

評級標準 – 學校體驗歷程檔案評核表 Grade Descriptors – Field Experience Portfolio Assessment Form

PORTFOLIO ACTIVITIES	FEILOs	優異 Distinction (D)	良好 Credit (C)	及格 Pass (P)	不及格 Fail (F)
活動一 Activity 1 有關你的實習學校 About your BP School 及/或 and/or <u>活動五 Activity 5</u> 自選項目 Optional Activity	FEILO 1 學校作為社會文化機構 School as a social and cultural institution	對學校作為社會及文化機構有全面的理解，從不同角度了解學校如何及為何需要回應本地教育的需求。 Develops a comprehensive understanding of the school as a social and cultural institution; recognize how and why the school addressing local educational needs from different perspectives.	對學校作為社會及文化機構有合理的理解，了解學校如何回應本地教育的需求。 Develops a reasonable understanding of the school as a social and cultural institution; recognize how the school addressing local educational needs.	理解學校作為社會及文化機構，需要回應本地教育的需求。 Develops a general understanding of the school as a social and cultural institution addressing local educational needs.	對學校作為社會及文化機構的理解含糊，甚少關注學校如何回應本地教育的需求。 Develops only a vague idea of the school as a social and cultural institution; show little intention of understanding how the school addressing local educational needs.
	FEILO 2 學校的辦學理念 School’s educational philosophy	對學校的辦學理念、目標、政策、實際運作及此等背景如何影響教師工作有透徹的理解。 Demonstrates a thorough understanding of the school’s educational philosophy, goals, policies and practices and the impact on teachers’ professional responsibilities.	對學校的辦學理念、目標、政策、實際運作及此等背景如何影響教師工作有充分的理解。 Demonstrates a good understanding of the school’s educational philosophy, goals, policies and practices and the impact on teachers’ professional responsibilities.	對學校的辦學理念、目標、政策、實際運作及此等背景如何影響教師工作有理解。 Demonstrates an adequate understanding of the school’s educational philosophy, goals, policies and practices and the impact on teachers’ professional responsibilities.	對學校的辦學理念、目標、政策、實際運作及此等背景如何影響教師工作的理解不足。 Demonstrates insufficient understanding of the school’s educational philosophy, goals, policies and practices and the impact on teachers’ professional responsibilities.
活動二 Activity 2 有關你的學生 About Your Students 相關活動： Related Activities: <u>活動一 Activity 1</u> 有關你的實習學校 About your BP School <u>活動三 Activity 3</u> 初步反思 Initial Stage of Reflection 及/或 and/or <u>活動五 Activity 5</u> 自選項目 Optional Activity	FEILO 3 照顧學生的個別差異及需要 Cater for individual diversified needs of pupils	適當地運用學生不同的學習方式、興趣和智能等知識來照顧學生的個別差異及多元需要。 Appropriately applies the knowledge of learning styles, interests and intelligences, etc. to cater for individual differences and diverse needs of his/her students in the learning context.	運用學生不同的學習方式、興趣和智能等知識來照顧學生的個別差異及多元需要。 Applies the knowledge of learning styles, interests and intelligences, etc. to cater for individual differences and diverse needs of his/her students in the learning context.	理解學生有不同的學習方式、興趣和智能，並能照顧學生的個別差異及多元需要。 Demonstrates an understanding of learning styles, interests, intelligences and ways to cater for individual differences, diverse needs of his/her students in the learning context.	對學生的學習方式、興趣和智能等知識來照顧學生的個別差異的理解不足。 Lack of understanding of learning styles, interests, intelligences to cater for individual differences of his/her students in the learning context.
	FEILO 4 教師的訓輔角色 Teacher’s role of discipline and guidance	非常理解教師為學生提供關顧的角色，並提供適當的訓育、指導及輔導，以促進學生學習。 Shows a strong recognition of the role of teachers in pastoral care for students in schools; and provides appropriate discipline, guidance or counseling to foster his/her students’ learning in classroom and/ or school settings.	很理解教師為學生提供關顧的角色，並藉此機會提供適當的訓育、指導及輔導以促進學生學習。 Shows a good recognition of the role of teachers in pastoral care for students in schools; and takes opportunities to provide appropriate discipline, guidance or counseling to foster his/her students’ learning in classroom and/ or school settings.	理解教師為學生提供關顧的角色，並藉此機會嘗試提供訓育、指導及輔導以促進學生學習。 Shows an adequate recognition of the role of teachers in pastoral care for students in schools; and identify opportunities and attempt to provide discipline, guidance or counseling to foster his/her students’ learning in classroom and/ or school settings.	未能理解教師為學生提供關顧的角色，甚少提供訓育、指導及輔導以促進學生學習。 Pays insufficient effort to recognize the roles of teachers in pastoral care for students in schools; and inadequately provides discipline, guidance and counseling to foster his/her students’ learning in classroom and/ or school settings.
活動三 Activity 3 初步反思 Initial Stage of Reflection 及/或 and/or <u>活動五 Activity 5</u> 自選項目 Optional Activity	FEILO 5 學科知識 Subject content knowledge	對學科知識內容、探究鑽研方法、相關理念及技巧有豐富的認識。Displays strong command of content knowledge of the subject(s) assigned to teach.	對學科知識內容、探究鑽研方法、相關理念及技巧有良好的認識。Displays good command of content knowledge of the subject(s) assigned to teach.	對學科知識內容、探究鑽研方法、相關理念及技巧有足夠的認識。Displays adequate command of content knowledge of the subject(s) assigned to teach.	未能掌握學科知識內容，對探究鑽研方法、理念及技巧缺乏足夠的理解。 Displays limited, insufficient command of content knowledge of the subject(s) assigned to teach.
	FEILO 6 學科教學知識 Pedagogical content knowledge	針對學科課程的需要，適當地在教學設計、組織及施行上，有效地運用教學內容知識。 Demonstrates effective use of pedagogical content knowledge in planning, developing and implementing appropriate aspects of the subject curriculum.	針對學科課程的需要，相應地在教學設計、組織及施行上，適當地運用教學內容知識。 Demonstrates appropriate use of pedagogical content knowledge in planning, developing and implementing relevant aspects of the subject curriculum.	針對學科課程的需要，局部地在教學設計、組織及施行上，嘗試運用教學內容知識。 Demonstrates some basic use of pedagogical content knowledge in planning, developing and implementing selected aspects of the subject curriculum.	未能就學科課程的需要，適當地在教學設計、組織及施行上，運用教學內容知識。 Unable to incorporate pedagogical content knowledge in planning, developing and implementing appropriate aspects of the curriculum.
	FEILO 7 教學策略和技巧 Teaching strategies and skills	有效及創新地運用多元化的教學策略、技巧、教材及科技營造促進進學生學習的環境。 Employs diversified modes of effective and innovative teaching strategies, skills, materials and technology to create a learning environment to engage his/her students’ active learning.	有效地運用多元化的教學策略、技巧、教材及科技營造促進進學生學習的環境。 Employs diversified modes of effective teaching strategies, skills, materials and technology to create a learning environment to enhance his/her students’ learning.	運用多元化的教學策略、技巧、教材及科技營造促進進學生學習的環境。 Employs diversified modes of teaching strategies, skills, materials and technology to create a learning environment to enhance his/her students’ learning.	嘗試運用一些教學策略、技巧、教材及科技，但未能營造學習環境以促進學生學習。 Attempts to employ a number of teaching strategies, skills, materials and technology, yet fails to create a learning environment for his/her students’ learning.
	FEILO 8 形成性和總結性評估 Formative and summative assessment	設計及運用多種有效的形成性和總結性評核工具和方式，給予學生具建設性的反饋，優化教學進程。 Designs and applies a variety of effective formative and summative assessment instruments and practices; provide constructive feedback to his/her students; and to refine ongoing teaching.	設計及運用多種適當的形成性和總結性評核工具和方式，給予學生有用的反饋，修改教學進程。 Designs and applies a variety of appropriate formative and summative assessment instruments and practices; provide helpful feedback to his/her students; and to modify ongoing teaching.	設計及運用適當的形成性和總結性評核工具和方式，給予學生相關的反饋，及了解教學進程。 Designs and applies appropriate formative and summative assessment instruments and practices; provide relevant feedback on his/her students’ learning; and to inform ongoing teaching.	未能設計或運用適當的形成性和總結性評核工具和方式，甚少給予學生有用的反饋，及沒有充份了解教學進程。 Fails to design or apply inappropriate formative and summative assessment instruments and practices; lack of helpful feedback to his/her students; and without adequately informing ongoing teaching.
活動四 Activity 4 最後反思 Final Stage of Reflection 及/或 and/or <u>活動五 Activity 5</u> 自選項目 Optional Activity	FEILO 9 協作關係 Cooperative relationships	與同儕及學校支援團隊建立緊密的協作關係，積極參與學校活動。 Develops strong cordial and cooperative relationships with peers and school supporting team; actively participates in school activities.	與同儕及學校支援團隊建立良好的協作關係，積極參與學校活動。 Develops good cordial and cooperative relationships with peers and school supporting team; actively participates in school activities.	與同儕及學校支援團隊建立協作關係，參與學校活動。 Develops acceptable cordial and cooperative relationships with peers and school supporting team; participates in school activities.	未能與同儕及學校支援團隊建立密切的協作關係，甚少參與學校活動。 Unable to develop cordial and cooperative relationships with peers and school supporting team; inadequately participates in school activities.
	FEILO 10 評估自己的教學 Evaluate his/her own teaching	藉批判及具建設性的檢討和評估個人的教學以進行持續專業學習。 Critically and constructively reviews and evaluates his/her own teaching for continuous professional learning.	藉綜合的檢討和評估個人的教學以進行持續專業學習。 Comprehensively reviews and evaluates his/her own teaching for continuous professional learning.	藉充足的檢討和評估個人的教學以進行持續專業學習。 Adequately reviews and evaluates his/her own teaching for continuous professional learning.	有檢討，但缺乏評估個人的教學以進行持續專業學習。 Reviews but fails to evaluate his/her own teaching for continuous professional learning.
表達和組織 Presentation and Organization	表達（語文和其他表達方式的有效性）；組織（連貫性、格式和條理）Presentation (Effectiveness of language and other means of presentation); Organization (Coherence, format and orderliness)	非常有效，清晰，準確和流暢；結構非常嚴謹，極具連貫性。Highly effective, clear, precise and fluent ; Very well-structured and highly coherent	有效，清晰，準確和流暢；結構嚴謹，具連貫性。Effective, clear, precise and fluent; Tightly structured and coherent	有效，但欠清晰、準確和流暢；結構尚有系統，頗具連貫性。Effective, but not clear, precise or fluent enough; Systematically structured and fairly coherent	低效能，不清楚，有顯著的表達問題；結構鬆散，欠連貫性。Minimally effective, unclear, substantial problems with expression; Loosely structured and incoherent

附加項目：通用預期學習成果 - 解決問題能力和倫理決策之級別標準 Level Descriptors for additional items: GILOs of Problem Solving Skills and Ethical Decision Making

Additional Items 附加項目	4	3	2	1	0
GILO 1: 解決問題能力 Problem Solving Skills 1. Student teacher demonstrates the ability to use pedagogical content knowledge in planning and developing teaching strategies and learning materials for students' learning.	*非常有效運用 教學內容的知識，來 批判地 識別學生的學習需求/問題，並考慮 多種 背景因素，規劃教學策略和學習材料，以 提高 學生的學習水平。 Demonstrates very effective use of pedagogical content knowledge to critically identify students' learning needs/problems taking into consideration multiple contextual factors and to plan teaching strategies and learning materials to maximise students' learning.	*有效地 運用教學內容的知識，來識別學生的學習需求/問題，並考慮 相關 背景因素，規劃教學策略和學習材料以 支持 學生的學習。 Demonstrates effective use of pedagogical content knowledge to identify students' learning needs/problems taking into consideration relevant contextual factors and to plan teaching strategies and learning materials to support students' learning.	*尚為適當地運用 教學內容的知識，來識別學生的學習需求/問題，並考慮一些背景因素，規劃教學策略和學習材料，以 支持 學生的學習。 Demonstrates satisfactory use of pedagogical content knowledge to identify students' learning needs/problems taking into consideration contextual factors and to plan teaching strategies and learning materials to support students' learning.	*能基本地運用 教學內容的知識，來識別學生的學習需求/問題，並為學生的學習規劃教學策略和學習材料。 Demonstrates basic ability in using pedagogical content knowledge to identify students' learning needs/problems and to plan teaching strategies and learning materials for students' learning.	*有限地/未能運用 教學內容的知識，來識別學生的學習需求/問題，並為學生的學習規劃教學策略和學習材料。 Demonstrates limited/no use of pedagogical content knowledge in identifying students' learning needs/problems and planning teaching strategies and learning materials for students' learning.
GILO 1: 解決問題能力 Problem Solving Skills 2. a) Student teacher reflects on and evaluates the process and outcomes of his/her own teaching and ethical practices in school for the purpose of continuous professional learning.	*批判及建設性地 審查和評鑑自己教學實施過程的質量和教學成果，並 透徹和深入地 因應 多種 背景因素，提出 完善和具體 的優化教學方案。 Critically and constructively reviews and evaluates the quality of the implementation process and outcomes of his/her own teaching by addressing thoroughly and in-depth multiple contextual factors and proposing thorough and specific plans for improvement.	*準確地 審查和評鑑自己教學實施過程的質量和教學成果，從而因應 多種 背景因素，提出 具體 的優化教學方案。 Accurately reviews and evaluates the quality of the implementation process and outcomes of his/her own teaching by addressing multiple contextual factors and proposing specific plans for improvement.	*足夠地 審查和評鑑自己教學實施過程的質量和教學成果，從而因應 有關 背景因素，提出優化教學方案。 Adequately reviews and evaluates the quality of the implementation process and outcomes of his/her own teaching by addressing relevant contextual factors and proposing adequate plans for improvement.	*審查和評鑑 自己教學實施過程的質量和教學成果，卻未能充分回應背景因素；只能提出 局部的 優化教學方案。 Reviews and evaluates the quality of the implementation process and outcomes of his/her own teaching but without adequately addressing contextual factors; proposes only partial plans for improvement.	*表面地 審查但 未能 評鑑自己教學實施過程的質量和教學成果， 未能 提出優化教學方案。 Superficially reviews but fails to evaluate the quality of the implementation process and outcomes of his/her own teaching, with little/no plans for improvement.
GILO 6: 倫理決策 Ethical decision making 2.b) Student teacher reflects on and evaluates the process and outcomes of his/her own teaching and ethical practices in school for the purpose of continuous professional learning.	#能夠在學校情境中辨識 錯綜複雜 的倫理議題；並從 不同 倫理觀點闡明其影響/後果和以有效的理據陳述個人立場； 貫徹 把學生福祉而非自身利益作優先考慮，並 充分 考慮不同的影響/後果，以展現出 高度 的道德操守。 Recognises complex ethical issues in a school context; is able to state implications from different ethical perspectives and a personal position with an effective defence; displays a high level of ethical integrity by consistently prioritizing students' welfare over self-interest and with full consideration of different implications.	#能夠在學校情境中辨識倫理議題；並從 不同 倫理觀點闡明其影響/後果和以合理的理據陳述個人立場； 適當地 把學生福祉而非自身利益作優先考慮，並考慮到 一些 影響/後果，展現出相當高的道德操守。 Recognises ethical issues in a school context; is able to state implications from different ethical perspectives and a personal position with a reasonable defence; displays a committed level of ethical integrity by prioritizing students' welfare over self-interest as appropriate and with adequate consideration of the implications.	能夠在學校情境中辨識倫理議題；並從倫理觀點闡明其影響/後果和以 相當合理的 理據陳述個人立場；但 可能 會把自身利益凌駕於學生福祉之上，並能考慮到 一些 影響/後果。展現出 適當 的道德操守。 Recognises ethical issues in a school context; is able to state implications from ethical perspectives and a personal position with a fairly reasonable defence; displays a satisfactory level of ethical integrity with some consideration of the implications though self-interest may occasionally be prioritized over students' welfare.	#能夠在學校情境中辨識倫理議題；並闡明一些影響/後果和以 尚可接受 的理據陳述個人立場；在衡量學生福祉和自身利益時，展現出 可接受程度 的道德操守，並能考慮到 一些基本 影響/後果。 Recognises ethical issues in a school context; is able to state some implications and a personal position with an acceptable defence; displays an acceptable level of ethical integrity when prioritizing students' welfare and self-interest, and with some consideration of the basic implications.	#未能/不充分地在學校情境中辨識倫理議題； 未能 從倫理觀點闡明其影響/後果和陳述個人立場；把自身利益凌駕學生福祉，展現 不能接受 的道德操守。 Fail to recognize ethical issues in a school context; may not be able to state ethical implications and/or a personal position with an acceptable defence; displays an unacceptable level of ethical integrity by mainly/only prioritizing self-interest over students' welfare.