

第六届

# 英语教学与测评学术研讨会

The Sixth Conference on English as a Foreign Language Teaching and Assessment

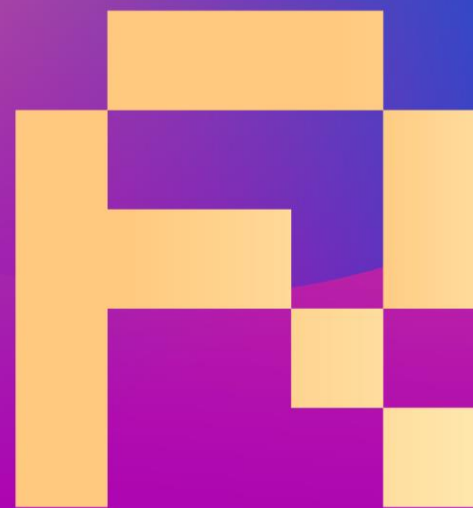
教—学—评：面向学习 面向未来

中国·北京  
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## 基于诊断测评的初中英语阅读能力 培养课例

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01

# 诊断结果分析



分析阶段

## 基于诊断测评的初中英语阅读教学设计前分析

课标

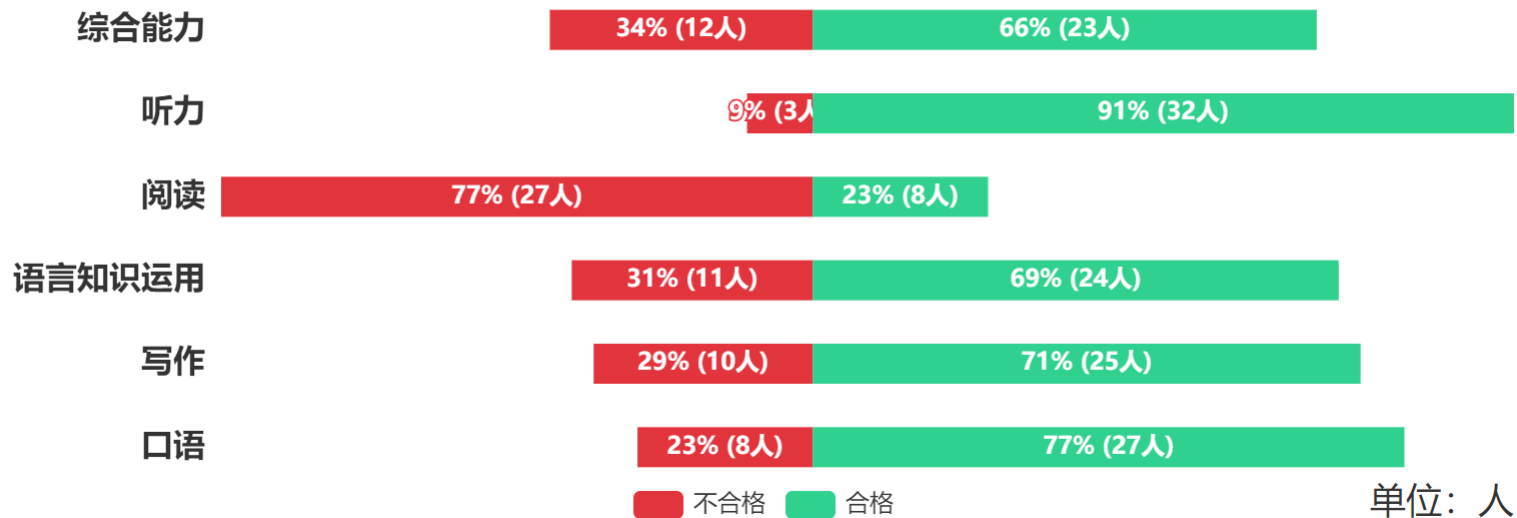
单元

学情

测评报告



### 2. 各测试模块各水平人数分布



分析阶段

基于诊断测评的初中英语阅读教学设计前分析

课标

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测评报告



Problem 1: 在阅读常见的简单应用性材料时，只能识别和提取**部分关键信息**；

Problem 2: 在阅读语言简单的小故事、说明性语篇时，只能获取和理解**少量内容要点**；

Problem 3: 只能理解和推测少量隐含的信息和意义；未能很好地概括语篇大意。



**理解大意  
&  
理解要点**

## 基于诊断测评的初中英语阅读教学设计前分析

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测评报告

Solutions: (理解大意)

- ①在语篇中点拨学生如何**结合标题内容、各个段落大意与标题的联系**，归纳出文章作者用各种手法表达的主要信息；
- ②开展语篇研读，**明确主题意义**，分析语篇传递的意义、挖掘文化内涵。

Solutions: (理解要点)

- ①引导学生留意语篇中的**各种信息**；
- ②确定单元教学主线，对**语篇内容、文体结构、语言特点、作者观点等**进行分析；
- ③关注学生学习过程和效果，提出**不同思维层次的问题**，引导学生独立思考。

分析阶段

基于诊断测评的初中英语阅读教学  
设计前分析

课标

单元

学情

测评报告



学习能力

生活经验

语言基础

情感储备





02

## 基于测评结果的语篇研读

## 基于诊断测评的初中英语阅读教学设计前分析

课标

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学情

测评报告



该语篇的主题语境是人与自然，子主题为“自然生态”主题群下的“热爱与敬畏自然，与自然和谐共生”。

What: 本课语篇选自译林版初中英语八年级上册Unit 6 Birdwatching的Reading版块Zhalong—a special place，讲述了Sandy正在阅读的社会通讯上一篇关于扎龙自然保护区的文章及相关练习，主要包括扎龙自然保护区的概况（含地理特征和生态价值）、栖息在扎龙自然保护区的鸟类生存现状及环境、扎龙自然保护区面临的现实问题以及社会各界采取的措施等部分。

## 基于诊断测评的初中英语阅读教学设计前分析

课标

单元

学情

测评报告



Why: 作者通过扎龙自然保护区的观鸟协会内部通讯稿，使学生明白，扎龙自然保护区做为我国重要的湿地，其生态价值于鸟类而言十分可贵，而目前扎龙保护区面临很多现实问题，虽然社会各界已积极行动起来，采取相关措施，但仍需要更多的支持，因而，本文内容尽管与学生生活有一定的距离，但仍具有教育意义，期待能够很好地激发学生爱护鸟类、尊重自然和保护环境的意识。

## 基于诊断测评的初中英语阅读教学设计前分析

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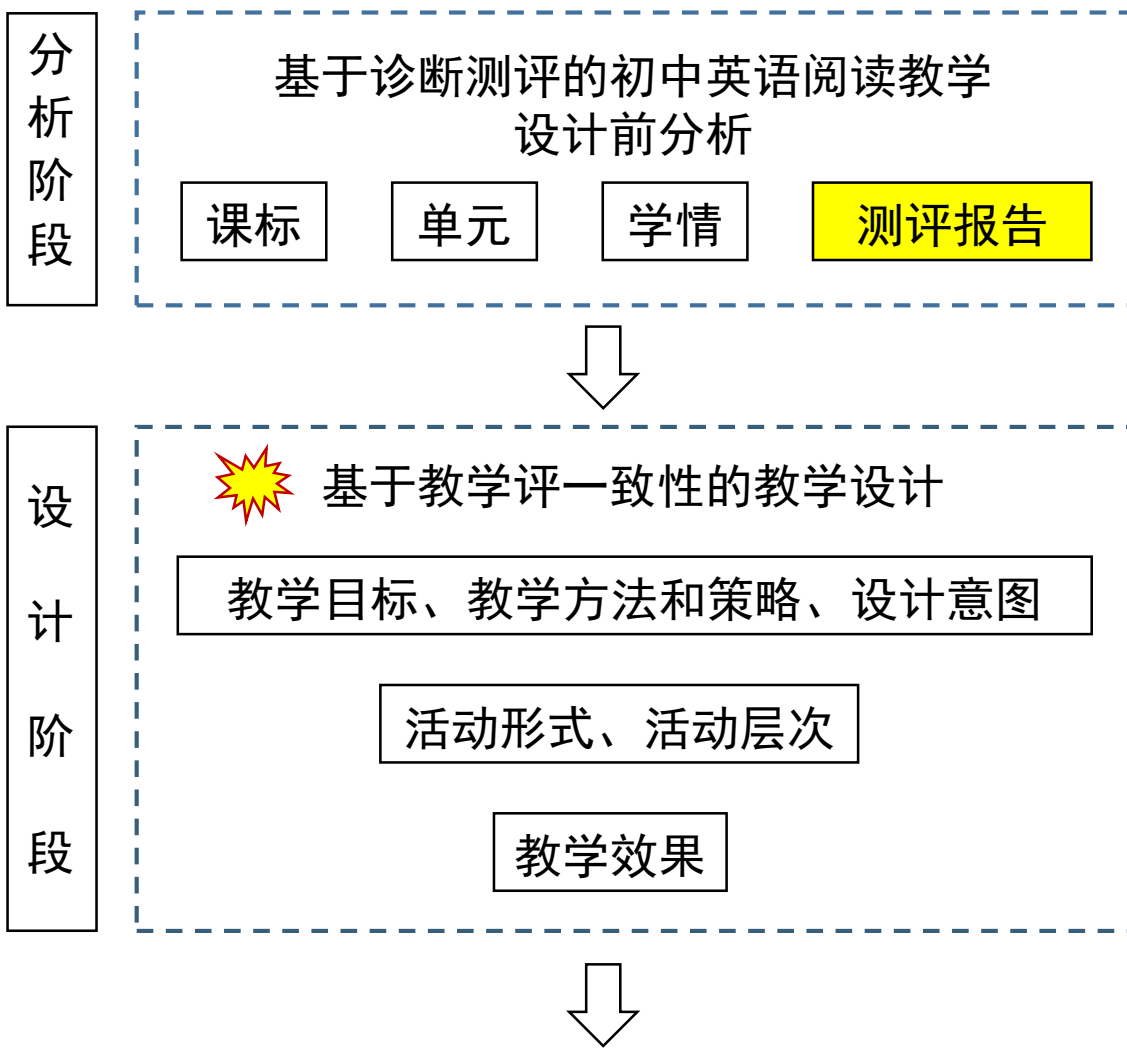
测评报告



How: 语篇类型为简讯 (newsletter), 文本难度适中, 意义表达直接、简洁。通篇使用客观视角第三人称, 使呈现内容更具有客观性和真实性, 连接词while、but、and、so、moreover等能凸显文章内容的逻辑性。同时, 文本使用一般现在时, 表明文章阐述均为客观存在的事实和状态, 从背景信息、到自然保护区面临的问题、再到产生的原因和带来的影响、最后到呼吁各界采取的环保活动, 既列举了问题和措施, 也提出了对未来的展望。

03

# 基于教学评一致性的教学设计



## 教学目标:

1. 获取、梳理扎龙自然保护区的相关信息；
2. 描述扎龙自然保护区面临的实际问题和拟采取的措施，分析湿地环境对人类和动物的重要意义；
3. 提出环保倡议，强化资源意识和环保意识，形成可持续发展观念。

# 活动形式：

Watch a short video about Jingxin Wetland and teach some new words.

Guess what the article is mainly about according to the title.

Introduce what the society newsletter is.

**Jingxin Wetland** /'wetlənd/ n.  
areas of land with wet ground

**fisherman**



Chinese **government** /'gʌvənmənt/  
made it a nature reserve in order to  
**prevent** people from hunting wildlife  
in this area.



Many **tourists** and members of the Birdwatching  
**society** come and watch birds there.  
/sə'saɪəti/

Read and find

Unit 6



**Reading**

**A Birds in Zhalong**

Sandy joined the Birdwatching Society. She is reading an article in the society newsletter. Here is the article.

**Zhalong—a special place**

A newsletter is a kind of paper report including information of the society and is sent regularly to all its members.

**活动层次：**学习理解类（感知与注意）

**设计意图：**基于语篇，导入主题，创设情境，激发学生参与的兴趣，激活学生有关观鸟的表达；通过预测任务引导学生思考，培养学生利用文字、图片、影像等情境线索进行推测生词含义的能力；帮助学生整体感知语篇内容，理解文章主题。

**效果评价：**教师根据学生理解词汇、拼读单词和拓展词汇的情况，发现问题，及时提供帮助。根据学生猜测出的内容合理程度，评价其推理判断阅读信息的能力。

# 活动形式：

Let students read the whole passage quickly and talk about the main idea.

## Para 1

- Read and think: ①What is your impression on Zhalong?  
②What can Zhalong provide for wildlife?

### Read and match

**para 1 Zhalong—a special place**  
Zhalong Nature Reserve is in Heilongjiang Province in North-east China. It is one of the world's most important wetlands. The area provides food and cover for a lot of wildlife. It is a perfect place for some rare birds.

**para 2**  
Many birds live in Zhalong all year round, while some go there only for a short stay. Most birds are active in the daytime, so you can easily watch them there. There are not many cranes left in the world, and 40 per cent of them live in Zhalong.

**para 3**  
Some people want to make the wetlands smaller in order to have more space for farms and buildings. This will lead to less and less space for wildlife. Moreover, fishermen keep fishing there. As a result, the birds do not have enough food to eat. Now the Chinese government has made laws to prevent all these things in Zhalong.

**para 4**  
Once a year, the members of our Birdwatching Society go to study the birds in Zhalong. We record their types and changes in their numbers.



**para 5**  
Every year, a lot of tourists go to Zhalong to watch the birds. We are now inviting them to help us. We need more people to count and describe the birds. We hope this will help people understand the importance of the wetlands.

### Read and answer

para 1

What is your impression on Zhalong?

Zhalong Nature Reserve /prə'vaɪd/ provide ? for a lot of wildlife.



About birds in Zhalong

What the Birdwatching Society members do

More people can help count and describe the birds

Birds in Zhalong are in danger

About Zhalong Nature Reserve

活动层次：学习理解类  
(获取与梳理、概括与整合)

设计意图：深入语篇，引导学生提取、概括语篇关键信息，培养学生归纳总结段落大意的能力。



# 活动形式：

Para 2

- ① Talk about birds in Zhalong
- ② Watch a short video about cranes

*Extension: How did the writer show cranes are rare birds?*

Read and answer para 2

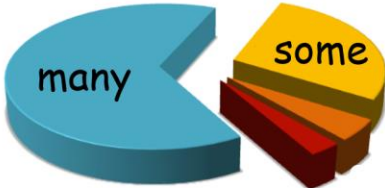
live there all year round


active in the daytime

many

some

go there only for a short stay




 Zhalong is special because \_\_\_\_\_?

Read and think para 2

There are not many cranes left in the world, and 40 per cent of them live in Zhalong.

use data/number

rare birds



设计意图：启发学生思考文本写作特点，帮助理解关键要点信息。

# 活动形式：

Para 3-5

- ① Read and fill a table including problems and results
- ② Find out how to protect wildlife in Zhalong

设计意图：概括整合扎龙自然保护区面临的现实问题、结果以及社会各界采取的措施等部分。


Read and fill para 3


Problems	Key words	Results
Have more <u>space</u> for farms and buildings	<u>lead to</u> →	<u>less</u> and <u>less</u> space for wildlife
Fishermen keep <u>fishing</u> there.	<u>as a result</u> →	Birds don't have <u>enough</u> food to eat.


Wildlife in Zhalong is losing space and food.  
/cover

Read and find para 3-5

**Action**

  
**government**  
●●●●●  
make laws to prevent all these things

  
**members**  
●●●●●  
\*study the birds  
\*record their types and changes in their numbers

  
**tourists**  
●●●●●  
watch the birds  
help to count and describe

By studying birds' types and changes, people can easily find problems and quickly take action.

# 活动形式：

*Extension:*

*Every year, a lot of tourists go to Zhalong to watch the birds.*

*What can they do there besides watching birds? Is it good or bad? Why?*

Think

Every year, **a lot of tourists** go to Zhalong to watch the birds.



- \*help count and describe
- \*let people know more about ...
- \*understand the importance
- \*provide more jobs for people
- \*bring income to local people
- \*...



活动层次：应用实践类  
(分析与判断、内化与运用)

效果评价：教师观察学生讨论时是否能够准确发现相关语言表达，能否联系实际生活完成分析与判断。

# 活动形式：

Group work: Why is Zhalong a special place?

Get students to discuss more ways to protect birds in Zhalong.

活动层次：迁移创新类  
(批判与评价)

活动层次：迁移创新类  
(想象与创造)

Conclude

Zhalong—a special place

to the birds

\*provide food and cover for...  
\*a perfect place for ...

to the tourists

\*watch the birds...

to the members of...

\*study the birds...

to everyone

\*understand the importance of...

Discuss

make laws to prevent ...  
make reserves bigger

build more nature reserves

study the birds  
record their types and changes

be a good tourist  
watch birds correctly  
help count and describe

be members of the Birdwatching Society  
plant more trees

encourage people not to hunt or catch birds  
give out leaflets to let more people take action

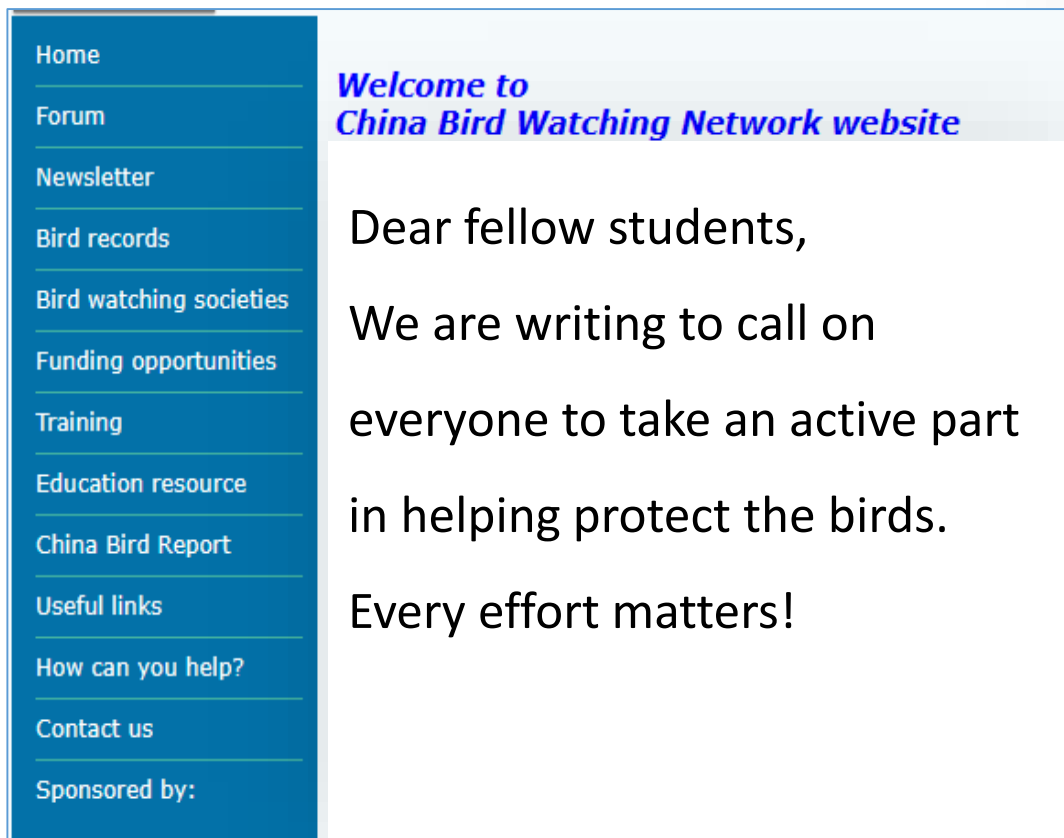
**Many hands make light work!**

效果评价：教师观察学生在语境中能否用核心语言进行问答和交流，根据学生表现予以指导和评价，并在必要时提供学习支架。

## 活动形式：

Get some information from the website.

Work in groups and finish a poster for protecting the birds and then share with classmates.



### 活动层次：

应用实践类（内化与运用）

迁移创新类（想象与创造）

### 设计意图：

超越语篇，帮助学生在迁移的语境中，创造性地运用所学语言，交流湿地的重要性以及自然保护区存在的意义。

### 效果评价：

观察学生小组讨论展示中能否说出具体的保护鸟类的方式，根据需要给予必要指导和反馈。教师根据学生对问题的回应与反馈，引导讨论。

## 活动形式：

Evaluation points	Full marks	Score
<b>Content:</b> 1. talk about problems birds are facing; 2. list some useful action of protecting the birds; 3. call on more people to help;		
<b>Visual effect</b> （视觉效果） E.g. illustrations（插图）		
<b>Creative features</b>		

# 活动形式：

## Homework

### You have to do the following:

1. Read the article clearly and fluently.
2. Search <http://www.chinabirdnet.org/> for more information about birdwathcing in China.

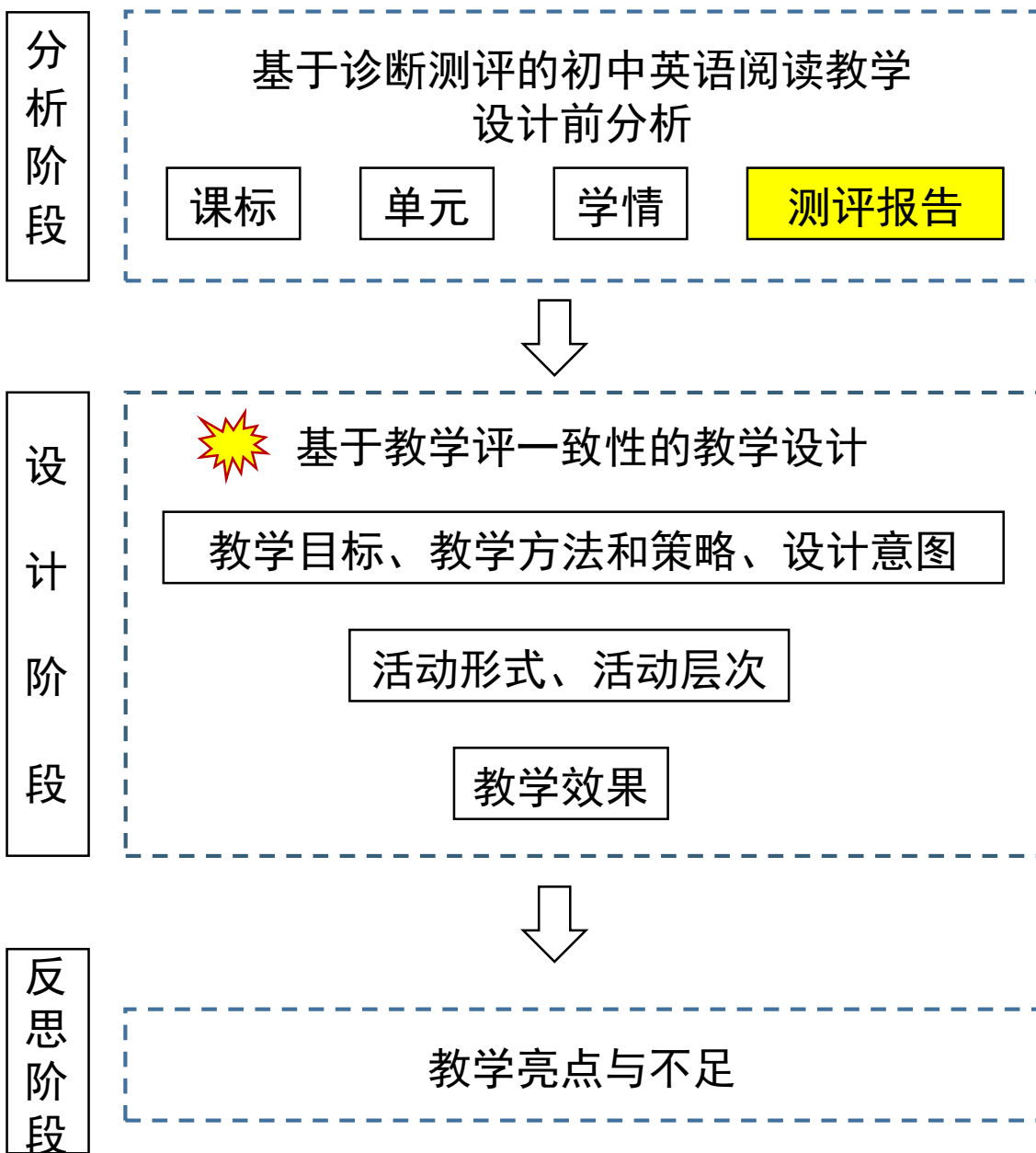
### You can try to do the following:

Finish a poster for protecting birds and share it online.

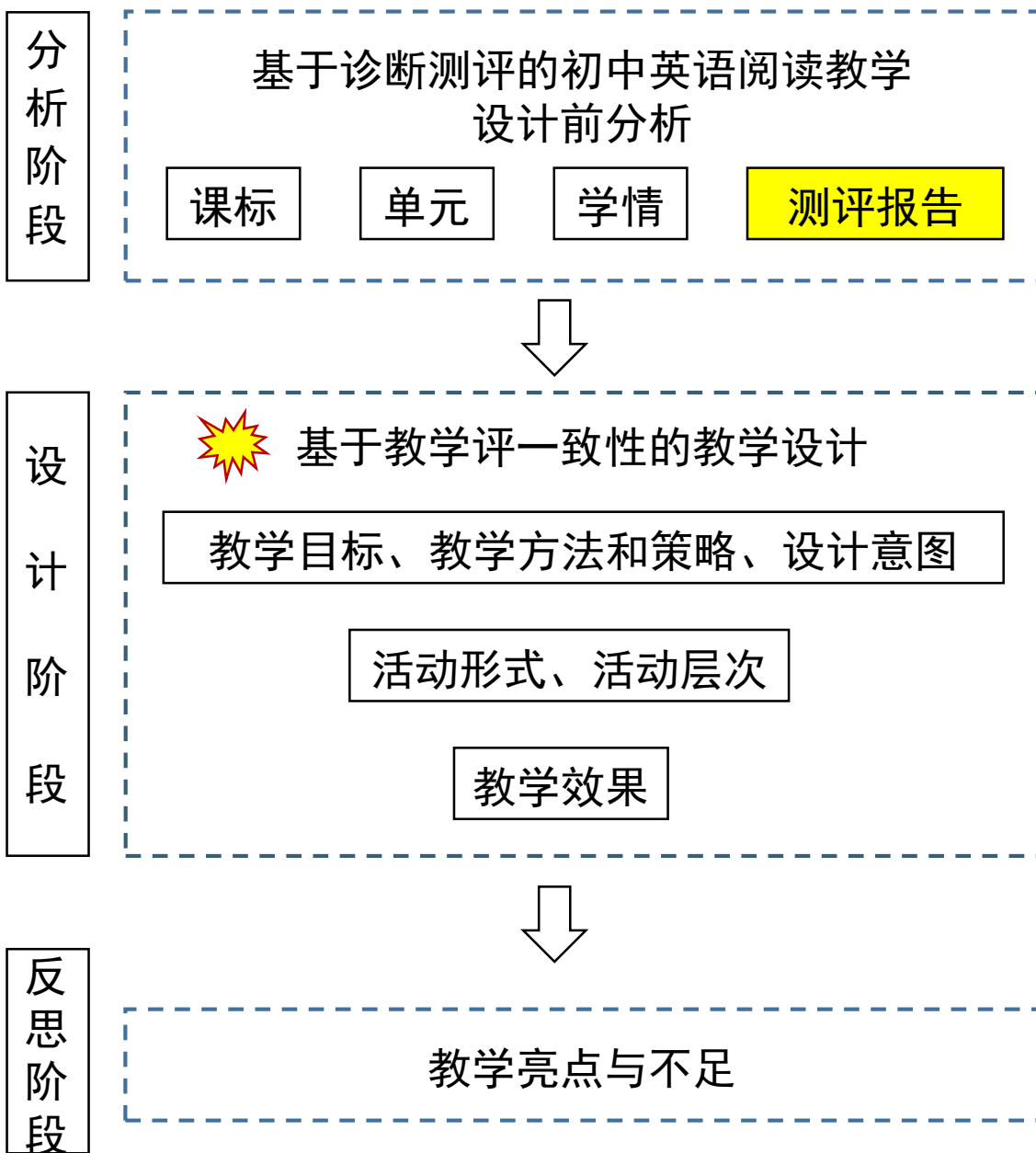
04

# 教学反思

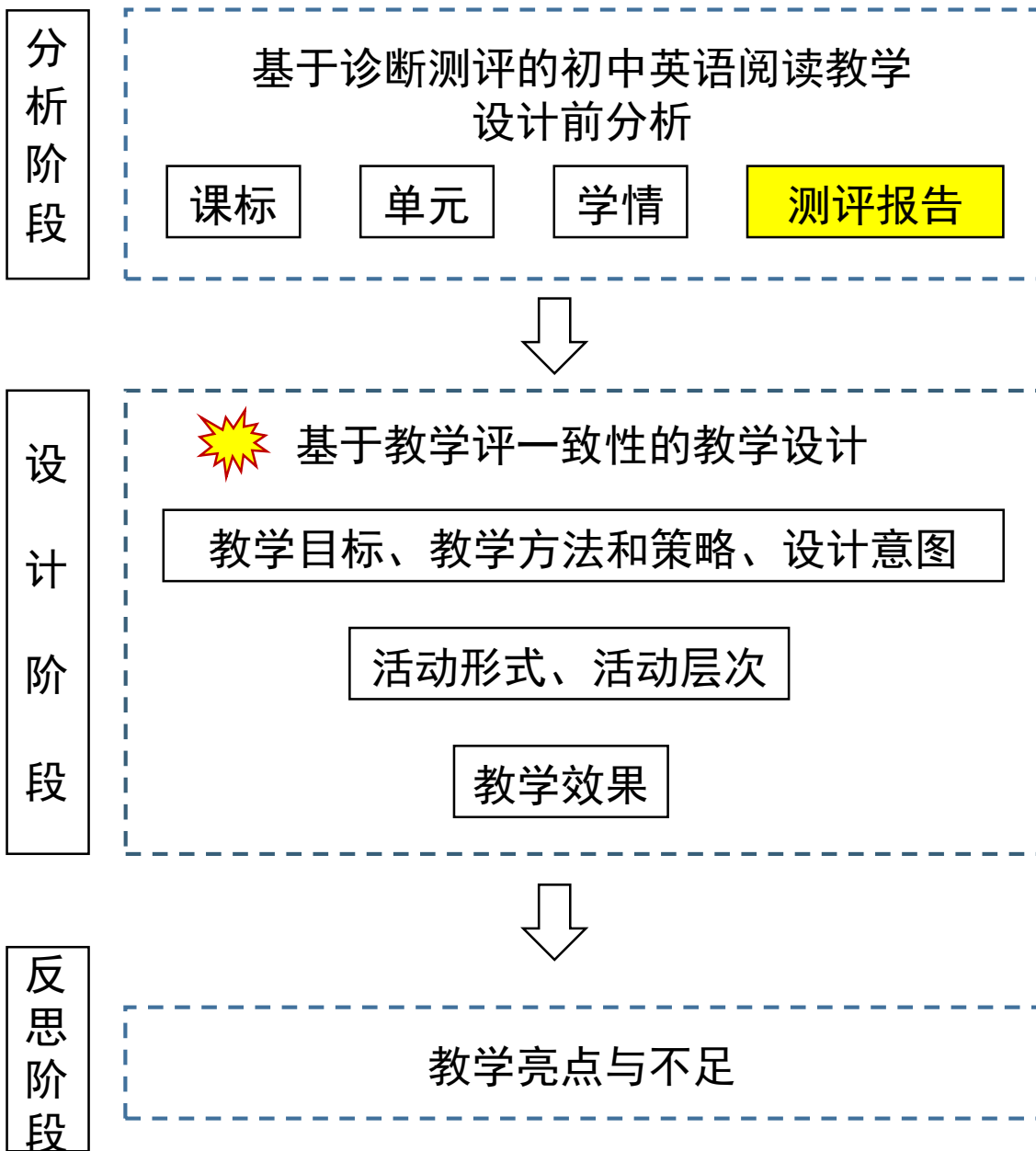




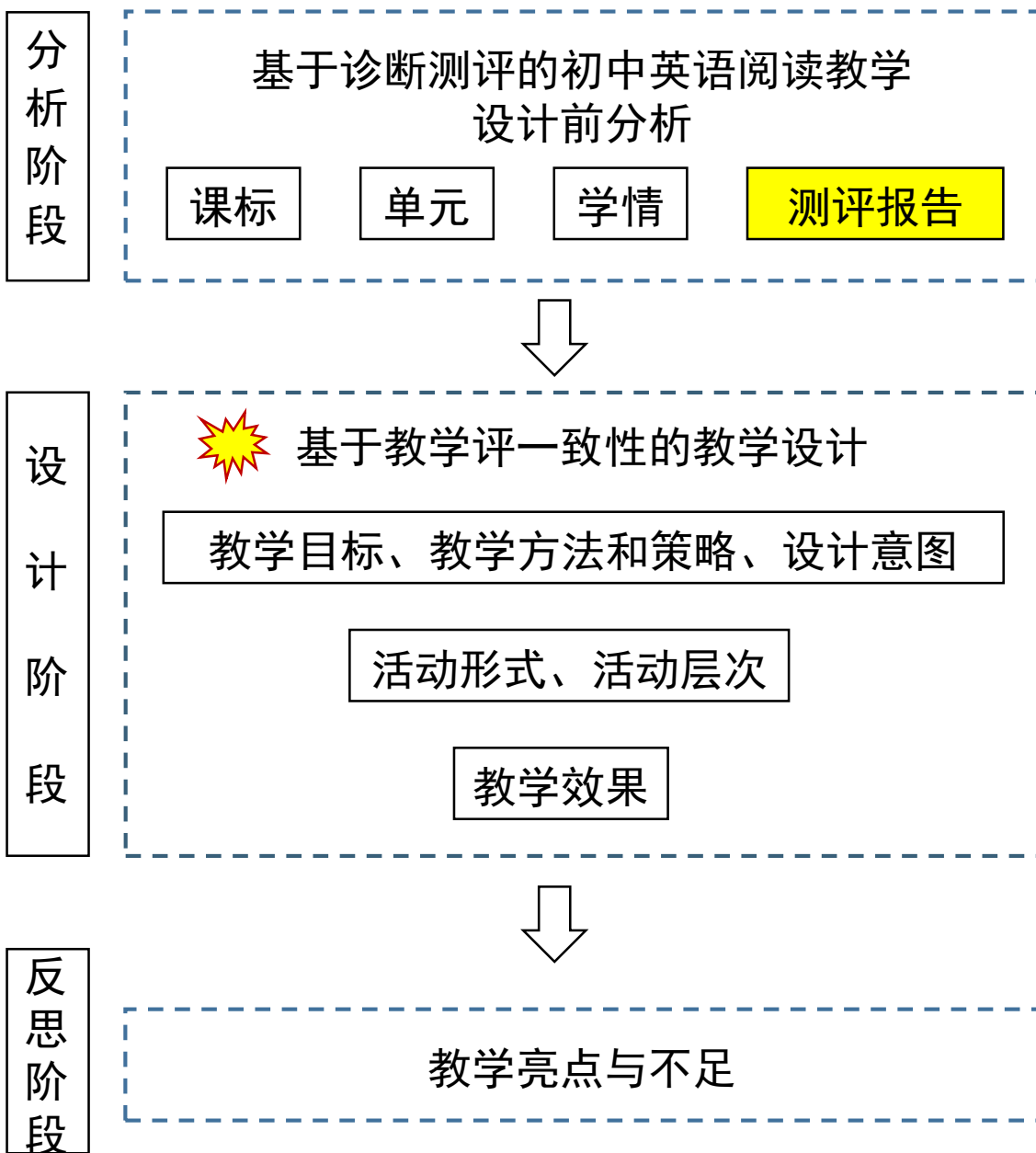
- 1、目标明确
- 2、主线清晰
- 3、关注教学过程



首先，在本节课的导入部分，学生们观看了一段有关敬信湿地的介绍，并与我进行简单对话，描述视频内容，导入生词后再进入课文学习。但是，在课后我发现这段视频的价值没有得到充分挖掘，仅作为视觉直观上的吸引学生兴趣，其实，视频里保护区水土丰沛、环境优美的画面，可以帮助学生通过“看”的方式，提前感知湿地和自然保护区存在的意义。



再者，本节课进入正式阅读前，我引导学生阅读文章导读部分，并解释了newsletter这一新学的体裁，但并未对该体裁特点进行细致的分析，也没有在后续文本解读中深入解读写作特点。在对各段落进行概括与梳理时，问题较为零碎，没有从整体的角度感知语篇内容，关联不够紧密。



在测评系统大数据分析技术的支持下，教师应当充分发挥教学评价的激励、诊断、强化、示范功能，也许基于测评系统大数据，我们可以开展对学生的动态解读，制定以提升学生学科核心素养及薄弱点为目的的教学目标，设计以教学目标为依据的教学活动和教学评价，同时也包括作业的设计与评价，这样才能有效达成教学评一致性。有了测评系统的支持，教学评工作更应该形成合力，开启良性循环。

谢谢！

