

# Evaluation and Testing

國北教大實小 劉安湘 Anne Liu

anntentust@yahoo.com.tw

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## The Purpose of Evaluation and Testing

1. 評量語言的能力 (proficiency test)
2. 檢視教學的成效 (achievement test :  
final & progress ; remedial teaching)
3. 激勵學習的動機 : encouraging learning  
(Be creative!)

資料來源: 張武昌教授 “命題技巧與試卷編寫” c

Authentic assessment can include identification, placement and monitoring student progress  
Should be conducted accurately, reliably and multiple assessments should be utilized  
Decisions should be made based on a combination of formal language proficiency testing, subject area testing and records of classroom performance

### 英語檢測命題基本原則

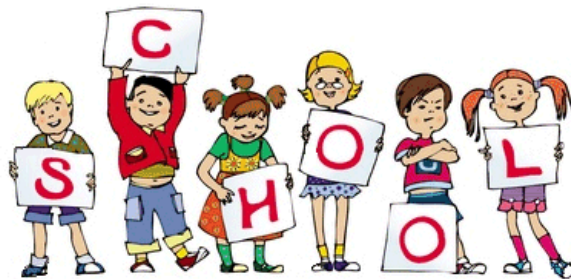
1. 試題應有明確的對應能力指標，並符合課程綱要之精神與內涵。
2. 各題型應提供範例，提示明確的作答方式。
3. 題型與試題的先後順序應符合「由易而難」之原則，以增強考生作答的信心。
4. 試卷應避免挑錯的題型，以免對中下程度學生造成負面的學習。
5. 試題的說明語應清晰易懂，符合國小學生理解的程度，並避免使用專門用語。
6. 試題的內容不宜過度複雜，以免增加考生的焦慮感，影響實力之呈現。

資料來源: 張武昌教授 “命題技巧與試卷編寫”

## 英語檢測命題基本原則

7. 試題應有明確的答案，以免造成閱卷評分之困擾。
8. 試題的題幹與選項之英語應力求正確與道地，以免影響學生作答。
9. 試題的選項應在長度（字母數）、詞類、難度具一致性。
10. 配合試題的圖片宜印刷清晰，並能提供適當的資訊，以利學生作答。
11. 相同性質的試題不宜在同一試卷重覆出現，以免加深考生的挫折感。
12. 聽力試題應有錄音文稿，速度應符合學生的能力與程度。

資料來源: 張武昌教授 “命題技巧與試卷編寫”



## 評量指標

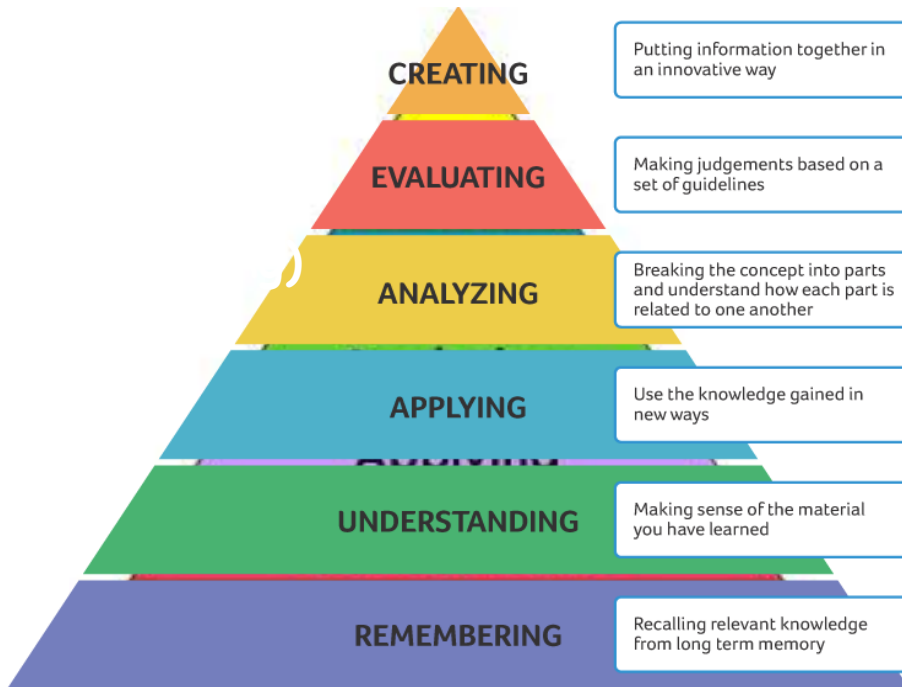
	「聽」能力指標
低年段 評量指標	※L1-1能聽辨 <u>26個字母</u> 。 ※L1-2能聽辨英語的 <u>語音</u> 。 ※L1-3能聽懂低年段所習得的 <u>字詞</u> 。 ※L1-4能聽懂低年段 <u>生活用語</u> 。 ※L1-6能聽懂低年段所習得的 <u>句子</u> 。
中年段 評量指標	※L2-2 能聽懂中年段所習得的 <u>字詞</u> 。 ※L2-3 能聽懂中年段 <u>生活用語</u> 。 ※L2-4 能聽懂中年段所習得的 <u>句子</u> 。 ※L2-5 能聽懂簡易的 <u>生活對話</u> 。
高年段 評量指標	※L3-1能聽懂高年段所習得的 <u>字詞</u> 。 ※L3-2 能聽懂高年段 <u>生活用語</u> 。 ※L3-3 能聽懂高年段所習得的 <u>句子</u> 。 L3-4 能聽懂 <u>日常生活對</u> 。

	「讀」能力指標
低年段 評量指標	※R1-1 能辨認印刷體 <u>大小寫字母</u> 。 ※R1-2 能辨識低年段所習得的 <u>字詞</u> 。
中年段 評量指標	※R2-1 能辨識中年段所習得的 <u>字詞</u> 。 ※R2-2 能讀懂中年段 <u>生活用語</u> 。 ※R2-3 能辨識英文書寫的 <u>基本格式</u> 。 ※R2-4 能讀懂中年段所習得的 <u>句子</u> 。 ※R2-5 能讀懂簡易的 <u>生活對話</u> 。
高年段 評量指標	※R3-1 能辨識高年段所習得的 <u>字詞</u> 。 ※R3-2 能看懂簡易的 <u>英文標示與圖表</u> 。 ※R3-3 能讀懂高年段 <u>生活用語</u> 。 ※R3-4 能讀懂高年段所習得的 <u>句子</u> 。 R3-5 能讀懂 <u>日常生活對話</u> 。 ※R3-6 能讀懂簡易 <u>對話、短文、故事</u> 。

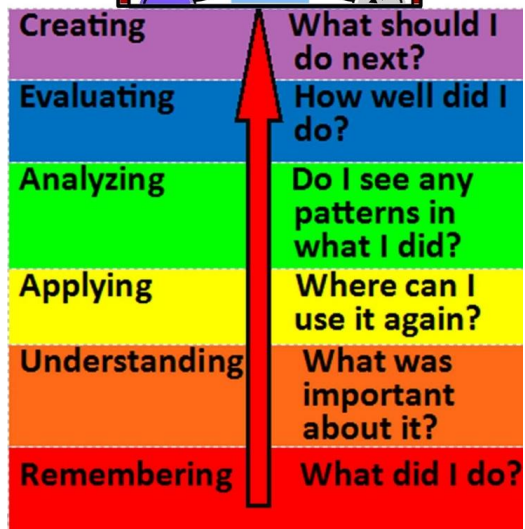
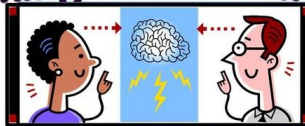
「綜合應用」能力指標	
低年段 評量 指標	※I1-1 能正確地聽辨、辨識、說出並寫出26個英文字母。 ※I1-2 能聽懂、讀懂、說出並臨摹抄寫低年段所習得的字詞。 ※I1-3 能聽懂低年段生活用語，並能做回應。
中年段 評量 指標	※I2-1 能聽懂、讀懂、說出並寫出中年段所習得的字詞。 ※I2-2 能聽懂、讀懂中年段的生活用語，並能作回應。 ※I2-3 能聽懂、讀懂、並說出或抄寫中年段所習得的句子。 ※I2-4 能應用字母拼讀法(phonics)。
高年段 評量 指標	※I3-1 能聽懂、讀懂、說出並寫出高年段所習得的字詞。 ※I3-2 能聽懂、讀懂高年段的生活用語，並能做回應。 ※I3-3 能聽懂、讀懂、並說出或寫出高年段所習得的句子。 ※ I3-5 能讀懂簡易的英文標示與圖表，並依提示做出適當的回應。 ※ I3-6 能聽懂、讀懂簡易的短文，並依提示做出適當的回應。

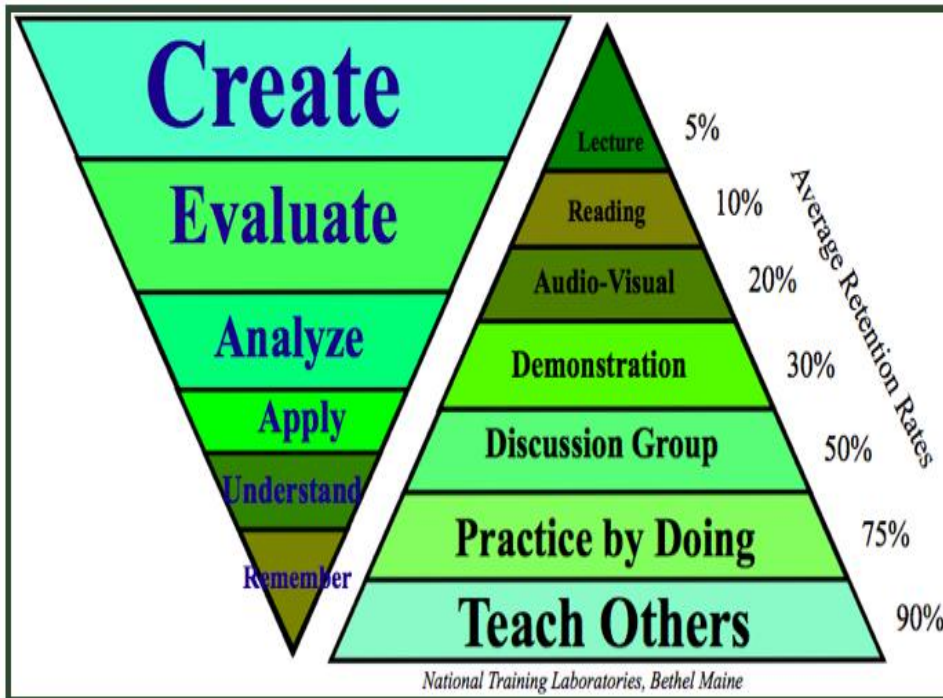


## 評量題型(認知歷程向度) 用於雙向細目表



## Thinking About Thinking

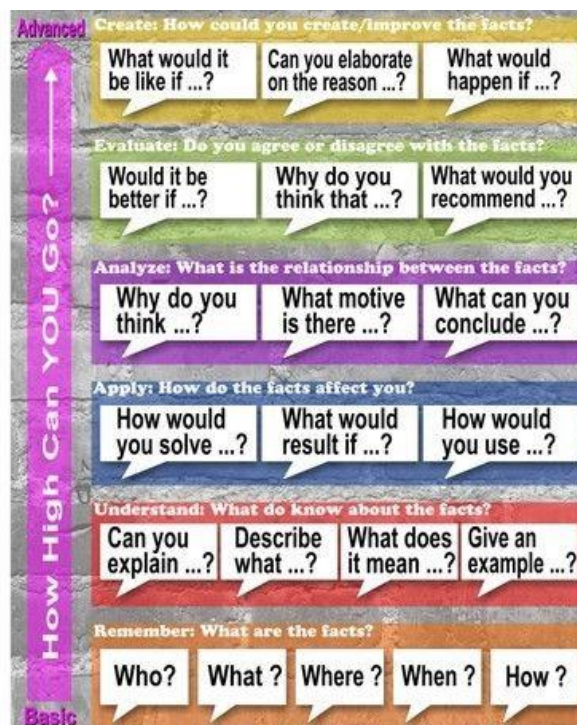




## Bloom's Taxonomy According to Transferable Skills



評量題型(認知歷程向度)	-- 認知層次代表不同的測驗目的
<b>知識性記憶</b> (remember)	※若學生沒有學過且記住，就無法回答。 ※由長期記憶中提取相關知識。 ※要測驗的概念，必須要有 <u>值得記憶</u> 的價值。
<b>理解性瞭解</b> (understand) 應用 (apply)	※解釋、轉譯、推理，建立新、舊知識的連結。 ※必須對試題提供的資料理解，靠死背就無法正確回答 ※將課本之敘述改寫，或用課本外相關資料進行引申。 ※(apply)面對一個明確的問題情境，學生能選用適當的原理原則，提出答案，解決問題。
<b>批判、思考</b> 分析(analyze) 評鑑(evaluate) 創造(create)	※(analyze)面對資料能分別出其組成元素、以及組成元素間的關係、或元素與整體間的關係。 ※(analyze)試題要提供足夠的資料讓學生去分析、不能僅靠記憶去解題。 ※(evaluate)整合各個概念、運用普遍的標準作判斷。 ※(create)將各元素組成一具有意義、功能的整體。





## Knowledge

- What happened after . . .?
- How many . . .?
- Who was it that . . .?
- Can you name the . . .?
- Described what happened at . . .?
- Who spoke to . . .?
- Can you tell why . . .?
- Find the meaning of . . .?
- What is . . .?
- Which is true or false . . .?

## Comprehension

- Can you write in your own words . . .?
- Can you write a brief outline . . .?
- What do you think might happen next . . .?
- Who do you think . . .?
- What was the main idea . . .?
- Who was the key character . . .?
- Can you distinguish between . . .?
- What differences exist between . . .?
- Can you provide an example of what you mean . . .?
- Can you provide a definition for . . .?

## Application

- Do you know another instance where . . . ?
- Could this have happened in . . . ?
- Can you group by characteristics such as . . . ?
- What factors would you change if . . . ?
- Can you apply the method used to some experience of your own . . . ?
- What questions would you ask of . . . ?
- From the information given, can you develop a set of instructions about . . . ?
- Would this information be useful if you had a . . . ?

## Analysis

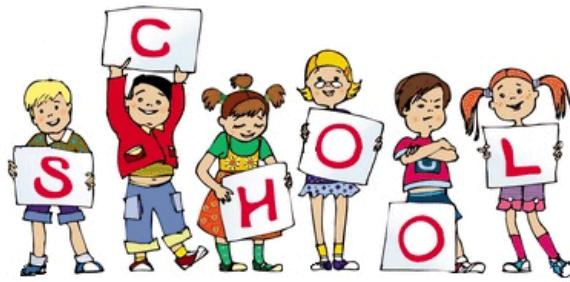
- Which events could have happened . . . ?
- If . . . happened, what might the ending have been?
- How was this similar to . . . ?
- What was the underlying theme of . . . ?
- What do you see as other possible outcomes?
- Why did . . . changes occur?
- Can you compare your . . . with that presented in . . . ?
- Can you explain what must have happened when . . . ?
- How is . . . similar to . . . ?
- What are some of the problems of . . . ?

## Synthesis

- Can you design a . . . to . . . ?
- Why not compose a song about . . . ?
- Can you see a possible solution to . . . ?
- Why don't you devise your own way to deal with . . . ?
- What would happen if . . . ?
- How many ways can you . . . ?
- Can you create new and unusual uses for . . . ?
- Can you write a new recipe for a tasty dish?
- Can you develop a proposal which would . . . ?

## Evaluation

- Is there a better solution to . . . ?
- Judge the value of . . . ?
- Can you defend your position about . . . ?
- Do you think . . . is a good or a bad thing?
- How would you have handled . . . ?
- What changes to . . . would you recommend?
- Are you a . . . person?
- How would you feel if . . . ?
- How effective are . . . ?
- What do you think about . . . ?



# Listening

## Phonics Teaching

1. oo (long /u/ )
2. ou ( song )
3. ou ( animation )
4. ou ( sound out the words )
5. Blends ( ld / It )
6. Bossy 'r'

## Listening Tests

1. Phonics (pronunciation)
2. Listen and fill in the blanks  
(vocabulary / grammar)
3. Short (long) conversation : listen  
for specific information or main  
idea (vocabulary/ gist)
4. Same meaning sentences  
(comprehension)

## Phonics --pronunciation (remember)

- Find the odd one out.
  - a. country
  - b. fun
  - c. summer
  - d. truth

## Fill in the blanks (remember)

**Listen:** My favorite day of the week is Sunday. In the morning, I always make my bed. Then, I usually go to the movie theater in the afternoon.

**Read:** My favorite day of the week is \_\_\_\_\_. In the \_\_\_\_\_, I always make my bed. \_\_\_\_\_, I usually go to the movie theater in the \_\_\_\_\_.

**Word bank** - Then; morning; afternoon; Sunday

## Guessing Game (understand)

**Listen:** She works in the hospital. She helps the sick people. What does she do?

**Read /Choice--**

- a: She's a teacher.
- b: She's a police officer.
- c: She's a zoo keeper.
- d: She's a nurse.

## Same meanings (paraphrasing-understand)

**Listen:** “Watch out!” means--

- Read:** a: Look out!  
 b: Watch this!  
 c: Out there!  
 d: Where?

## Conversation (remember/analyze)

A: How are you doing today?

B: Good. Thanks for asking.

**Where?**

A: How may I help you?

**Who?**

B: I'm looking for a newspaper article.

A: Have you looked in the periodicals?

**What?**

B: I didn't even think about that.

A: I can show you where they are.

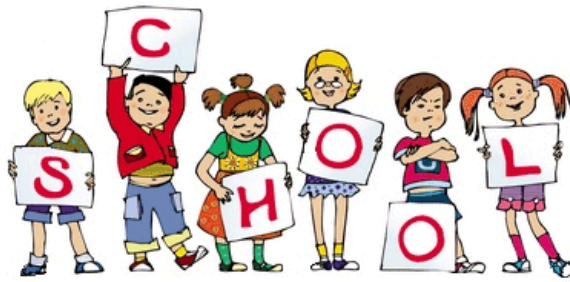
**Specific**

B: That would be a lot of help.

**information?**




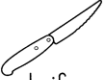


A: Follow me, please.

B: Thank you so much!









# Reading

Circle the words that are the same as the pictured word in each row.

 cup	cat <u>cup</u> pup <u>cup</u> <u>cup</u>
 bowl	bowl ball howl bowl
 fork	farm cork fork fork
 knife	knife know knife life
 plate	late plate plate plane
 spoon	spoon soon spoon spool



Circle the correct word for each picture. Color the pictures.

 glue <b>scissors</b>	 desk      chair
 paint      crayon	 pencil      book
 clock      paper	 teacher      table

Draw a line from each word to the correct picture.

train



car



boat



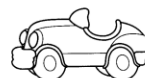
truck

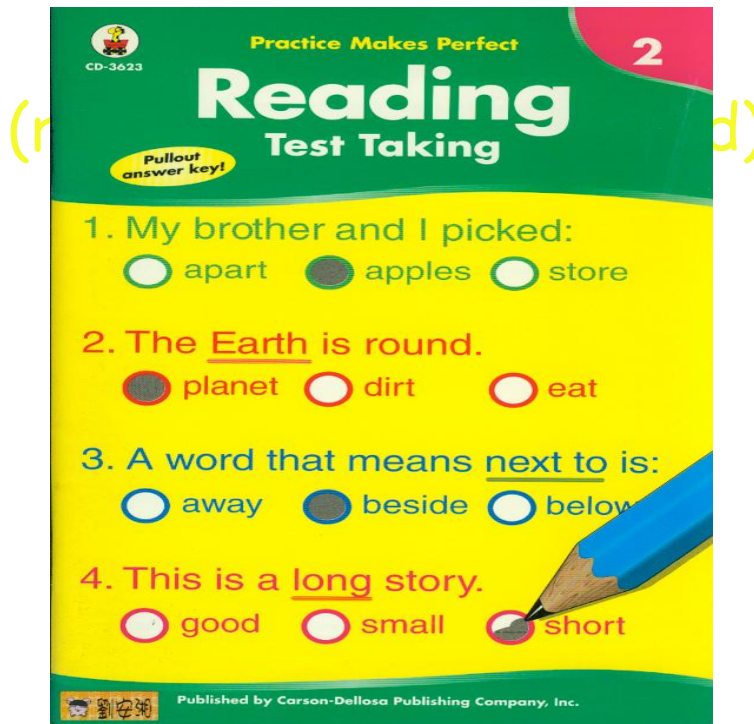


bus



plane





## Reading skills

1. Retrieval of detail
2. Read between the lines: to use the information children have read to answer the question
3. Identify text structure
4. Understand how texts are shaped and why

## Retrieval of Detail (remember)

*For example* : What does Mike always do in the morning? He \_\_\_\_\_.

- a. walks the dog
- b. washes the dishes
- c. makes the bed
- d. watches a movie



## Comprehension (remember)

*For example* Match the pictures with the sentences.



He's making the bed.



They're shopping.



She's walking home.



He's making a cake.

## Read between the Lines (analyze)

*For example:* Students may have to explain why a character reacted in a certain way, from the clues in the text.

- *Why did he/she feel happy (sad)?*

### Reading Practice

#### "Saturday with Grandpa"

Saturday is our day to clean,  
but Grandpa turns work into fun.

We like to sing when we dust. We like to dance when we mop. We clean the car together. We do the wash together. We both wear our caps.

When we are done, we hurry to the store. We shop for food. Grandpa lets me pick the fruits that I like best. We carry the food home. Grandpa tells stories while we walk.

At night, our work is done. Friends come over. We cook dinner. We sing and dance.

Saturday is our day to clean, but Grandpa turns work into fun!

## Comprehension Questions (understand -- gist)

1. What happens in "Saturday with Grandpa"?
  - a. A boy and his grandpa eat hot dogs.
  - b. A boy and his grandpa clean together.
  - c. A boy and his grandpa ride in a car.
  - d. A boy and his grandpa go to the beach.

## Comprehension Questions (understand-- details)

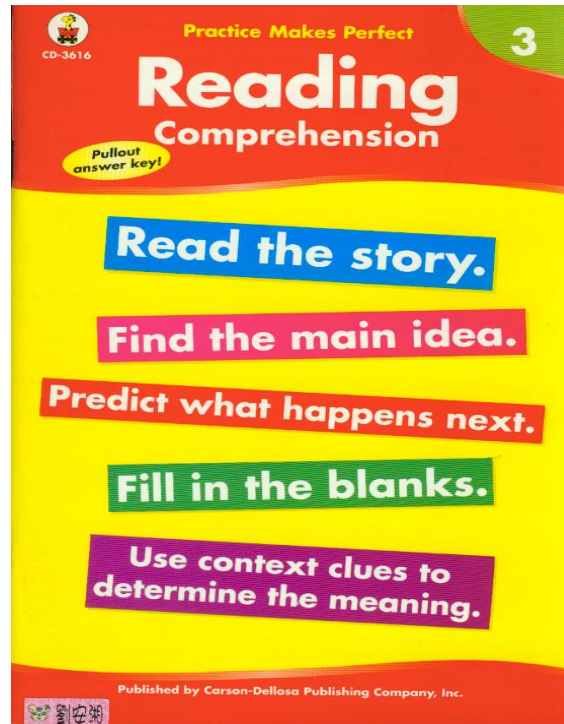
2. What do the boy and his grandpa both wear while they clean?
- a. mops
  - b. aprons
  - c. caps
  - d. scarves

## Comprehension Questions (analyze—underlying meaning)

3. When we are done, we hurry to the store.

What does *hurry* mean?

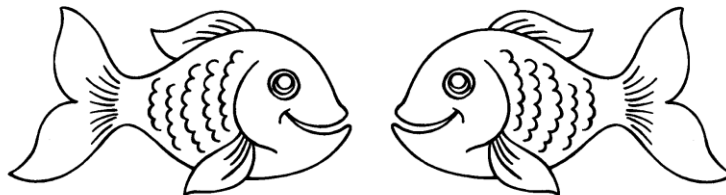
- a. walk
- b. play
- c. sit
- d. rush



### Pet Fish

It's fun to own fish. All you need is the right equipment. Buy a tank with a filter. You should also have a light and a heater. Once your tank is set up, you can add your fish. You only need to feed your fish just a little bit every day. I love to watch my fish swimming around. They are so graceful and calm.

- |                              |                         |
|------------------------------|-------------------------|
| 1. It is fun                 | with a filter.          |
| 2. You need a tank           | a little bit every day. |
| 3. Once your tank is set up, | to own fish.            |
| 4. Feed your fish            | you can add fish.       |
| 5. They are so               | graceful and calm.      |

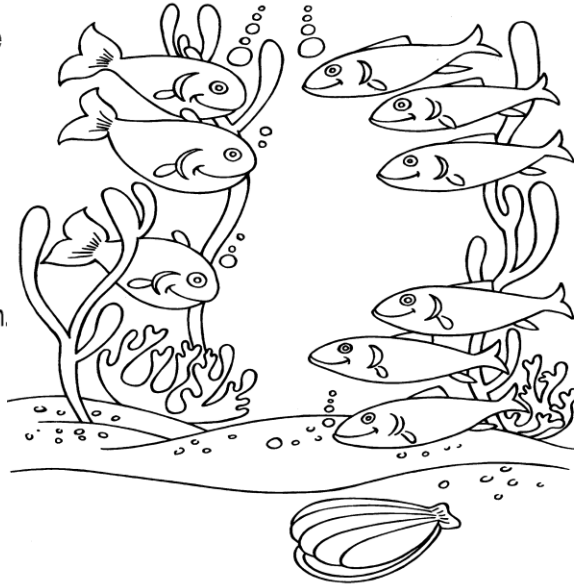


6. Would you like to own fish? Why or why not? \_\_\_\_\_

## Comprehension (understand)

Follow the directions to color the picture

1. Color five fish blue.
2. Color three fish yellow.
3. Color three dots on a yellow fish.
4. Color the seaweed green.
5. Color the clam pink.



C Draw a line to connect the beginning of each sentence from the poem to its ending. The first one has been done for you.

d)

I just caught a  go again.

I will let him  let him go?

Why will I  fish alive.

Because he  bit my finger so.

Which little finger  on the right.

The little finger  did he bite?



## Who Am I?

Cc



nd)

- I can jump.  
I live in and out of water.  
I like to eat flies. I am a \_\_\_\_\_.
- I live in the dirt.  
I wiggle and squirm.  
Birds eat me. I am a \_\_\_\_\_.
- I must live in water.  
I swim to get around.  
I have a tail. I am a \_\_\_\_\_.
- I carry my home with me.  
I am sometimes slow.  
I have a shell. I am a \_\_\_\_\_.
- I have soft fur.  
I purr when I'm happy.  
I drink milk from a dish. I am a \_\_\_\_\_.

Com

Today is a good day for kites. It is sunny, and the wind is blowing. A kite needs a long tail and a lot of string. Flying kites is a lot of fun.

ly)

- Today it is:
  - sunny
  - raining
  - snowing
- To fly a kite, you need:
  - paper
  - fun
  - wind
- A kite needs string to:
  - fly high
  - get lost
  - look nice
- Today is a good day for flying a kite because:
  - the weather is cold
  - the weather is just right
  - we feel like it
- Should you fly kites near trees? Why or why not?

## Text Structure (analyze)

*For example* "Lucy's whale watching trip" is made of five parts.

Number the parts in correct order.

- goes back to the dock
- sees one whale swimming
- sets off on the journey
- sees several whales leaping
- prepares for the journey

## Understand how Texts are Shaped and Why (evaluate)

- a. *What is a suitable title for this story?*
- b. *What tells you that the text is written as a card/letter/postcard/dairy/script?*

### Letters

Read the letter. Then, read each question about the letter and fill in the circle next to the answer you think is correct. Write your answer for number four on the lines provided for you at the bottom of the page.

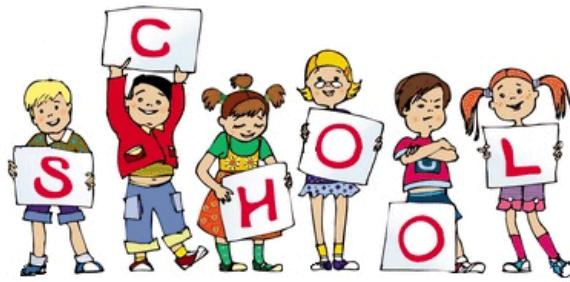
August 6, 2001

Dear Grandma,

Today was my party. All my friends came, and we had a good time. Mom made the cake. It was very good. Thank you for the roller skates. I liked your present very much, but I wish you could have come, too.

Love,  
Erin

1. Who made the cake?  
 Grandma     Erin     Mom
  2. Erin wrote this letter to tell Grandma:  
 thank you     hello     please write
  3. What kind of party was it?  
 Halloween     skating     birthday
  4. What is the best present you ever got? Why?
-



# Speaking

## Speaking Tests

1. Phonics (pronunciation)
2. Listen / Read and answer  
(vocabulary / sentence level)
3. Short questions (theme /  
sentence)
4. Read aloud (fluency)

## Phonics — pronunciation (remember)

- What is the sound for the first letter in these words?
  - a. ten
  - b. Tim
  - c. tea
  - d. taxi

## Listen/Read and Answer- vocabulary (remember)

1. What color is the orange?

Answer:

orange

## Listen /Read and Answer - sentence (remember)

1. What time do you go to school?

Answer:

I go to school at 7:00.

2. What's your name?

Answer:

My name is Anne.

## Listen/Read and Answer--sentence with picture clues (remember)



Danny

1. What is Danny doing?

Answer: He's making a cake.

## Short Questions (understand)

### Topic: "Your family"

- Siblings: Do you have any brothers or sisters?  
Are they older or younger than you?
- Parents: What do your parents do?
- Pets: Do you have any pets?

## Short Questions (understand)

- Hobbies: What do you like doing in your spare time (on the weekend/ after school)?
- Music: What kind of instrument do you play?
- Sports: What sports do you like?
- Holidays: What did you do at Chinese new year holidays?
- Reading: What is your favorite book?
- Films: What is your favorite film?

## Read Aloud--pair work (understand)

# Numbers and Letters

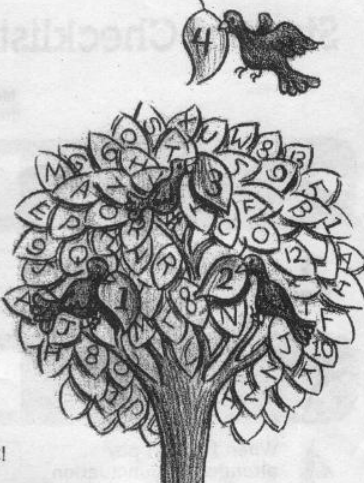
**Reader 1 (Number):** I'm a number.

**Reader 2 (Letter):** I'm a letter.

**Reader 1 (Number):** I'm a counter.

**Reader 2 (Letter):** I spell better.

**Reader 1 (Number):** I can add  
and I subtract.  
That's the way  
that numbers act!

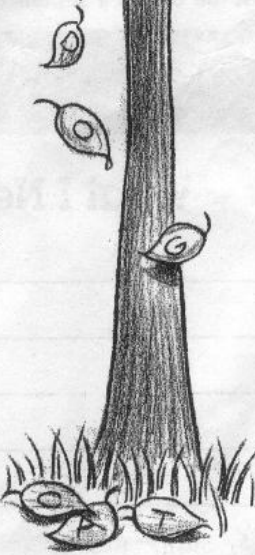


## Read Aloud ( fluency )

**Reader 2 (Letter):** I form words  
both long and short  
that tell a story  
I report!

**Reader 1 (Number):** I count four sparrows  
in a tree.  
One flies away.  
Now there are three!

**Reader 2 (Letter):** Three sparrows  
small and feathery  
sing birdsongs  
in a maple tree.  
I'll turn them into poetry!





## Self-evaluation (evaluation)

**Student Checklist for Oral Reading**

	Most of the Time	Sometimes	Not Often	Hardly Ever
<b>1</b> If I get stuck on a word or it doesn't sound right, I read it again.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2</b> I try to read words I don't know.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3</b> I read smoothly without stopping after every word.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>4</b> When I read, I pay attention to punctuation at the end of a sentence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>5</b> I read with expression.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## Writing

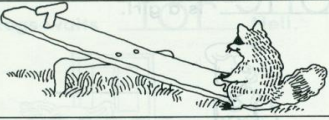
## Little Words We Need

We need many little words. Some are spelled the way they sound. Some are not spelled the way they sound.

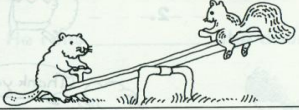

Read the story. Write the words to finish the story.

Use these words.




- 

Please play with \_\_\_\_\_
- \_\_\_\_\_ will  
play with you.


- 

Yes, \_\_\_\_\_  
will both have fun.
- I like to play with \_\_\_\_\_



## Fill in the blanks (remember)

My favorite day of the week is \_\_\_\_\_.  
In the morning, I always \_\_\_\_\_.  
Then, I usually go to  
the movie theater in the \_\_\_\_\_.  
What do you \_\_\_\_\_ on Saturdays?



Mike

## Write in Correct Order

The sentences in this story are mixed up. Write them in the correct order on the lines below. Remember to use capital letters and periods.

### Lost Tooth

During lunch, I bit into an apple.

My tooth got stuck in the apple.

My tooth was wiggly and loose.



## Write in Correct Order

Put the events in order.

### Lost Tooth

I bit into an apple.

My tooth got stuck.

My tooth was loose.

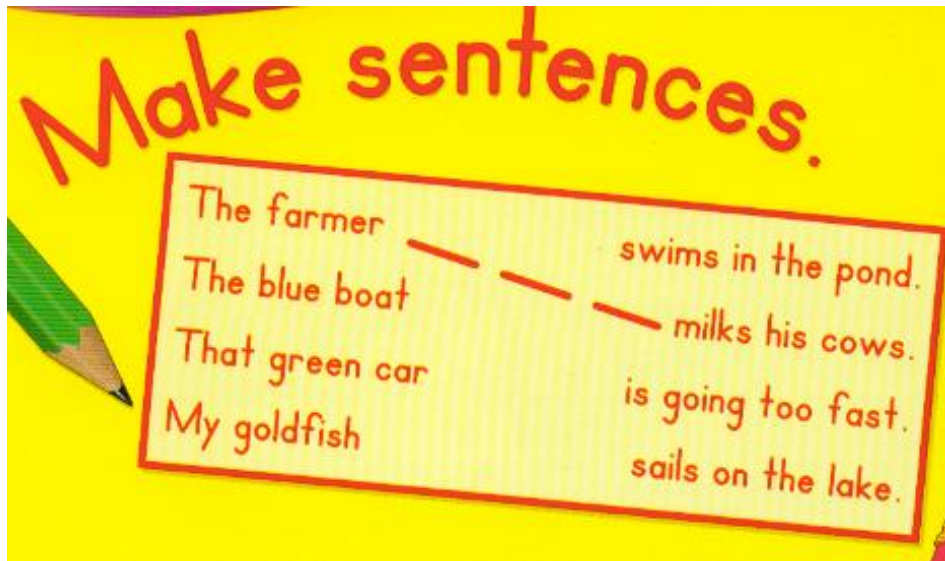
1. My tooth was loose.

2. I bit the apple.

3. My tooth got stuck.



## Make Sentences (understand)



## Complete the Sentences (apply)

### Reading Sentences

Read each of the sentences below. Use the picture to help you decide which word best completes each sentence. Fill in the circle next to each answer you choose.



## Complete the Sentences

1. Tim and Sue went to a party. It was Jim's:

bird       birthday       bank

---

2. All of the children had lots of fun playing:

gate       games       gap

---

3. Jim blew out the candles on his:

cat       cake       cane

---

4. Everyone had a good:

time       Tim       take

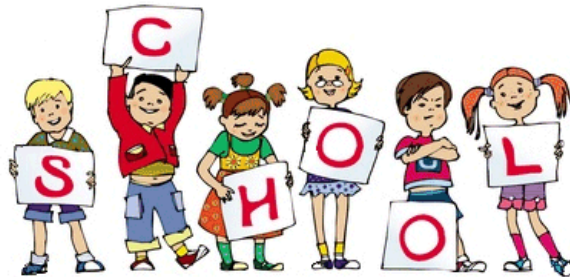
## What can I write about ME? (apply)

- My favorite day...

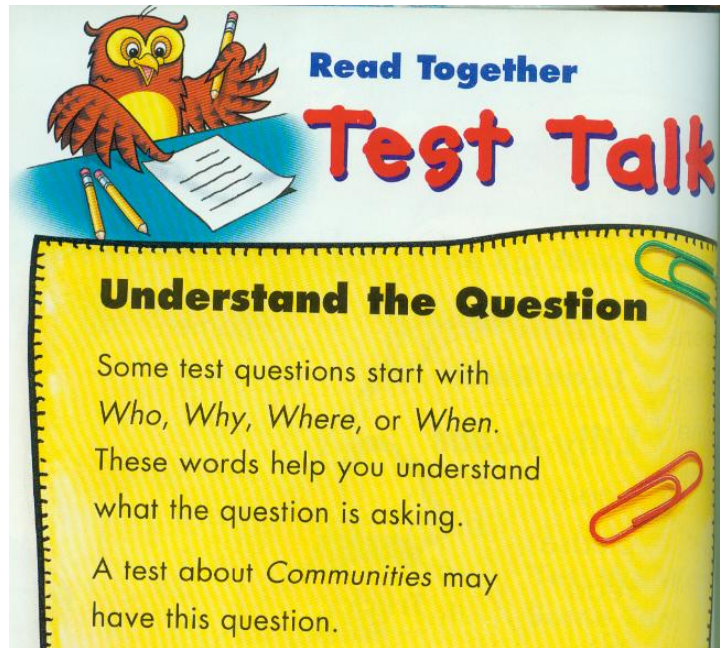
## Ideas for Writing ( create)

### Opinion: A Favorite Time

What is your favorite time of the day or of the year?  
Write your opinion. Use reasons and examples to tell why you like this time.



## Teach Your Students to be "Test Smart"



資料來源: Scott Foresman Reading “Let’s Learn Together”

## Test Talk

**1. Who helps sick pets?**

**A** coach

**B** veterinarian

**C** hospital

Read the question.

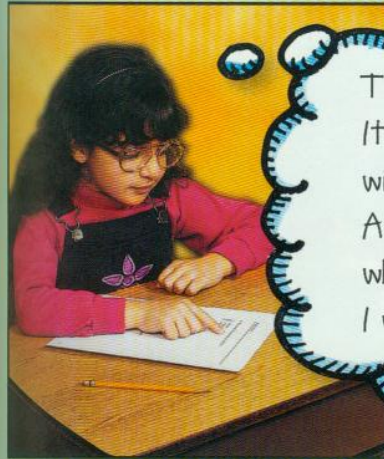
The important word is *Who*.

This word helps you understand the question.

資料來源: Scott Foresman Reading “Let’s Learn Together”

## Test Talk

Here is how one girl makes sure she understands the question.



The word *Who* is important.  
It tells me the answer  
will be a person.  
A veterinarian is a person  
who helps sick pets.  
I will mark B.

資料來源: Scott Foresman Reading “Let’s Learn Together”

## Test Talk

### Try it!

Use what you have learned to understand this test question about *Communities*.

Tell the important word in the question.

### 2. Who helps us learn in school?

- (A) book**
- (B) doctor**
- (C) teacher**

資料來源: Scott Foresman Reading “Let’s Learn Together”