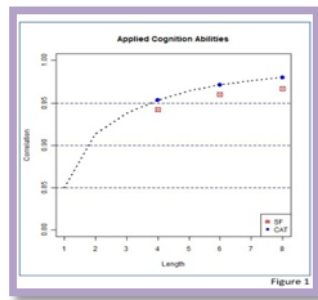


多元評量理論與實務 工作坊

演示教師：桃園縣青溪國中許綉敏



SCHOOL _____

NAME _____

PORTFOLIO GUIDE

Contents	Points	Learning Focus	Required	Included	Check
Introduction to assessments	50	Theories	☉		
Assessing Writing	30	Practical	☉		
Assessing speaking	20	Practice	☉		
Designing authentic assessments	100	Collaborative work	☉		
Group work display	50	Oral presentation	☉		
My Portfolio Final Reflection	50	Self-Monitoring	☉		
	20			☉	
	20			☉	
				Total	/300

My Portfolio Final Reflection is designed to record my performances. My answer will help my teacher know what type of learning activities improves my learning most.

1. My best work in this portfolio is _____

2. The most important thing I learned in completing this portfolio is _____

3. The best thing I found in completing this portfolio is _____

4. Now I think multiple assessments are _____

I. Introduction to Assessments

★Reasons we assess

1. _____

- ◦To place students in a course
- ◦To admit students to a program
- ◦To decide what to teach
- ◦To decide what needs to be reviewed

2. _____

- ◦Grades
- ◦Progress

3. _____

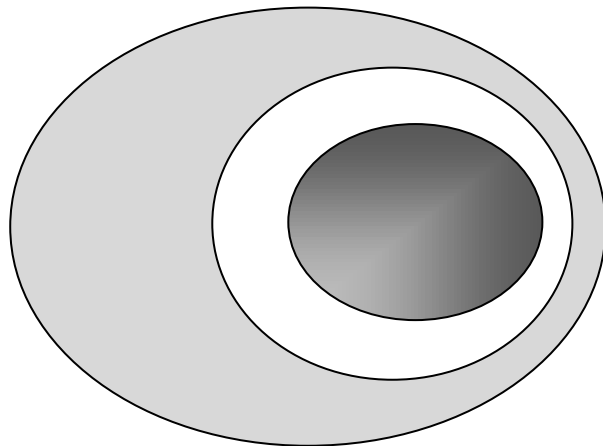
- Performance and achievement,
- Their strengths and areas to improve

4. _____

- ◦Did the students learn what I expected? How do I know?
- ◦How can I improve my teaching?

★The relationship

between assessment,
testing, and teaching



★ Assessment terms

Think of 5 assessment terms:

1. _____

2. _____

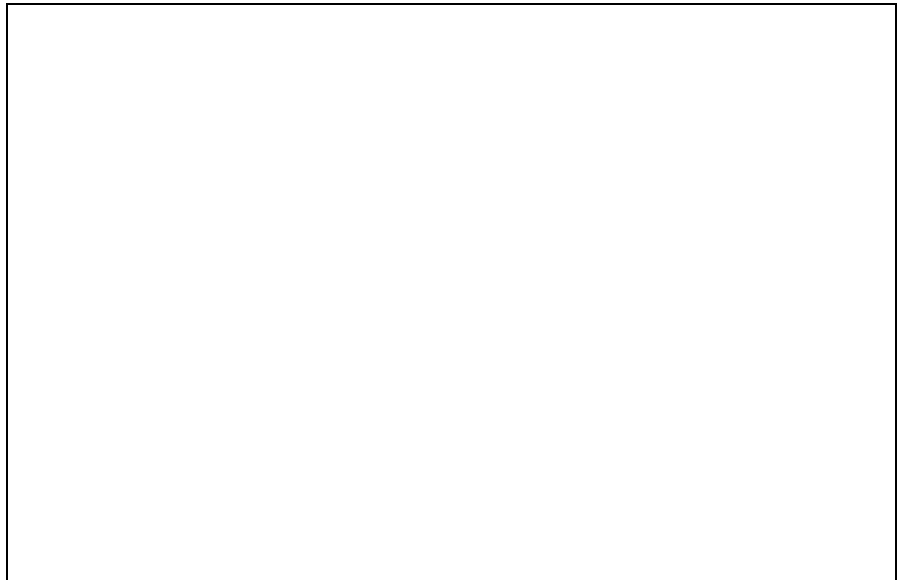
3. _____

4. _____

5. _____

★ Your ideal

assessment cycle



★ The 5 principles of

assessments

1. _____

2. _____

3. _____

4. _____

5. _____

☆☆☆QUIZ

1.If two teachers give a different score to the same student on the assessment, the assessment is lacking in_____.

2.If an assessment is supposed to assess reading but the task is for students to write an essay, the assessment is weak in_____.

3.If an assessment demotivates learners, it does not demonstrate the principle of _____.

☆☆ Assessment Tools

Appendix 1

F.Y.I

項目	1分	2分	3分	4分~5分
認識顯微鏡的構造	完全不認識目鏡和物鏡，也不知道倍率，亦不知道如何計算	認識目鏡和物鏡，但不知道如何看目鏡物鏡的倍率，亦不知如何計算	認識目鏡、物鏡的倍率，但不了解放大倍率如何計算	能認識目鏡、物鏡等，並知道放大倍率的計算方式
顯微鏡操作技術	無法操作顯微鏡找到正確的數字和英文對應關係。即對複式顯微鏡的方向操作不熟悉	只能正確完成一項鬼腳圖的英文數字的對應關係	熟悉顯微鏡的操作，但無法正確完成鬼腳圖中英文和數字的對應關係	熟悉顯微鏡的操作方向，正確找到鬼腳圖中和數字對應的英文字母
創新思考能力	無法畫出顯微鏡，或是草率畫出，且未能標示出構造、功能。	設計出的顯微鏡和原始設計雷同，但也標示出構造的名稱和功能了。	能畫出創新設計的顯微鏡，但未標出構造和功能	能設計出創新造型的顯微鏡，並能標註其構造名稱和功能

II. Assessing Writing

- ❖ 寫作的技能
分為微技能
(micro skill)
及大技能
(macro skill)
 1. _____
 - ✧ producing letters and words
 - ✧ utilizing correct syntax (word order)
 - ✧ utilizing correct grammar to express meaning
 - ✧ using cohesive devices (such as conjunctions)
 2. _____
 - ✧ Using the rhetorical conventions and forms of writing.
 - ✧ Writing for different purposes.
 - ✧ Expressing relationship among ideas.
 - ✧ Adequately conveying literal and implied meanings.
 - ✧ Convey cultural-specific references.
 3. **At the higher levels, students learn how to write for a specific audience or purpose .**
 4. **Some of these types of writing are :**
 - ✧ **Responding to _____ : A topic is given and students write a paragraph in response to the prompt.**
 - ✧ _____ : **Students read a text and paraphrase or summarize what was read. Both of these are very difficult tasks!**
 - ✧ _____ : **Students go**

through the stages of developing a topic, drafting, editing, and writing a final essay .

A sample writing task

Theme: Keeping a journal

Your teacher has given you a chance to earn extra credit in your German class by keeping a journal in German. You decide to take advantage of the offer. After looking at the assignment, you decide to start right away.

Write legibly
Write as much as you can
Show what you can do

Segment 1: A great day

Situation: Your teacher tells you to think about what a really great day is like for you, and to write about it in your journal.

Warm-up: Think about your idea of a great day, then take a minute to answer the following questions in German or English.

- What are your surroundings (location, sights, sounds, smells, etc.)?
- What do you do?
- Whom are you with, if anyone?

Task: Describe, in German, your idea of a great day. You might want to include **1)** a description of your surroundings; **2)** what you do; **3)** whom you are with, if anyone; **4)** how you feel.

Describe your great day in seven to ten sentences in German.

III. Assessing Speaking

What are the elements of “speaking”?

- ❖ Vocabulary
- ❖ Grammar
- ❖ Speed
- ❖ Context
- ❖ Accent
- ❖ Background

Traits in assessing speaking

- ❖ Pronunciation
- ❖ Fluency
- ❖ Vocabulary use
- ❖ Grammar
- ❖ Comprehensibility

Basic types of speaking

1. Imitative—simply parrot back a word or phrase or a sentence
 - ❖ Word repetition tasks and scoring scale
 - ❖ Phonepass test
 - Part A: Test taker read aloud selected sentences from among those printed on the test sheet.
 - Part B: Test-takers repeat sentences dictated over the phone.
 - Part C: Test takers answer questions with a single word or a short phrase of two or three words
 - Part D: Test-taker hear three word groups in random and must link them in a

correctly orders sentence.

- Part E: Test-takers have 3 minutes to talk about their opinions about some topic that is dictated over the phone. Topic about family, friends...

2. Intensive-the production of short stretches of oral languages reading aloud, sentence and dialogue completion, limited picture-cued tasks, and translation

❖ Direct response

Example: Tell me that you like cats.

❖ Read aloud,

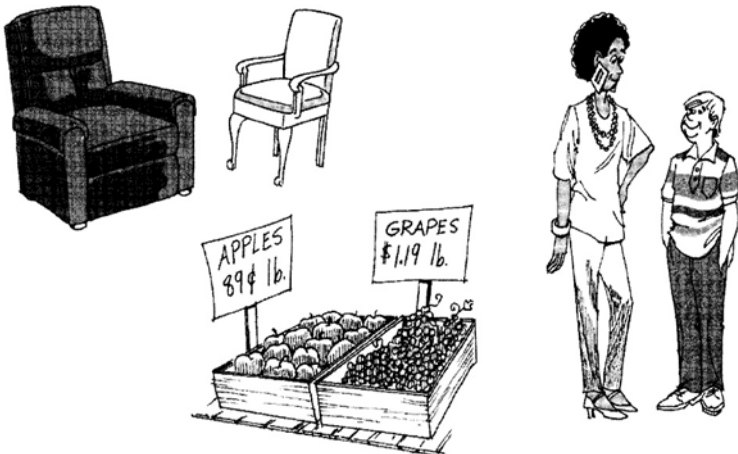
❖ Sentence/ Dialogue Completion ,

❖ Tasks and Oral Questionnaire ,

❖ Picture-cued elicitation and scoring scale

Picture-cued elicitation of comparatives (Brown & Sahni, 1994, p. 135)

Test-takers see:



3. Responsive-interaction and test comprehension but at the somewhat limited level of very short conversation , standard greetings and small talk, simple quests and comments. Etc.

4. interactive-take the two forms of transactional language or interpersonal exchange

▣ Transactional-exchanging specific information

▣ Interpersonal-maintaining social relationships

5.Extensive –speeches, oral presentation, story-telling

範例討論

A.

Adopted from: MINNESOTA LANGUAGE PROFICIENCY ASSESSMENTS

A sample writing task

Theme: Keeping a journal

Your teacher has given you a chance to earn extra credit in your German class by keeping a journal in German. You decide to take advantage of the offer. After looking at the assignment, you decide to start right away.

Write legibly
Write as much as you can
Show what you can do

Segment 1: A great day

Situation: Your teacher tells you to think about what a really great day is like for you, and to write about it in your journal.

Warm-up: Think about your idea of a great day, then take a minute to answer the following questions in German or English.

- What are your surroundings (location, sights, sounds, smells, etc.)?
- What do you do?
- Whom are you with, if anyone?

Task: Describe, in German, your idea of a great day. You might want to include 1) a description of your surroundings; 2) what you do; 3) whom you are with, if anyone; 4) how you feel.

Describe your great day in seven to ten sentences in German.

IV. Designing Authentic Assessments

Types of authentic assessments	<ul style="list-style-type: none">❖ Oral interview (See also Appendix 2)❖ Story or text retelling❖ Writing samples❖ Projects/ Exhibitions (Appendix 3-Making a Brochure)❖ Experiments/ Demonstrations (Appendix 4-Book jacket)❖ Constructed Respond items (Appendix 5-Essay writing)❖ Teacher observations❖ Portfolio
Design steps	<ol style="list-style-type: none">1. Build a team2. Determine the purpose3. Specify the objectives4. Conduct staff development5. Collect sample assessments6. Adapt existing assessments7. Try out the assessment8. Review the assessment
範例	<p>Appendix 6- Speaking assessment Appendix 7- Reading assessment Appendix 8- Summary scoring</p>

V. Group Work Display

組員

教師姓名	學校名稱	教學年資

評量設計

評量範圍(出版社/冊次/範圍)		
評量目標		
評量類型		
評量工具發展		

Appendix 1

Summary :Typhoons and Earthquakes

Class: _____

Teacher Name: **Michelle Hsu**

Student Name: _____

CATEGORY	Excellent	Good	Fair	Unacceptable	Point
	5	4	3	1	
Content Accuracy	The work contains at least 5 accurate facts about the topic.	The work contains 3-4 accurate facts about the topic.	The work contains 1-2 accurate facts about the topic.	The work contains no accurate facts about the topic.	_____*10 /50
Requirement	At least TWO sentences in Passive Voice and THREE newly taught words	At least TWO sentences in Passive Voice and ONE newly taught words	At least ONE sentences in Passive Voice and TWO newly taught words	At least ONE sentences in Present Perfect Tense and ONE newly taught words	_____*6 /30
Grammar & spelling (conventions)	Writer makes no errors in grammar or spelling.	Writer makes 1-2 errors in grammar and/or spelling.	Writer makes 3-4 errors in grammar and/or spelling	Writer makes more than 4 errors in grammar and/or spelling.	_____*2 /10
Editing (proofreading)	Accurately identified the changes that needed to be made.	Mostly accurate in identifying changes that needed to be made.	Somewhat accurate in identifying changes that needed to be made	Rarely identified changes that needed to be made.	_____*2 /10
Capitalization and Punctuation	Writer makes no errors in capitalization and punctuation.	Writer makes 1-2 errors in capitalization and punctuation.	Writer makes 3-4 errors in capitalization and punctuation.	Writer makes more than 4 errors in capitalization and punctuation.	_____*2 /10
Total					_____ /100

Date Created: **Aug 03, 2012 01:15 pm (UTC)**

Appendix 3

Rubric ID: 2122421

http://rubistar.4teachers.org/index.php?screen=ShowRubric&rubric_id=2122421&

Book Jacket Report : my portfolio

CATEGORY	4	3	2	1	Points Earned
Front Cover	Includes an illustration, title of the book, and author's name. Font and colors fit the emotional content of the book. The graphic illustrates some scene from the book.	Includes an illustration, title of the book, and author's name. The graphic illustrates some scene from the book.	Includes an illustration, title of the book, and author's name.	Does not include illustration, title, AND/OR author's name.	
Back Cover	Includes two reviews of the book and student's name. Each review gives your opinion for a different aspect of the book.	Includes one review of the book and student's name. Review gives your opinion of one aspect of the book.	Includes one review of the book and student's name. Review is a mixture of fact and opinion.	Review AND/OR student's name is missing.	
Neatness and Effort	The book jacket has no distracting errors, corrections or erasures and is easily read. It appears the student spent a lot of effort getting things just right.	The book jacket has almost no distracting errors, corrections or erasures and is easily read. It appears the student worked hard on it.	The book jacket is fairly readable but the quality is not too good on some parts. It looks like the student ran out of time or didn't take care of it.	Very messy and hard to read. It looks like the student threw it together at the last minute without much care.	
Illustration(s)	Illustrations were creative, drawn	Illustrations were drawn and colored	Illustrations were drawn	Illustrations were drawn	

演示教師: 桃園縣青溪國中許綉敏 hhm4707@gmail.com

	and colored neatly and were a good size.	neatly and were a good size.	and colored neatly, but some were too large or too small.	and/or colored carelessly.	
Grammar	There are no grammatical mistakes on the book jacket.	There is 1 grammatical mistake on the book jacket.	There are 2-3 grammatical mistakes on the book jacket.	There are more than 3 grammatical mistakes on the book jacket.	
Vocabulary	Student correctly uses 2 or more new words (at least one from the story) and can define them, if asked.	Student uses 2 or more new words, but may not be able to accurately define one of them.	Student uses 1 new word, but may not be able to accurately define it.	Student has not used any recently studied vocabulary in the book jacket.	
Persuasive/Propaganda Techniques	Reviews of book used 3 persuasive techniques and student can name each and show where s/he used it.	Reviews of book used 2 persuasive techniques and student can name each and show where s/he used it.	Reviews of book used 1 persuasive technique and student can name it and show where s/he used it.	Student cannot describe what persuasive technique was used.	
Spelling	There are 3 or fewer spelling errors on the book jacket. The author's name and the title are spelled correctly throughout!	There are 3 or fewer spelling errors on the book jacket, but the author's name is not always spelled correctly. The title is always spelled correctly.	There are 3 or fewer spelling errors on the book jacket, but the title and author's name are not always spelled correctly.	There are more than 3 spelling errors.	
Measurement & Format	Student accurately measured and folded the book jacket to the dimensions suggested by the teacher. Folds are straight as though done with a ruler.	Two portions of the book jacket were not measured/folded accurately. Folds are straight as though done with a ruler.	Two portions of the book jacket were not measured/folded accurately.	Most of the book jacket was not measured/folded accurately.	

ELC 689 EFL ASSESSMENT COURSE:

Reflective Essay Rubric

Grading Scale out of 25 points		
A+	25	Exceptional work. Writing indicates that extra research and study went into completing the assignment. Good examples with connection to the field or personal experience given.
A	24	Excellent job. Depth of thought into assignment excellent. Answered all questions thoroughly and thoughtfully. Provided good examples/details from the field or personal experience.
A-	23	Great work. Depth of thought into assignment was very good and the main points clear. Maybe parts of the question were not answered completely. Could use more examples/details.
B+	22	There is evidence of a higher level of analysis of the subject of assessment. Careful use of examples from experience, readings and discussion in responses is evident.
B	21	Well done, but needs some improvement. Some concepts may require further clarification or elaboration. Further use of resources and experiences may be needed.
B-	20	Well done, but needs some improvement. Some concepts may require further clarification or elaboration. Further use of resources and experiences may be needed.
C	19	Content meets minimal expectations, but needs significant clarification or development.
F	10	Incomplete or plagiarized work. This grade is given with the option of rewriting the assignment for a better grade

Please see the instructions about how you can read the feedback after an assignment has been graded. The feedback is posted in Blackboard in “My Grades”.

<http://umbc.uoregon.edu/eteacher/>

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Department of State ECA/A/L; the University of Maryland, Baltimore County; and the

University of Oregon.

演示教師: 桃園縣青溪國中許綉敏 hhm4707@gmail.com

Some helpful hints for Reflective Essays:

1. Please put your full name (first and last), the assignment, the course and the due date in the upper, left-hand corner of the first page only. For example:

Michael Flores

Unit 1 Reflective Essay

ELC 689

April 19, 2011

2. Type your document single-spaced in Times New Roman font, size 12, normal.

3. The page size should be "letter" (8.5 x 11).

4. Indent paragraphs and do not put an extra space in between paragraphs.

5. Put 1 inch (2.5cm) margins on all four sides.

6. You can give your reflective essay a title, but it's not necessary.

7. Remember you are writing an essay (introduction paragraph with thesis, body paragraphs with support from your experiences and quotes/paraphrases from the readings, conclusion paragraph).

8. Use APA citation format for quotes and paraphrases. If you're not sure (or need to review), here are some helpful websites; APA references are provided under each website.

a. <http://library.concordia.ca/help/howto/apa.php>

Concordia University Libraries. (2011). *APA citation style*. Retrieved from <http://library.concordia.ca/help/howto/apa.php>

b. <http://www.library.ubc.ca/ubco/apastyle.html>

The University of British Columbia. (2011). *APA citation style*. Retrieved from <http://www.ubc.ca/okanagan/library/citations/apa.html>

c. <http://owl.english.purdue.edu/owl/resource/560/01>

Angeli, E., Wagner, J., Lawrick, E., Moore, K., Anderson, M., Soderlund, L., & Brizee, A. (2010). In-text citations: The basics. In *Purdue online writing lab*. Retrieved from <http://owl.english.purdue.edu/owl/resource/560/02>

9. Please make sure your reflective essay does not exceed the required word limit. **Only the first 2 pages will be evaluated.**

Appendix 5

Rubric ID: 2016137

http://rubistar.4teachers.org/index.php?screen=ShowRubric&rubric_id=2016137&

8th grade speaking assessment

CATEGORY	Excellent (5)	Good (4-3)	Satisfactory (3-2)	Poor (1-0)
Pronunciation	Presentation flows well and logically. Excellent oral communication. Mispronunciation does not interfere with comprehension.	Presentation flows well. Very good oral communication. Occasional mispronunciation does not interfere with comprehension.	Inconsistent flow of presentation. Limited oral communication. Mispronunciation at times interferes with comprehension.	Presentation is unorganized. Often mumbles or cannot be understood. Mispronunciation prohibits comprehension.
Syntax	There are no grammatical errors of agreement. Maintains proper word order.	There are few grammatical errors of agreement. Often maintains proper word order.	There are several grammatical errors of agreement. Occasionally maintains proper word order.	There are excessive grammatical errors of agreement. Little or no word order.
Vocabulary	Correct use of vocabulary and question words. Excellent variety of vocabulary.	Correct use of vocabulary and question words. Very good variety of vocabulary.	Inconsistent accuracy of vocabulary and question words. Good variety of vocabulary.	Inaccurate use of vocabulary and question words. Little or no variety of vocabulary.
Preparedness of Presentation	Student is completely prepared and has obviously rehearsed.	Student is very prepared but not well rehearsed.	Student is somewhat prepared with an obvious lack of rehearsal.	Student does not seem at all prepared to present.
Script	Content is accurate and information is presented in a logical order.	Content is accurate but some information is not presented in a logical order.	Content is questionable and lacks logical order.	Content is inaccurate and there is no logical order.

Date Created: **February 16, 2011**

Date Last Modified: **February 18, 2011**

Appendix 6 Reading - Analyzing Information : READING-ANALYZING INFORMATION

Teacher Name: **Ms. Hsu**

Student name: _____

CATEGORY	4	3	2	1
Identifies facts	Student accurately locates at least 5 facts in the article and gives a clear explanation of why these are facts, rather than opinions.	Student accurately locates 4 facts in the article and gives a reasonable explanation of why they are facts, rather than opinions.	Student accurately locates 4 facts in the article. Explanation is weak.	Student has difficulty locating facts in an article.
Identifies important information	Student lists all the main points of the article without having the article in front of him/her.	The student lists all the main points, but uses the article for reference.	The student lists all but one of the main points, using the article for reference. S/he does not highlight any unimportant points.	The student cannot identify important information with accuracy.
Identifies details	Student recalls several details for each main point without referring to the article.	Student recalls several details for each main point, but needs to refer to the article, occasionally.	Student is able to locate most of the details when looking at the article.	Student cannot locate details with accuracy.
Relates Graphics to Text	Student accurately explains how each graphic/diagram is related to the text, and accurately determines whether each graphic/diagram agrees with the information in the text.	Student accurately explains how each graphic/diagram is related to the text.	Student accurately explains how some of the diagrams are related to the text.	Student has difficulty relating graphics and diagrams to the text.
Summarization	Student uses only 1-3 sentences to describe clearly what the article is about.	Student uses several sentences to accurately describe what the article is about.	Student summarizes most of the article accurately, but has some slight misunderstanding.	Student has great difficulty summarizing the article.

Date Created: **Mar 31, 2013 02:01 am (CDT)**

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Appendix 7

Summary :Typhoons and Earthquakes

Class: _____

Teacher Name: **Michelle Hsu**

Student Name: _____

CATEGORY	Excellent	Good	Fair	Unacceptable	Point
	5	4	3	1	
Content Accuracy	The work contains at least 5 accurate facts about the topic.	The work contains 3-4 accurate facts about the topic.	The work contains 1-2 accurate facts about the topic.	The work contains no accurate facts about the topic.	_____*10 /50
Requirement	At least TWO sentences in Passive Voice and THREE newly taught words	At least TWO sentences in Passive Voice and ONE newly taught words	At least ONE sentences in Passive Voice and TWO newly taught words	At least ONE sentences in Present Perfect Tense and ONE newly taught words	_____*6 /30
Grammar & spelling (conventions)	Writer makes no errors in grammar or spelling.	Writer makes 1-2 errors in grammar and/or spelling.	Writer makes 3-4 errors in grammar and/or spelling	Writer makes more than 4 errors in grammar and/or spelling.	_____*2 /10
Editing (proofreading)	Accurately identified the changes that needed to be made.	Mostly accurate in identifying changes that needed to be made.	Somewhat accurate in identifying changes that needed to be made	Rarely identified changes that needed to be made.	_____*2 /10
Capitalization and Punctuation	Writer makes no errors in capitalization and punctuation.	Writer makes 1-2 errors in capitalization and punctuation.	Writer makes 3-4 errors in capitalization and punctuation.	Writer makes more than 4 errors in capitalization and punctuation.	_____*2 /10
Total					_____ /100

Date Created: Aug 03, 2012 01:15 pm (UTC)

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- TESOL. (2001). Scenarios for ESL standards-based assessment. Alexandria, VA.
- Short, D. J. (1993). Assessing integrated language and content instruction. TESOL quarterly, 27 (4), 627-656.
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- 本次研習所有資料全部擷取自美國國務院 E-Teacher 計畫線上課程內容
- E-Teacher Scholarship Program: **EFL ASSESSMENT**

<http://umbc.uoregon.edu/eteacher>