

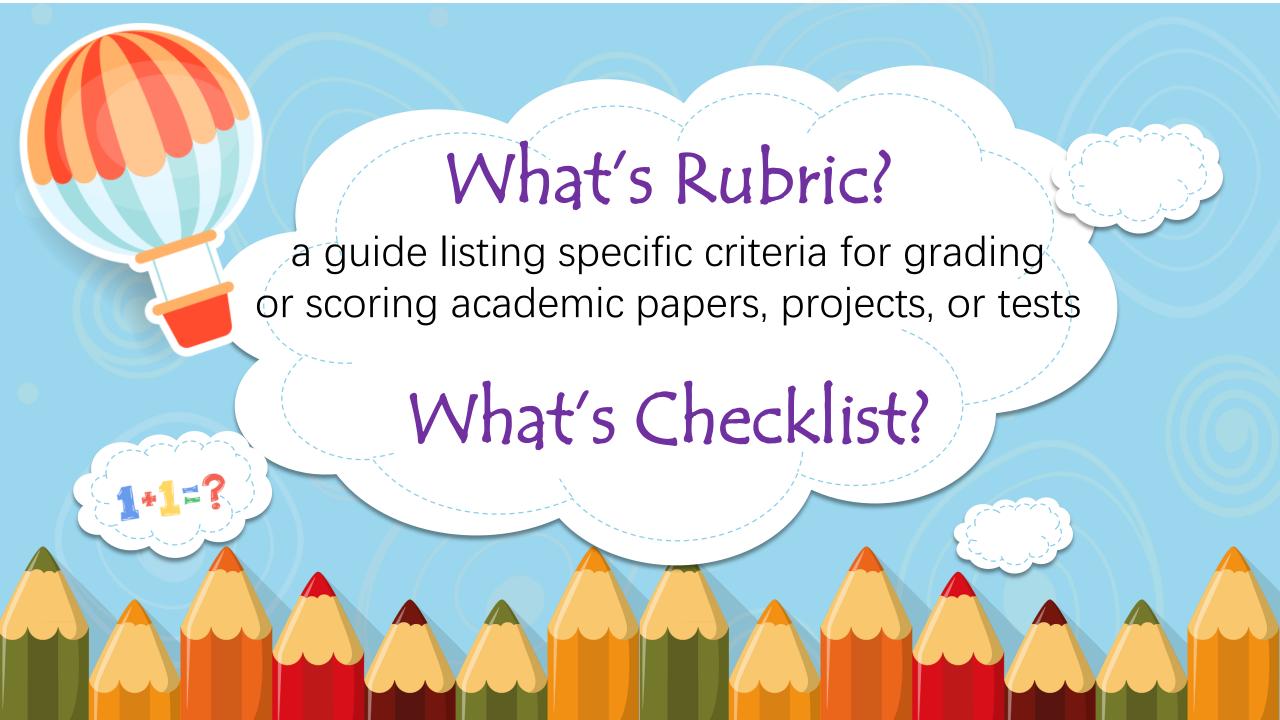
- 5-1 雙語教學評量能反映學科及語言學習目標。
- 5-2 教師能依據評量標準(rubric)進行評量。
- 5-3 雙語教學評量方式多元且適切。
- 5-4 雙語教學評量設計能結合生活情境。
- 5-5 雙語評量設計有利於教學者進行學習扶助。

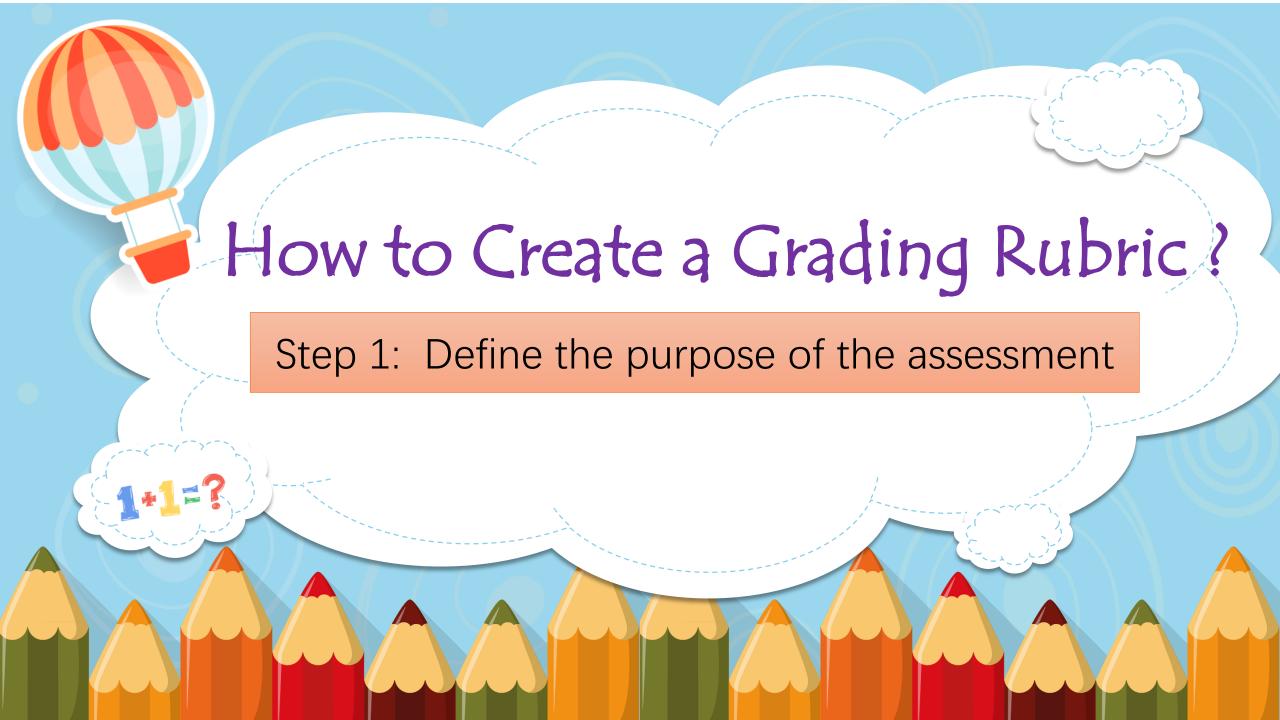
Goals Assessment Design

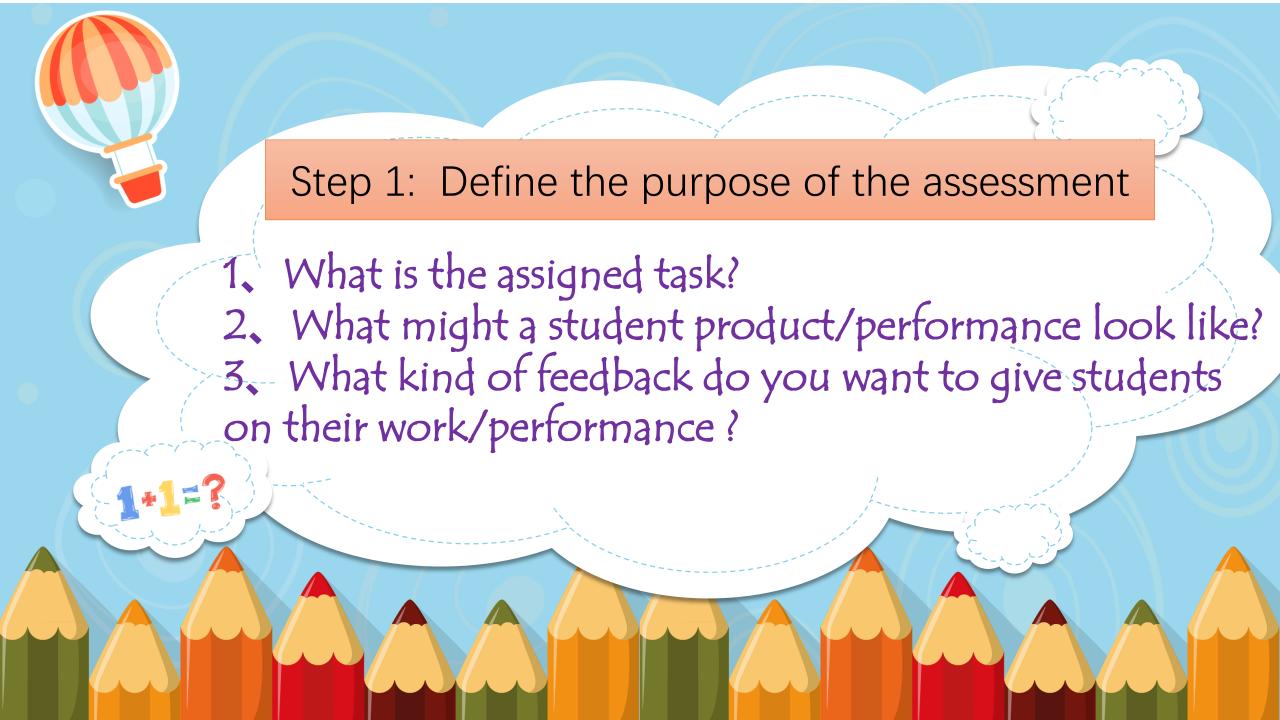
Differentiation

Scaffolding









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

## Orall Presentation Rubric

Top 💿

What's the sub-goal of the task

Excellent (4) Great (3) Good (2) Category OK (1) Presentation is less than I Time Limit Presentation is 4 minutes long Presentation is 3 minutes long Presentation is 2 minutes long minutes OR more than 5 minutes long Shows a full understanding of Shows a good understanding Shows a good understanding Does not seem to understand Content of the topic of parts of the topic the topic well the topic Student seems pretty Student is somewhat prepared Student is **completely** prepared Studient does not seem at all prepared but might have

needed a couple more

rehearsals Facial expressions and body Facial expressions and body Facial expressions and body Very little use of facial language generate a strong language sometimes generate language are used to try expression or body language. **Enthusiasm** Did not generate much interest interest and enthusiasm about generate enthusiasm about the a strong interest and the topic enthusiasm about the topic in the topic being presented topic

Speaks Clearly

Speaks Clearly

Speaks Clearly and distinctly all (100-95%) the time and mispronounces no words

Speaks Clearly

Speaks clearly and distinctly all (100-95%) the time but and mispronounces no more than one word

Speaks clearly and distinctly all (100-95%) the time but and mispronounces no more than one word

Often murribles or carnot be understood OR mispronounces more than one words

Creativity

Student referred to liar more props that show considerable work/creativity and which make the presentation better

Student had I prop that considerable work/creativity and which make the presentation better

and has abviously rehearsed

Name:

Student had I prop that show considerable work/creativity and which make the Students had I prop which makes the presentation better

but it is clear that rehearsal is

lacking

Student had no props

prepared to present

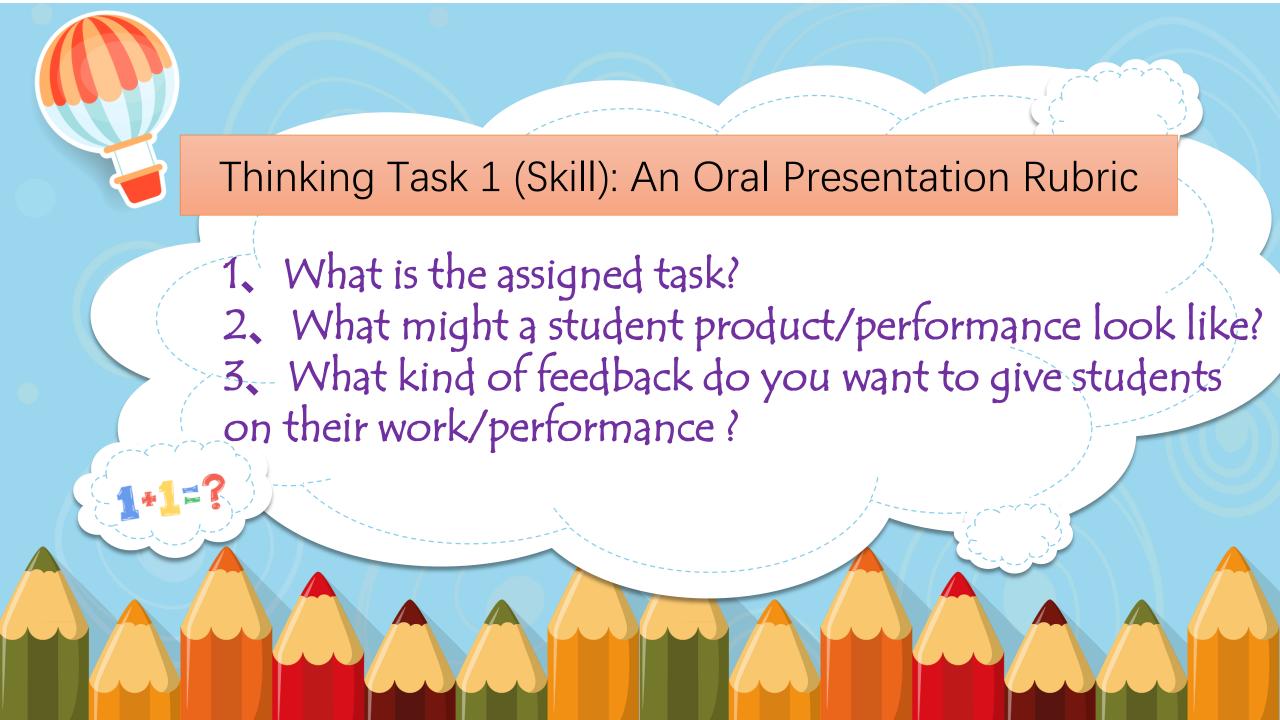
Score: Notes:

Preparedness

What's the goal of the task

performance level descriptors

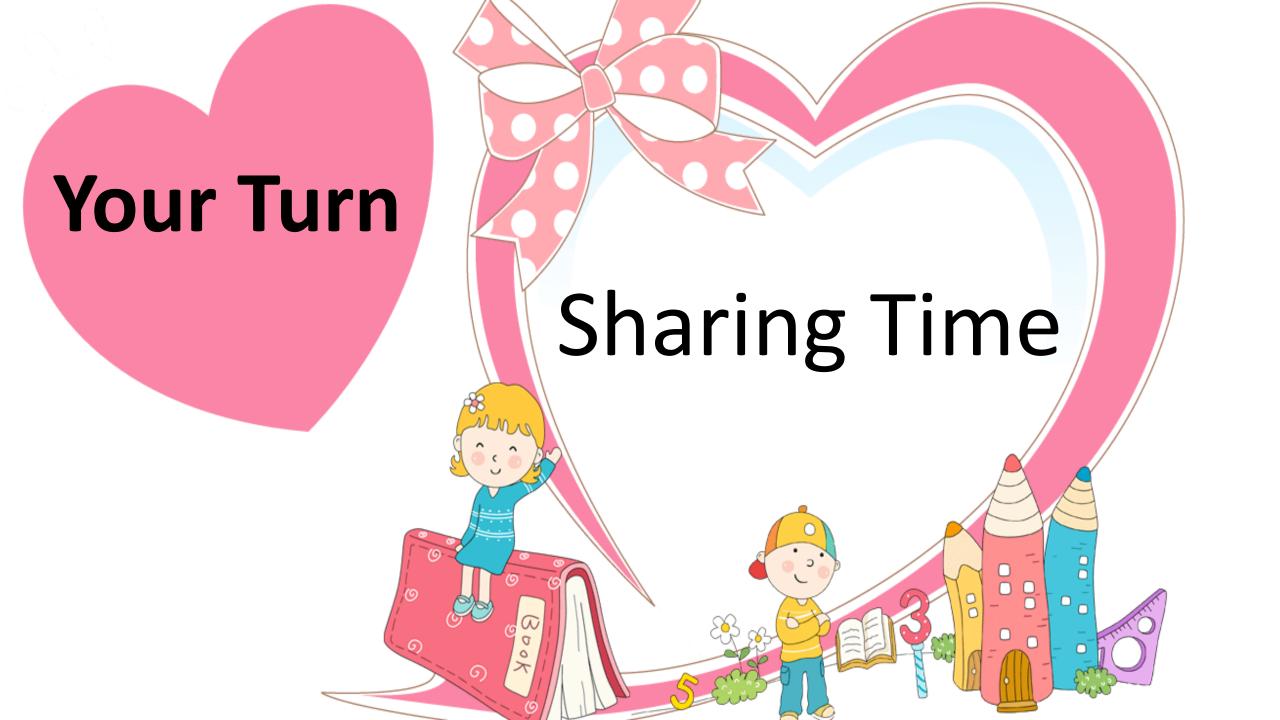


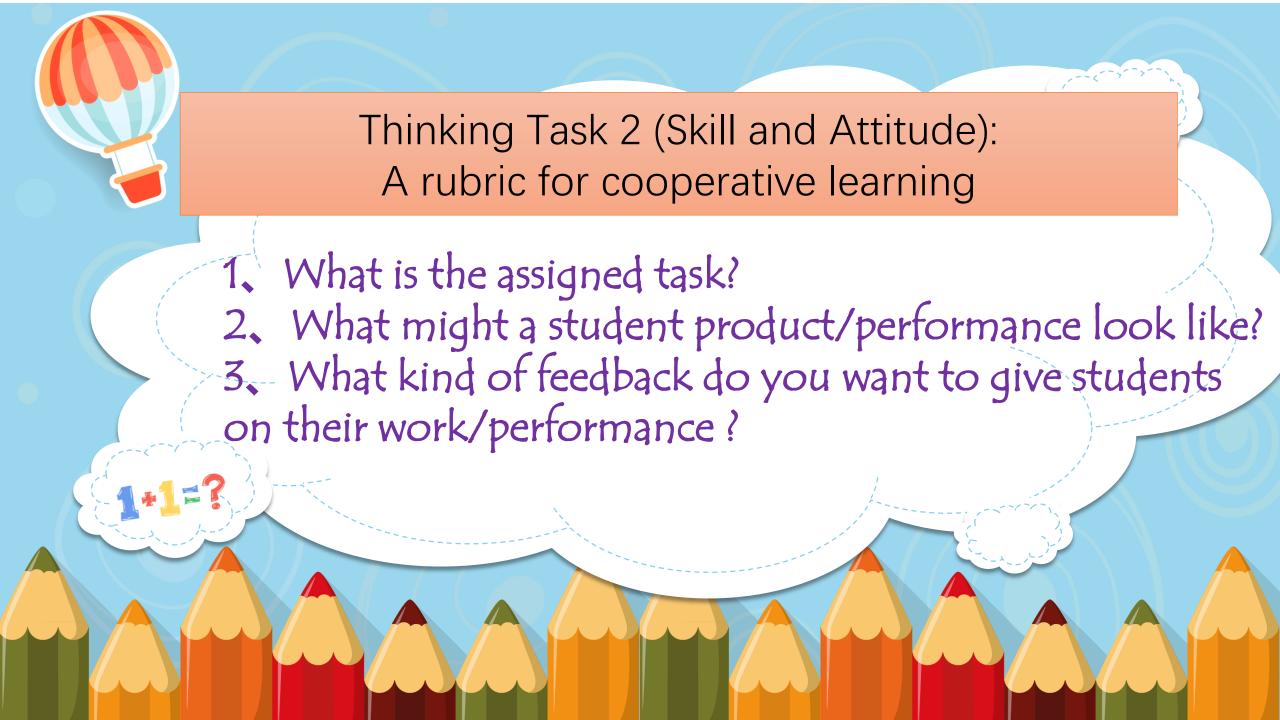


### **Oral Presentation Rubric**

	4—Excellent	3—Good	2—Fair	1—Needs Improvement
Delivery	<ul> <li>Holds attention of entire audience with the use of direct eye contact, seldom looking at notes</li> <li>Speaks with fluctuation in volume and inflection to maintain audience interest and emphasize key points</li> </ul>	<ul> <li>Consistent use of direct eye contact with audience, but still returns to notes</li> <li>Speaks with satisfactory variation of volume and inflection</li> </ul>	Displays minimal eye contact with audience, while reading mostly from the notes     Speaks in uneven volume with little or no inflection	<ul> <li>Holds no eye contact with audience, as entire report is read from notes</li> <li>Speaks in low volume and/ or monotonous tone, which causes audience to disengage</li> </ul>
Content/ Organization	Demonstrates full knowledge by answering all class questions with explanations and elaboration     Provides clear purpose and subject; pertinent examples, facts, and/or statistics; supports conclusions/ideas with evidence	Is at ease with expected answers to all questions, without elaboration     Has somewhat clear purpose and subject; some examples, facts, and/or statistics that support the subject; includes some data or evidence that supports conclusions	<ul> <li>Is uncomfortable with information and is able to answer only rudimentary questions</li> <li>Attempts to define purpose and subject; provides weak examples, facts, and/or statistics, which do not adequately support the subject; includes very thin data or evidence</li> </ul>	<ul> <li>Does not have grasp of information and cannot answer questions about subject</li> <li>Does not clearly define subject and purpose; provides weak or no support of subject; gives insufficient support for ideas or conclusions</li> </ul>
Enthusiasm/ Audience Awareness	<ul> <li>Demonstrates strong         enthusiasm about topic         during entire presentation</li> <li>Significantly increases         audience understanding         and knowledge of topic;         convinces an audience to         recognize the validity and         importance of the subject</li> </ul>	Shows some enthusiastic feelings about topic     Raises audience understanding and awareness of most points	Shows little or mixed feelings about the topic being presented     Raises audience understanding and knowledge of some points	Shows no interest in topic presented     Fails to increase audience understanding of knowledge of topic
Comments		,		







### **Rubric for Cooperative and Collaborative Learning**

What's the goal of the task

What's the sub-goal of the task

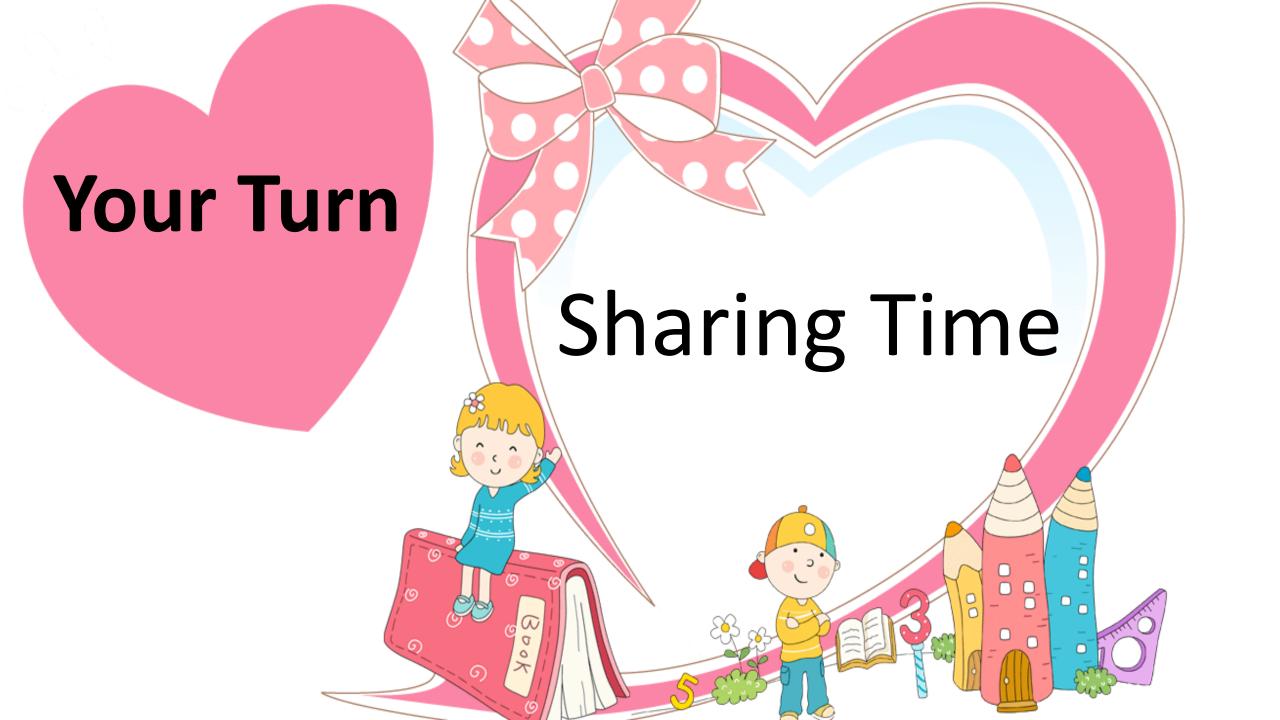
Teacher Name: Name: Date:

Course Name: Level:

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

Overall Evaluation:\_\_\_\_ Exceeds expectations: \_\_\_\_ Meets expectations: \_\_\_\_ Approaching expectations:\_\_\_\_ Not yet meeting expectations:





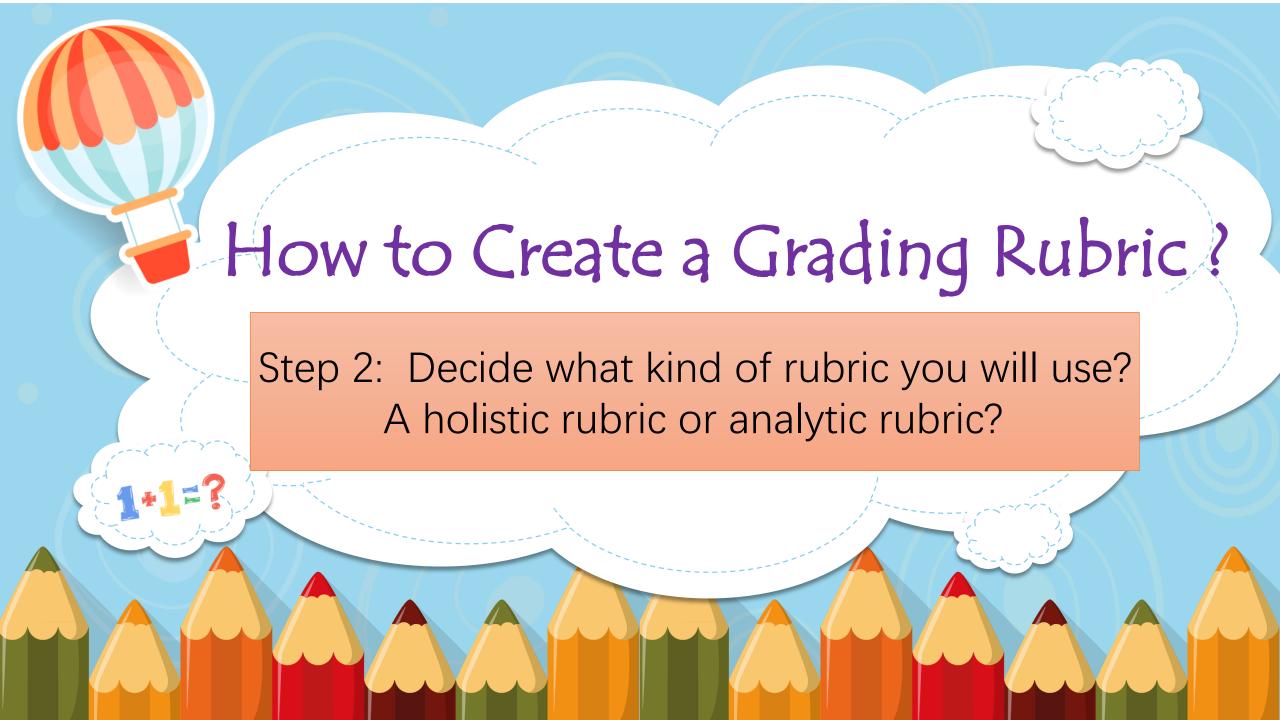
(一)「學到哪些內容」:主題與次主題

根據《生活課綱》,「學習表現」與「學習表現說明」為教師發展教學與評量之依據,

而生活課程在「學習表現」與「學習表現說明」之上有「七個主題軸」。

因此評量標準根據《生活課綱》七大主題軸 進行發展,設定為七個主題,

包含:1.悅納自己、2.探究事理、3.樂 於學習、4.表達想法與創新實踐、5.美的感知與欣賞、6.表現合宜的 行為與態度、7.與人合作。(參考:五、評量標準與課綱之對應)



# **Template for Holistic Rubrics:**

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

# A holistic rubric for Life Curriculum

領網學習表現					
5-I-3 理解與欣賞美的多元形式與異同。					

### 表達程度

評量標準

主題	A	В	C	D	
	1. 清楚合理地表	1. 清楚地表達美	1. 簡單地表達美	1. 在他人協助	
美的感知 與欣賞	選美可用視覺、 聽覺及動覺等多 元的方式表現。	可用視覚、聽覚 及動覺等多元的 方式表現。	可用視覺、聽覺 或動覺等方式 表現	下,表達美的表 現方式。	
上 表達的內容 ·	1 能正確勾選(90% 以上正確)各組	1 能正確勾選(80% 以上正確)各組	1. 能正確勾選 (60%以上正確)	1. 在他人協助 下,能正確勾選	
評分指引	表現神奇魔「樹」 的方式,發現美 可用多元方式表	表現神奇魔「樹」 的方式,發現美 可用多元方式表	各組表現神奇 魔「樹」的方 式,發現美可用	(50%以上正確) 各組表現神奇魔 「樹」的方式,	- 01 OZS
	現。	現。	多元方式表現。	發現美可用多元 方式表現。	





# A holistic rubric for Life Curriculum

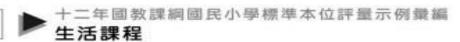
		領綱學習表現 7-1-2 傾聽他人的想法,並嘗試用各種方法理解他人所表達的意見。								
		評量標準								
1	主具互	動程度	В	С	D	E				
表	<b>奥人合作</b> <sup>長</sup> 現描述 performance	與人互動時,總專注且耐心地點完同儕傳達的部息。	恵 能專注且耐心地	與人互動時,有時 時能專注且耐心 地聽完同儕傳達 的訊息。	與人互動時, 在他 人的協助下, 能專 注且耐心地聽完同 儕傳達的訊息。	未達D等級				
٦	Level descriptors	小組合作溝通自 評表勾選項目線	1815 RATE SALES - N. A. CONSTRUCTOR SALES SALES	小組合作溝通自評表勾選項目總	小組合作溝通自評表勾選項目總分達	未達				
	2評分指引	分達 14~15 分	分達 12~13 分	分達 10~11 分	9分	D 等 級				

#### 小組合作溝通教師觀察檢核表

組別 (座號)	1. ●有專心看 說話的人(沒有 做其他事情)	2.9 會認真聽	3.♥有耐心等別 人介紹完(不會 打斷別人說話或 插嘴)	4.聽懂別人說的 內容會表達(點 頭、比手勢或用說 的)	5.為了聽清楚我 會靠近說話的人
第1組	1:□有□無	1:□有□無	1:□有□無	1:□有□無	1:□有□無
(1,8)	8:□有□無	8:□有□無	8:□有□無	8:□有□無	8:□有□無
第2組	3:□有□無	3:□有□無	3:□有□無	3:□有□無	3:□有□無
(3, 27)	27:□有□無	27:□有□無	27:□有□無	27:□有□無	27:□有□無
(略)	<u> </u>	<u>                                     </u>		1	255
第 11 組	18:□有□無	18:□有□無	18:□有□無	18:□有□無	18:□有□無
(18, 19)	19:□有□無	19:□有□無	19:□有□無	19:□有□無	19:□有□無
第12組	20:□有□無	20:□有□無	20:□有□無	20:□有□無	20:□有□無
(20, 25)	25:□有□無	25:□有□無	25:□有□無	25:□有□無	25:□有□無
第 13 組	28:□有□無	28:□有□無	28:□有□無	28:□有□無	28:□有□無
(28, 23)	23:□有□無	23:□有□無	23:□有□無	23:□有□無	23:□有□無

備註:

<sup>1</sup> 好師檢坊主及輔助糾領, 治學什白证其的好師檢坊主幻器內容無山用齡十至里(担遇1-1 签绍), 則



#### 學習評量單-1 (形成性)

### 神奇魔「樹」討論單 第【】組

◎你們想在大笑森林放一棵什麼神奇樹?

⊙這棵樹特別的地方在哪裡?

- ◎想用什麼方式表現這棵大樹:□說□寫□畫□剪貼□演□唱□其他(可以選兩種以上)
- ◎需要什麼材料或道具?

### 大樹博覽會評量單

我們是第【 】組

組別	看到了什麼?	表現方式(打 v) (可以選兩種以上)	我們覺得同學的作品(表現) 哪個地方很特別?	
1		□說 □寫 □畫 □剪貼 □演 □唱 □其他		
		□說 □寫 □畫 □剪貼 □演 □唱 □其他		
ы		□說 □寫 □畫 □剪貼 □演 □唱 □其他		
四	8	□說 □寫 □畫 □剪貼 □演 □唱 □其他		
五		□說 □寫 □畫 □剪貼 □演 □唱 □其他		

十二年國教課網國民小學

# Breakfast in Bed: Analytic Rubric

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

### **Rubric for Cooperative and Collaborative Learning**

Studer

Assign

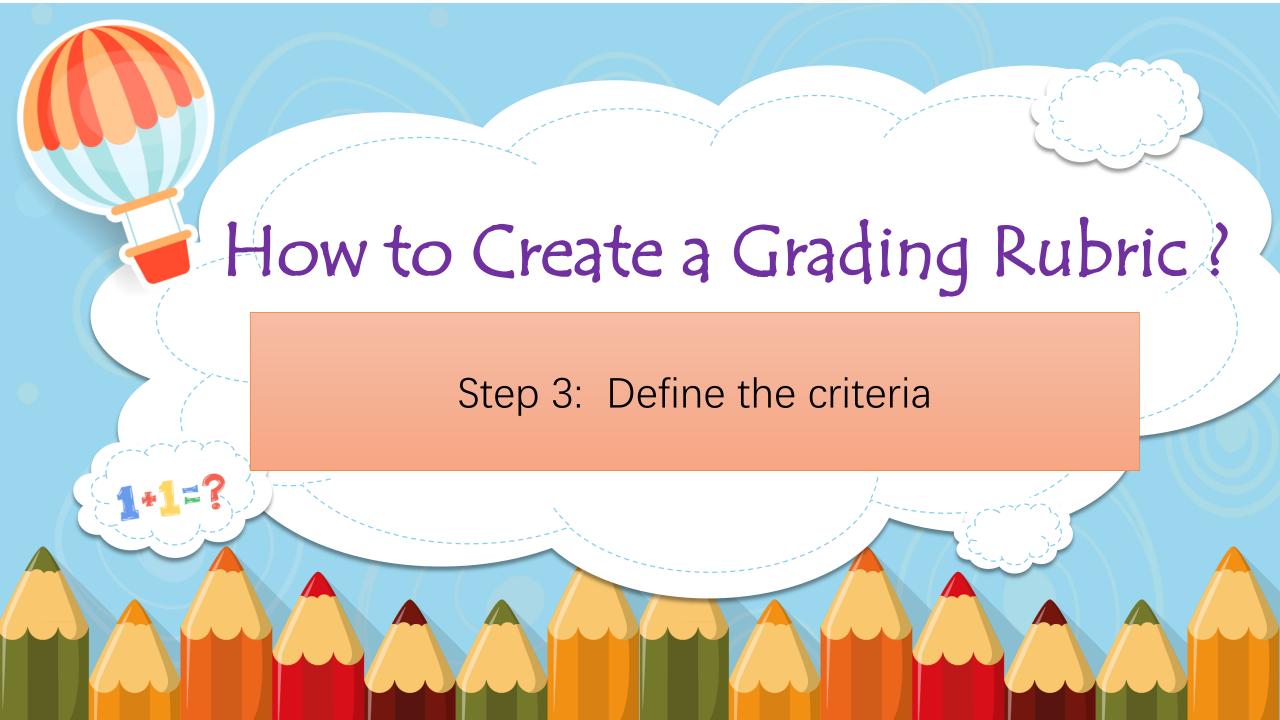
# A analytic rubric on cooperation

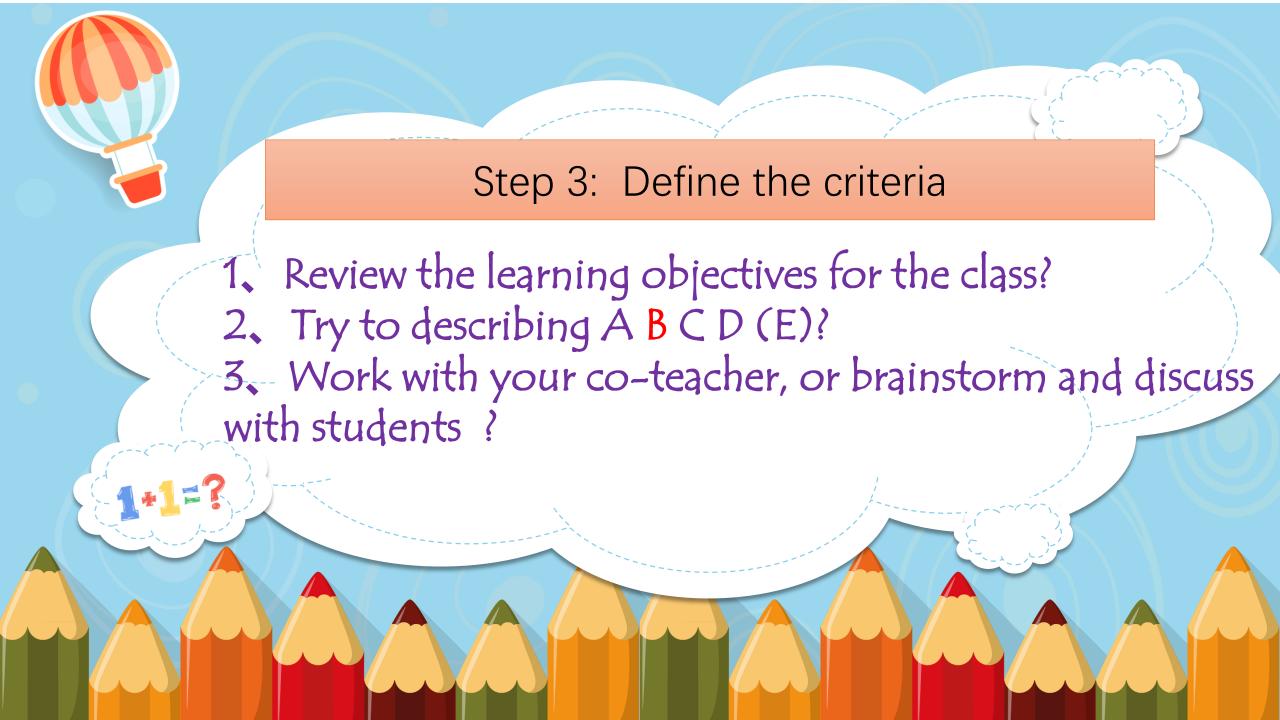
	Exceeds expectations:	Meets expectations:	Approaching expectations:	Not yet meeting expectations:	
Focus on task and participation:	Consistently stays focused on task Effectively encourages and supports the efforts of the group as a whole	Focuses on the task most of the time Usually encourages and supports the efforts of the group as a whole	Sometimes focuses on the task Sometimes encourages and supports the efforts of the group as a whole	Rarely focuses on the task Lets others do the work and rarely supports the efforts of the group as a whole	
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Teamwork:	Always contributes to the overall goal of the group	Usually contributes to the overall goal of the group	Sometimes contributes to the overall goal of the group	Rarely contributes to the overall goal of the group	

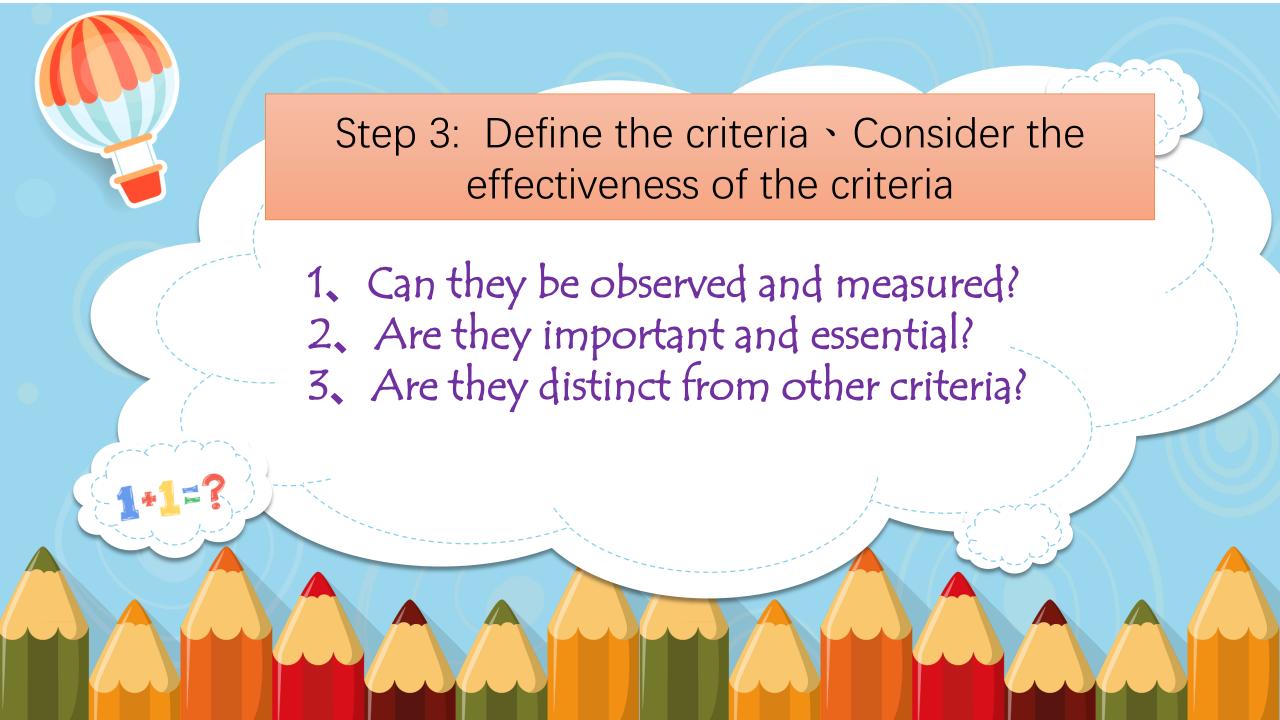
Overall Evaluation: \_\_\_\_ Exceeds expectations: \_\_\_\_ Meets expectations: \_\_\_\_ Approaching expectations: \_\_\_\_ Not yet meeting expectations: \_\_\_\_









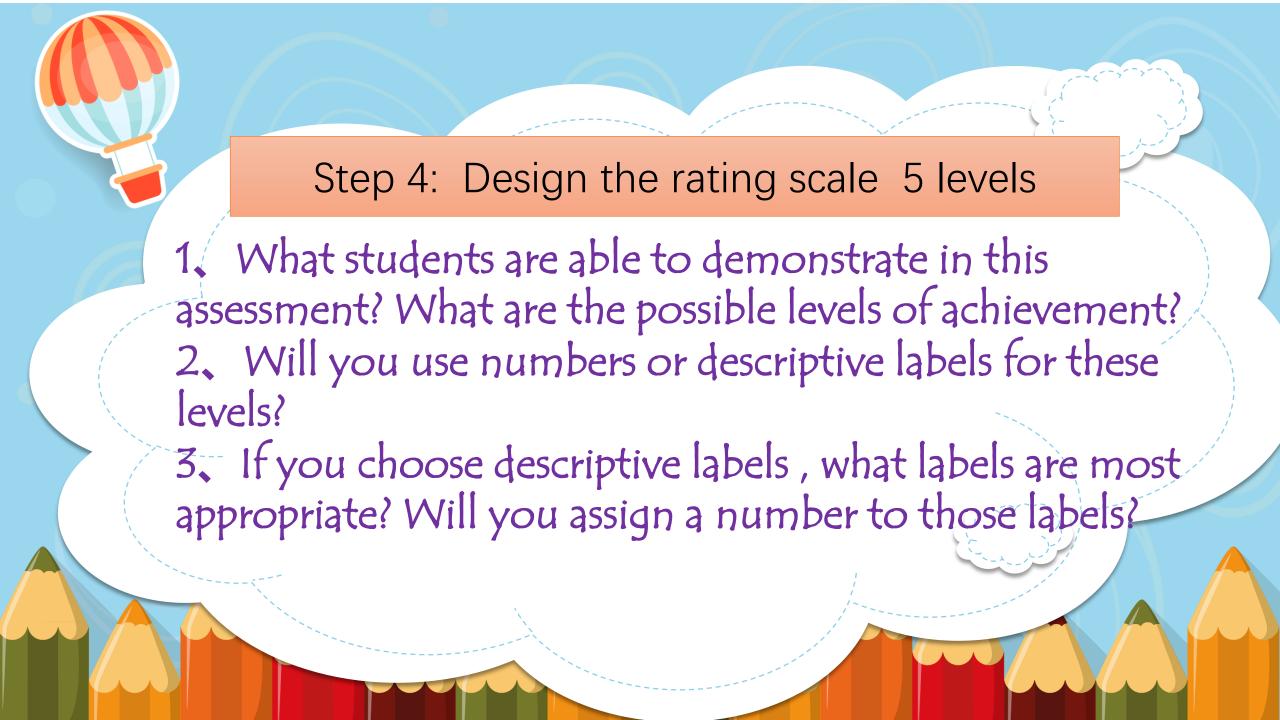


### 肆、評量標準

【悅納自己】評量標準

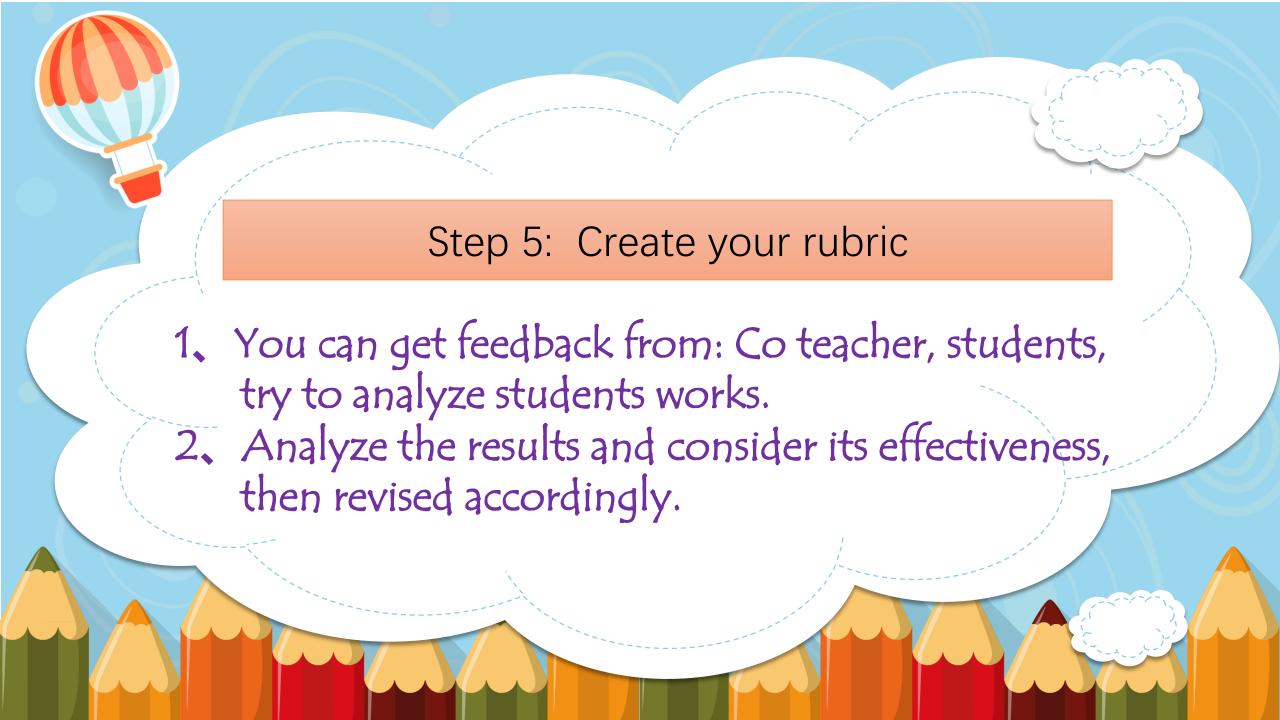
- 1. Can they be observed and measured?
- 2. Are they important and essential?
- 3. Are they distinct from other criteria?

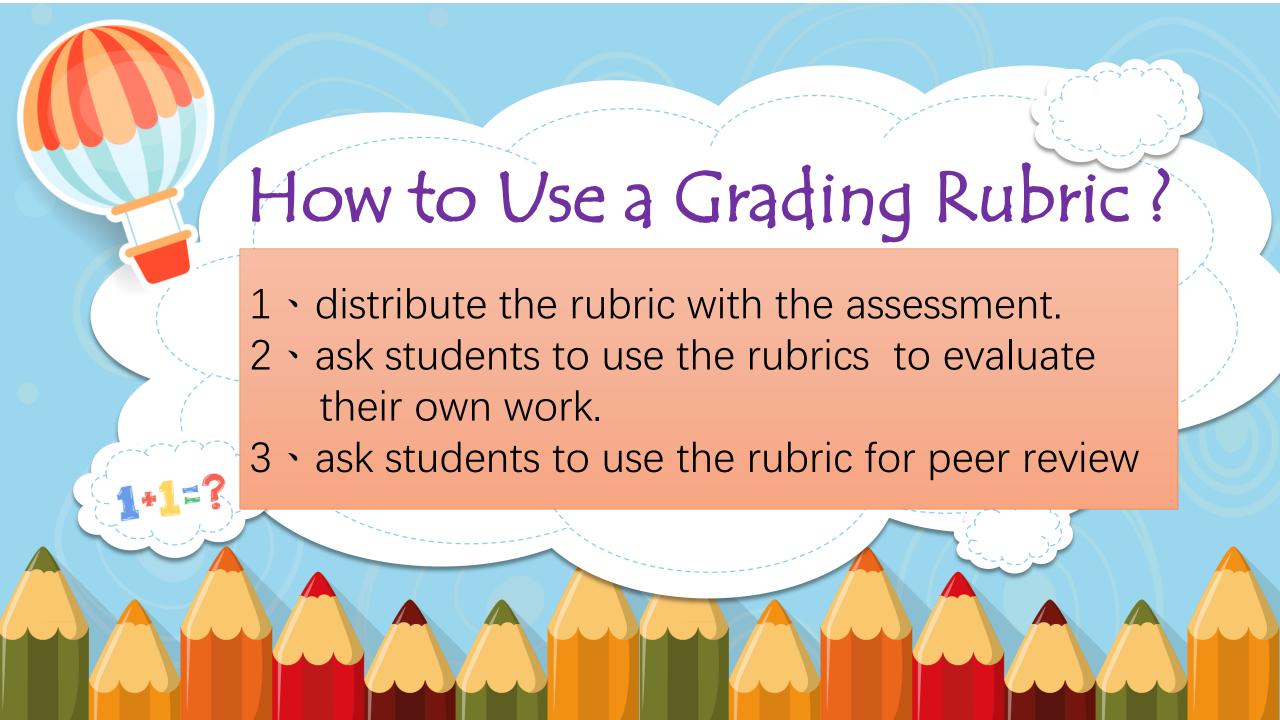
		評量標	準			60 as ± co
主題	A	В	С	D	Е	學習表現
1.	1.清楚完整地表達	1.清楚地表達自己	1.簡單地表達自己	1.在他人的協助	未	1-I-1 探
悅納	自己的外在特徵和	的外在特徵和興	的外在特徵和興趣	下,表達自己的外	達	索並分享
_	興趣喜好。	趣喜好。	喜好。	在特徵和興趣喜	D	對自己及
oal				好。	等	相關人、
	2.清楚完整地表達	2.清楚地表達自己	2.簡單地表達自己	2.在他人的協助	級	事、物的
	自己的成長受家	的成長受家庭、	的成長受家庭、學	下,表達自己的成		感受與想
	庭、學校及社區文	學校及社區文化	校或社區文化等因	長受家庭、學校或		法。
	化等因素的影響。	等因素的影響。	素的影響。	社區文化等因素的		
				影響。		
	3.清楚完整地表達	3.清楚地表達自己	3.簡單地表達自己	3.在他人的協助		
	自己的生活會受到	的生活會受到自	的生活會受到自然	下,表達自己的生		
	自然(如大自然的時	然(如大自然的時	(如大自然的時序	活會受到自然(如		
	序變化、兩天、風	序變化、雨天、	變化、雨天、風	大自然的時序變		
	災、地震等)與社會	風災、地震等)與	災、地震等)或社	化、雨天、風災、		
	環境 (如家庭、學	社會環境 (如家	會環境 (如家庭、	地震等)或社會環		
	校、社區環境等)變	庭、學校、社區	學校、社區環境	境 (如家庭、學		
	遷的影響。	環境等)變遷的影	等)變遷的影響。	校、社區環境等)		
		總 。		變遷的影響。		



# A holistic rubric for Life Curriculum

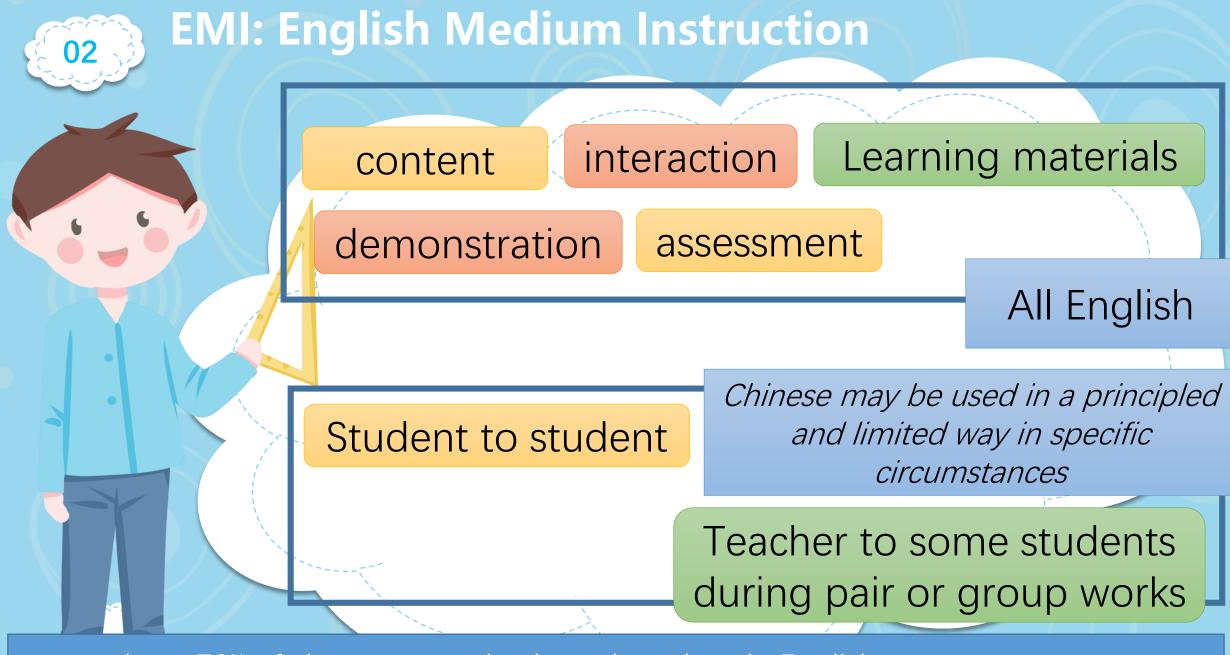
		領綱學習表現 7-1-2 傾聽他人的想法,並嘗試用各種方法理解他人所表達的意見。								
		評量標準								
1	主具互	動程度	В	С	D	E				
表	<b>奥人合作</b> <sup>長</sup> 現描述 performance	與人互動時,總專注且耐心地點完同儕傳達的部息。	恵 能專注且耐心地	與人互動時,有時 時能專注且耐心 地聽完同儕傳達 的訊息。	與人互動時, 在他 人的協助下, 能專 注且耐心地聽完同 儕傳達的訊息。	未達D等級				
٦	Level descriptors	小組合作溝通自 評表勾選項目線	1815 RATE SALES - N. A. CONSTRUCTOR SALES SALES	小組合作溝通自評表勾選項目總	小組合作溝通自評表勾選項目總分達	未達				
	2評分指引	分達 14~15 分	分達 12~13 分	分達 10~11 分	9分	D 等 級				



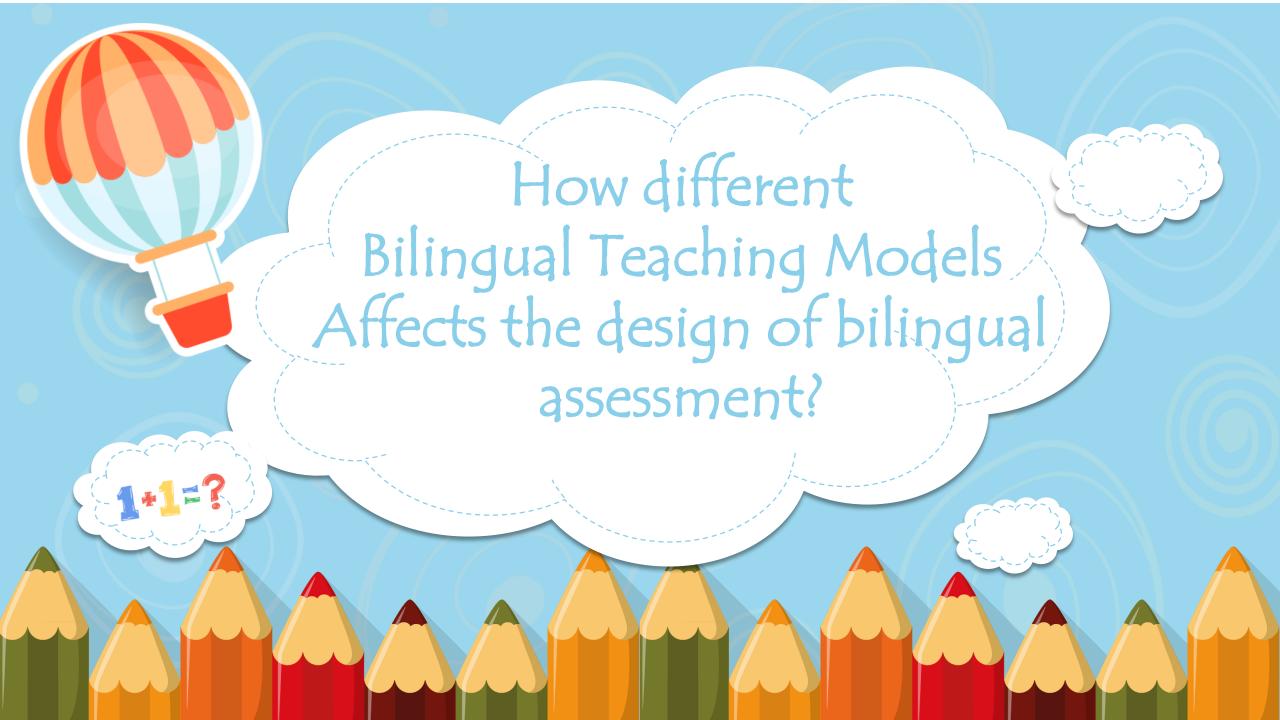


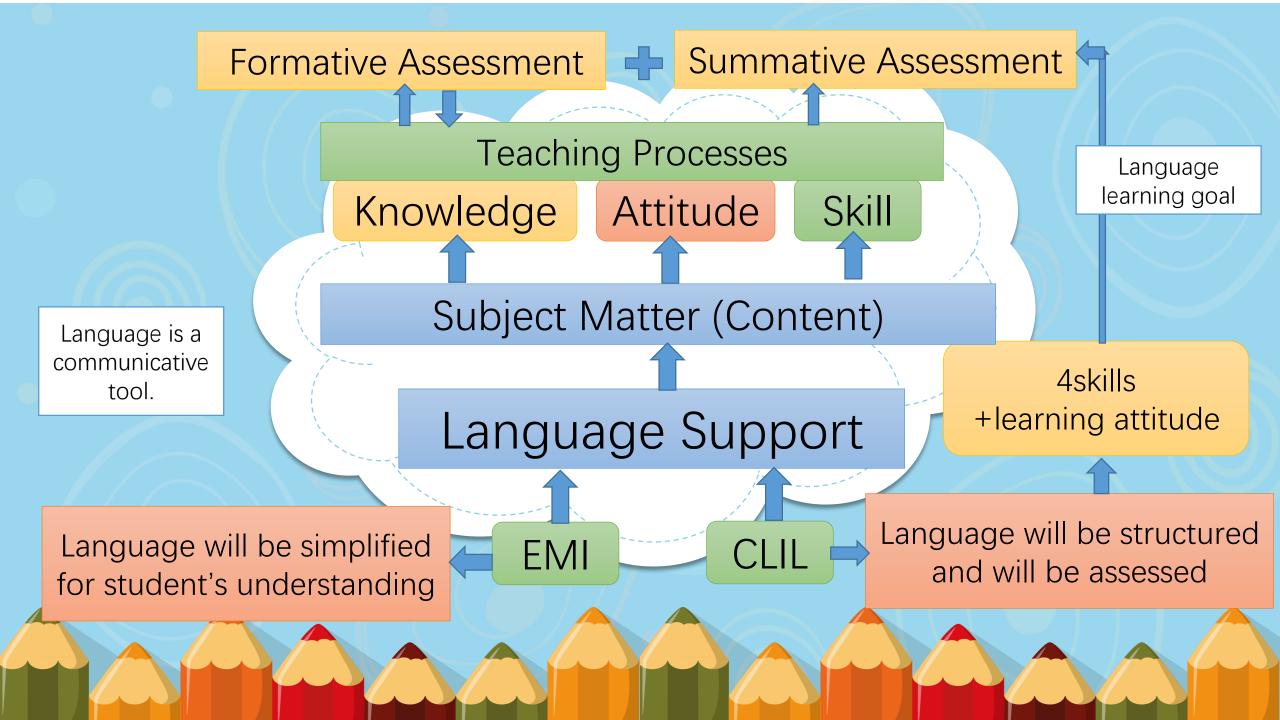


CLIL 課程的 4C 要素 (The 4Cs Framework) Context Language learning input (listening, reading) Bilingual Learning Context Culture Communication Context Context Language using output (oral, writing) **Edgar Dale's Cone of Experience** Cognition People generally People are able to... remember... (learning outcomes) (learning activities) Define List Describe Explain Skill Attitude Knowledge 10% of what they read Hear View Images **Demonstrate** 30% of what they see Culture Apply Practice **Watch Videos** 50% of what Attend Exhibitis/Sites they see and Watch a Demonstration Participate in Hands-On-Workshops 70% of what they say and write Analyze Define Inter culture understanding **Design Collaborative Lessons** Create **Evaluate** Design/Perform a Presentation - "Do the Real Thing Context



at least 70% of class communication takes place in English (Dearden and Spain 2021)















Step1:

Content Aims and pre-experiences

The aims about text (Knowledge, Skill, Attitude )

The final task for the text

The ideas or knowledge they already know



2-1-11. 運用 處官觀察、辨認物體或生物的特徵,以及住家、校園、學校附近(社區、部落)等環境特色。

#### 頁面朗讀

上至一一年最級出時門, 會各用公到公哪至些是東京西立呢是?



頁面朗讀 怎些麼是擺對放至課至本學和每學量用出品意, 才新可至以一 方是便是取於用品呢是?

影片

我会會各把各抽象權益 裡型的資東 2 西立分号 開系放氣。





水系壺至和与抹品布至 可至以一掛茶在於桌蓋 子市旁至邊蓋。



你是好家會多整型理查, 你是叫责什多麽沒名是字下?

6-1-2體會自己分內該做的事,扮演好自己的角色,並身體力行。

1. 探索自己在班級與家庭生活中的角色,並展現適當行為。 2. 願意在班級與家庭中做分內該做的事,並負起責任。





教育部國民及學前教育署補助國民中小學部分領域課程雙語教學實施計畫 本土雙語教育模式之建構與推廣:以臺灣國中小為現場之實踐

# 本土雙語教育模式之建構與推廣:以臺灣國中小為現場之實踐 雙語課程教案設計

The Design of Bilingual Lesson Plan

學校名稱 School	I love flowers	課程名稱 Course	Flowers and trees around us
單元名稱 Unit	textbook	學科領域 Domain/ Subject	Life Curriculum.
教材來源 Teaching Material	Grade 1	教案設計者 Designer	吳佳蓁、許月碧
實施年級 Grade	I love flowers	and the second s	單元共 <u>3</u> 節 ber of Sessions in this Unit
教學設計理念 Rationale for	奇與喜好探究之心,體育題,持續學習。兒童天生	會與感受學習的樂趣 生好奇,喜愛探索,	於學習」:對生活事物充滿好,並能主動發現問題及解決問從探索過程中獲得樂趣、遭逢

生活 Flowers and trees around us (屏東縣信義國小吳佳蓁、許月碧 資料取自於國民中小學部分領域課程雙語教學實施計畫 (2022.07.20)

	• 學生能使用 1~					
單元學習目標 Learning Objectives	<ol> <li>能說出花的不同顏色和大小。</li> <li>能在小組中,分享親近小花的經驗。</li> <li>能在小組討論中,說出觀賞花朵時應注意的事項</li> <li>能畫出觀察的花朵</li> </ol>					
	教師T		學生 5	Stude nts		
中/英文 使用時機 Timing for Using Chinese/English	When: Greetings. Introducing the topic sentences. Giving so Where: Video Slides worksl	ome instructions.	When: Greetings Giving an answer of Counting  Where:	with Yes or No.		
教學方法 Feaching Methods		組討論法、實地觀察	察			
教學策略 Feaching Strategies	從舊經驗引導新學	習、小組合作學習、	小組內分享→全班	分享		
枚學資源及輔助器 材 Teaching Resources and Aids	Slides, worksheets	realia	N			
評量方法 Assessment Methods	口頭評量,小組	發表、學習單				
	A	В	C	D		
	能清楚描述觀賞	能清楚描述觀賞		The state of the s		
	花的五個注意事	花的三~四個	花的兩個注意事			
	項	注意事項	項; 在教師的提			
評量規準			醒下,可以描述			
Rubrics	I		觀賞花的三~四	事項		
			個注意事項			
	能在小組中參與	能在小組中參與	能在小組中參與	未達到C級		
	討論、書寫或繪 畫,並上台發表	討論、書寫或繪書	書寫或繪畫			
議題融入 Issues Integrated						

- 1. Do you want to see flowers? 我們下一節課要到校園裡看花喔!
- 2. 教師:「看花的時候要注意甚麼呢?」教師運用投影片,以感官的方向

引導學生思考:

Can we look (at the

flowers)? Can we smell

(the flowers)? Can we

touch (the flowers)? Can

we eat (the flowers)?

Can we pick (the flowers)?

### Thinking Task:

1 · About Discussion: oral scaffolding:

I can look at the <u>flowers.</u> I can't touch the flowers.(Why 的原因用中文說)。 Or they must use some English during the discussion process: ex. It's my turn,

- 2 · About Writing: Do students need to use English? Or use Chinese?
- 3 · About Drawing: Do students need to note in English?
- 4 \ Do we have to design worksheet or checklist for students?
- 5 \ Peer Evaluation? Or Teacher does the observation?

3. 請學生分組討論,並將討論結果寫或畫在小白板上。

Formative Assessment 1 討論、書寫、繪畫

請學生分組上台報告討論結果,(一人一句),再將小白板貼到黑板上,教師做統整。

We can look (at the flowers). We can smell (the flowers). We cannot touch (the flowers).

教師問學生原因~(花或葉可能有毒)

We cannot eat (the flowers).

教師問學生原因~(花可能有毒) We cannot pick (the flowers).

教師問學生原因~(要尊重生命、愛惜自然)...

### About the Oral Presentation:

- 1 \ Do they have to speak some English? What's the pattern for them to speak?
- 2 · Can they use Chinese to explain the reasons?
- 3 · Do we have to design worksheet or checklist for students?
- 4 · Peer Evaluation? Or Teacher does the observation? Or both?

Formative Assessment 2 上台發表

## 發展階段 Development stage

請學生帶著彩色筆、色鉛筆或蠟筆,由教師帶領到校園觀察校園的花朵,選一朵自己最喜歡的花畫在學習單上,塗上顏色並記錄是否有香味,提醒學生畫在學習單上要盡量符合花的實際大小。

Formative Assess

Let's draw. Let's smell.

Formative Assessment 3 觀察、繪畫

## 總結階段 Summary stage

1. 將學生分組,請學生在組內分享自己喜歡的花 It's a yellow flower. It smells good. Formative Assessment 4 分享

#### About the Oral Presentation:

- 1 · Do they have to speak some English? What's the pattern for them to speak?
- 2 \ Can they use Chinese to explain the reasons?
- 3 · Do we have to design worksheet or checklist for students?
- 4 \ Peer Evaluation? Or Teacher does the observation? Or both?



#### I can say and share checklist

Discussion Task 1 討論題目: 看花時要注意什麼?↩

ltem∉	My friend⊷ ( )⊷	My friend⊬ ( ) <i>⊍</i>	Į.	
I can speak English.↓ At least 1 sentence↓ (說出至少1 句英文)↓	<b>4</b> 5	42	٠	
I can write English words on the picture.↓ (畫中寫出英文單字)↓	\$3	42	۵ 🗖	
能在討論中清楚說出看花時 要注意的事項。 (中文、英文或中英文)。	42	+	•	

這兩個規準是把英語 也列為評量的目標 而這是英語能力提升的 目標非學科目標

本規準是本活動 的單元目標,因此學生 以中文表達完整,也是 達到本單元的目標

#### Sharing Task 2 分組報告討論結果。

₽	<b>S1</b> ₽	\$2	S3+ <sup>□</sup>	<b>S4</b> ₽	S5₊∍	//
能清楚說出看花時 注意事項及原因•	P	t)	÷	Þ	4	47
Can say the target sentence.	₽	د	42	c <sub>4</sub>	43	ţ,
Try to say the target sentence	₽	φ	P	٠	P	تها

這個規準是把運用英語 列為評量的目標 而這是英語能力提升的 目標非學科目標

設計者: 王佩蘭

Task Worksheet

## My Flower

我的小花

Class:	Name	Manaham
Class.	Name:	Number:

Let's draw and color 小朋友,請將你最喜歡的花畫下來,並塗上 顏色。



花的颜色 color:\_

花有沒有味道 smell:\_

#### About the worksheet:

- 1 Do they have to speak some English? What's the pattern for them to speak?
- 2 · Can they use Chinese to explain the reasons?
- 3 · How do we design the rubric and criteria?

#### Summative Assessment

觀察特色、五感體驗、了解觀 賞花的五個重要注意事項。





		第二節結束 End of the second session	
	第三節	準備階段 Preparation stage	
	(公開授	1. Greetings	
	課)	2. 邀請學生上台分享他們上節課所畫的花,並將花貼在黑板上。	0"
	,	教師提供鷹架,在黑板上寫上《My flower. It's a flower.》	
		學習歷程學生可自行決定	用
		發展階段 Development stage 中文還是英文	25"
		1. 請學生觀看黑板上的一些花,思考一下,這些花可以做怎樣的分類,舉	.5
		手分享看法。學生的回答可能有:顏色、大小、形狀、味道、花種等	
		(如果學生無法回答,可以準備鉛筆數枝(不同顏色,有長有短),引導學	
		生說出可以用顏色和長短來分類,再回到花朵上,可以如何分類?)	
		2. 請剛剛分享的學生將學習單拿回去。	
		3. 如果依照顏色分類,老師先將黑板空間規劃好,再依顏色請學生將花的	
		學習單貼到黑板上。	
		T: Red, yellow, purple, pink. How many colors are there? 我們一起數數看	
		。	
		帶領學生一起數one, two, three 學習歷程 是否是學生要沉浸 的關鍵字,和句型	
		T: There are four colors.	
		老師帶小朋友說出花朵的顏色。	
		What color is it? It's red. (pink, yellow)	
		How many red flowers? (pink, yellow)	
H	, , , , , , , , , , , , , , , , , , ,		

T: There are four colors.

老師帶小朋友說出花朵的顏色。

What color is it? It's red. (pink, yellow...)

How many red flowers? (pink, yellow...)

Let's count.

學習歷程 是否是學生要沉浸 的關鍵字,和句型

Do you like red flowers? (pink, yellow...)

做完這一輪活動後,請學生再將學習單收回。

T: Who has a yellow flower?(念出學生的名字),請過來將你的學習單拿回去

4. 如果學生回答依花朵大小分類,教師在黑板上畫出一個大圈圈和一個小圈圈,教導big和small,並將學習單在黑板上貼到對應的位置。 Is it big or small?

This is small.(用食指和拇指圈起一個小圈圈)

This is big. (用雙手畫大的圈圈)

How many big flowers? Let's count.

How many small flowers? Let's count.

5. 如果學生回答有味道和沒有味道,在黑板上寫上Yes/No,再請學生貼到相對應的位置

Does the flower have a smell? (Yes/No) How many flowers have a smell? Let's count. 學習歷程 是否是學生要沉浸的關鍵字,和句型

## 總結階段 Summary stage

1. 我們可以觀察到, 花有不同的顏色、大小, 及味道, 那為什麼花有不同的

顏色和味道呢?邀請學生發表看法

教師總結: 花朵有顏色及香味是為了吸引蜜蜂和蝴蝶來傳播花粉

2. (optional)在觀賞花的時候,要保護自己,也要愛護花朵

Can we look (at the flowers)?

Can we smell (the flowers)?

Can we touch (the flowers)?

Can we eat (the flowers)?

Can we pick (the flowers)?

第三節結束 End of the third session

5"

#### My Flower 我的小龙

Class:	Name:	Number:
S draw and color 多。	and the same of th	最喜歡的花畫下來,並塗
	ò	
	TAIW	AN

#### Oral Presentation Rubric

花有沒有味道 smell:

Category	Excellent (4)	Great (3)	Good (2)	OK (1)
Time Limit	Presentation is 4 minutes long	Presentation is 3 minutes long	Presentation is 2 minutes long	Presentation is less than I minutes OR more than 5 minutes long
Content	Shows a <b>full</b> understanding of the topic	Shows a <b>good</b> understanding of the topic	Shows a <b>good</b> understanding of parts of the topic	Does not seem to understand the topic well
Preparedness	Student is <b>completely</b> prepared and has abviously rehearsed	Student seems <b>pretty</b> <b>prepared</b> but might have needed a couple more rehearsals	Student is <b>somewhat</b> prepared but it is clear that rehearsal is lacking	Student does not seem at all prepared to present
Enthusiasm	Facal expressions and body language <b>generate a strong</b> interest and enthusiasm about the topic	Facal expressors and body language <b>sometimes</b> generate a strong interest and enthusiasm about the topic	Facal expressors and body language are used to <b>try</b> <b>generate</b> erithusasm about the topic	Very little use of facial expression or body language. Did not generate much interest in the topic being presented.
Speaks Clearly	Speaks clearly and districtly all (100-95%) the time and mispronounces no words	Speaks clearly and districtly all (100-45%) the time but and mispronounces a few words	Speaks clearly and distinctly most (94-85%) the time and mispronounces no more than one word	Often mumbles or connot be understood OR mispronounces more than a few words
Creativity	Student referred to I or more props that show considerable work/creativity and which make the presentation better	Student had I prop that show considerable work/creativity and which make the presentation better	Students had I prop which makes the presentation better	Student had <b>no props</b>

#### Summative Assessment

觀察特色、五感體驗、了解觀賞花的五個重要注意事項。 根據剛才的教學流程是否還有要評量的部分 如果有如何再以Rubic方式設計評量表

The flower is red.

It is big.

I like red flower.

再用中文講出自己的發現

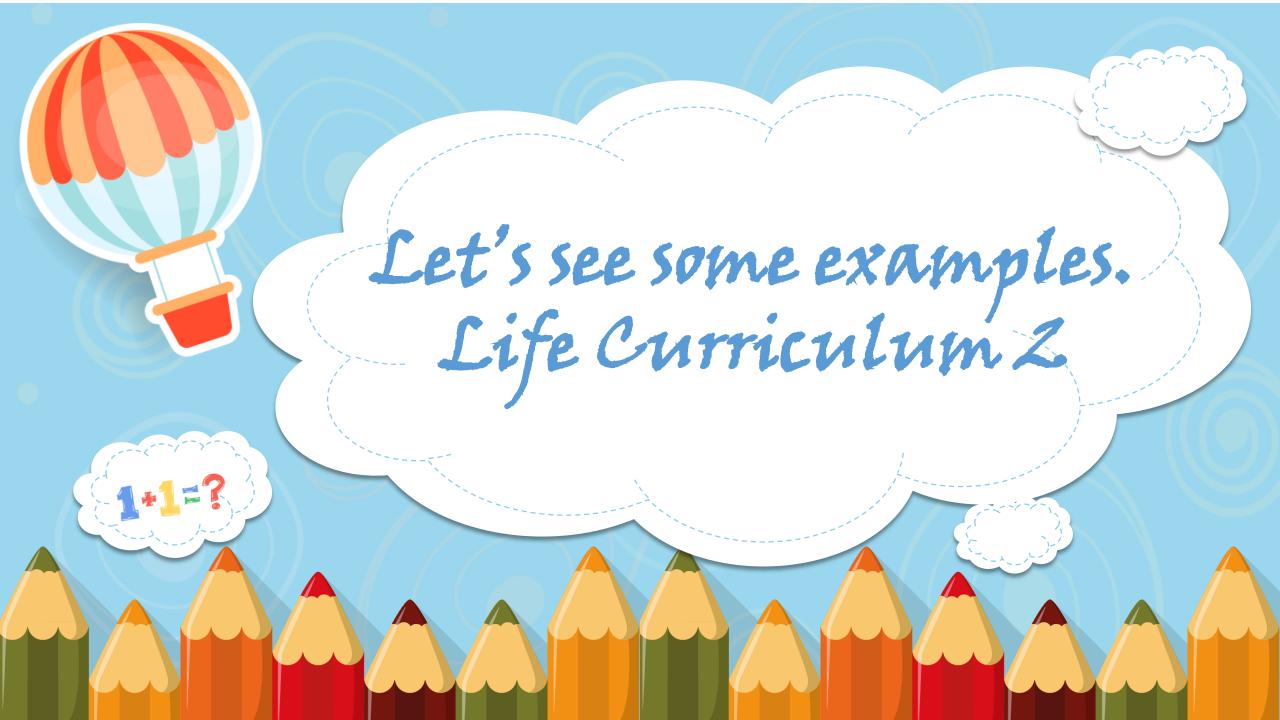
#### 評量目標

能畫出並以不同類別的方式描述自己所觀察的花朵(呼應 單元目標1、4)

- 1、能規劃出幾個次目標?
- 2、如何做PLD(performance level descriptors)。

Methods				
	A	В	C	D
	能清楚描述觀賞	能清楚描述觀賞	能清楚描述觀賞	在教師的 提
	花的五個注意事	花的三~四個	花的兩個注意事	醒下,可以描
	項	注意事項	項;在教師的提	述觀賞花的兩個
評量規準			醒下,可以描述	注意
Rubrics			觀賞花的三~四	事項
			個注意事項	
	能在小組中參與	能在小組中參與	能在小組中參與	未達到C級
	討論、書寫或繪	討論、書寫或繪	書寫或繪畫	
	畫,並上台發表	畫	ALMERON MINERAL SERVICE	
議題融入 Issues Integrated				







#### 雙語課程教案設計

#### The Design of Bilingual Lesson Plan

學校名稱 School	新北市三峽區 龍埔國民小學		課程名稱 Course	藝術
單元名稱 Unit	The Beauty of Colors		學科領域 Domain/ Subject	視覺藝術
教材來源 Teaching Material	自編		教案設計者 Designer	楊明鑫
實施年級 Grade	3			本單元共 <u>3</u> 節 umber of Sessions in this Unit
教學設計理念 Rationale for Instructional Design	色彩的感覺等,希 份探索與討論中,	望透過 深化對	B教師的引導與色 B於色彩的感知更	知識,如色階、對比色、彩度、 彩認識的探尋活動,讓兒童在充 進而建立起自己的色彩語言,並 以供材及工具,為他們建立更多元
學科核心素養 對應內容 Contents	總綱 General Guidelines 領綱 Domain/Subject		術涵養與美感素 B3 善用多元感官	養富,察覺感知藝術與生活的關
Contents Corresponding to the Domain/Subject Core Competences	Guidelines 校本素養指標 School-based Competences		聯,以豐富美	· <u> </u>
學科學習重點	學習表現 Learning Performance	1-п-	2 能探索視覺元	素,並表達自我感受與想像。 性與技法,進行創作。
Learning Focus	學習內容 Learning Contents	視 E-Ⅱ-1 色彩感知、造形與空間的探索。 視 E-Ⅱ-2 媒材、技法及工具知能。		
學生準備度 Students' Readiness	<ul> <li>Students have</li> </ul>	amiliar experie	Domain/Subject with the vocabular ences in using oil p the basic techniq	pastels.
	[ [ [ 이 집에 이번 ] [ [ [ [ [ [ [ [ [ [ [ [ [ [ [ [ [ [	色及形	English	相應單字。



个工艺时教月快 、旧**在**+什么

僅能說出一種或

以下對比色配對

單元學習目標 Learning Objectives	Can mix	ress one's own feeling colors using oil paste erstand the techniques	ls.	混色技能、及對顏色				
中/英文		教師 Teacher	學	生 Students				
使用時機 Timing for Using Chinese/ English		s management ce the main concepts	<ul><li>S say na</li><li>S introd</li><li>S listen</li></ul>	<ul> <li>S respond to T's greeting</li> <li>S say names of colors</li> <li>S introduce their works</li> <li>S listen to T's introduction of the main concepts</li> </ul>				
教學方法 Teaching Methods	講述式教學沒	去、練習法、差異化	教學法					
教學策略 Teaching Strategies	設計提問、持	設計提問、搭建鷹架、給予選擇與決定自主權						
教學資源及輔助器材 Teaching Resources and Aids		<ul> <li>Self-made Worksheets - Self-made PPT Slides</li> <li>Projector - Document Camera</li> </ul>						
評量方法 Assessment Methods	Oral Assessm	ent - Pencil-Paper As	sessment - Performan	ce Assessment				
		智單上的任務 混色技巧應用在觀察	· 素描中	學科內涵的評量規學				
Г	3. 能說出顏	色相對應之對比色						
ter Mill to Mi	項目/得分	3	2	1				
評量規準 Rubrics	A	能完成學習單上 的所有任務	能完成學習單一 半以上的任務	學習單上完成的 任務少於一半				
	В	能正確混出四種 以上的顏色變化	能正確混出二種 以上的顏色變化	僅能混出一種或 以下的顏色變化				

能正說出三種以 上的對比色配對 能正確說出二種

上的對比色配對

		時間 Time
	準備階段 Preparation stage	5'
	教師利用PPT介紹今日主題-色彩搜查隊	
第一節	We can see colors around us. Do you know how many colors you can see on your way to the classroom? Let's see the missions for today.	
	發展階段 Development stage	30'
	1. 教師發下任務單,利用PPT介紹今日搜查隊注意事項及任務。	

You are going to find these colors on our campus. Here are the rules:

Rule number 1: Stick with your teammates. 小組行動不隨便離隊。

Rule number 2: Put the collected objects into the bag. 找到的物品放袋中。

Rule number 3: Pay attention to the whistle. 聽見哨音要集合。

今天搜查隊的任務如下:

小組成員齊心協力,在綠意森林區、大草坡、操場周圍找到指定的顏色的葉子、小石子、碎片、花瓣。Try to find all the colors on the worksheet. 儘量找,但是只能用撿拾的方式,不可以摘取攀折花木,每種顏色可以 檢拾不只一個。

#### 總結階段 Summary stage

- 1. 各組集合清點成員。
- 2. 將蒐集到的物品放至各組桌上。

第一節結束 End of the first session

Classroom English

5'

#### 準備階段 Preparation stage 1. 各組檢視所蒐集來的物品。 Please arrange all the collected objects according to its color. 2. 教師提問,讓各組快速說明各種顏色所檢拾之物品。 What did you find for red? \*Repeat the question several times. \* 發展階段 Development stage 2. 小組互相觀摩所呈現的結果 同或是有共同的特徵。 第二節 \*視情況調整時間\*

要不要成為延伸評量設計 能探索視覺元素,表達自己的感受

> 要不要有表達英語鷹架 It's red I feel happy. 因為.....

用Check list進行評量

- 1. 小組討論,並將所蒐集到的物品依顏色的深淺排列。 Please rearrange the found objects and place them from light to dark.
- Let's do the "Gallery Walk". 你們可以注意一下大家排列的方式有什麼不
- 3. 發下學習單,教師利用 PPT 介紹「色彩」與「感覺」的關係。 The color will affect our feeling toward things. What do you think if the grass is red/yellow/blue?
- 4. 與學生討論同一顏色的形容方式,鼓勵學生以個人直觀感受來表達。 Think about your feelings about colors and write it down on the worksheet.
- 5. 教師使用 PPT 呈現學校一隅十年前和十年後的照片,並請學生觀察裡頭 物品的顏色變化。

Is the blue still the same? How do you feel about this?

6. 請學生回想自己所喜愛的物品,在剛買來/拿到的時候的顏色,和用過一 段時間之後的顏色變化。Please think carefully and draw the object on the box. Write down your feelings about this change.

#### 總結階段 Summary stage

1. 學生互相觀摩。

Let's do the "Gallery Walk". 大家在欣賞別人所書的物品及心得的時候也 要記得留意,你對誰的記錄印象深刻。待會可以和全班分享。

2. 教師總結今本節課所學。 Let's name five things that we've learned today.

#### 第二節結束 End of the second session

10'

		1	
	準備階段 Preparation stage  1. 教師利用PPT複習上一節課所學的色彩與感覺。 Let's review what we have learned last week. Do you remember these? 色彩和我們的感覺有什麼關係?  2. 教師利用PPT複習蠟筆的使用方式。 今天我們要來進行觀察力大考驗,在開始之前我們要複習一下Oil Pastels 的技法。Let's get started. Please go get your oil pastels and some tissue paper.	5'	
	發展階段 Development stage  1. 發下練習用回收紙。	30'	
	<ol> <li>教師再次提醒使用媒材的注意事項。         Be sure to clean your oil pastels with the tissue paper before putting it back to the box.     </li> <li>教師帶領學生復習蠟筆技法。</li> </ol>		評量向度:
第三節	Let's draw a loop line. Let's mix two colors together. *視學生練習情形調整練習次數* *Teacher demonstrates how to do it via document camera.*	X	昆色能力 數量
	<ol> <li>各組拿出上週檢拾之物品,每人選定一樣作為觀察素描的目標物,並使用蠟筆調出和該物品相近的顏。</li> <li>Choose one object that you want to do. Try to mix as many colors that you can see on it as possible.</li> <li>發下16k圖畫紙。</li> </ol>		
	You must look carefully and document all the colors you can see on the drawing paper.  6. 教師於行間巡視,並適時幫助有困難的學童。 Raise your hand if you need some help.		
	7. 小組內先試驗、練習討論後,再交出最有信的作品參加賞析。 Let's look at this work. How many colors can you see on this object? 總結階段 Summary stage	5'	
	1. 學生分享觀察素描成果。 Let's do the "gallery walk". 大家在欣賞別人的實驗結果的時候也要記得 留意,誰的實驗結果你覺得很有趣/美麗/特別。待會可以和全班分享。		





# 2

## 認為識為新聞

頁面朗讀 班岛上京好家多名同意學品, 哪至些是人界是产你不以一前意

認思識严的2?







我於們自以一前員上是同意一一個 幼女兒工園員耶事!



#### 頁面朗讀 要於怎以麼自認思識以其公他中同意學是呢??

你是好公,我是是严王至小量恩力。

你正好氣,我於是於林亭小臺怡一, 這些 是於坐是我於旁來邊岸的在李弘小臺芳至。





我於們身下是課至一一起公玩等好公嗎??



**頁面朗讀** 可至以一怎是麼皇介崇紹公自下己士, 讓是更至多多同意學是 認品識产你3~呢??

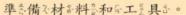




## 你心也是可認以一試一試一看等

#### 美勞教學







把各照委片意贴章在最附及件等第二一格象。



在外第二二心格於寫其上於姓至名是。

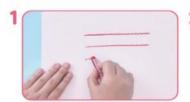


在最其二他市格等畫家上至自下己出喜玉歡等 的智東等西土。



#### 美學學和到了學習,我們會多用於粉身蠟物筆等

#### 美勞教學



用公筆小端書書祭。



撕~開系紙=張業, 露到 出文筆三頭支。



筆三頭支髒是了色, 用是衛令生星紙=擦草。 17

要必怎是麼事用出自下我会介集紹泰卡至介集紹泰自下己生呢事?

我就是严林范昭当宇山, 我会最尽喜工歡多騎三腳是踏至車車。 我必喜工歡等吃和……。



我会是产……影片

我全最多喜玉数每……

我会喜工歡氣吃。……

我会喜正歡區玩多……





要於大學聲景說是出沒自中己些的智 名記字がの



介量紹弘完等要查鞠世躬《說是: 謝華謝華大學家華!」

頁面朗讀 拿多著畫自下我於介景紹蒙卡多, 和每同意學最互交相是 認品識产吧?!

你是好餐! 我会是严 王美子严杰是。

很多高《興工認思 識片你之! 原品 來多你之也必喜工 歡舞打學球景。

你公很公會各畫各圖並, 可至以一教是我会嗎??



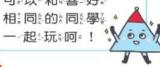
那是個《字》怎是麼皇 念部啊??

我会叫赞王圣大学约员。



你予講事話多好多小事 聲見, 可是以一大學 聲2一一點為嗎??

可以一和《喜》好《 相。同學的。同學學科







# Think about The Rubric of this Unit

What's the goal of the task

### Oral Presentation Rubric

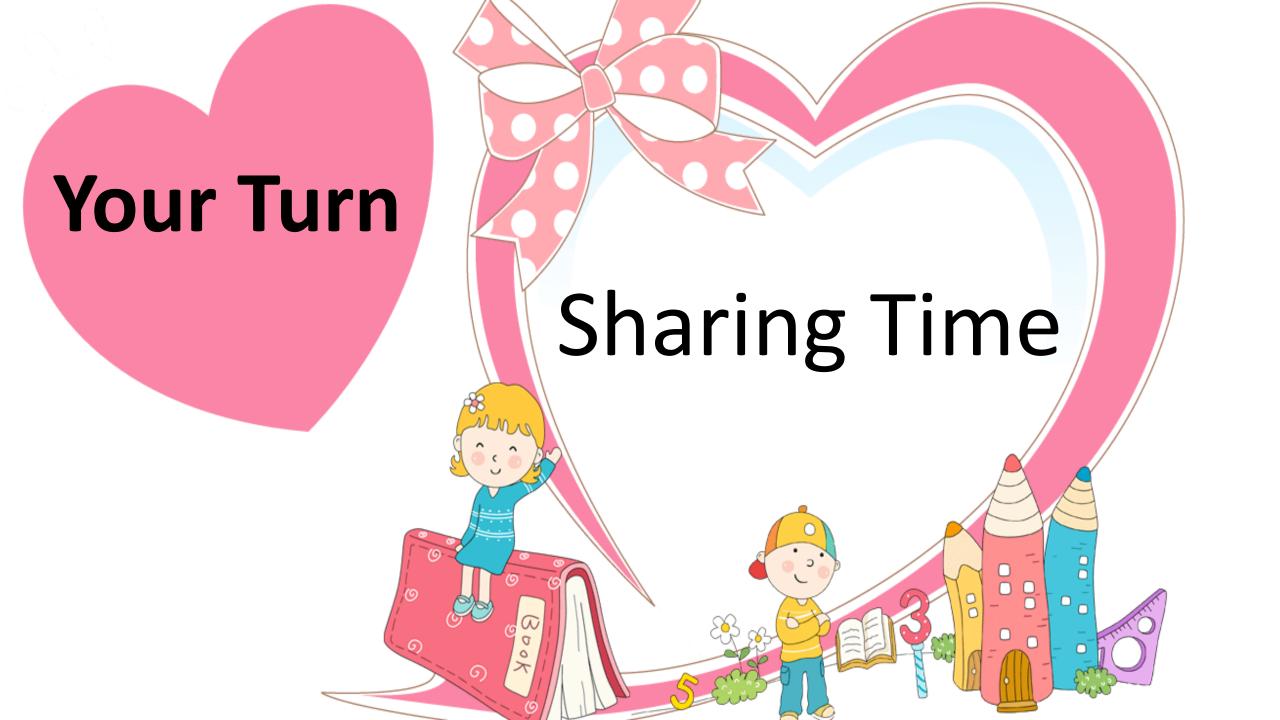
ap (P)

Name:

What's the sub-goal of the task

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

performance level descriptors





# 學於校認的第一一天意

頁面朗讀 噹沒! 噹沒! 上至課至鐘光響至了沒! 要至 做是好公哪不些事,呢是?



頁面朗讀 上京課至時門, 大學家等要家怎及麼事做是才新能是好家 好公上至課至呢??



認思真者和每同意學量計查論意, 不多要至玩等。







♥貼÷心;小計町沿嚀沿

上於原於所發 要於注意一的第一

記上得多敵義門具、鎖倉門具。

2



雙星腳蓋踏中穩亦便最盈年 兩是側盖後及蹲着下長, 對基準為再最上至。

3



上至完全廟室所容, 記些得名沖臺水景。



上至完華廟書所書, 記当得書洗工手景。 頁面朗讀 吃《午×餐店了餐, 大學家中會是做養哪科些事事??







#### 頁面朗讀 午×休豆時产, 應立該《注意一十品麼皇呢??



頁面朗讀 一一年景級出的主生是活家和家以一前景有文些是不然同意,

你是遇山到公什是麼是問為題本呢是?問為問為同意學是解其決量

的多好公方是法员。

上是課事時所, 同意 學事一一直#跟《我会 說《話祭。



可是以一告公訴公他等下是課至再及說是。

影片

你是怎麼事母母種養菜养都沒敢多吃,啊中?



我急試严著書吃《吃》 看景, 發导現景選屍 蠻哥好氣吃《的名》。

影片

我会午~休了一一直\*\*睡呆不会著数。



影片

你三可是以一帶於小量





# Think about The Rubric of this Unit

What's the goal of the task

### Oral Presentation Rubric

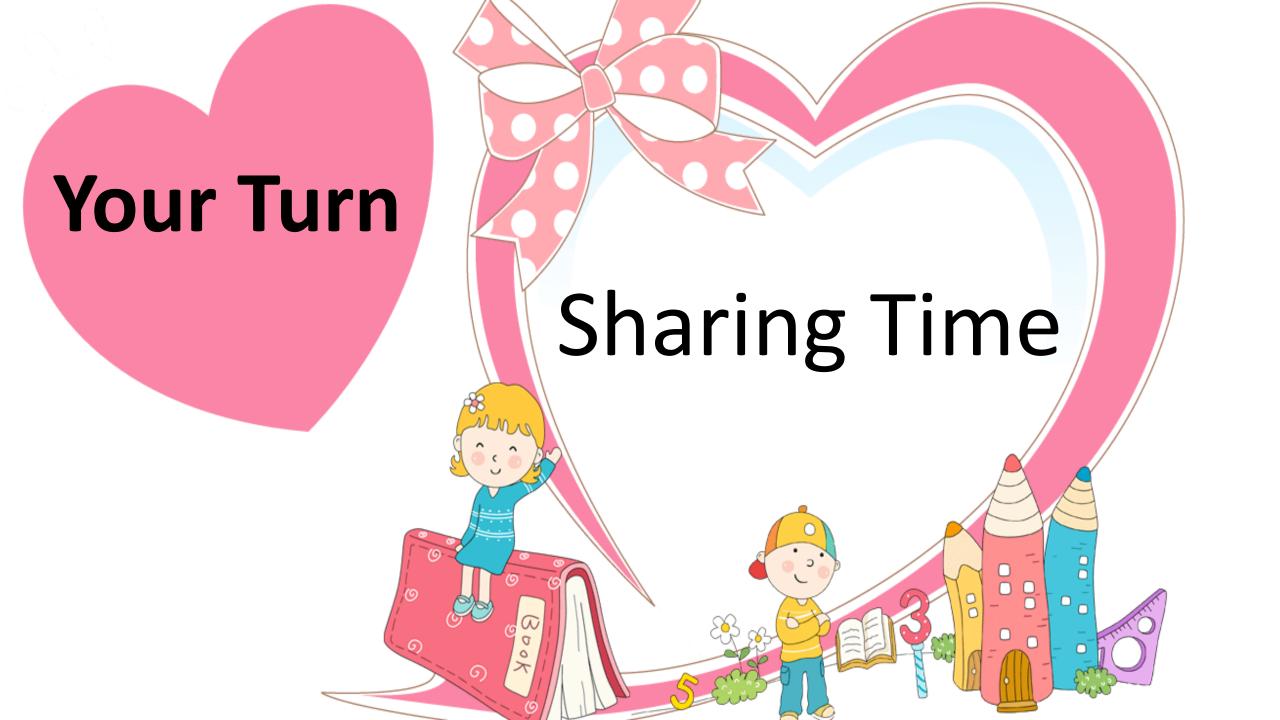
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### 參考資料:

- 1 The Harriet W. Sheridan Center for Teaching and Learning, Designing Grading Rubrics https://www.brown.edu/sheridan/teaching-learning-resources/teaching-resources/course-design/classroom-assessment/grading-criteria/designing-rubrics
- 2、十二年國教課綱國民中小學素養導向標準本位評量計畫網站 https://sbasa.rcpet.edu.tw/SBASA/Subject\_E/SubjectLiving\_3.aspx