

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)                                                                                                                                                                                                                                                                                                                   |
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| <p><b>活動一</b><br/><b>Activity 1</b><br/><b>有關你的實習學校</b><br/>About your BP School</p> <p>及/或<br/>and/or</p> <p><u>活動五 Activity 5</u><br/>自選項目<br/>Optional Activity</p>                                                                                                                                                                            | <p><b>FEILO 1</b></p> <p>學校作為社會文化機構</p> <p>School as a social and cultural institution</p>                                                                       | <p>對學校作為社會及文化機構有<b>全面的理解，從不同角度了解</b>學校如何及為何需要回應本地教育的需求。</p> <p>Develops a <b>comprehensive understanding</b> of the school as a social and cultural institution; <b>recognize how and why</b> the school addressing local educational needs <b>from different perspectives</b>.</p>                                    | <p>對學校作為社會及文化機構有<b>合理的理解，了解</b>學校如何回應本地教育的需求。</p> <p>Develops a <b>reasonable understanding</b> of the school as a social and cultural institution; <b>recognize how</b> the school addressing local educational needs.</p>                                                                                                                  | <p><b>理解</b>學校作為社會及文化機構，需要回應本地教育的需求。</p> <p>Develops a <b>general understanding</b> of the school as a social and cultural institution addressing local educational needs.</p>                                                                                                                                                                     | <p>對學校作為社會及文化機構的<b>理解含糊，甚少關注</b>學校如何回應本地教育的需求。</p> <p>Develops <b>only a vague idea</b> of the school as a social and cultural institution; show <b>little intention of understanding</b> how the school addressing local educational needs.</p>                                                                               |
|                                                                                                                                                                                                                                                                                                                                                   | <p><b>FEILO 2</b></p> <p>學校的辦學理念</p> <p>School’s educational philosophy</p>                                                                                      | <p>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<b>透徹的理解</b>。</p> <p>Demonstrates a <b>thorough understanding</b> of the school’s educational philosophy, goals, policies and practices and the impact on teachers’ professional responsibilities.</p>                                                                             | <p>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<b>充分的理解</b>。</p> <p>Demonstrates a <b>good understanding</b> of the school’s educational philosophy, goals, policies and practices and the impact on teachers’ professional responsibilities.</p>                                                                                                       | <p>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<b>理解</b>。</p> <p>Demonstrates an <b>adequate understanding</b> of the school’s educational philosophy, goals, policies and practices and the impact on teachers’ professional responsibilities.</p>                                                                                                           | <p>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<b>理解不足</b>。</p> <p>Demonstrates <b>insufficient understanding</b> of the school’s educational philosophy, goals, policies and practices and the impact on teachers’ professional responsibilities.</p>                                                                                    |
| <p><b>活動二</b><br/><b>Activity 2</b><br/><b>有關你的學生</b><br/>About Your Students</p> <p>相關活動：<br/>Related Activities:</p> <p><u>活動一 Activity 1</u><br/>有關你的實習學校<br/>About your BP School</p> <p><u>活動三 Activity 3</u><br/>初步反思<br/>Initial Stage of Reflection</p> <p>及/或<br/>and/or</p> <p><u>活動五 Activity 5</u><br/>自選項目<br/>Optional Activity</p> | <p><b>FEILO 3</b></p> <p>照顧學生的個別差異及需要</p> <p>Cater for individual diversified needs of pupils</p>                                                                | <p><b>適當地運用</b>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。</p> <p><b>Appropriately applies</b> 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.</p>                                                       | <p><b>運用</b>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。</p> <p><b>Applies</b> 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.</p>                                                                                              | <p><b>理解</b>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。</p> <p><b>Demonstrates an understanding</b> of learning styles, interests, intelligences and ways to cater for individual differences, diverse needs of his/her students in the learning context.</p>                                                                                               | <p>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<b>理解不足</b>。</p> <p><b>Lack of understanding</b> of learning styles, interests, intelligences to cater for individual differences of his/her students in the learning context.</p>                                                                                                              |
|                                                                                                                                                                                                                                                                                                                                                   | <p><b>FEILO 4</b></p> <p>教師的訓輔角色</p> <p>Teacher’s role of discipline and guidance</p>                                                                            | <p><b>非常理解</b>教師為學生提供關顧的角色，並<b>提供</b>適當的訓育、指導及輔導，以促進學生學習。</p> <p>Shows a <b>strong recognition</b> of the role of teachers in pastoral care for students in schools; and provides <b>appropriate</b> discipline, guidance or counseling to foster his/her students’ learning in classroom and/ or school settings.</p> | <p><b>很理解</b>教師為學生提供關顧的角色，並<b>藉此機會提供</b>適當的訓育、指導及輔導以促進學生學習。</p> <p>Shows a <b>good recognition</b> of the role of teachers in pastoral care for students in schools; and <b>takes opportunities to provide appropriate</b> discipline, guidance or counseling to foster his/her students’ learning in classroom and/ or school settings.</p> | <p><b>理解</b>教師為學生提供關顧的角色，並<b>藉此機會嘗試</b>提供訓育、指導及輔導以促進學生學習。</p> <p>Shows an <b>adequate recognition</b> of the role of teachers in pastoral care for students in schools; and <b>identify opportunities and attempt to provide</b> discipline, guidance or counseling to foster his/her students’ learning in classroom and/ or school settings.</p> | <p><b>未能理解</b>教師為學生提供關顧的角色，<b>甚少</b>提供訓育、指導及輔導以促進學生學習。</p> <p><b>Pays insufficient effort to recognize</b> the roles of teachers in pastoral care for students in schools; and <b>inadequately</b> provides discipline, guidance and counseling to foster his/her students’ learning in classroom and/ or school settings.</p> |
| <p><b>活動三</b><br/><b>Activity 3</b><br/><b>初步反思</b><br/>Initial Stage of Reflection</p> <p>及/或<br/>and/or</p> <p><u>活動五 Activity 5</u><br/>自選項目<br/>Optional Activity</p>                                                                                                                                                                         | <p><b>FEILO 5</b></p> <p>學科知識</p> <p>Subject content knowledge</p>                                                                                               | <p>對學科知識內容、探究鑽研方法、相關理念及技巧有<b>豐富的</b>認識。Displays <b>strong</b> command of content knowledge of the subject(s) assigned to teach.</p>                                                                                                                                                                                    | <p>對學科知識內容、探究鑽研方法、相關理念及技巧有<b>良好的</b>認識。Displays <b>good</b> command of content knowledge of the subject(s) assigned to teach.</p>                                                                                                                                                                                                            | <p>對學科知識內容、探究鑽研方法、相關理念及技巧有<b>足夠的</b>認識。Displays <b>adequate</b> command of content knowledge of the subject(s) assigned to teach.</p>                                                                                                                                                                                                              | <p>未能掌握學科知識內容，對探究鑽研方法、理念及技巧<b>缺乏足夠</b>的理解。</p> <p>Displays <b>limited, insufficient</b> command of content knowledge of the subject(s) assigned to teach.</p>                                                                                                                                                                  |
|                                                                                                                                                                                                                                                                                                                                                   | <p><b>FEILO 6</b></p> <p>學科教學知識</p> <p>Pedagogical content knowledge</p>                                                                                         | <p>針對學科課程的需要，<b>適當地</b>在教學設計、組織及施行上，<b>有效地運用</b>教學內容知識。</p> <p>Demonstrates <b>effective use</b> of pedagogical content knowledge in planning, developing and implementing <b>appropriate</b> aspects of the subject curriculum.</p>                                                                                   | <p>針對學科課程的需要，<b>相應地</b>在教學設計、組織及施行上，<b>適當地運用</b>教學內容知識。</p> <p>Demonstrates <b>appropriate use</b> of pedagogical content knowledge in planning, developing and implementing <b>relevant</b> aspects of the subject curriculum.</p>                                                                                                          | <p>針對學科課程的需要，<b>局部地</b>在教學設計、組織及施行上，<b>嘗試運用</b>教學內容知識。</p> <p>Demonstrates <b>some basic use</b> of pedagogical content knowledge in planning, developing and implementing <b>selected</b> aspects of the subject curriculum.</p>                                                                                                                  | <p><b>未能</b>就學科課程的需要，<b>適當地</b>在教學設計、組織及施行上，<b>運用</b>教學內容知識。</p> <p><b>Unable to incorporate</b> pedagogical content knowledge in planning, developing and implementing <b>appropriate</b> aspects of the curriculum.</p>                                                                                                      |
|                                                                                                                                                                                                                                                                                                                                                   | <p><b>FEILO 7</b></p> <p>教學策略和技巧</p> <p>Teaching strategies and skills</p>                                                                                       | <p><b>有效及創新地運用</b>多元化的教學策略、技巧、教材及科技營造促進學生學習的環境。</p> <p>Employs <b>diversified modes of effective and innovative</b> teaching strategies, skills, materials and technology to create a learning environment to engage his/her students’ active learning.</p>                                                            | <p><b>有效地運用</b>多元化的教學策略、技巧、教材及科技營造促進學生學習的環境。</p> <p>Employs <b>diversified modes of effective</b> teaching strategies, skills, materials and technology to create a learning environment to enhance his/her students’ learning.</p>                                                                                                          | <p><b>運用</b>多元化的教學策略、技巧、教材及科技營造促進學生學習的環境。</p> <p>Employs <b>diversified modes of teaching</b> strategies, skills, materials and technology to create a learning environment to enhance his/her students’ learning.</p>                                                                                                                             | <p><b>嘗試運用</b>一些教學策略、技巧、教材及科技，但<b>未能營造</b>學習環境以促進學生學習。</p> <p><b>Attempts to employ</b> a number of teaching strategies, skills, materials and technology, yet <b>fails to create</b> a learning environment for his/her students’ learning.</p>                                                                               |
|                                                                                                                                                                                                                                                                                                                                                   | <p><b>FEILO 8</b></p> <p>形成性和總結性評估</p> <p>Formative and summative assessment</p>                                                                                 | <p>設計及運用<b>多種有效的</b>形成性和總結性評核工具和方式，給予學生具<b>建設性</b>的反饋，<b>優化</b>教學進程。</p> <p>Designs and applies a <b>variety of effective</b> formative and summative assessment instruments and practices; provide <b>constructive</b> feedback to his/her students; and to <b>refine</b> ongoing teaching.</p>                       | <p>設計及運用<b>多種適當的</b>形成性和總結性評核工具和方式，給予學生<b>有用的</b>反饋，<b>修改</b>教學進程。</p> <p>Designs and applies a <b>variety of appropriate</b> formative and summative assessment instruments and practices; provide <b>helpful</b> feedback to his/her students; and to <b>modify</b> ongoing teaching.</p>                                                  | <p>設計及運用<b>適當的</b>形成性和總結性評核工具和方式，給予學生<b>相關的</b>反饋，及<b>了解</b>教學進程。</p> <p>Designs and applies <b>appropriate</b> formative and summative assessment instruments and practices; provide <b>relevant</b> feedback on his/her students’ learning; and to <b>inform</b> ongoing teaching.</p>                                                           | <p><b>未能</b>設計或運用適當的形成性和總結性評核工具和方式，<b>甚少</b>給予學生有用的反饋，及<b>沒有充份了解</b>教學進程。</p> <p><b>Fails to design or apply inappropriate</b> formative and summative assessment instruments and practices; <b>lack of helpful</b> feedback to his/her students; and <b>without adequately informing</b> ongoing teaching.</p>                |
| <p><b>活動四</b><br/><b>Activity 4</b><br/><b>最後反思</b><br/>Final Stage of Reflection</p> <p>及/或<br/>and/or</p> <p><u>活動五 Activity 5</u><br/>自選項目<br/>Optional Activity</p>                                                                                                                                                                           | <p><b>FEILO 9</b></p> <p>協作關係</p> <p>Cooperative relationships</p>                                                                                               | <p>與同儕及學校支援團隊<b>建立緊密的協作關係，積極參與</b>學校活動。</p> <p>Develops <b>strong</b> cordial and cooperative relationships with peers and school supporting team; <b>actively participates</b> in school activities.</p>                                                                                                              | <p>與同儕及學校支援團隊<b>建立良好的協作關係，積極參與</b>學校活動。</p> <p>Develops <b>good</b> cordial and cooperative relationships with peers and school supporting team; <b>actively participates</b> in school activities.</p>                                                                                                                                      | <p>與同儕及學校支援團隊<b>建立協作關係，參與</b>學校活動。</p> <p>Develops <b>acceptable</b> cordial and cooperative relationships with peers and school supporting team; <b>participates</b> in school activities.</p>                                                                                                                                                    | <p><b>未能</b>與同儕及學校支援團隊建立密切的協作關係，<b>甚少參與</b>學校活動。</p> <p><b>Unable to develop</b> cordial and cooperative relationships with peers and school supporting team; <b>inadequately participates</b> in school activities.</p>                                                                                                       |
|                                                                                                                                                                                                                                                                                                                                                   | <p><b>FEILO 10</b></p> <p>評估自己的教學</p> <p>Evaluate his/her own teaching</p>                                                                                       | <p>藉<b>批判及具建設性</b>的檢討和評估個人的教學以進行持續專業學習。</p> <p><b>Critically and constructively</b> reviews and evaluates his/her own teaching for continuous professional learning.</p>                                                                                                                                               | <p>藉<b>綜合的</b>檢討和評估個人的教學以進行持續專業學習。</p> <p><b>Comprehensively</b> reviews and evaluates his/her own teaching for continuous professional learning.</p>                                                                                                                                                                                        | <p>藉<b>充足的</b>檢討和評估個人的教學以進行持續專業學習。</p> <p><b>Adequately</b> reviews and evaluates his/her own teaching for continuous professional learning.</p>                                                                                                                                                                                                   | <p><b>有檢討，但缺乏</b>評估個人的教學以進行持續專業學習。</p> <p><b>Reviews but fails to evaluate</b> his/her own teaching for continuous professional learning.</p>                                                                                                                                                                                  |
| <p><b>表達和組織</b><br/><b>Presentation and Organization</b></p>                                                                                                                                                                                                                                                                                      | <p>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)</p> | <p>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</p>                                                                                                                                                                                               | <p>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</p>                                                                                                                                                                                                                                           | <p>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</p>                                                                                                                                                                                                                | <p>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</p>                                                                                                                                                                                        |