

基于一门本科英语课程的 校本测评开发与运用

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校本测评 主要特征

校本测评主要特征

School-based assessment (SBA) is an assessment which is **embedded** in the teaching and learning process. It has a number of important characteristics which distinguish it from other forms of assessment:

- ✓ It involves the teacher from the beginning to the end: from **planning** the assessment programme, to **identifying** and/or **developing** appropriate assessment tasks right through to **making** the assessment judgments.
- ✓ It allows for the collection of **a number of samples** of student performance over a period of time.
- ✓ It can be **adapted and modified** by the teacher to match the teaching and learning goals of the particular class and students being assessed.
- ✓ It is carried out in **ordinary classrooms**.

校本考试文献综述

- ✓ It is conducted by the **students' own teacher**.
- ✓ It **involves students more actively in the assessment process**, especially if self and/or peer assessment is used in conjunction with teacher assessment.
- ✓ It allows the teacher to give **immediate and constructive feedback** to students.
- ✓ It stimulates **continuous evaluation and adjustment** of the teaching and learning programme.
- ✓ It **complements** other forms of assessment, including external examinations.

(cited in


http://www.hkeaa.edu.hk/doclibrary/sba/hkdse/eng_dvd/sba_definition.html)



校本测评 的理据


校本测试的理据

- ✓ *assessment for learning* , *assessment as learning*
- ✓ standards-referenced assessment
- ✓ linking assessment to teaching
- ✓ content validity



《大学英语教学指南》

“大学英语课程评价涵盖课程体系的各个环节，应综合运用各种评价方法与手段，处理好内部评价与外部评价、形成性评价与终结性评价之间的关系，实现从传统的“对课程结果的终结性评价”向“促进课程发展的形成性评价”转变。”



《大学英语教学指南》

“大学英语教学管理部门应根据大学英语教学 目标和教学要求，结合本校的教学需求和现状，制定并颁布校本考试大纲，实施校本考试。校本考试须重视教学过程中的形成性测试，测试内容紧密结合教学内容...”



北京师范大学 大学英语课程 设置简介

课程类别

大多数
学生

普通班

艺术体育
类学生

艺体班

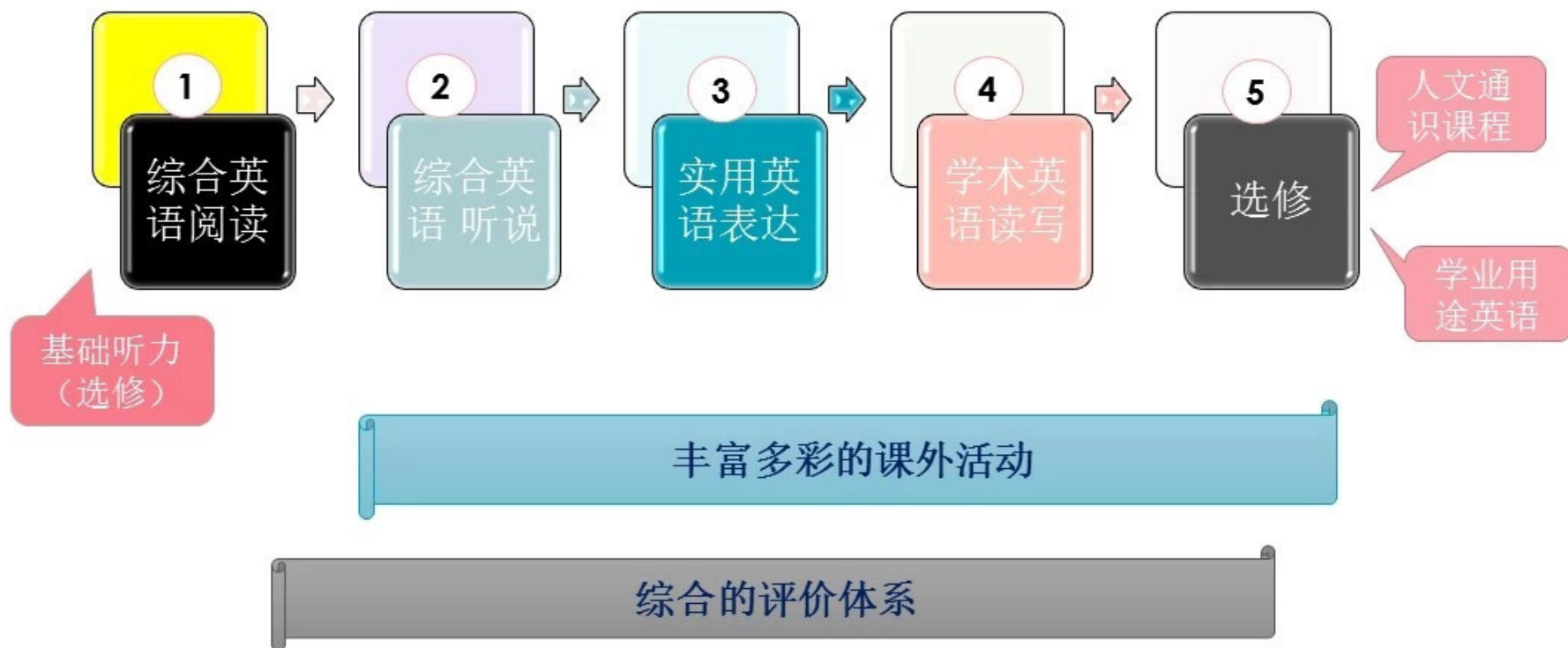
专业拔尖
人才

励耘班

法律经济

瀚德班

普通班





PART

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《综合英语阅读》 校本测评设计

《综合英语阅读》课程目标

内容目标

- (1) 人文修养：人文情怀、历史洞见、国际意识、社会责任
- (2) 科学精神：探究意识、求证意识
- (3) 批判分析：观点表达
- (4) 沟通表达：文化理解
- (5) 自主发展：学习策略、时间管理

能力目标

- (1) 英文文献阅读能力
- (2) 英语日常交流能力
- (3) 英文网络检索能力
- (4) 英语逻辑思维能力

《综合英语阅读》评价体系

课堂作业与课外活动

课堂作业：reading circles (10%)
课外活动：晨读或英语俱乐部 (5%)

A

小组展示

跟踪某个主题，阅读拓展提升，最后
小组展示，10%

B

学业考试

基于课内所学内容，所考即所学，
25%

C

年级水平测试

50%

D

Reading circles



Discussion leader

根据阅读文本设计可供深入讨论的问题，组织小组讨论

Word master

从文中挑选最值得学习的词汇，查阅字典，进行深入地学习，并向组员汇报



Summarizer

撰写文章的概要，在课堂上与同学进行讨论，并改进

Passage person

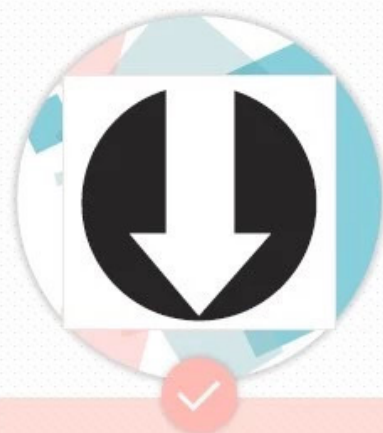
挑选文章最精彩的部分与组员进行品读分享



Reading circles

Connector

找出文章中你感触最深的部分，结合实际进行讨论，与组员分享



Culture collector

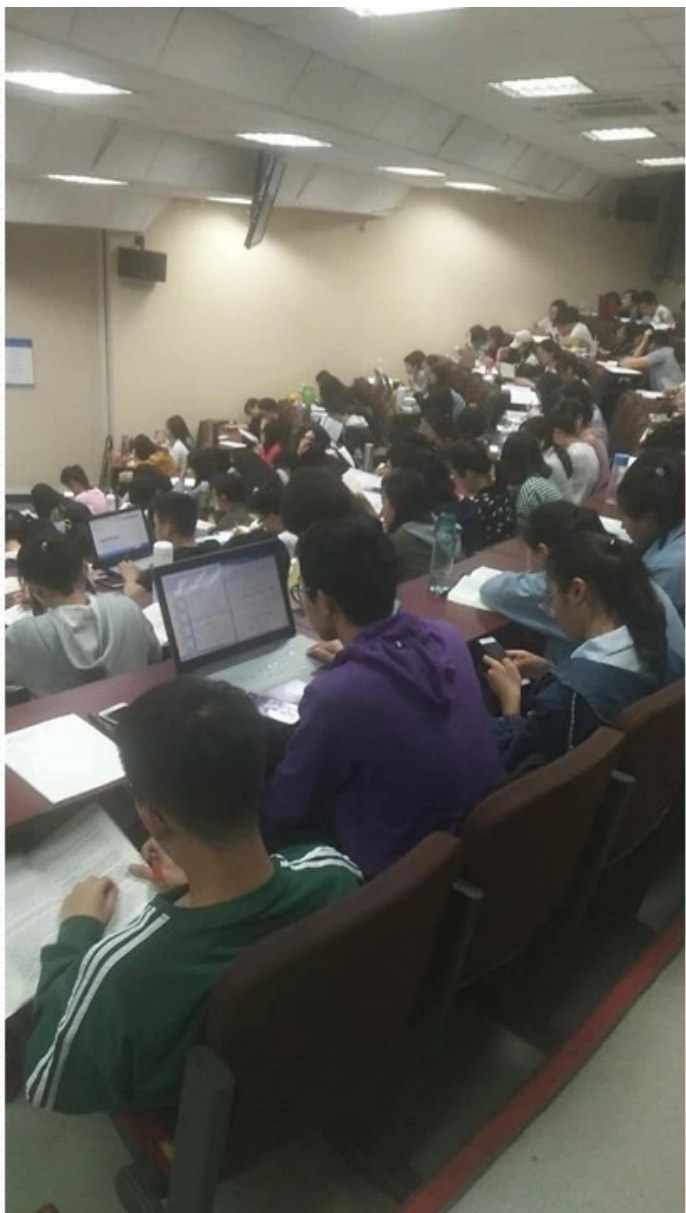
找出文中的文化点，查阅相关文献，进行思辨，然后与组员分享





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| | | | | | | | | | | |
|------|----|----|-----|-----|-----|-----|-----|-----|-----|-----|
| 晨读 | | | | | | | | | | |
| 晚读 | 外文 | 外文 | 外文 | 外文 | 外文 | 外文 | 外文 | 外文 | 外文 | 外文 |
| 俱乐部 | 外文 | 外文 | 外文 | 外文 | 外文 | 外文 | 外文 | 外文 | 外文 | 外文 |
| Week | W8 | W9 | W10 | W11 | W12 | W13 | W14 | W15 | W16 | W17 |
| 英语 | | | | | | | | | | |
| 沙龙 | | | | | | | | | | |

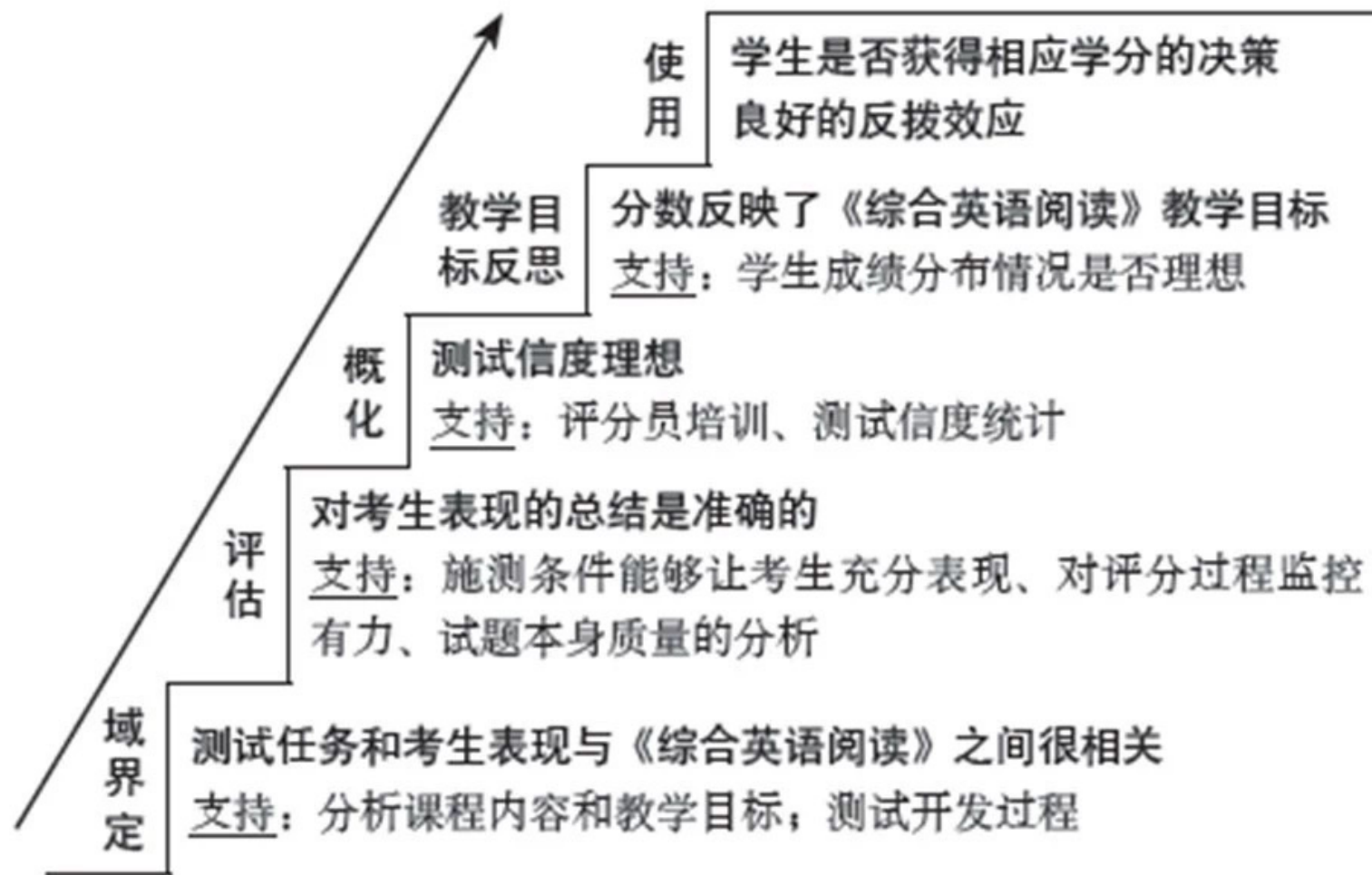




PART

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《综合英语阅读》 校本测评质量监控



参阅Chapelle & Voss, 2014: 1088

质量监控

A

Reading circles与课堂组织紧密结合，
学生在教师指导下完成每项任务

课外活动采取打卡制，计算出席次数

小组展示：学生与教师一起制定
阅读内容，外教指导学生PPT设计，
教师提前公布评分标准

B

C

学业考试设计由课程组长组织，所有
任课教师参与，紧紧依靠教材内容展
开。考查内容包含听力、词汇、翻译
阅卷由教师与助教共同完成，及时反
馈给学生，确保学生查缺补漏，并保
证阅卷失误降到最低

水平考试由年级统一管理，设计考试
大纲和框架，统一命题，并统一阅卷。
采用海云天阅卷系统，确保阅卷信度
高
试后进行数据分析，对教学产生积极
反拨作用

D

表4.1 《综合英语阅读》试卷框架

| 部分 | 形式 | 题型 | 考查内容 | 能力指标 | 分值 |
|------|--------------------------|----|---------------------------|--|--------------|
| 听力理解 | 8个短对话 1个长对话, 共12小题 | 单选 | 日常对话, 语速为每分钟100词左右 | ~能听懂关于日常生活话题的对话, 提取重要细节。 ~能听懂关于日常生活话题的对话, 概括对话大意。 | 12分, 每题1分 |
| | 1个文段, 4 个小题 | 单选 | 关于日常生活话题的论述, 语速为每分钟100词左右 | ~能听懂关于日常生活话题的论述, 理解重要细节, 概括大意。 | 4分, 每题1分 |

(转下表)

更多内容请参阅

郭乙瑶、林敦来, 2016, 《北京师范大学大学英语测试体系建构: 理论与实践》, 北京: 外语教学与研究出版社。



| 部分 | 形式 | 题型 | 考查内容 | 能力指标 | 分值 |
|------|-----------------------|-------------|--------------------------|--|----------------|
| | 2篇新闻, 4个 小题 | 单选 | 关于热门话题的新闻报道, 语速为每分钟95词左右 | ~能听懂关于热门话题的慢速英语新闻报道, 提取重要细节或概括大意; ~能借助常识和语境弥补语言能力的不足。 | 4分, 每题1分 |
| 词汇 | 20个小题 | 单选 | 2500个词汇及课文中学习的词汇 | ~能熟练地掌握新版通用英语单词; ~能借助词典阅读。 | 10分, 每题0.5分 |
| 阅读理解 | 2篇文章, 长度300词左右, 10个小题 | 单选 | 关于日常话题的文段 | ~能读懂关于日常话题的文段, 理解重要细节; ~能读懂关于日常话题的文段, 概括大意; ~能读懂关于日常话题的文段, 做出简单的推断; ~能在语境中借助上下文, 猜出难词的词义。 | 20分, 每题2分 |
| | 1篇文章, 长度800词左右, 5个小题 | 九选五及 判断题 | 普通学术话题的文章 | ~能读懂普通学术话题的文章, 概括文章中各个部分的大意; ~能读懂普通学术话题的文章, 准确理解重要细节。 | 20分, 每题2分 |
| | 1篇文章, 长度600词左右, 10个小题 | 概要填空 | 日常话题或者普通学术话题的文章 | ~能读懂题材熟悉、语言难度中等的英语报刊文章, 对信息进行概括与转换。 | 20分, 每题2分 |
| | 1篇文章, 长度在300词左右, 5个小题 | 简答 | 日常话题或者普通学术话题的文章 | ~能读懂题材熟悉、语言难度中等的文章, 掌握中心大意, 理解主要事实和关键细节, 进行简单推断和评价。 | 10分, 每题2分 |

Martin Luther King was at his best when he was willing to **reshape** the wisdom of many of his intellectual **predecessors**. He **ingeniously harnessed** their ideas to his vision to **advocate** sweeping social change. He believed that his early views on race failed to challenge America fundamentally.

21. **reshape**

- A. to keep sth. for a particular purpose
- B. to send sth. to someone
- C. to get rid of sth.
- D. to change the way that sth. develops

22. **predecessor**

- A. the person who had a position before someone else
- B. a different stance from others
- C. to make up plans for someone else
- D. to take a job over from someone else

Word Master

- A. freely
- B. cleverly
- C. notably
- D. slightly

24. **harness**

- A. make use of
- B. look into
- C. turn away from
- D. come up with

25. **advocate**

- A. indulge in
- B. speak out
- C. make
- D. support

(1) Choose the correct heading for the paragraphs **B**, **C**, **D**, **E** and **F** from the list of headings below. Write the corresponding numbers on the answer sheet.

A. Disadvantages

B. Range of benefits

C. Problems at school

D. Main advantage

E. Overcoming a weakness

F. Influences

G. Introduction

H. Responsibility

I. Parents as teachers

**Summarizer
Passage person**


51. Paragraph B _____

52. Paragraph C _____

53. Paragraph D _____

54. Paragraph E _____

55. Paragraph F _____




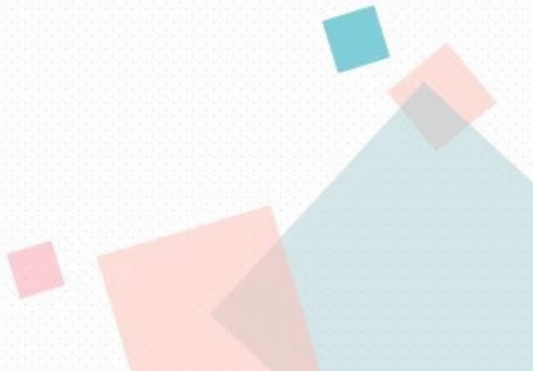
Below is an incomplete summary of the passage you have just read. Fill in the blanks based on your understanding of the passage to complete the summary. You can either use the words from the text or use your own words. Write your answers on the answer sheet.

The narrator is traveling across 61. _____ by motorcycle on 62. _____ morning. The country is very appealing because it is 63. _____. He is happy to be back in this 64. _____ animals again. His son, Chris, who is _____, is not impressed with the bird his dad _____ that the blackbird is interesting to him _____. _____: duck hunting in the marshes in the autumn, walking across the ice and snow in the winter.

The narrator believes travelling on a motorcycle is better than traveling by car, because on a motorcycle you are a 67. _____ rather than a spectator, who can never ignore the experience of traveling. The narrator and his son have 68. _____ plans about their vacation, because it is 69. _____ that interests them more than 70. _____.

Summarizer



- 
- 
71. What does the author mean by “NOBODY divides opinion like Henry Kissinger”?
72. What did Christopher Hitchens think Henry Kissinger should be accused of?
73. How do people think Henry Kissinger should be treated?
74. Which period of Henry Kissinger's life does the first volume of Ferguson's biography focus on?
75. What is the author of this text most likely to continue to write about?

Discussion leader



THANK YOU!

感谢聆听