」的定義。

參考文獻：Resnick, L. B. & Resnick, D. P. (1991). Assessing the Thinking Curriculum: New Tools for Educational Reform. In B. R. Gifford and M. C. O'Connor (eds.). *Changing Assessments: Alternative Views of Aptitude, Achievement, and Instruction* (pp. 37-75). Kluwer, Boston, MA.

課綱實施要點：補救教學

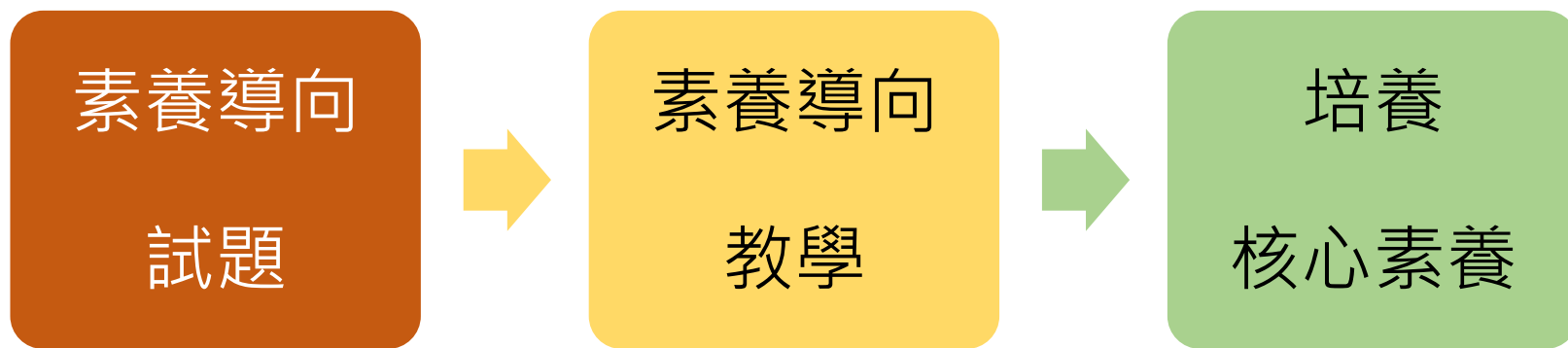
- 教師可建立個人試題檔案，於每次評量後進行簡易分析，以評估試題品質及學生學習成效，並診斷學生學習困難，以提供學生加深、加廣或補救教學的適性學習輔導。



國教院對於素養導向題的說明 -1

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- 素養導向試題的目的是為了引導素養導向的教學，素養導向教學的目的是培養核心素養。



國教院對於素養導向題的說明 -2

p. 3

從評量的角度看長篇閱讀文本的設計

- 適當設計的素養導向試題，除了可讓現場老師掌握核心素養精神，進而調整教學，最後讓素養導向教學的效果反映在學生的評量成果上。

素養導向試題



素養導向教學

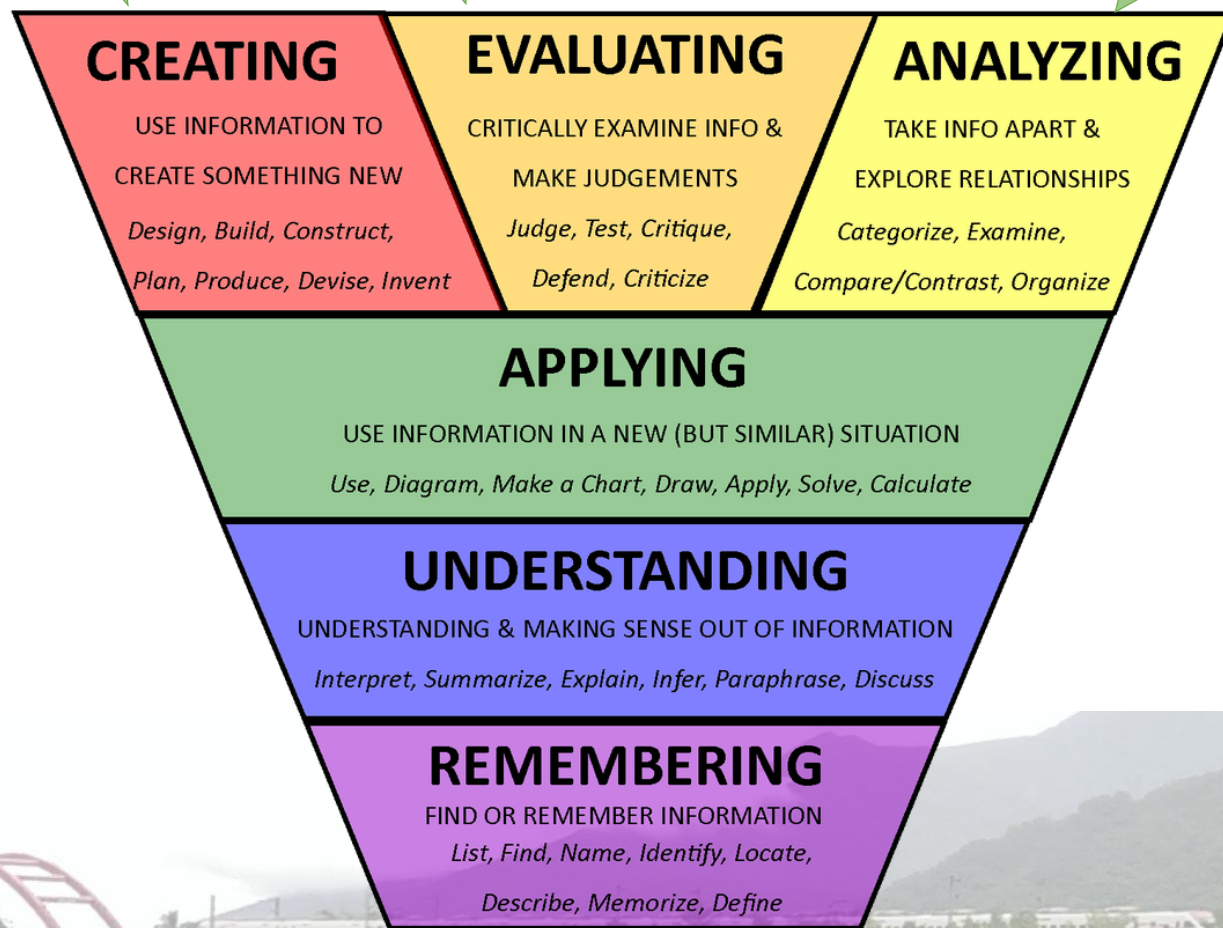


(利用資訊創造新事物)

(依據某項標準作價值判斷的能力)

(將所學分析為各個構成的部分，或找出各部分間的相互關係)

- 藉助於素養導向閱讀教學引導與評量，培養學生高層次認知思考能力。



評量目標的設定

- 以心測中心的「**閱讀評量標準**」為閱讀理解評量目標設定依據。
- 參考網站：SBASA

(<https://www.sbasa.ntnu.edu.tw/SBASA/HomePage/index.aspx>)

SBASA · 十二年國教課綱國民中小學素養導向標準本位評量計畫 ·
Standard-based Assessment of Student Achievement for Elementary and Junior High School Students

關於本計畫

評量標準與示例

評量系統

專家人才庫

線上報名

資料下載

領航學校專區

會員專區

回首頁



認識英語科閱讀能力評量標準 (pp. 21-23)

學習內容

A-E 五個表現等級

學習表現

		優秀	良好	基礎	不足	落後
		評量標準				
主題	次主題	A	B	C	D	E
七年級	字詞句構	<ul style="list-style-type: none"> 能力表現同 C 等級。 能力表現同 B 等級。 能力表現同 B 等級。 能力表現同 B 等級。 	<ul style="list-style-type: none"> 能力表現同 C 等級。 能指出句中關鍵字詞片語的基本語意。 能指出字詞變化¹及語法一致性。 能指出句子結構²，包含詞序、必要成分及其他組成成分。 	<ul style="list-style-type: none"> 能指出對應的連續書寫體。 能指出字詞片語的基本語意。 能指出字詞變化及語法一致性，偶有錯誤。 能指出句子基本結構，包含詞序及必要成分。 	<ul style="list-style-type: none"> 僅能有限地指出對應的連續書寫體。 僅能有限地指出字詞片語的基本語意。 僅能有限地指出字詞變化或語法一致性。 僅能有限地指出句子基本結構。 	未達 D 等級
	閱讀	<p>閱讀生活化、與個人相關、訊息或情境單純、語句簡短的內容，如對話、短篇故事或敘述、韻文、簡易圖表等，</p>			<ul style="list-style-type: none"> 僅能有限地從句中明顯語境指出適切時態。 僅能有限地指出篇章中跨句的連貫標記或其意義。 僅能有限地指出明確敘述的訊息。 僅能有限地擷取明顯、簡易或局部訊息，指出主旨大意或隱含文意。 	
	文意理解	<ul style="list-style-type: none"> 能從隱含或整體上下文語境指出適切時態。 能指出篇章中跨句群的連貫標記³及其意義或功能⁴。 能力表現同 B 等級。 能整合隱晦、繁複或整體訊息⁵，指出主旨大意與隱含文意⁶。 	<ul style="list-style-type: none"> 能從局部上下文明顯語境指出適切時態。 能指出篇章中跨句群的連貫標記及其意義或功能，偶有錯誤。 能指出明確敘述的訊息。 能整合明顯、簡易或局部訊息，指出主旨大意與隱含文意。 	<ul style="list-style-type: none"> 能從句中明顯語境指出適切時態。 能指出篇章中跨句的連貫標記及其意義或功能。 能指出明確敘述的訊息，偶有錯誤。 能擷取明顯、簡易或局部訊息，指出主旨大意或隱含文意。 	<ul style="list-style-type: none"> 僅能有限地從句中明顯語境指出適切時態。 僅能有限地指出篇章中跨句的連貫標記或其意義。 僅能有限地指出明確敘述的訊息。 僅能有限地擷取明顯、簡易或局部訊息，指出主旨大意或隱含文意。 	

七、八、九年級閱讀能力評量標準

評量標準						
主題	次主題	A	B	C	D	E
七年級	字詞句構	<ul style="list-style-type: none"> 能力表現同 C 等級。 能力表現同 B 等級。 能力表現同 B 等級。 能力表現同 B 等級。 	<ul style="list-style-type: none"> 能力表現同 C 等級。 能指出句中關鍵字詞片語的基本語意。 能指出字詞變化¹及語法一致性。 能指出句子結構²，包含詞序、必要成分及其他組成成分。 	<ul style="list-style-type: none"> 能指出對應的連續書寫體。 能指出字詞片語的基本語意。 能指出字詞變化及語法一致性，偶有錯誤。 能指出句子基本結構，包含詞序及必要成分。 	<ul style="list-style-type: none"> 僅能有限地指出對應的連續書寫體。 僅能有限地指出字詞片語的基本語意。 僅能有限地指出字詞變化或語法一致性。 僅能有限地指出句子基本結構。 	未達 D 等級
		閱讀生活化、與個人相關、訊息或情境單純、語句簡短的內容，如對話、短篇故事或敘述、韻文、簡易圖表等，				
八年級	文意理解	<ul style="list-style-type: none"> 能從隱含或整體上下文語境指出適切時態。 能指出篇章中跨句群的連貫標記³及其意義或功能⁴。 能力表現同 B 等級。 	<ul style="list-style-type: none"> 能從局部上下文明顯語境指出適切時態。 能指出篇章中跨句群的連貫標記及其意義或功能，偶有錯誤。 能指出明確敘述的訊息。 	<ul style="list-style-type: none"> 能從句中明顯語境指出適切時態。 能指出篇章中跨句群的連貫標記及其意義或功能。 能指出明確敘述的訊息，偶有錯誤。 	<ul style="list-style-type: none"> 僅能有限地從句中明顯語境指出適切時態。 僅能有限地指出篇章中跨句群的連貫標記或其意義。 僅能有限地指出明確敘述的訊息。 	未達 D 等級
		閱讀主題熟悉、訊息或情境略為複雜、語句略長的內容，如對話、記敘文、說明文、韻文、圖表等，				

取材內容逐年加深加廣

評量標準						評量標準						
主題	次主題	A	B	C	D	主題	次主題	A	B	C	D	E
八年級	字詞句構	<ul style="list-style-type: none"> 能力表現同 C 等級。 能力表現同 B 等級。 能力表現同 B 等級。 能指出句子結構¹，包含詞序、必要成分、其他組成成分及成分變化²。 	<ul style="list-style-type: none"> 能力表現同 C 等級。 能指出句中關鍵字詞片語的基本語意。 能指出字詞變化³及語法一致性。 能指出句子結構，包含詞序、必要成分及其他組成成分。 	<ul style="list-style-type: none"> 能指出對應的連續書寫體。 能指出句中關鍵字詞片語的基本語意，偶有錯誤。 能指出字詞變化及語法一致性，偶有錯誤。 能指出句子基本結構，包含詞序及必要成分。 	<ul style="list-style-type: none"> 僅能有限地指出句中關鍵字詞片語的基本語意。 僅能有限地指出字詞變化或語法一致性。 僅能有限地指出句子基本結構。 	九年級	字詞句構	<ul style="list-style-type: none"> 能指出句中關鍵字詞片語的語意¹。 能力表現同 B 等級。 能指出句子結構²，包含詞序、必要成分、其他組成成分、成分變化³、句構組合及句構變化⁴。 	<ul style="list-style-type: none"> 能指出句中關鍵字詞片語的基本語意。 能指出字詞變化⁵及語法一致性。 能指出句子結構，包含詞序、必要成分及其他組成成分。 	<ul style="list-style-type: none"> 能指出對應的連續書寫體。 能指出句中關鍵字詞片語的基本語意，偶有錯誤。 能指出字詞變化及語法一致性，偶有錯誤。 能指出句子基本結構，包含詞序及必要成分。 	<ul style="list-style-type: none"> 僅能有限地指出對應的連續書寫體。 僅能有限地指出句中關鍵字詞片語的基本語意。 僅能有限地指出字詞變化或語法一致性。 僅能有限地指出句子基本結構。 	未達 D 等級
		閱讀主題熟悉、訊息或情境略為複雜、語句略長的內容，如對話、記敘文、說明文、韻文、圖表等，						閱讀一般議題、訊息或情境多元、語句略為複雜的內容，如對話、記敘文、說明文、議論文、韻文、圖表等，				
八年級	文意理解	<ul style="list-style-type: none"> 能從隱含或整體上下文語境指出適切時態。 能指出篇章中跨句群的連貫標記⁴及其意義或功能⁵。 能力表現同 B 等級。 能從隱含語境指出客觀事實與個人意見。 能整合隱晦、繁複或整體訊息⁶，指出主旨大意與隱含文意⁷。 	<ul style="list-style-type: none"> 能從局部上下文明顯語境指出適切時態。 能指出篇章中跨句群的連貫標記及其意義或功能，偶有錯誤。 能指出明確敘述的訊息。 能從明顯語境指出客觀事實與個人意見。 能整合明顯、簡易或局部訊息，指出主旨大意與隱含文意。 	<ul style="list-style-type: none"> 能從句中明顯語境指出適切時態。 能指出篇章中跨句群的連貫標記及其意義或功能。 能指出明確敘述的訊息，偶有錯誤。 能從明顯語境指出客觀事實與個人意見，偶有錯誤。 能擷取明顯、簡易或局部訊息，指出主旨大意或隱含文意。 	<ul style="list-style-type: none"> 僅能有限地從句中明顯語境指出適切時態。 僅能有限地指出篇章中跨句群的連貫標記或其意義。 僅能有限地指出明確敘述的訊息。 僅能有限地從明顯語境指出客觀事實或個人意見。 僅能有限地擷取明顯、易或局部訊息，指出主旨大意或隱含文意。 	九年級	文意理解	<ul style="list-style-type: none"> 能從隱含或整體上下文語境指出適切時態。 能從隱含語境指出適切語態。 能指出篇章中跨句群的連貫標記⁶及其意義或功能⁷。 能力表現同 B 等級。 能從隱含語境指出客觀事實與個人意見。 能整合隱晦、繁複或整體訊息⁸，指出主旨大意與隱含文意。 	<ul style="list-style-type: none"> 能從局部上下文明顯語境指出適切時態。 能從明顯語境指出適切語態。 能指出篇章中跨句群的連貫標記及其意義或功能，偶有錯誤。 能指出明確敘述的訊息。 能從明顯語境指出客觀事實與個人意見。 能整合明顯、簡易或局部訊息，指出主旨大意與隱含文意。 	<ul style="list-style-type: none"> 能從句中明顯語境指出適切時態。 能從明顯語境指出適切語態，偶有錯誤。 能指出篇章中跨句群的連貫標記及其意義或功能。 能指出明確敘述的訊息，偶有錯誤。 能從明顯語境指出客觀事實與個人意見，偶有錯誤。 能擷取明顯、簡易或局部訊息，指出主旨大意或隱含文意。 	<ul style="list-style-type: none"> 僅能有限地從句中明顯語境指出適切時態。 僅能有限地從明顯語境指出適切語態。 僅能有限地指出篇章中跨句群的連貫標記或其意義。 僅能有限地指出明確敘述的訊息。 僅能有限地從明顯語境指出客觀事實或個人意見。 僅能有限地擷取明顯、簡易或局部訊息，指出主旨大意或隱含文意。 	未達 D 等級
		閱讀主題熟悉、訊息或情境略為複雜、語句略長的內容，如對話、記敘文、說明文、韻文、圖表等，						閱讀一般議題、訊息或情境多元、語句略為複雜的內容，如對話、記敘文、說明文、議論文、韻文、圖表等，				

各年級閱讀能力「學習內容」

各年級閱讀能力「學習內容」

七年級	八年級	九年級
生活化、與個人相關、 訊息或情境單純、語句 簡短的內容， 如對話、短篇故事或敘 述、韻文、簡易圖表等	主題熟悉、訊息或情境 略為複雜、語句略長的 內容， 如對話、記敘文、 說明 文 、韻文、圖表等	一般議題 、訊息或情境 多元、語句略為複雜的 內容， 如對話、記敘文、說明 文、 議論文 、韻文、圖 表等

以九年級的評量標準為例 (p. 23)

評量標準						
主題	次主題	A	B	C	D	E
九年級 閱讀	字詞 句構	<h2 style="color: blue;">本次不予討論</h2>				未達 D 等級
	文意 理解	<p>閱讀一般議題、訊息或情境多元、語句略為複雜的內容，如對話、記敘文、說明文、議論文、韻文、圖表等，</p> <ul style="list-style-type: none"> 能從隱含或整體上下文語境指出適切時態。 能從隱含語境指出適切語態。 能指出篇章中跨句群的連貫標記⁶及其意義或功能⁷ 能力表現同 B 等級。 能從隱含語境指出客觀事實與個人意見。 能整合隱晦、繁複或整體訊息⁸，指出主旨大意與隱含文意⁹。 	<ul style="list-style-type: none"> 能從局部上下文明顯語境指出適切時態。 能從明顯語境指出適切語態。 能指出篇章中跨句群的連貫標記及其意義或功能，偶有錯誤。 能指出明確敘述的訊息。 能從明顯語境指出客觀事實與個人意見。 能整合明顯、簡易或局部訊息，指出主旨大意與隱含文意。 	<ul style="list-style-type: none"> 能從句中明顯語境指出適切時態。 能從明顯語境指出適切語態，偶有錯誤。 能指出篇章中跨句的連貫標記及其意義或功能。 能指出明確敘述的訊息，偶有錯誤。 能從明顯語境指出客觀事實與個人意見，偶有錯誤。 能擷取明顯、簡易或局部訊息，指出主旨大意或隱含文意。 	<ul style="list-style-type: none"> 僅能有限地從句中明顯語境指出適切時態。 僅能有限地從明顯語境指出適切語態。 僅能有限地指出篇章中跨句的連貫標記或其意義。 僅能有限地指出明確敘述的訊息。 僅能有限地從明顯語境指出客觀事實或個人意見。 僅能有限地擷取明顯、簡易或局部訊息，指出主旨大意或隱含文意。 	

九年級閱讀能力文意理解評量標準

這是學習內容

閱讀一般議題、訊息或情境多元、語句略為複雜的內容，如對話、記敘文、說明文、議論文、韻文、圖表等，

	A	B	C
	本次不予討論		
文意理解	<ul style="list-style-type: none"> 能指出篇章中跨句群的<u>連貫標記</u>⁶及其意義或功能⁷ 能力表現同 B 等級。 	<ul style="list-style-type: none"> 能指出篇章中跨句群的<u>連貫標記</u>及其意義或功能，偶有錯誤。 能指出<u>明確敘述的訊息</u>。 	<ul style="list-style-type: none"> 能指出篇章中跨句的<u>連貫標記</u>及其意義或功能。 能指出<u>明確敘述的訊息</u>，偶有錯誤。
	<ul style="list-style-type: none"> 能整合隱晦、繁複或整體訊息⁸，指出<u>主旨大意與隱含文意</u>⁹。 	<ul style="list-style-type: none"> 能整合明顯、簡易或局部訊息，指出<u>主旨大意與隱含文意</u>。 	<ul style="list-style-type: none"> 能擷取明顯、簡易或局部訊息，指出<u>主旨大意或隱含文意</u>。

「整合」和「擷取」訊息的區別：

- 「**整合**」：需多個線索合起來才可得出答案，**缺一不可**。故整合常不是只有加起來，而是 **$1+1>2$** 。
 - 選擇題中，如果有選項需多個線索合起來才可知對錯，也許就較偏整合。
- 「**擷取**」：在文本中，可以得出答案的線索很多，但其實**任一個線索就可以答題**，這是擷取。
 - 選擇題中，**四個選項個別都只要單一線索**，這是**擷取**，但盡量還是要四個選項有某個共同方向。

所以「整合」的等級比「擷取」高

心測中心「閱讀評量標準」「文意理解」-1 (p. 23)

- 能指出篇章中跨句群的**連貫標記**⁶及其意義或功能⁷。

註腳：

閱讀理解題組

克漏字題組

⁶ 轉承文意的字詞，如**指涉代詞**、**連接詞**等。

⁷ 除了指出連貫標記，也能考量文意發展的連貫性及一致性，**指出文本中應使用的合適字詞或語句。**

連貫標記 (p. 23)

學習表現		
A	B	C
■ 能指出篇章中跨句群的連貫標記 ⁶ 及其意義或功能 ⁷	■ 能指出篇章中跨句群的連貫標記及其意義或功能，偶有錯誤。	■ 能指出篇章中跨句的連貫標記及其意義或功能。

⁶ 轉承文意的字詞，如指涉代詞、連接詞等。

⁷ 除了指出連貫標記，也能考量文意發展的連貫性與一致性，指出文本中應使用的合宜字詞或語句。

空格的答題線索在跨很多句，甚至於得整合全篇文意，方能獲得。

空格的答題線索在跨2-3句中。

空格的答題線索提示在上或下句中。

心測中心「閱讀評量標準」 「文意理解」-2 (p. 23)

- 能指出**明確敘述的訊息**。
- 能整合隱晦、繁複或整體訊息⁸，指出**主旨大意**與**隱含文意**⁹。

註腳：

⁸ 包含**文本體裁、格式、結構**等。

⁹ 包含**主題、目的、作者立場態度、字義、推論、預測**等。



指出主旨大意與隱含文意 (p. 23)

學習表現

A

- 能整合隱晦、繁複或整體訊息⁸，指出主旨大意與隱含文意⁹。

B

- 能整合明顯、簡易或局部訊息，指出主旨大意與隱含文意。

C

- 能擷取明顯、簡易或局部訊息，指出主旨大意或隱含文意。

⁸ 包含文本體裁、格式、結構等。

⁹ 包含主題、目的、作者立場態度、字義、推論、預測等。

註腳中的這些，都可做為評量目標。

「指出主旨大意與隱含文意」**註腳 9** 總共可以有幾個評量目標？

	指出 主旨大意	指出 主題	指出 目的	指出 作者 態度	指出 立場	指出 字義	推論	預測
整合 隱晦、繁複或整體 訊息								
整合 明顯、簡易或局部 訊息								
擷取 明顯、簡易或局部 訊息								

該項能力，至少可以有**21**個評量目標

其他閱讀理解評量目標：文意連貫 -1/3

- 107年會考#35-37 (獵殺鯨魚)

35. Below are the writer's points in the reading:

- Whether we should stop tribespeople whaling
- The problem of whaling
- Whaling as a way of life

In what order does the writer talk about his points?

- (A) a → c → b. (B) b → c → a. (C) c → a → b. (D) c → b → a.



order 順序



其他閱讀理解評量目標：文意連貫 示例一

段落中的句子重組：(以 2 題為例的題組) 文本

Jack is doing his homework. Here is his homework:

Put the six sentences in order after the first sentence "Peter needs a healthy diet."

Peter needs a healthy diet.


- | | |
|---|-----------------------------------------------------------------------|
| ① | Finally, he can't eat too much candy and junk food. |
| ② | He learns some do's and don'ts from his doctor. |
| ③ | Also, he should eat a lot of fresh fruit and vegetables. |
| ④ | Now, every evening, Peter eats rice, meat, and vegetables for dinner. |
| ⑤ | First, he should drink enough water and eat some meat every day. |
| ⑥ | He is healthy now. |



其他閱讀理解評量目標：文意連貫 示例一

Q1. 將1-2的段落中，各句子打散，並要求學生將各句子重組成語意連貫的段落。

1. Jack's English teacher, Mr. Huang, says, "Jack's order is the best." Which is Jack's order?

 best 最好的

(A) ⑤③①②④⑥.

(B) ②⑤③①④⑥.*

(C) ④⑥②⑤③①.

(D) ②④③⑤⑥①.



其他閱讀理解評量目標：文意連貫 示例一

Q2. (題幹出示一句，並問該句應該放在哪個句子之後?)

2. Mr. Huang shows another sentence “At about nine p.m., he eats some yogurt.”, and asks the students to put it in the right place of the writing. Where is the right place of it? After the sentence _____

(A) “Finally, he can’t eat too much candy and junk food.”

(B) “Also, he should eat a lot of fresh fruit and vegetables.”

(C) “First, he should drink enough water and eat some meat every day.”

(D) “Now, every evening, Peter eats rice, meat, and vegetables for dinner.” *

其他閱讀理解評量目標：文意連貫 -3/3

- 文本：僅提供短文上半部。
- 文本呈現的兩種方式：(包裝)
 1. 被撕成兩半的宣傳單
 2. 須加入會員才能繼續看下去的網路新聞
- 兩個問題：
 - Q1. 問學生哪個選項最有可能是短文的下半部？
 - Q2. 問學生短文上半部的細節(文本中明確敘述的細節)。

試題發展歷程分享：文意連貫 (示例二)-2/4

pp. 11-14

文本：

Lisa is sitting on the bench for a rest in the park and surfing the Net on phone after taking a walk with her husband, George. She tries to find a nice restaurant for her birthday party next week. Suddenly, something catches her eye. DeliFood will reopen this weekend! It was her favorite restaurant, but it closed down two years ago. She and her family often ate there before, especially on their birthdays. George never ate steak before, but he loved it after he ate it at DeliFood. All the dishes were delicious. After meal, each one could order a glass of juice. Lisa and George often ordered their favorite, banana lemon juice. Besides, there were two kinds of fruit desserts, fruit cakes and fruit pies. They were yummy. Because DeliFood was the most popular in Wellife City, it was always full of people at mealtimes.

Lisa clicks the linking happily and reads the news:



The screenshot shows a news article from ABC NEWS. The headline is "DeliFood to reopen next Saturday". The text below the headline reads: "The most popular restaurant in Wellife City, DeliFood, will reopen next Saturday beside Noworry Lake near the city. It is much larger and more comfortable than the old one. 'People can enjoy the delicious food and the beautiful lake at the same time,' said Yang Wu-ling, the CEO of DeliFood. About the food at new DeliFood, Mr. Yang is sure people will have a wider choice....". At the bottom of the article, there is a blue link that says "(Want to Read More? Join us now!)" and a red button that says "JOIN NOW".

especially 尤其是；click the linking 點擊超連結

試題發展歷程分享：文意連貫 (示例二)-3/4

• Q1 :

1. What news would Lisa most likely read after she becomes a member of the news website?

(A) of prices and seats. Children under the age of 6 or old people over the age of 80 are free. DeliFood hopes to offer the best dining place to families at a lower price. Besides, people can choose to eat inside the restaurant or outside. “People will feel eating here is easy,” said Mr. Yang.

(B) of ways to get to DeliFood. People can take Bus No. 5 or 9 in Wellife City and get off at Noworry Lake stop. It will take about 3 minutes from the bus stop to DeliFood on foot. There are bus stops along Park Street and Safety Street. “Besides driving, taking a bus is convenient, too,” said Mr. Yang.

(C) of dishes, drinks, and desserts. There are three kinds of beef, from America, Australia, * or Japan. Ice cream is another new choice of dessert. Besides juice, people can order black tea from Sun Moon Lake or Oolong tea. “We will offer you the best dining experience at new DeliFood,” said Mr. Yang.

(D) of enjoying DeliFood’s amazing food. Besides eating at DeliFood, people can get the food to go. The new DeliFood will join FoodTiger, and people can order their favorite food on phone. On working days, DeliFood sells lunch boxes, too. “People can enjoy DeliFood’s yummy food in any places,” said Mr. Yang.

試題發展歷程分享：文意連貫 (示例二)-4/4

- Q2：改考在文本中明確敘述的細節。

2. What do we know from the reading?

- (A) DeliFood was beside a lake near the city of Wellife.
- (B) People had a lot of choices of desserts in DeliFood.
- (C) Lisa's husband did not like steak before he ate it in DeliFood. *
- (D) The most famous drink in DeliFood was banana lemon juice.

故在編寫文本時，除了要注意Q1外，還得考慮到Q2要如何考？

分兩半文意連貫題組文本編寫的困難點 -1

- 上半之文本的最後一行必須得調整到和前述幾行幾乎接近長度：

ABC NEWS

DeliFood to reopen next Saturday

The most popular restaurant in Welllife City, DeliFood, will reopen next Saturday beside Noworry Lake near the city. It is much larger and more comfortable than the old one. "People can enjoy the delicious food and the beautiful lake at the same time," said Yang Wu-ling, the CEO of DeliFood.

About the food at new DeliFood, Mr. Yang is sure people will have a wider choice....

(Want to Read More? Join us now!)

BECOME A MEMBER FOR FREE

JOIN NOW

DeliFood to reopen next Saturday

The most popular restaurant in Welllife City, DeliFood, will reopen next Saturday beside Noworry Lake near the city. It is much larger and more comfortable than the old one. "People can enjoy the delicious food and the beautiful lake at the same time," said Yang Wu-ling, the CEO of DeliFood.

About the food at new DeliFood, Mr. Yang is sure people will have a wider choice

分兩半文意連貫題組文本編寫的困難點 -2

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What news would Lisa most likely read after she becomes a member of the news website?

Most likely 最有可能地

- 上半之文本的最後一句/前半句，必須得考慮到 Q1 的各選項第一句/後半句的銜接通順。

- (A) **of prices and seats.** Children under the age of 6 or old people over the age of 80 are free. DeliFood hopes to offer the best dining place to families at a lower price. Besides, people can choose to eat inside the restaurant or outside. "People will feel eating here is easy," said Mr. Yang.
- (B) **of ways to get to DeliFood.** People can take Bus No. 5 or 9 in Wellife City and get off at Noworry Lake stop. It will take about 3 minutes from the bus stop to DeliFood on foot. There are bus stops along Park Street and Safety Street. "Besides driving, taking a bus is convenient, too," said Mr. Yang.
- (C) **of dishes, drinks, and desserts.** There are three kinds of beef, from America, Australia, or * Japan. Ice cream is another new choice of dessert. Besides juice, people can order black tea from Sun Moon Lake or Oolong tea. "We will offer you the best dining experience at new DeliFood," said Mr. Yang.
- (D) **of enjoying DeliFood's amazing food.** Besides eating at DeliFood, people can get the food to go. The new DeliFood will join FoodTiger, and people can order their favorite food on phone. On working days, DeliFood sells lunch boxes, too. "People can enjoy DeliFood's yummy food in any places," said Mr. Yang.

Translanguaging 的應用



溫習一下學習外語的過程

- 請問這些符號怎麼讀？

約略相當於中文音

中文意義

ṵ

肚 (短促音)

(無)

ṵṶ

堵 (第三音)

筷子、姪/甥、槌子

ṵṶṶṶ

都 (平、長音)

挖

讀音和台北腔的閩南語「箸」很接近。

緬甸語的三個基本語調

這句是什麼意思？

- အဖေနဲ့ အတူတူ ကားမောင်းလာတယ်။
- 句子分析：

讀音從英語 car 轉化而來

အဖေ	နဲ့	အတူတူ	ကား	မောင်း	လာ	တယ်	။
爸爸	和	一起	汽車	開(車)	來	肯定句	句號
<u>Father</u>	<u>with</u>	together	<u>car</u>	<u>drive</u>	come	語尾助詞	

受詞放在前面

緬甸文的「字序」和中文很像。

請問**學習**上述簡單緬甸文句，用了哪些語言？

- 華語文
- 閩南語
- 英語文

這些語文在你腦中交錯使用著，
以便去理解該些緬甸文的含意及其讀音。

對初學者來說，透過母語 (L1) 學習外語 (L2)，是件無可迴避的事。



從No Child Left Behind Act 到 Translanguaging

- 自從美國小布希總統2002年提出「有教無類法案」(No Child Left Behind Act of 2002, NCLB)後，包括**教學**、**評量**、**補救教學**，都產生了很大的變化。
 - ➡ 對於**學習落後者**(包括「**雙語學習者學習英語文**」)，**須投以科學研究，提供最大的協助**。

指正在學習英語文的學生

英語文初學者對於外語文學習的不利起始點

- 英語能力不足的學生在學習英語文時，在以**內容導向**的英語文教**學**裡，是**不可能**會學得和以英語文為母語的學生一樣快。

參考文獻：Neill, M. (2005). *Assessment of ELL Students under NCLB: Problems and Solutions*.

Retrieved from FairTest website: https://www.fairtest.org/sites/default/files/NCLB_assessing_bilingual_students_0.pdf

- 目標語文的初學者之**語文精熟度**還在**發展階段**中，所以要期望他們對於**目標語的精熟**，是**不可能的事**。

參考文獻：García, O. & Baetens, H. (2009). *Assessment of Bilinguals*. In O. García. *Bilingualism Education in the 21st Century: A Global Perspective*. Malden, MA and Oxford: Wiley-Blackwell.

故「語文精熟度」和「內容精熟度」得分開看

對雙語學習/英語文落後學生**主要改變方向**

- [評量]除了得扣合州訂標準外，必須得依據科學性研究，**具有效度和信度，而且必須符合各種需求**，例如**對於英語文程度欠佳及各種殘障學生**，做各種的調整以符應其需求等。
- 英語文的學習者就符合這種調整，即考試過程、考試本身、**或是學生在考試時的回應作答模式上的改變**。

這些改變的目的

- 理想上，一個評量的調整結果，應該是在**改善英語文學習者**的表現，而不是以英語文為母語的學生之表現。
- 這些調整的目的，就是要提供一個公平的機會給那些英語文的學習者，**讓他們能展現他們知道了什麼、能做什麼**，將評量平台平整化。

參考文獻： Abedi, J., Hofstetter, C. H. and Lord, C. (2004). Assessment Accommodations for English Language Learners: Implications for Policy-Based Empirical Research. *Review of Educational Research Spring, 74*(1), 1-28.

全英文題幹、選項對於**英語文落後者**的不公平處

- 英語文程度較差的學生**因為比較不熟悉用複雜的語文寫成的問題，或是可能不認識某些字詞，或是曲解了題意**，而可能在表現他們對內容的理解上有困難。
- 英語程度較差的學生**可能擁有文本內容知識**，但卻因為對評量工具所用語文不熟[，**致而無法表達他們對文本內容的理解**]。

參考文獻：García, G. E. (1991). Factors influencing the English reading test performance of Spanish-speaking Hispanic children. *Reading Research Quarterly*, 26. 371-391.

對於輔導初學者在學習目標語上要如何調整？

- 對於雙語的初學學生來說，**彈性的評量**是重要的。
- 評量對**文本內容的理解度**，必須和評量**語文的精熟度**有所區別。
- 也就是說，在評量對**目標語文文本內容的理解度**時，**允許學生使用任何的語文或表達方式**作答。

套用在封閉性題型時，
就是在必要的時候，**題幹 & 選項可以用中文撰寫**。

Translanguaging在 L2 學習過程中 3 階段角色

- 對於初學者來說，translanguaging是學習者的支持角色，
➔可以提升學習者的學習投入度。
- 有時候也是擴展了他們的理解；
➔加深對於文本內容的理解與符合社會政治要求、發展與擴展新知、發展批判性思考，以及批判性意識。
- 而到了較進階時段，translanguaging則是扮演了強化、提升他們自己的角色。

可評量到學生高層次的認知能力

何時才採用全英語文撰寫試題全部內容？

- 在目標語教學上，L1 就像是其他的工具一樣，應該要視為有用的工具，L1 是應該要用在需要的地方，**但不應該過度使用**。

參考文獻：Nation, P. (2003). The role of the first language in foreign language learning. *Asian EFL Journal*, 5(2).
Retrieved from http://www.asian-efl-journal.com/june_2003_PN.php

- **等到**學生的目標語文程度**達到精熟度要求後**，再施予和一般精熟度學生同一類型的評量方式。

參考文獻：Neill, M. (2005). *Assessment of ELL Students under NCLB: Problems and Solutions*.
Retrieved from FairTest website: https://www.fairtest.org/sites/default/files/NCLB_assessing_bilingual_students_0.pdf

應用Translanguaging的評量示例 – 澳洲 (2010)

p. 15

Situation: Your Australian friend found this article in a Chinese youth magazine. He wants to know what the article is about, as his Chinese language ability is limited.

Task: Read the article and answer his questions in English.

文本

我

我是一九八七年出生的，今年十七歲。

我從小就不喜歡體育運動，所以媽媽常常說：“你不喜歡運動，怪不得你的個子很小。”雖然我不喜歡運動和鍛煉身體，但是我的身體很好，也很少生病。

我屬蛇。我的性格很外向，我最喜歡旅行，也喜歡交朋友。我有很多優點，大家都說我很聰明，學什麼東西都學得很快。我雖然聰明，但是上課的時候還是很專心地聽老師講課。我做事情很認真，學習也很努力，所以我的學習成績非常好。除了這些優點以外，我還喜歡幫助別人。

我很愛花錢，常常到百貨商場到處逛和看看最新的時裝，爸爸常常批評我不會管錢也不知道掙錢是不容易的。別人批評我就不高興。我自己知道這是我的缺點。

我的父母都是老師，他們喜歡看書、學習、聽音樂和看歌舞。姐姐今年上大學了，我也要好好學習，明年跟她一樣上大學。對我來說能考上一個好的大學非常重要，因為我希望以後能當一個好老師。

開放性試題

Question 1:

What values have the parents of this writer instilled in him/her?

Question 2:

Explain the strengths and weaknesses of the writer in detail.

Question 3:

What is the writer's attitude to life? Do you think he or she will achieve his/her chosen career path? Explain your response.

資料來源：Queensland Studies Authority. (2010). *Chinese (2008) Sample assessment instrument and student responses: Supervised assessment-reading*.

Retrieved from https://www.qcaa.qld.edu.au/downloads/senior/snr_chinese_08_assess_respon_read.pdf

應用Translanguaging的評量示例 – 心測中心

篇章閱讀：請依據選文內容，回答下列問題。以英文、中文回答皆可，請直接於各題下畫底線指定作答處直接作答。

以英文、中文回答皆可

Annie goes to work by bus every day. Near the bus stop, there is a tea house. Annie often buys a piece of cake there, and eats it at the bus stop. To Annie, a nice piece of cake is a good start for the day, and she does it every day.

But a wonderful morning like this is only from Monday to Thursday, not on Friday. On Friday, Mr. Smith takes the same bus with Annie and sits with her to wait for the bus. Mr. Smith is a nice old man and Annie likes him. But Mr. Smith talks too much and his spit often flies onto Annie's cake! Annie is not very happy about that, but she cannot tell Mr. Smith. To her, it is not a very nice thing to do. "What can I do?" Annie thinks again and again every Thursday night, but she still can't do anything about it. So every Friday, Mr. Smith still sits with Annie, and Annie still does not have a nice Friday morning.

(pp. 90-92)



stop 站牌 spit 口水

Q1:幫這篇故事下一個貼切文意的標題。

A:

Q2:利用文中的訊息解釋為什麼下這個標題。

A:



應用Translanguaging的評量示例 -7下(封閉型) -1

文本

(p. 16)

(一)

Susan: Is Jean coming? It's almost eleven thirty.

Laura: Yes, she is on her way here.


Tina: Maybe she's waiting for us at Green World.

Susan: Green World?! Her meat-free day is on Thursday, but today's Wednesday!

Mary: She often goes to Wind-Dano on Wednesday for her favorite, fast food, for lunch.

Laura: She texts me the lunch place on LINE. And we can have a nice talk there.

Tina: Hey, Jean's coming over there. Susan, maybe you can ask Jean about today's lunch.


 often 常常；text 傳簡訊；ask 問

應用Translanguaging的評量示例 -7下(封閉型) -2

試題

(p. 16)

1. What does Susan maybe ask Jean about today's lunch?

 ask 問

(A) Don't you join us for lunch today?

(B) Do you tell Tina anything about lunch?

(C) Isn't your meat-free day only on Thursday?

(D) Are the fast-food dishes at Wind-Dano delicious?



應用Translanguaging的評量示例 -7下(封閉型) -3

2. 沒去過 Green World 的 Mary，想在網路上找看看有關 Green World 的相關訊息。下列哪一個網站能提供她所需要的訊息？

(A)

[Green World](#)

www.greenworld.com.tw > phone > about

Green World is a good place for your free time. Here you can have a real green world.

Around you, there are only trees and grass. You can have a nice sleep every night...

題幹用中文，便可以評量學生對文本的更深層認知能力。

(B)

[Green World](#)

www.yourbestgreenworld.com.tw > phone > about

Don't know how to make your garden more beautiful? Let Green World help you

a lot of flowers. All are your favorites! 14:30-17:00 is the afternoon tea time...

(C)

[Green World](#)

www.greenworldforyou.com.tw > phone > about

The market isn't the only place. You can get any green vegetables at Green World. On weekends, you even can get free vegetables! We are a good friend for meat-free people...

上網查詢所得到的資訊，
仿Google格式。

(D)

*

[Green World](#)

www.nicegreenworldtime.com.tw > phone > about

Welcome to Green World, a nice place for your lunch and talk with your family and friends.

You can have good vegetable and fruit dishes here, and you can sit for four hours a time...

生字問題

文本裡中文提示過多，變成**非**
English reading comprehension。

文本裡中文提示過多，**妨礙英文閱讀素養的培養。**

文本裡關鍵訊息以中文提示，變成依中文即可作答。

最佳方案是替代其他字，必要時更改文本內容。

閱讀能力篇章評量中文提示注意事項：

- 文本中未學過的單字，以**中文提示**不超過 3 個為原則。

選文單字給中文，還須考慮不能是影響關鍵文意理解的字彙，否則
會影響英文閱讀評量效度

➔ 造成英文閱讀理解測驗卻可借助中文註解答題。



文本中，未學過的生字其他處理方式

有提示者：

1. 用圖示方式註解。
2. 用括弧插字代替中文提示。
3. 用同位語方式提示。
4. 用上下文意提示。
5. 用註解的方式提示。

沒有提示者：

1. 不影響文意理解的組合字，但從上下文意可以約略猜出字義。

題幹與選項裡的中文處理 (尤其是八、九年級)

- 題幹則只能給**1**個中文，**並要確保學生看得懂問題要問什麼**。
- 選項裡不能有中文提示。
- ★**七年級**因所學字詞有限，「題幹/選項」
可以依 **translanguaging** 理論，**適當地使用中文處理**。



Here is the preface of Nick Foster's new book *Married to Food*.

Preface

不影響關鍵文意理解

My mother was lousy at cooking. To her, cooking was more like an exciting experiment. You put some of this and some of that in a pot, and you wait and see what will happen. “No experiments, no experiences.” is what she would say when her experiment did not turn out good, and I heard that a lot.

My father was a good cook, and he loved to cook, too. He often said that he got my mother to marry him with a table of delicious food, not with a beautiful ring. “A family needs only one good cook,” he said.

Now I am a cook myself. And I have my own restaurant. I learned how to cook from my father, of course. From him, I learned the art of cooking. But I did learn one thing from my mother. It's her famous saying: “No experiments, no experiences.”

104年會考

題幹中出現一個未學過的生字

21. What question did the teacher most likely ask in class? ↓
- (A) “What do you want to do in the future?” ↓
 - (B) “What’s your plan for the coming vacation?” ↓
 - (C) “What do you like to talk about with your friends?” ↓
 - (D) “What’s your favorite thing to do with your family?” ↓

 likely 可能 ↓



用圖示註解方式提示：國教院的核心素養評量工具示例

(p. 6)

情境名稱	Frogs and Toads
情境範疇	自然課堂筆記
題幹	<p>Frog</p> <ul style="list-style-type: none"> Wet, smooth skin long, thin body long, strong legs for jumping and swimming sing loudly teeth in the upper jaw <p>Toad</p> <ul style="list-style-type: none"> poison glands round, fat body dry, bumpy skin short legs for walking sing quietly no teeth <p>Sam's Notes</p> <ul style="list-style-type: none"> need to live near water lay eggs in a group A group of frogs is called an "army" A group of toads is called a "knot" <p>Do you Know.....</p> <ul style="list-style-type: none"> Frogs and toads are amphibians. This means they have two lives. The first half of their lives is in water. (with a tail) The second half is on land (with legs) <p>Super skin:</p> <ul style="list-style-type: none"> Frogs use their wet skin to breathe, so they must stay wet. Toads skin also helps them breathe. BUT their skin can keep more moisture, so they don't need to stay near water. <p>Legend: breathe 呼吸, moisture 水份, lay 產卵</p>

用括弧插字代替中文提示

(35-37)

107年會考#35-37

Jim Webb Oct. 16, 1987

Over the years, the number of whales has dropped sharply. From 1946 to 1986, about 340,000 whales were killed. People worry that children in the future can only see whales in pictures. They believe all kinds of whaling (whale hunting) should be stopped before it's too late.

blood. These children all play in Downwater Park, which The park used to be a dump site (waste products collection site) for the now defunct (closed) Splash paint factory.

用「同位語」方式提示未學過之生字

109年會考 #28-30

Some studies show that teenagers' brains make melatonin, the hormone that helps sleep, between 11 p.m. and 8 a.m. So it's better for us to sleep during these nine hours. But here comes the problem. We're asked to get to school by 7:30 a.m. That means we have to get up before 7, when our brains should still be sleeping. That's why we're always so tired and can't think clearly in early morning classes. *No clear head, no good learning, right?*



brain 大腦 hormone 荷爾蒙

用「上、下文意」提示

There are three seasons in a year. They are the hot season, rainy season and cool season. The hot season runs from March to April. It rains little during this season, but the **temperature** is between 30 °C and 35 °C. The rainy season runs between May and

- temperature 學生雖未學過，但透過“30 °C and 35 °C”，學生即可理解 temperature 是指溫度而言。



用註解的方式提示

109年會考#31-34

2013
July



Kivalina, an island village in Alaska, USA, is known by only a few people. It cannot be found on most maps of Alaska because it is only 10 km². This small Arctic village is home to 400 Inuit people*. However, their home will become uninhabitable because the island could be covered by the Chukchi

Sea by 2025. These Inuit people will have to leave their home.

But life now is already difficult. Over the past twenty years, winters have become warmer, the Arctic ice has kept melting, and the sea has been rising. These changes have made it harder to live by hunting and fishing than before. What's worse, there is no Arctic ice thick enough to keep them safe from terrible wind and rain.

These Inuit people think it is the oil and power companies in Alaska that have brought all these troubles, but they are the ones who are paying the price. It would cost hundreds of millions to move their village, and they have no idea where to get the money. Groups like ReLocate are working together with the Inuit people to save Kivalina, but nobody is sure if their hard work will come to anything. All the Inuit people can do now is to pray the rising sea will not cover their home too soon.

* *The Inuit people are a group of people who live in the Arctic.*

* *The Inuit people are a group of people who live in the Arctic.*

不影響文意理解與作答的組合字

109年會考#16-17

(16-17)

When it arrives,
Everyone cheers.

The shirts and shorts dance

On the **clothesline**,

在「衣服線」上？

The trees and flowers wave

Like they're saying hi,

And the clouds are so excited

To have a running race.

網路參考資訊

- [Skill Spotlight: Vocabulary in Informational Text](#)



文本的撰寫，儘量以沒生字為目標

- 隨時參查全六冊單字表。
 - ➡ 將所用版本全六冊的單字表存放在電腦中，隨時參查，是好主意。
- 有時用別的字代替，因字義的改變，而必須得修改文本內容。

為了要避開生字，隨時修改文本內容，
是編寫試題常見的事。

試題間的連鎖問題

試題 (含題幹、選項)間**互相暗示**或**互相排斥**

這在本文內容少，但卻出很多題者更明顯。

也常見於為了湊題數而出的
Which is (not) true? 試題中。

試題間的連鎖，因已互相暗示/排斥，
也妨礙了閱讀素養的培養。

試題間連鎖： (p. 17)

看看有哪些題有連鎖情形？

Henry enjoys fishing. He fishes in the river near his house. On Saturday afternoon, he usually goes down to the river with a bottle of water and some sandwiches, and he fishes until it is very dark. There are several other guys there. They love fishing, too. And they all sit there quietly (安靜地) for hours. Sometimes they catch some fish, and sometimes they don't.

One day, Henry caught a big fish. He was very happy. All the other men came up to him to see his fish. One of them took a picture of Henry and his big fish.

Henry still has the picture on the wall of his room.

1. What does Henry like to do?
(A) Fish. (B) Swim. (C) Read. (D) Shop.
2. Who **goes fishing** with Henry?
(A) Several guys. (B) Nobody.
(C) His family. (D) His friends.
3. What does Henry bring with?
(A) Some hamburgers. (B) A can of cola.
(C) A bottle of water. (D) Some fries.
4. Which is true about those other guys?
(A) They're not fond of **fishing.**
(B) They always talk, laugh, and shout.
(C) They're from the same family.
(D) **They enjoy fishing, too.**
5. What can we find on the wall of Henry's room?
(A) A picture of him and his fish.
(B) Some sandwiches.
(C) A river near his house. (D) Several signs.

題組內各選擇試題間需考量事項

- **選擇題**各試題**互相獨立**，**無**連鎖性試題。

也就是說，每個選擇題都各有一個評量目標。

- **選擇**題組各試題「**所有選項**」，**應一併做整體考量**。

可見好的選擇題很難出。



封閉性題組內，各試題所有選項應做整體考量有何影響？

- 若只出一題，則只需考量4個選項。
- 若出兩題，就要一起考量8個選項。
- 若出三題呢？就要一起考量12個選項。
- 出越多題，要一起考量的數量就以「四」的級距暴增。

為了整體考量，文本和試題選項間來回修改的情形很常見。

選項問題 (提升誘答力)

同質性

選項長度 與
邏輯性排列

無文法錯誤

文本中須提及

選項至少須二二選項類似

選項須似真

選項裡有非同質性者

(p. 17)

Henry enjoys fishing. He fishes in the river near his house. On Saturday afternoon, he usually goes down to the river with a bottle of water and some sandwiches, and he fishes until it is very dark. There are several other guys there. They love fishing, too. And they all sit there quietly (安靜地) for hours. Sometimes they catch some fish, and sometimes they don't.

One day, Henry caught a big fish. He was very happy. All the other men came up to him to see his fish. One of them took a picture of Henry and his big fish.

Henry still has the picture on the wall of his room.

1. What does Henry like to do?
(A) Fish. (B) Swim. (C) Read. (D) Shop.
2. Who goes fishing with Henry?
(A) Several guys. (B) Nobody.
(C) His family. (D) His friends.
3. What does Henry bring with?
慎用never、always ...
4. Which is true about those other guys?
(A) They're not fond of fishing.
(B) They always talk, laugh, and shout.
(C) They're from the same family.
(D) They enjoy fishing, too.
5. What can we find on the wall of Henry's room?
(A) A picture of him and his fish.
(B) Some sandwiches.
(C) A river near his house. (D) Several signs.

選項未按邏輯排列

(p. 18)

Winter vacation is coming, and Nora is making plans. In the first week, she is going to practice riding a bicycle. Then she will go biking around Taipei with her friends, Lisa and Eric. In the second week, she will visit her grandparents in Cijin and celebrate Chinese New Year. In the third week, she will do her science report with Amber. She will also prepare for a test. How about you? Do you have any plans?

1. When will Nora prepare for the test?
 - (A) In the first week of this winter vacation.
 - (B) In the third week of this winter vacation.
 - (C) In the fourth week of this winter vacation.
 - (D) In the second week of this winter vacation.

選項裡有非同質性、未按邏輯排列者

(p. 18)

Dear Jean,

May 1, 2017

I am going to Summer Camp in Kenting the first two weeks in August. I hope (希望) you will be there, too.

Besides (除了) boating (划船), there will be some of your favorite sports such as bike-riding and fishing. We will go camping and hiking in the mountains. We would like you go to with us.

Please let me know your answer as soon as possible (儘快). I really want you to come.

Your friend,

Mary

1. What activity (活動) will the summer camp NOT have?

- (A) Bike-riding.
- (B) Boating.
- (C) Fishing.
- (D) Soccer.

2. How long will the summer camp be?

- (A) 6 days.
- (B) 7 days.
- (C) 2 days.
- (D) 14 day.

文本中未提及之內容：
因未出現，或與題幹所問差
太遠，很容易就被排除。

(p. 19)

- 第(1)題(D)；第(2)題(A)、(B)、(D)

而且第1題和第2題連鎖，都有談到the USA，但(1)(C)卻說No, he didn't move to the USA。

Jason is one of my good friends. He moved to the USA several months ago. Last week, I wrote him a letter (信), and he also wrote a letter back to me. He told me about the USA. Hamburgers and sandwiches were not his favorites. He missed the food in Taiwan. He enjoyed Chinese food when he was in Taiwan. He didn't like to eat out, and he liked to cook for himself on weekends. Yesterday was the Moon Festival. Jason couldn't buy any moon cakes in the USA, so he made moon cakes with his mom at home. He brought the moon cakes to school, and all his classmates enjoyed the delicious cakes. It was a special Moon Festival for Jason in the USA.

1. Did Jason enjoy the food in the USA?
(A) No. He liked the food in Taiwan.
(B) Yes, he liked the hamburgers very much.
(C) No, he didn't move to the USA.
(D) Yes, he liked the pomelos (柚子).
2. How did Jason and his classmates celebrate the Moon Festival in the USA this year?
(A) Jason invited his classmates to a barbecue.
(B) Jason and his classmates played cards together.
(C) Jason and his classmates enjoyed the moon cakes.
(D) Jason and his classmates went to the supermarket.

選項有不似真之內容：因不合理很容易就被排除-1/2

(p. 19)

Last Saturday Sue and her family visited Happy Farm. There were a lot of animals there. They were rabbits, turtles, alpacas (羊駝), parrots (鸚鵡), ostriches (駝鳥), snakes, horses, hippos (河馬), and some chickens. Sue and her family even fed turtles with vegetables (蔬菜). Sue likes horses. She took pictures with them. Sue's brother likes alpacas. He fed them and took a lot of pictures of them. He wanted to have one at home, but his parents said no. Sue's sister, Emily, held (抱) a kangaroo (袋鼠) and took pictures with it. When Sue's parents took pictures with a hippo, it opened its mouth. Sue's mother laughed and opened her mouth, too. Sue and her family had a wonderful time on Happy Farm.

欠缺誘答力

1. What did Sue's family feed turtles with?

- (A) Fruit. (B) Vegetables. (C) Cookies. (D) Chocolate.

- 第(4)題(D)
(餵烏龜吃巧克力)

選項的誘答力 與 邏輯排列 整理

- 誘答選項的撰寫：
 - 不能有文法上的錯誤：根本不需要參考文本內容就被刪除。
 - **文本內須有提及**：文本裡沒有提到的，根本不需要被列入考慮。
 - 誘答選項須具**似真性**：不能一看就知道是錯的。
 - 誘答選項須具**同質性**：非同質性選項容易被直接刪除。
 - 選項長度不要差太多：正答常見長度超乎其他誘答選項，很容易被猜中。

誘答選項不足，就得**修改文本內容**。

- 選項的排列：
 - 依某種邏輯次序（方向、季節、時間先後、字數多寡等）排列。
 - 星期的排列：從星期一到星期日。

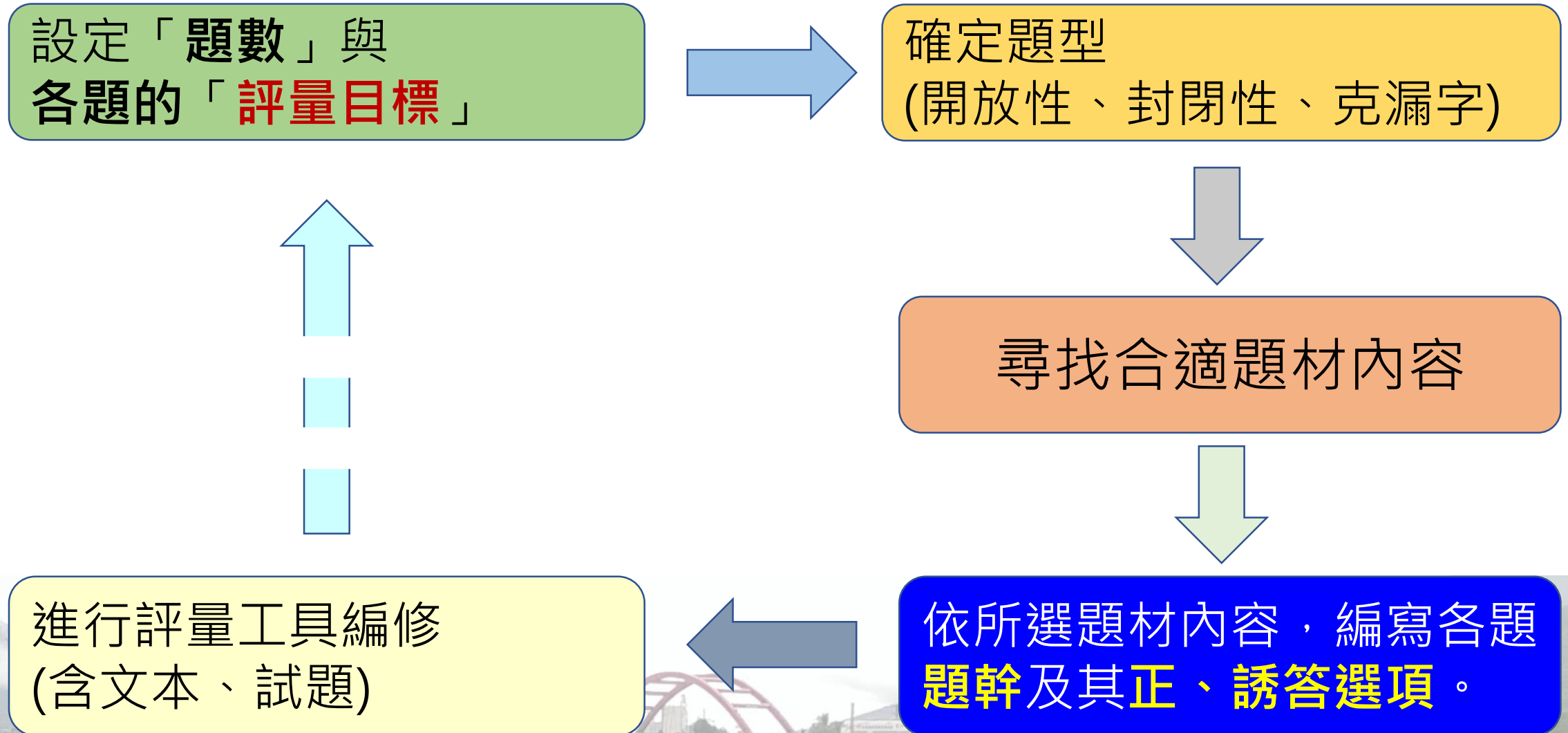
從評量的角度看長篇閱讀文本的設計

評量用「素養導向閱讀文本」

「長篇」閱讀應包含「題幹」 & 「選項」一起考量

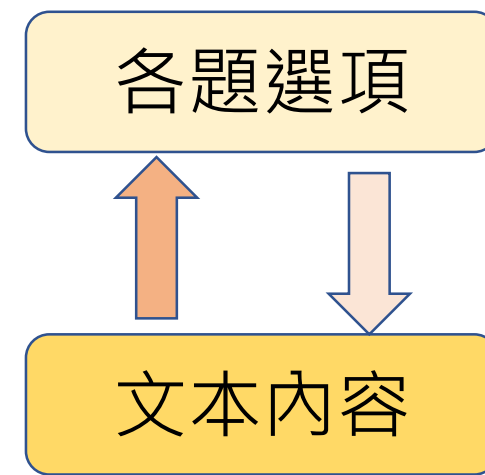


評量工具編寫過程建議



題組文本「編寫過程」經驗分享：

- 確認題組所含的試題數量。(以 2 題為例)
- 確認各題的評量目標：global + local。
- 確定題型。(封閉性閱讀文意理解 或 克漏字題組)
- 確定合適題材內容。
- 依構想文本內容，寫出各題**題幹**及其「**正答**」、「**誘答**」**選項**。
- 依「**誘答**」選項，「**條列記下**」欲寫文本之內容。
- 依各題的「**正答**」與「**誘答**」選項內容，發展撰寫評量工具文本。
- 再依文本內容，修改各題的選項。



合適題材內容哪裡找？

- 依所用版本課本內容/主題，延伸推想相關內容
- 依所用版本課本所跨領域/融入之議題，擇選合適題材內容
- 依所用版本課本溝通功能，擇選合適題材內容
- 依學生所學字詞、句型，擇選合適題材內容
- 顧及低成就學生，擇選與學生日常能經歷、熟悉的相關題材



從「選項」⇒「文本內容」示例 -1/2 (pp. 20-23)

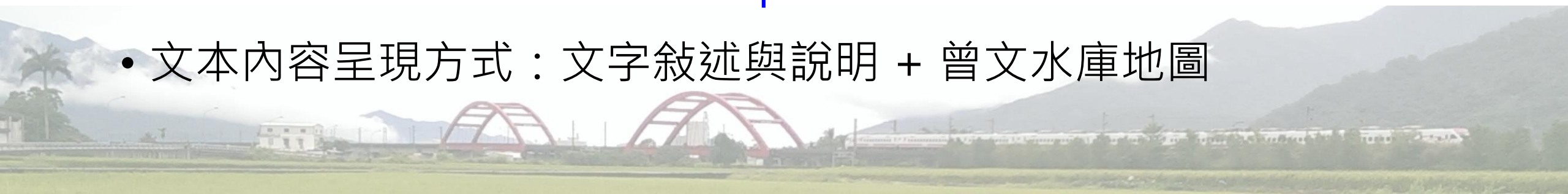
「**旅遊計畫**」對話「閱讀理解題組」編寫過程：先構思試題，並查閱所需相關資訊。

- 依「兩兩相對選項」，進行第1題選項內容編寫，以提升誘答力。
- 配合第一題選項，進行整個對話構思，並刪除可能無法呈現之事項。
- 依第一題選項內容，條列對話中的要點。
- 依試題選項內容，刪除不必要的訊息。
- 依對話內容，改變第2題題幹、選項。

從「選項」⇒「文本內容」示例 -2/2 (p. 24)

新聞原文：「**水庫女孩**」上學 1 小時山路繞昏頭：

- 設定題數：2 題
- 設定各題「評量目標」：
 1. 主旨大意：特殊的上學方式 (global)
 2. 文本內容已明確敘述的細節 (local)：有關Dapu(大埔)事項
 ➡ 文本需在第一段對於Dapu的介紹上，另添加內容。
- 文本內容呈現方式：文字敘述與說明 + 曾文水庫地圖



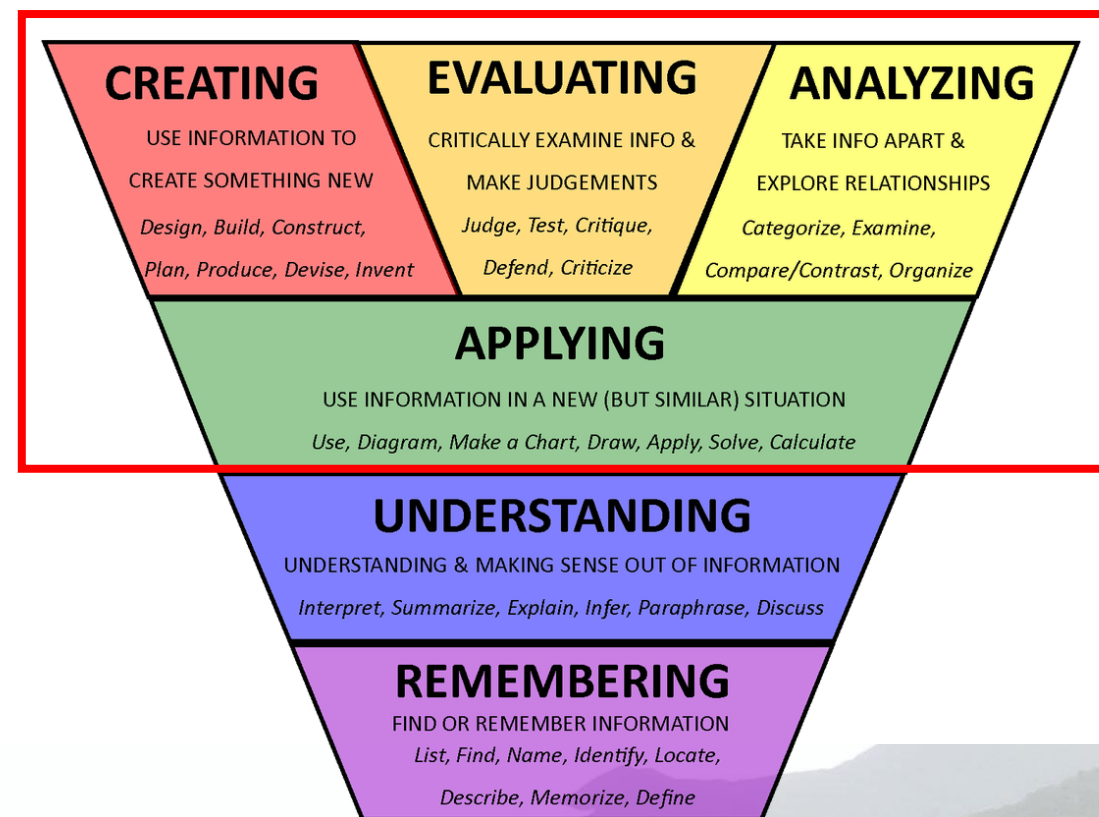
在先撰寫「選項」時，你自然會：

- 將選項儘量拉到約略長度
- 將各選項依同質性原則，尋找適當字詞/片語/子句/句子
- 將各選項依邏輯排列 (例如：依長度由短到長排列)
- 審視各選項間有無連鎖情形



提升閱讀理解題組技能之策略

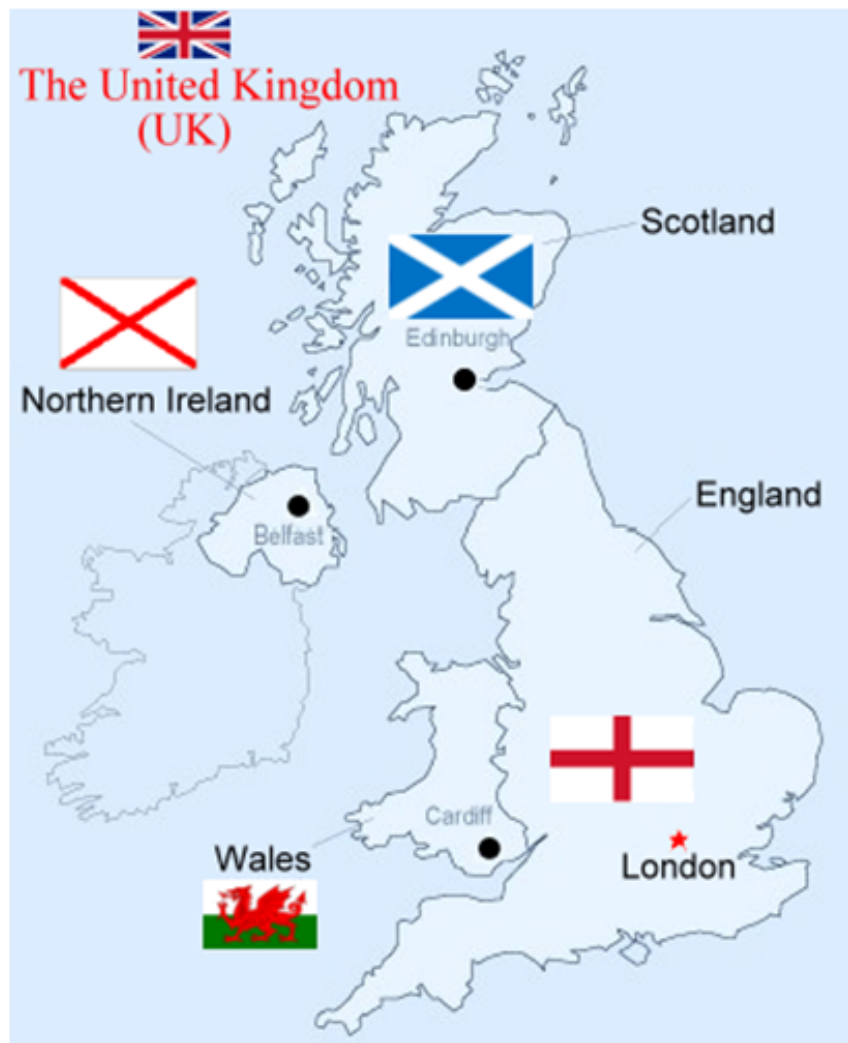
- 高層次閱讀認知技能：
應用、分析、評鑑、創造
- 利用**圖文轉換**技巧，達到**整合文本內容**目的。
- 利用**延伸推論**技巧，**依文本內容**，
另創一試題情境。



「延伸推論」一定要依文本內容延伸思考

圖文轉換示例

p. 25



📖 kingdom: 王國 form: 形成 member: 成員

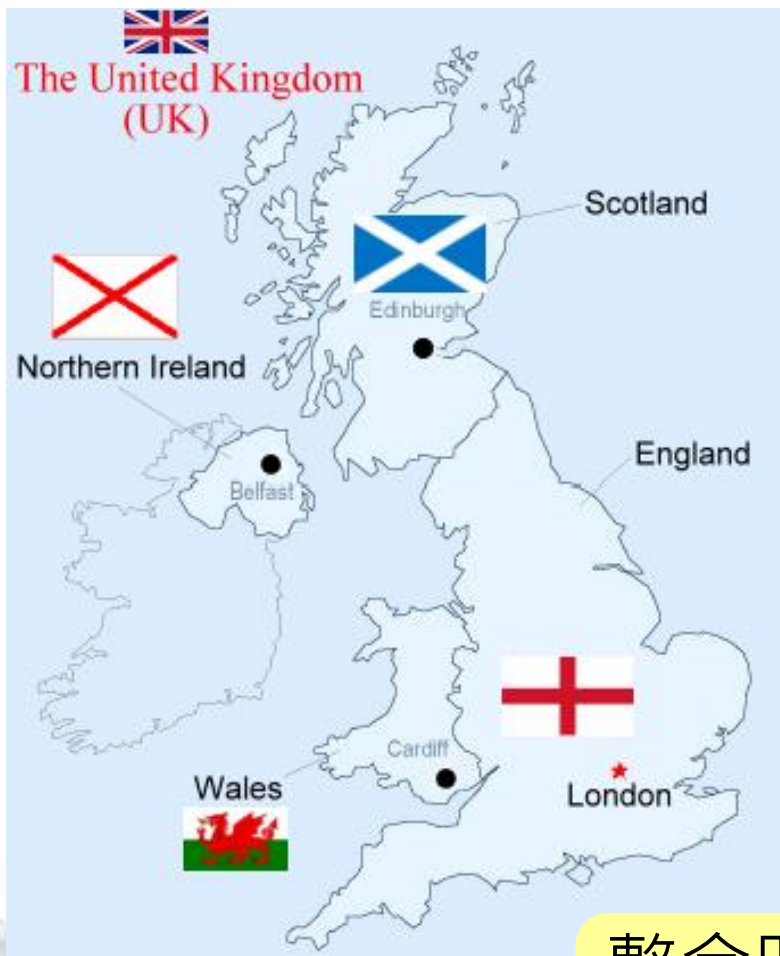
Each country has her national flag, and usually there is a story behind each national flag. The national flag of the United Kingdom has an interesting story, too.

The UK has four parts. They are England, Wales, Scotland, and Northern Ireland. They all have their own flags. When Wales became part of England in 1542, the flag of England was the one used—nothing was changed. However, in 1603, when Scotland joined England to form a new country, the two national flags were put together to form a new flag. The last member, Ireland, joined the kingdom in 1801, and it was in that year that the modern flag we see today appeared. In 1992, however, parts of Ireland left the kingdom to become a new country. It also started to use its own flag.



















圖文轉換試題示例

p. 25



1. Which one of the following is true about how the national flag of the UK is formed?

- (A)  +  +  = 
- (B)  +  +  = 
- (C)  +  +  = 
- (D)  +  +  = 

整合明顯訊息指出主旨大意、文化理解，圖文轉換，對應核心素養「英-J-A2」、「英-J-C3」。

延伸推論題可能會遇到的情況

- 因另創情境之需，**題幹**可能會很長。
- 因另創情境之需，**選項**可能會很長。

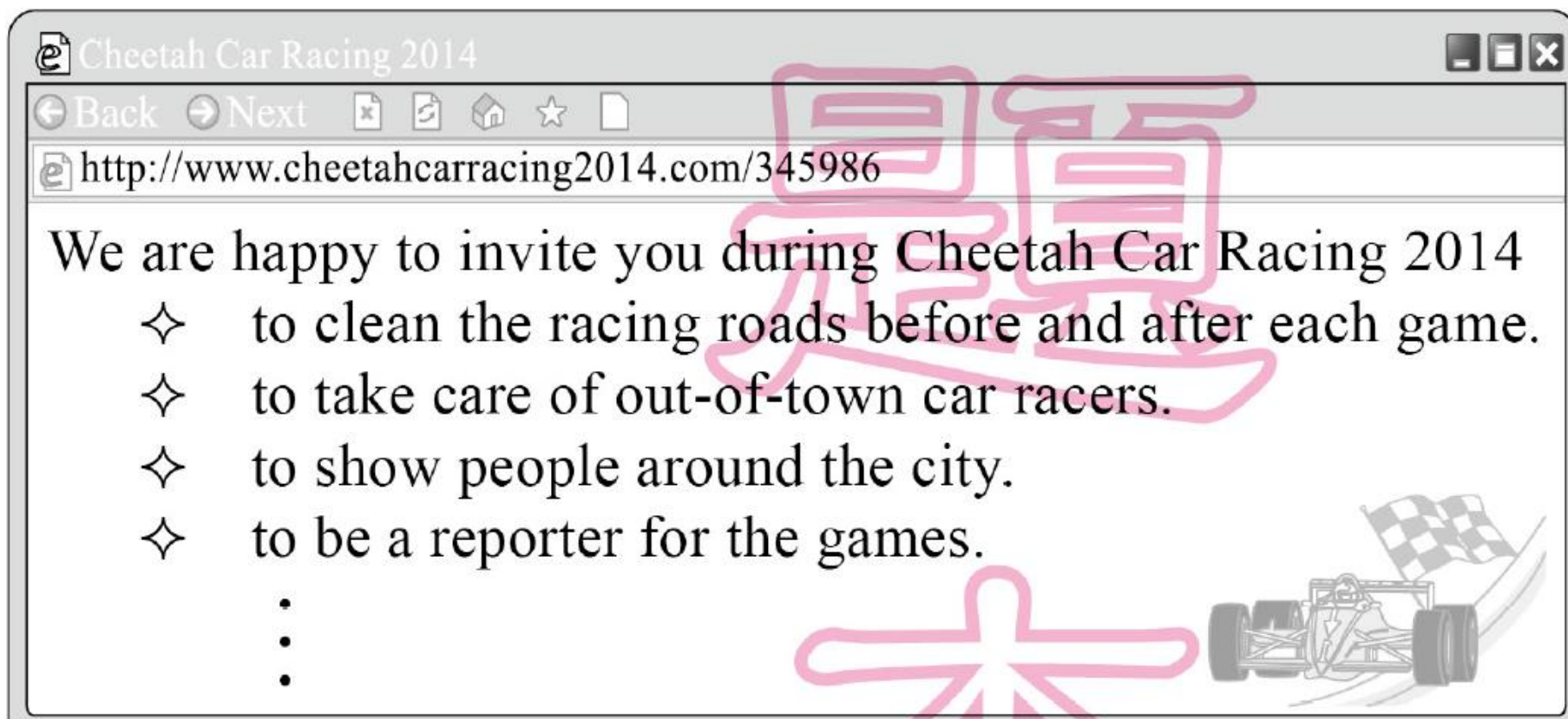
題幹/選項可以很長或內容很多嗎？

參考一些會考閱讀文意理解題組：



會考閱讀文意理解中的長題幹示例 -1/4 (103年)

41. Linda is reading the page of Cheetah Car Racing 2014 below.



The screenshot shows a web browser window with the title "Cheetah Car Racing 2014". The address bar contains the URL "http://www.cheetahcarracing2014.com/345986". The main content area displays the following text:

We are happy to invite you during Cheetah Car Racing 2014

- ✧ to clean the racing roads before and after each game.
- ✧ to take care of out-of-town car racers.
- ✧ to show people around the city.
- ✧ to be a reporter for the games.
- ⋮

In the bottom right corner of the content area, there is a small illustration of a go-kart with a checkered flag on its back.

Where did Linda click on the homepage of Cheetah Car Racing 2014 to get to this page?

會考閱讀文意理解中的長題幹示例 -2/4

(105-22) Below is what Tina told her friends about the classes in her summer school schedule.

Mr. Reed was really crazy to give us so many new words at one time. Who can possibly remember all of them in a night? In our art class, when Ms. Grant asked us to draw a picture, I just drew a mad me looking at Mr. Reed. But then I totally forgot about Mr. Reed after two hours of PE classes in the afternoon. I was just too tired to think! Luckily, there was no computer class today to make it a really bad day.

Which day was Tina talking about?

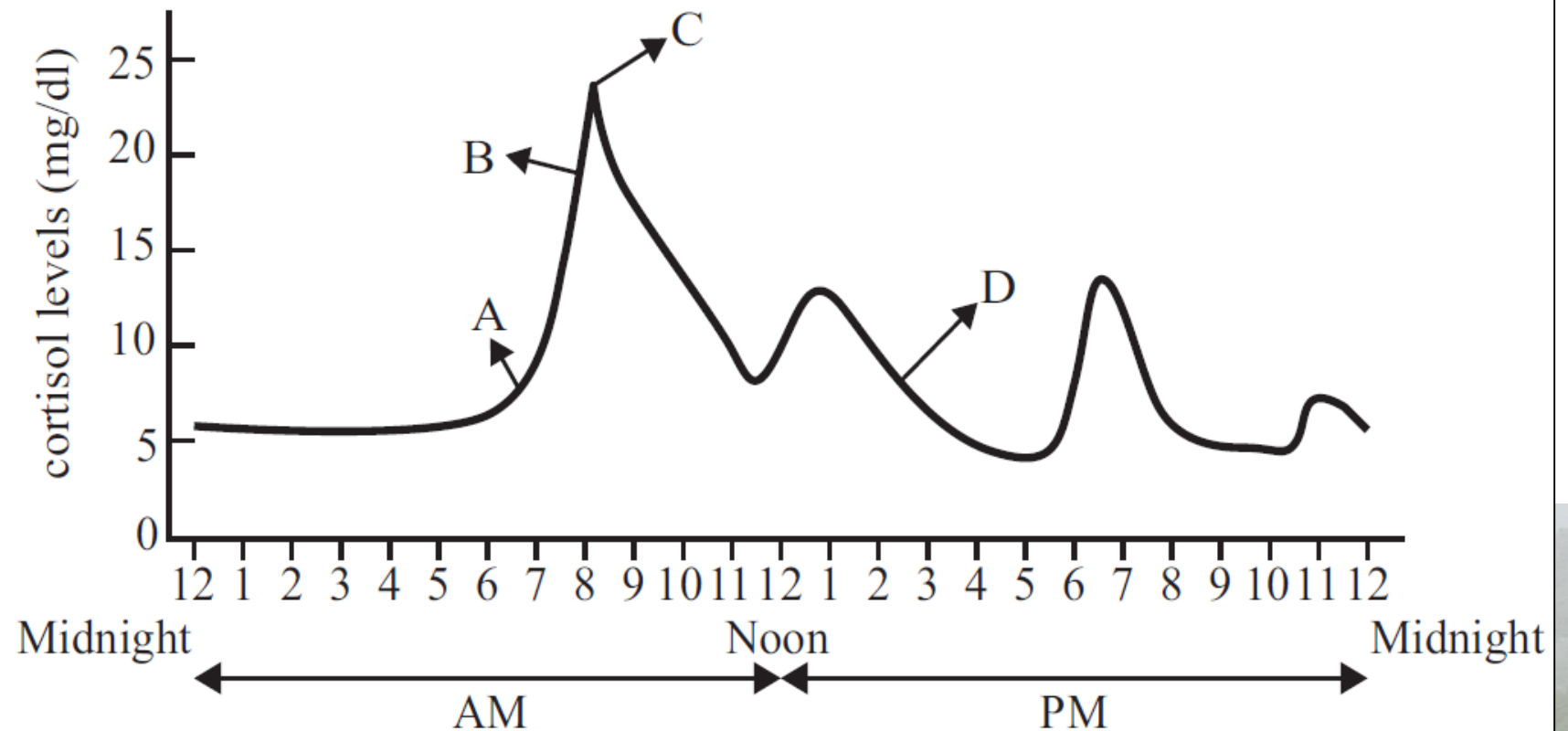


會考閱讀文意理解中的長題幹示例 -3/4 (108年)

p. 20

31. The picture below shows how the cortisol levels rise and fall during the day. From the news, which is a good time for coffee?

- (A) A.
- (B) B.
- (C) C.
- (D) D.



會考閱讀文意理解中的長題幹示例 -4/4 (108年)

32. Four people read the news and wrote what they thought about it.

The screenshot shows a social media interface with a text input field at the top and a scrollable list of four replies. Each reply is enclosed in a dashed border and includes the user's name, the date and time, and their comment text.

Name	Date and Time	Comment
Mike	Jan 16 8:26 pm	<i>The best time to drink coffee is when you want to drink coffee.</i>
Sarah	Jan 16 8:43 pm	<i>I usually wake up AFTER I drink coffee!</i>
Charlie	Jan 16 8:59 pm	<i>The worst time to drink coffee is when you're DEAD.</i>
Lisa	Jan 16 9:18 pm	<i>If you need someone to tell you when to drink coffee, well, that's just sad.</i>

What did they think about the news?

- (A) They wanted to try what it said.
- (B) They were sad about what it said.
- (C) They did not agree with what it said.
- (D) They were not surprised at what it said.

會考閱讀文意理解中的長選項示例 -1/3 (103年)

(A)

...nothing new in the story; Nathan Lang clearly didn't do enough homework about his part in the movie. It was no surprise that the movie didn't make it into the top 10 list the first week it was out...

(B)

...it became Nathan Lang's second best-selling movie and also this year's third best-selling movie in the country and may even get him another best actor award...

(C)

...see him not as the actor Nathan Lang anymore but as the poor old man in the movie. However, good acting does not always help with the ticket sales...

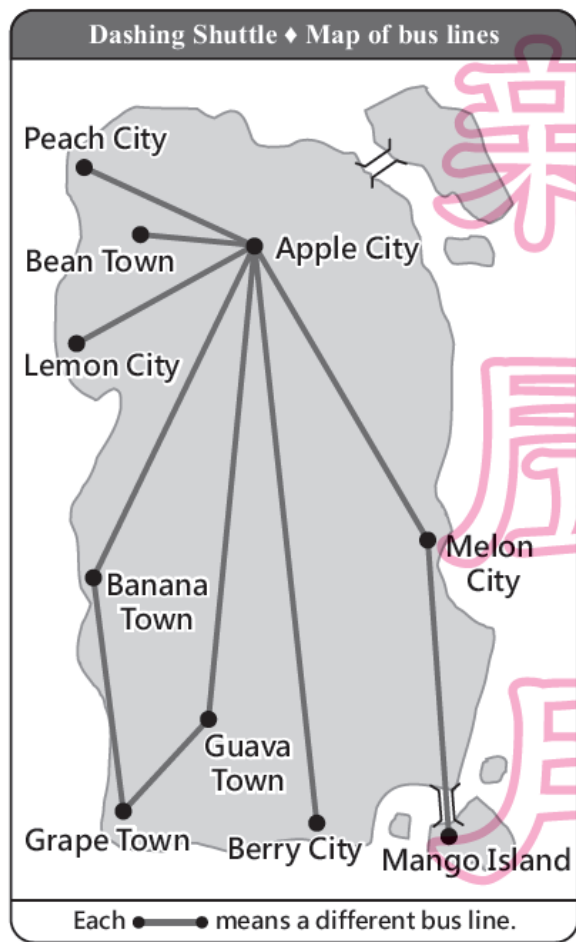
(D)

...the story is fresh and interesting, but the acting is not. However, it has been the country's best-selling movie for the past three weeks. Clearly Nathan Lang's fans cared less about his acting than his handsome face....

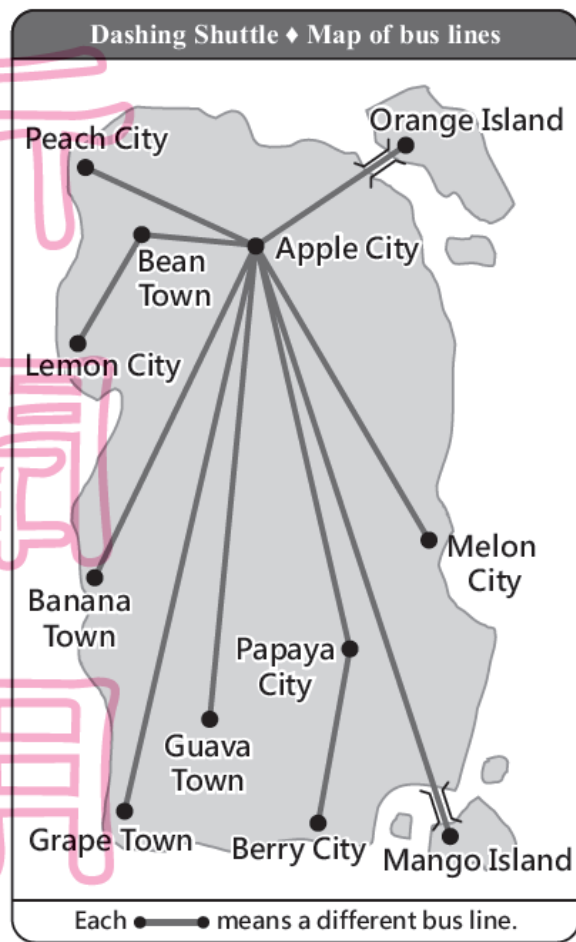


會考閱讀文意理解中的長選項示例 - 2/3 (106年)

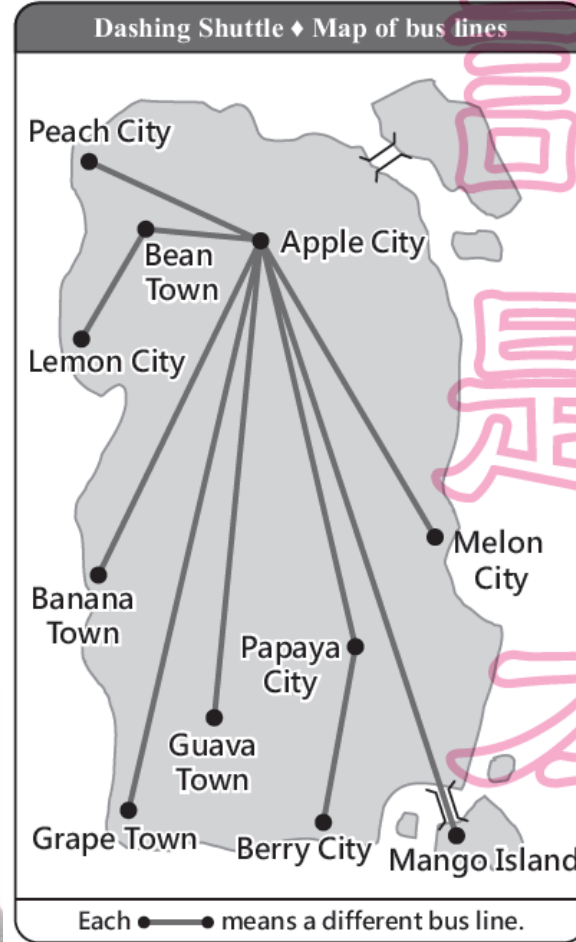
(A)



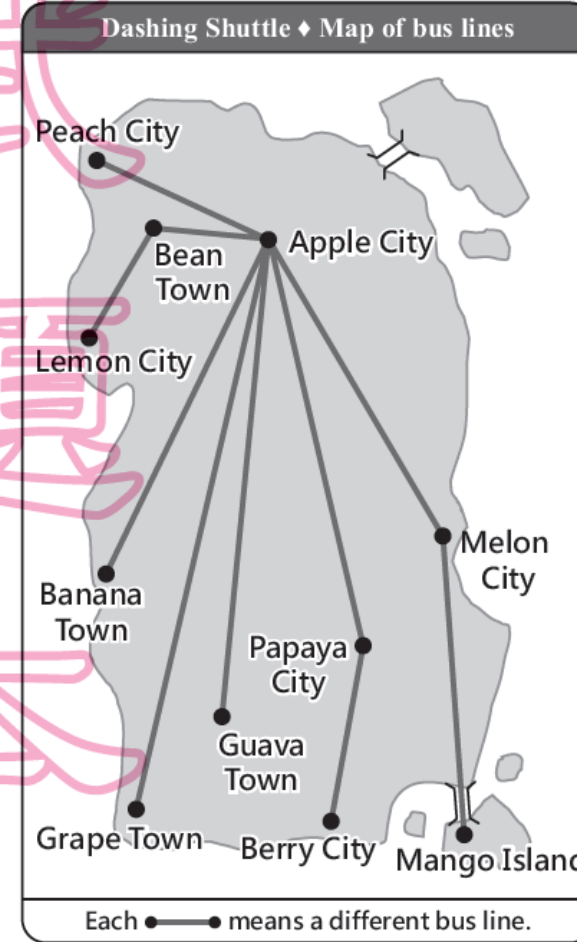
(B)



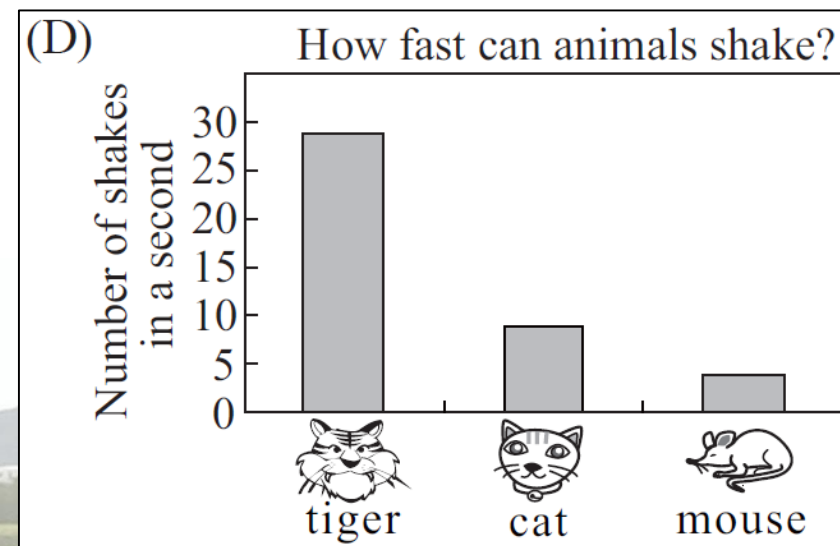
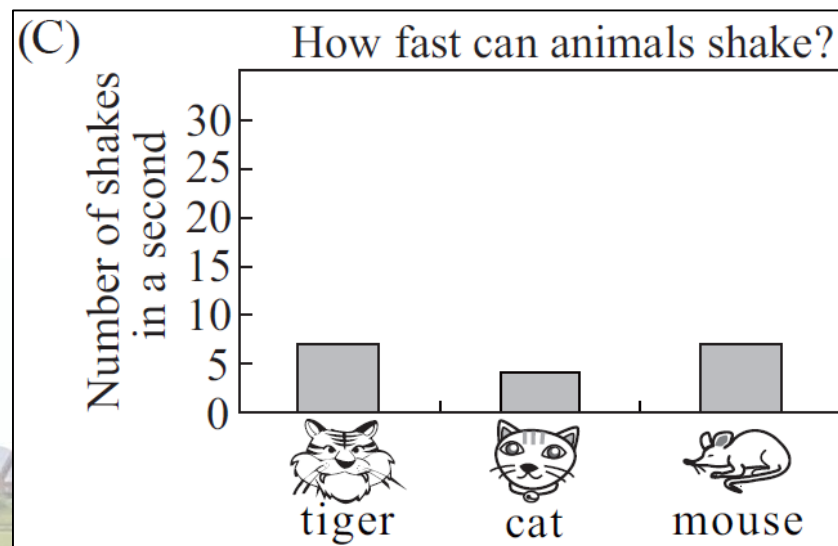
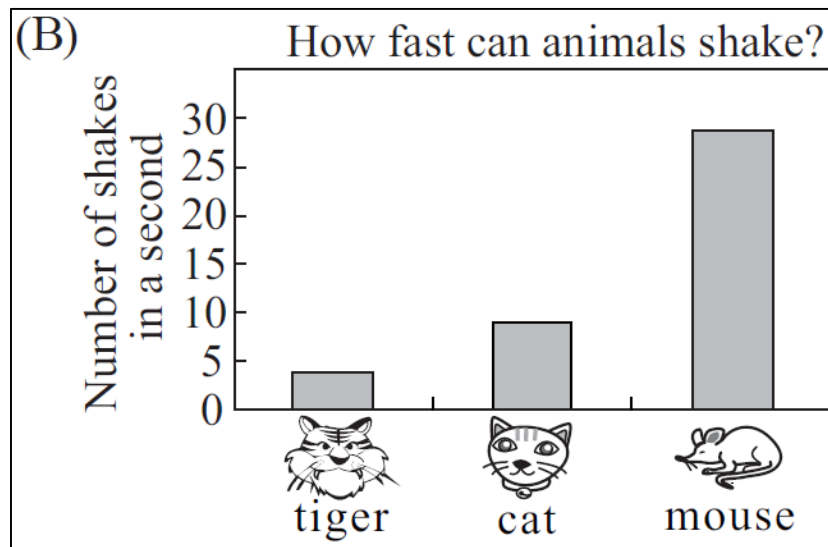
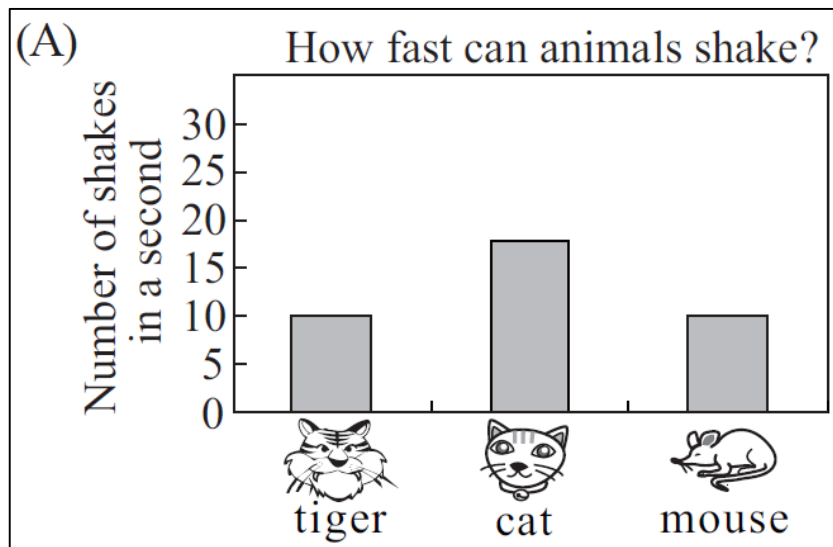
(C)



(D)



會考閱讀文意理解中的長選項示例 -3/3 (107年)



7下讀 文意理解 -1

(p. 16)

文本

為「簡易推論」與「延伸推論」題，預留伏筆的文本撰寫。

(一)

Susan: Is Jean coming? It's almost eleven thirty.

Laura: Yes, she is on her way here.

Tina: Maybe she's waiting for us at Green World.


Susan: Green World?! Her meat-free day is on Thursday, but today's Wednesday!

Mary: She often goes to Wind-Dano on Wednesday for her favorite, fast food, for lunch.

Laura: She texts me the lunch place on LINE. And we can have a nice talk there.

Tina: Hey, Jean's coming over there. Susan, maybe you can ask Jean about today's lunch.

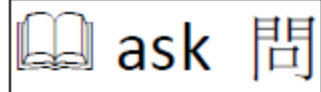
Q1的伏筆

 often 常常；text 傳簡訊；ask 問

7下讀 文意理解 -2

簡易推論/預測

1. What does Susan maybe ask Jean about today's lunch?



(A) Don't you join us for lunch today?

(B) Do you tell Tina anything about lunch?

(C) Isn't your meat-free day only on Thursday?

(D) Are the fast-food dishes at Wind-Dano delicious?



7下讀 文意理解 -3

對話中比較少說話的Mary為Q2留伏筆

2. 沒去過 Green World 的 Mary，想在網路上找看看有關 Green World 的相關訊息。下列哪一個網站能提供她所需要的訊息？

延伸推論

(A)

Green World

www.greenworld.com.tw > phone > about

Green World is a good place for your free time. Here you can have a real green world.

Around you, there are only trees and grass. You can have a nice sleep every night...

(B)

Green World

www.yourbestgreenworld.com.tw > phone > about

Don't know how to make your garden more beautiful? Let Green World help you

a lot of flowers. All are your favorites! 14:30-17:00 is the afternoon tea time...

(C)

Green World

www.greenworldforyou.com.tw > phone > about

The market isn't the only place. You can get any green vegetables at Green World. On weekends, you even can get free vegetables! We are a good friend for meat-free people...

(D)

*

Green World

www.nicegreenworldtime.com.tw > phone > about

Welcome to Green World, a nice place for your lunch and talk with your family and friends.

You can have good vegetable and fruit dishes here, and you can sit for four hours a time...



實作 1

(p. 26)



改寫任務：

請依據 p. 26 文本內容，寫出一**延伸推論**封閉性題。



9 讀文意理解 (開放題型)

p. 26

整合訊息推論

Lily's Kitchen is a new restaurant in our town. It sends out a lot of ads. This month, one of its ads reads, "**FOUR** people come together, and get **ONE FREE MEAL**." That interested me a lot. So I invited three friends to eat lunch at Lily's Kitchen last Saturday.

It was a hot sunny day, and also the first day of the three-day weekend. I think that was why there were many more people than usual. We waited in a long line for one hour outside the restaurant under the hot sun all just to get a cheaper meal. When we finally got in the restaurant, we found the waiters and waitresses were all as busy as bees. We had to wait for another hour before one of the busy bees took our order. Each of us ordered different things off the menu so we could share. To our **BIG** surprise, our food came very quickly. The problem was that we didn't see **ANYTHING** we ordered: We ordered fried fish, but we got fried chicken; we wanted beef fried rice, but they gave us beef noodles. We told a waitress about the wrong order, and asked her to change as soon as possible. But one more hour had passed before they got it all done right and we finally got to eat our lunch.

Surely, we didn't enjoy our lunch that afternoon. On our way home, we kept talking about what had happened. The next day, my friend Willy wrote to the owner Lily to tell her about it. Several days have passed, but we still haven't heard from Lily yet.

Q1: 這位聽眾的用餐經驗如何？

Q2: 請利用文中訊息，詳細說明你在 Q1 的作答。

延伸推論封閉性題參考作法

分享時刻



實作 2

(p. 27)



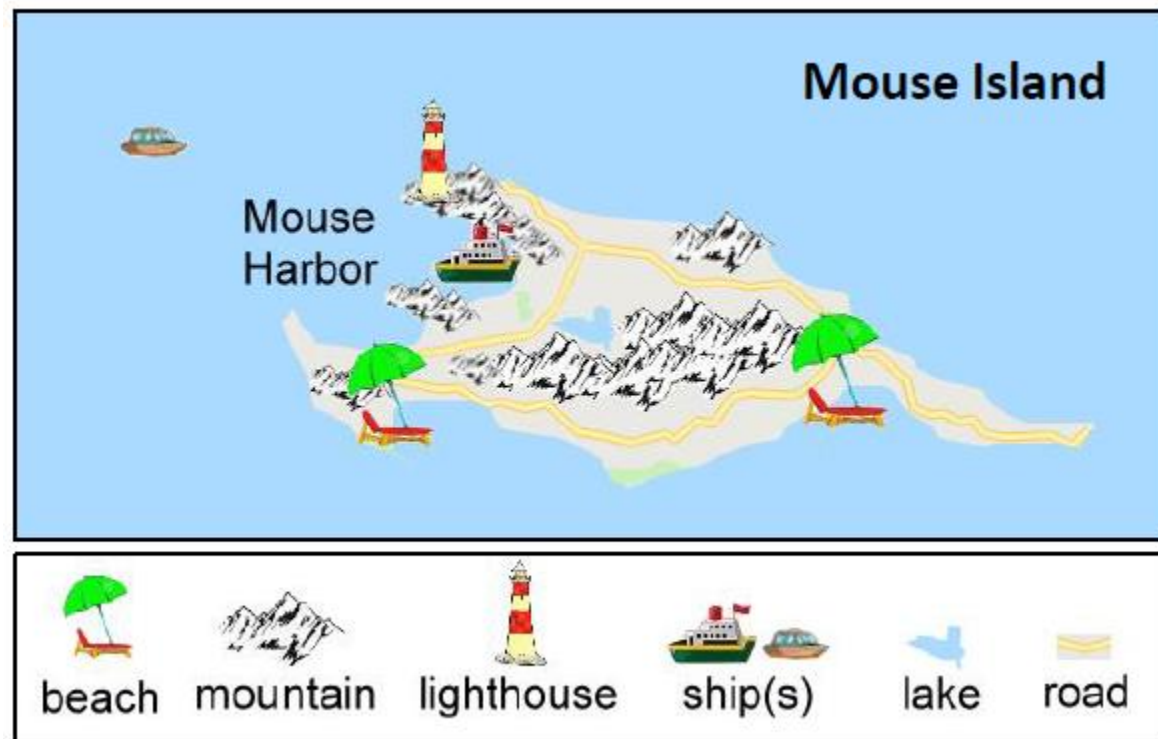
改寫任務：

請依據 p. 27 文本內容，寫出 2 題封閉性題。



實作三：文本內容

p. 27



Where can you go on so hot summer holidays? Come to Mouse Island and stay at Marine Hotel. Marine Hotel is just next to V Lake near Mouse Harbor. You can have nice views of the lake, the harbor and the mountains at the same time. Besides, on the island, you can enjoy bike-riding, mountain climbing, or swimming at the beaches.

Marine Hotel is the only building on Mouse Island. There are no other people living here. You can have a wonderful holiday life of peace during your stay.

Find out more about Marine Hotel at <http://www.hotelmarine.com>.

 besides 除此之外

圖文轉換、延伸推論封閉性題參考作法

分享時刻



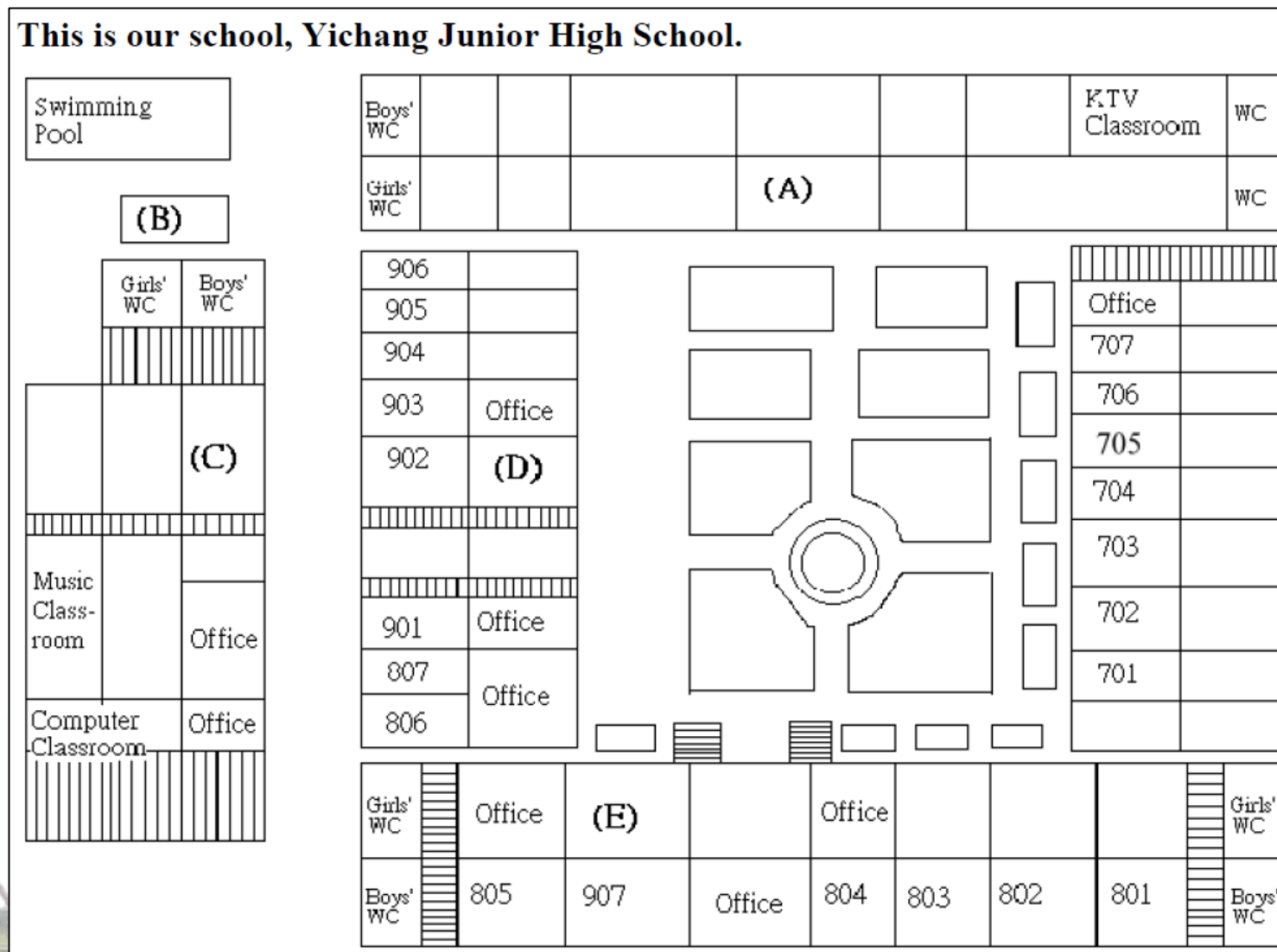
還可以有第 3 題嗎？

- Mr. Wang likes taking pictures. Which one is **NOT** the picture (Mr. Wang took) on Mouse Island?
- 但因可能和第 2 題連鎖，故在納入段考試題時，**要注意和第 2 題避開**，即第一次使用是 1、2 題，第二次使用是 1、3 題；**或修改第 2 題**。



曾經引起學生興趣的校園試題 文本：

(舊宜昌國中校園地圖)



試題：(雖然試題間有連鎖情形)

1. After the second class, Peter feels hungry. Where can he get some food to eat?
(A) A. (B) B. (C) C. (D) D.
2. After lunch, all the students clean their classrooms. Where should they put their garbage?
(A) E. (B) C. (C) D. (D) B.
3. During the PE class, Mr. Lai finds one of his students gets hurt. Where does he have to send the student?
(A) C. (B) E. (C) A. (D) D.



實作 3

(p. 28)



改寫任務：

請依據 p. 28 校園地圖內容，寫出**至少 2 題**封閉性題。

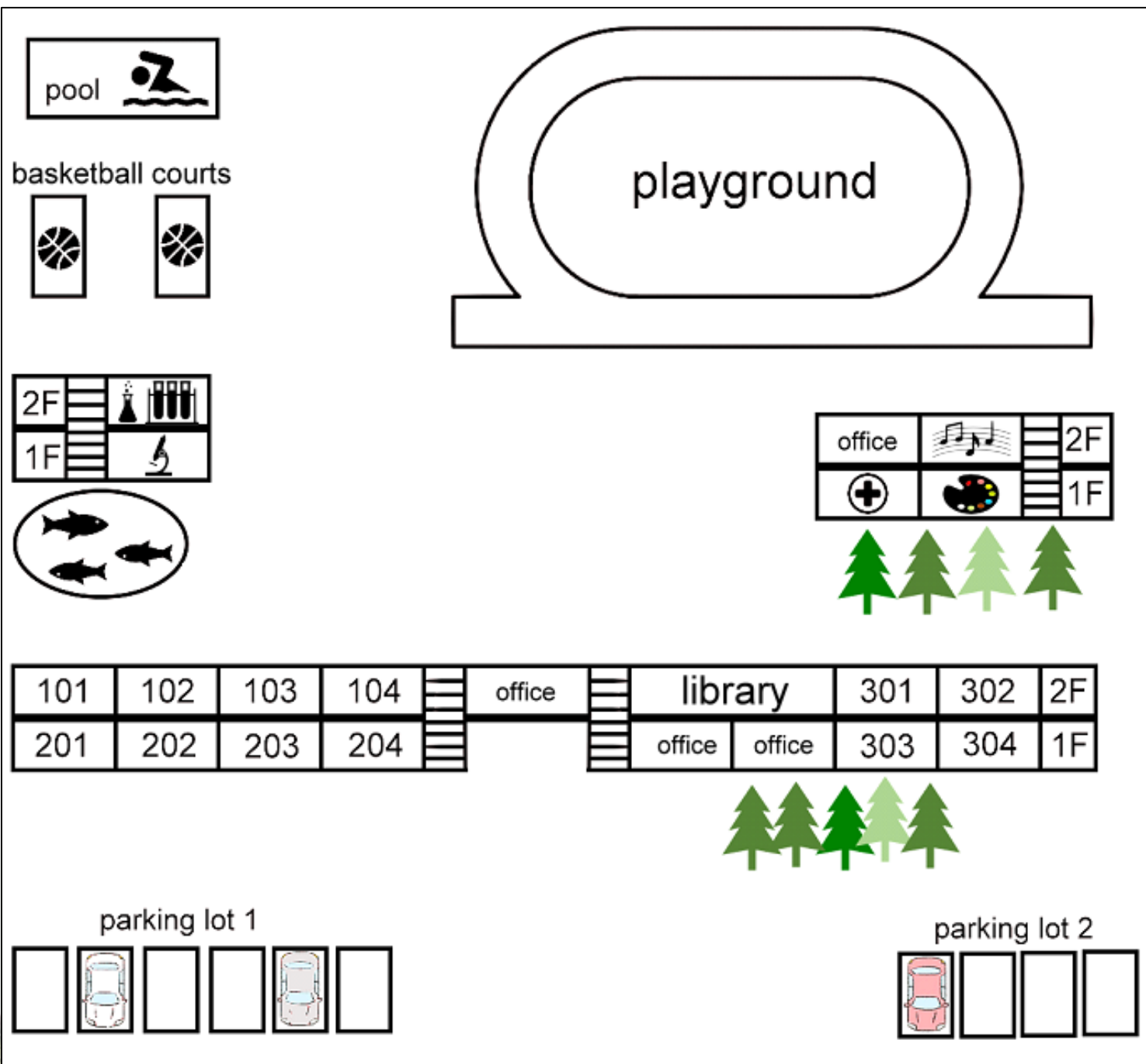


校園地圖：

p. 28

必要時，可配合試題
適當修改地圖。

想想看，如何在看似
簡易的地圖上，**提升**
試題的挑戰度？



各種地圖轉化為試題參考作法

分享時刻



將網路資料轉化為試題參考作法

實作 4

(pp. 29-37)



改寫任務：

將有關**黑水虻**網路資料轉化為**至少 2 題**封閉題閱讀題組。

將網路資料轉化為試題參考作法

分享時刻



感謝聆聽
祝出題順利

