5. Assessing Students' Learning

評估學生的學習

1. DESIGNING AND ADMINISTERING TESTS（設計與實施測驗）

2.GRADING TESTS 評分測驗

3.DESIGNING WRITING ASSIGNMENTS /設計寫作功課

4.GRADING WRITING SSIGNMENTS /評分寫作功課

Ideas regarding evaluating students, from test design to final grade:

（關於評估學生的方法，從測驗設計到期末成績：）

- Designing and Administering Tests

- Grading Tests

- Designing Writing Assignments

- Grading Writing Assignments

Translation

（·設計與實施測驗
 · 評分測驗
 · 設計寫作功課
 · 評分寫作功課）

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1. DESIGNING AND ADMINISTERING TESTS/設計與實施測驗

(1)Designing Tests/設計測驗

For testing to be as effective and worthwhile for you and your students as possible, consider the exams you'll implement when you're designing a course. If evaluation is considered only in hindsight, it's likely your time will be used ineffectively and students will be discontent with how their learning was assessed.

（為了盡可能的讓測驗對於你及學生都是有效且具有價值的，當你在設計課程時，就必須要想你將可能施行怎樣的測驗。如果評估的方式總是在事後才思考，那麼你很有可能會沒有效率的利用時間，而學生也會對他們被評估所學的方式感到不滿。）

Design tests that will measure the goals you set out to achieve in the course and be clear in your instructions. Walvoord and Anderson recommend teachers ask themselves the following question: "By the end of the course, I want my students to be able to (fill in the blank)." Use your responses to guide assessment design.

（設計的測驗必須要能檢測你所設定的課程目標，而這些目標在教學過程中也要很清楚。Walvoord和Anderson建議老師們問問自己以下的問題：「在課程結束時，我要我的學生能夠（自由填空）。」把你所填空的答案當作是評估設計的指引。）

It's often advantageous to mix types of items (multiple choice, essay, short answer) on a written exam or to mix assessments throughout the course (e.g., a performance component with a written component). Weaknesses connected with one type of item or aspect of students' test taking skills will be minimized. It's also useful to ask how students in the future would be likely to use what they are learning in your course. If they'll be expected to recognize an example

of a phenomenon or category, then give them opportunities to attempt such recognition in your course. If they'll be asked to evaluate the evidence for a claim relevant to your field, then your assignments should give them practice in such evaluation and graded feedback on their skill at it. Be sure that your assignments (both for practice and for grading) engage students in the kind of knowing or understanding that will be useful to them in future courses and in application to real life.

Translation

（在課程中，將各種類型(多選題、寫作、簡短回答)的題目混合在紙筆測驗或綜合評量，通常都是很有助益的，這能使單一測驗的缺點降到最低。而想想學生們在未來將能如何運用那些在你課堂上所學到的東西，對於設計課程目標也會是個有用的參考，如果他們預期要能分辨某種現象或類型的例子，那麼就在課程中給他們能學會分辨的機會。如果他們必須要學會評估與你的領域相關的東西，那麼你所指派給他們的作業就應該要給他們練習的機會，並針對他們的成果給予回饋。你必須確定學生們大致了解你所指派的作業(包含練習用與評分用的作業)對他們未來的課程與真實的生活都是有用的。）

(2)Designing Tests (Continued) /設計測驗

The process of placing a category judgment such as a grade on student work is rarely easy. In some cases, you can simply count the number of factual or simple items done correctly, but understanding measured by a more complex performance will need to be judged. Walvoord and Anderson (1998) outline strategies for grading in a variety of fields, with plenty of examples. They claim that establishing a set of clear criteria ahead of time will make grading easier for the teacher, more consistent across students, and even faster to get done. The key is to think through the range of feedback you want to give (e.g., points from 1 to 10 or letters from A to F) and identify how you would recognize or characterize a performance in each category. What are the strengths of an answer at each level, and what might be missing that would keep it from being in a higher category? What are the habits of mind or the kinds of knowledge demonstrated that characterize various levels of understanding?

Translation

（訂出評判項目的過程通常不是件容易的事，例如幫學生的作業評分。在單純的考題中，你可以很容易的計算出實得的分數；但藉由更複雜的表現來評估其理解的程度則需要鑑定。Walvoord 和Anderson用各種例子，整理出了各種領域評分方式的綱要。他們宣稱，建立一套清楚的評分標準，能夠使老師的評分變得更容易，也能與學生的表現相符，更能讓評分更快速的完成。其中的關鍵在於，你必須先想好你要給的成績範圍(例如一分到十分，或從A到F)，接著界定出在這個範圍內，你將要如何把某種表現分類。此外，每個等級的人數是多少、是否漏掉了哪些屬於較高等級的因素？什麼類型的知識能呈現出不同等級理解？以上都是要列入考量的。）

When you engage in this kind of thinking, your work giving feedback will be less challenging and more efficient. If you then share those criteria with your students, they can learn more clearly what you mean by understanding, and there will be fewer occasions for disagreement about feedback. Ambiguous or unstated criteria are a common cause of conflict and frustration for students. Investing time up front to think through your grading criteria will pay dividends in saved time and hassle later.

Translation

（當你用上述的方式來思考時，給予回饋這項工作似乎就不再那麼困難，而且還能更有效率。若你將這套標準各告訴你的學生，讓他們理解之後，則能更清楚你的評分標準，而這也能讓學生對你給的成績回饋有歧見的情況減少。含糊不清或沒有明確說明的評分標準，往往都是導致學生之間矛盾與受挫的原因。因此，花點時間想想你的成績評分標準，很快的就能節省更多時間，並避免往後的麻煩。）

(3)Administering Tests /實施測驗

Time-limited assessments such as tests or presentations can be very stressful for all concerned. Especially in large classes that play a role in sorting out students' future careers, there can be tension and challenges to academic honesty. Whenever possible, it's best to create testing occasions that avoid some of the tension and potential for abuse. If your tests are mostly at the rote end of the Bloom framework of understanding (see Bloom's Taxonomy), students will perceive that their primary job is to memorize and regurgitate bits of knowledge; these are the kinds of tests that are most amenable to various forms of unacceptable collaboration or information transfer. Whenever possible, include items that ask students to do more than merely memorize. You can

even provide the basic information in the question, but ask students to demonstrate their ability to use intellectual skills to analyze the information given. Items that involve written answers present fewer issues than items with multiple choice formats. Exam items that are more complex in the Bloom framework are not as amenable to academic misconduct. That will relieve your testing situation of some tension due to mistrust and avoid the necessity for maximum security procedures.

Translation

（有時間限制的評量在任何情況下都是很有壓力的，例如測驗或報告。特別是在大型教室中做未來職業相關的整理時，學術上的可信度很容易受到挑戰。因此，無論在什麼時候，進行測驗時要盡可能避免緊張的局勢。如果你的測驗題目幾乎都是死記硬背式的答案，學生會認為他們事前的準備就是反覆記憶每個知識的細節，有很多不同的測驗對於各種難以被接受的共同研究形式和資訊轉換是很有效的，在任何可能的時候，多出一些讓學生不只是需要記憶的題型。你認識可以在題目中提供基本資訊，讓學生藉著使用知識技能去分析題目所提供的資訊，以證明他們的能力。而包含申論的題型所呈現的議題會比多選題來得少。在 Bloom 的概念架構中，測驗的題型要來得複雜許多，能夠減緩在測驗的情境下，因為對環境的不信任所造成的緊張局勢。）

If you decide to use test performances that lend themselves to various forms of misconduct, then you'll need to adopt a more skeptical attitude. There are many sources of practical advice, such as alternating forms and mixing bluebooks. See Davis' (2001) guidelines in Tools for Teaching for more suggestions.

Translation

（如果你決定要使用讓學生容易有各種失常狀況的測驗，那麼你對測驗的結果必須要抱持著保留的態度。另外，還有許多提供具體建議的資源，例如運用交替的形式，或是混合的藍皮書。相關資訊可以看看Davis的教學指導方針以獲得更多教學建議。）

(5)Exam Redesign /重新設計測驗

Ben Eggleston redesigned his introductory ethics tests to avoid simply testing memorization while still making his exams easy to grade.   His tests retained their multiple-choice format but required students to apply knowledge and

definitions instead of simply restating them.

Translation

（Ben Eggleston重新設計了他的介紹性概念測驗，在避免測驗成為單純的記憶測驗的同時，他所設計的測驗依然很容易評分。他的測驗保留了多選題的形式，但要求學生應用他們的知識並進一步釋義，而非簡單的將之重述。）

Unlike questions that test only memorization of definitions, the new questions, which were set up as conversations in which students were asked to choose certain statements that reflected particular ethical positions, require students to apply deeper understandings of concepts to novel situations. The advantages of the conversational format are that the student has to grasp the content rather than merely recall a phrase or expression that he or she could remember from the book or class notes and that they better test the kind of understanding that will serve students well outside the classroom.

Translation

（不像原來的問題只考對定義的記憶，設定為對話內容的新問題，若要選出答案，學生必須真的了解考題中的概念。這種對話形式考題的好處是學生必須要抓住要旨，而非單單只是回憶在課本中或課堂筆記中所記住的某個詞句。此外，這也能測試學生對於知識的理解是否能應用在課堂之外。）

(6)Old Question: 原來的問題

What is the main idea of cultural relativism?

1. Moral beliefs vary from one culture to another.

2. Morality itself (not just moral beliefs) varies from one culture to another.

Translation

文化相對論的主要概念是什麼？
1.道德信仰隨著文化的不同而改變

2.道德本身(不只是道德信仰) 隨著文化的不同而改變）

(7)New Question: 新的問題

In the following dialogue, which of the following statements is incompatible with cultural relativism?

1. Some countries rely heavily on child labor, and would suffer devastating economic consequences if they were forced to give it up.

2. Despite these consequences, the harms to children are too great to ignore. It is wrong of those cultures to force children to work.

For more information, see Professor Eggleston's Course Portfolio.

Translation

（下列的對話中，哪一個不符合文化相對論？
1.有些國家大量的依賴童工，若他們不強迫放棄這麼做，那麼將會遭受毀滅的經濟結果
2.除了這樣的後果之外，對於孩童造成的傷害已經大到無法忽視了。這些強迫孩童工作的國家是不對的。）

(8)Test Drives /練習測驗

Robert Magnan (1990) suggests taking your students on a "test drive" to help them prepare for your exams. When you design a test, save items you decide not to use. Make a practice test with these items along with instructions for the exam, including the percentage or points for each section or exercise, and have students complete this practice test in class.

Translation

（Robert Magnan建議讓學生練習測驗，以幫助他們準備好你的測驗。當你在設計一份測驗時，把決定不使用的題目留下來，利用這些題目來進行測驗練習，並給予一些關於測驗的指導，包含各

個項目所佔的分數百分比，讓學生在課堂內完成這項測驗練習。）

This technique has two advantages: You can test your exams and expose students to instructions. If an exam structure is weak, you can improve it before the exam. If instructions are unclear, you can clarify them.

Translation

（這項技巧有兩個好處：其一是你能夠測試自己的出題，並給予學生相關指導。若測驗的組織不佳，你還能在真正的測驗前做些改進；若發現教學的部分不夠清楚，也還能有時間去釐清它們。）

The test drive should include only a sample of test items. Correct and discuss them as a group. If there are several possible answers, indicate which are better and why. If you've included essays, ask students to list the essential points they think should be included when they answer the essay question, and then evaluate their responses.

Translation

（測驗練習應該只能包含測驗項目的樣本，以小組為單位進行檢討。如果有好幾種可能的答案，則要指出最好答案並解釋原因。若你的題目包含了申論題，那麼要求學生列出他們在回答時所認為應該要涵蓋的基本論點，然後評估他們的回應。）

The key is to use the minimum amount of time to get the maximum benefit for you and your students.

Translation

（總之，關鍵就是利用最少的時間，讓自己和學生都得到最大的成效。）

2.GRADING TESTS /評分測驗

What does it mean to grade? Grading is a context-dependent, complex process

that is at its best when teachers recognize the opportunity it offers to enhance student learning. Walvoord and Anderson (1998) identify four major roles of the grading process:

Translation

（成績的意義是什麼？成績的評定是億種依賴文本的、複雜的過程，它也提供了加強學生學習的機會。Walvoord 和Anderson定義了成績評定的過程所扮演的四個主要角色。）

1. It works as a means of evaluating student learning in relation to course material and goals.

2. It can communicate the level of learning to the students, as well as to employers and others.

3. It functions as a motivation device in that it affects what students focus on in their studies.

4. It helps organize course components by marking transitions between topics and by bringing closure to particular segments of the class.

Translation

（1.它是評估學生的學習與課程目標之間的關聯的方式。

2.它能夠傳達出學生的學習等級，也能讓雇主和其他人了解。

3.它具有引發動機的功能，能夠使學生專注學習。

4.藉著在主題間進行轉換並結束課程中的特定片段，它能協助組織課程要素。）

In order for grading to be as effective and worthwhile to yourself and your students as possible, make sure that you consider the tests you will implement when you are designing the course (see Course Design for more information). Design tests that will measure the concepts and learning that you set out to achieve in the course, allow student input when designing course goals, and be clear in your instructions. Walvoord and Anderson recommend that teachers ask themselves the following question: "By the end of the course, I want my students to be able to (fill in the blank)." Use your responses to guide the

design of your assessments.

（為了讓成績評定對你及學生都有效用並具有價值，你必須確認在你設計課程時，就已經想好之後要做的測驗。設計測驗將是要評估你所設立課程目標是否達成，讓學生也投入設計的課程目標，在教學過程中要很清楚。Walvoord和Anderson建議老師們問問自己以下的問題：「在課程結束時，我要我的學生能夠（自由填空）。」把你所填空的答案當作是評估設計的引導。）

Walvoord and Anderson provide examples from professors of several disciplines:

At the end of Western Civilization [a 100-level general education course for first-year students], I want my students to be able to:

- *Describe basic historical events and people.*

- *Argue as a historian does: Take a position on a debatable historical issue, use historical data as evidence for the position, raise and answer counterarguments.*

（Walvoord和Anderson提供了一些建議：在西方文明化結束之時，我希望我的學生能夠：
- 描述基本的歷史事件以及歷史人物
- 像歷史學家一樣辯論：針對一個具爭議性的歷史事件表示立場，並利用歷史文獻作為證據，回應不同立場的觀點。）

At the end of this math course, I want my students to be able to:

- *Solve [certain kinds] of mathematics problems.*

- *Explain what they're doing as they solve a problem and why they are doing it.*

（在數學課程結束的時候，我希望我的學生能夠：

- 解決特定的數學問題
- 在他們解決問題的過程中，能夠說明自己在做什麼，以及為何那樣做）

If grading is considered only in hindsight, it is likely that your time will be ineffectively used and students will be discontent with how their learning was assessed. For more recommendations for grading tests.

 Translation

如果成績的評定方式總是在事後才思考，那麼你很有可能會沒有效率的利用時間，而學生也會對他們被評估所學的方式感到不滿。

3.DESIGNING WRITING ASSIGNMENTS /設計寫作功課

John C. Bean (2001) states that writing assignments, particularly essay exams, can help students exhibit their mastery of material, synthesize course material, and better understand the goals and direction of the overall course, thus increasing overall retention and understanding of material. He states, "Essay exams send the important pedagogical message that mastering a field means joining its discourse, that is, demonstrating one's ability to mount effective arguments in response to disciplinary problems."

 Translation

（John C. Bean認為，寫作的功課，尤其是申論的考試，能夠讓學生展現出他們對於教材的掌握程度，並讓他們自己整合課程教材，對整個課程的目標與方向有更清楚的了解，進而增進對教材整體上的記憶與理解。他指出：『申論的考試傳達了一個在教學上的重要訊息，那就是掌握某個領域意味著能夠掌握它的論述方式；也就是說，你必須要能在回答問題時表現出自己能掌握有力論點的能力』）

In order for students' writing in assignments and exams to improve, students need to be taught how to write essays. One strategy is to provide students with copies of essays from previous years' classes, without any instructor comments. Have students rank the essays from best to worst, and ask the class to list which factors they think distinguish an A paper from a B, C, and so on. After that, explain your grading criteria and discuss them with the class. In that way, students are more likely to internalize these criteria and apply them to their own work.

Translation

（為了增進學生的在作業與考試中的寫作能力，必須要教他們該怎麼做。有一種策略是給學生一些在過去課堂中的文章，並在不給予任何評論的情況下，要求學生將文章從最好的排到最差的，接著讓同學們列出他們用來判別等級A的文章與等級BC文章的差異因素……等等。最後，向同學們說明你的評分標準，並一起討論。藉著這個方式，學生將更可能會把這些標準內化於自己身上，並實際的應用在寫作上。）

Allowing students to assess previous writing assignments could also be used with a Primary Trait Analysis-designed rubric. With PTA, the teacher determines criteria for each score within the rubric and describes this in a handout given with the assignment or included in the syllabus. Having students work with the rubric to assess another student's work will help them understand the assignment and hopefully aid them in their own work.

Translation

（上述的「讓學生對之前的其他文章進行評價」的方式也可以應用在主要特點分析(PTA)的註解上。藉著分析主要特點，老師可以用註解條目來決定每個成績的標準，並將它們寫在作業的講義或課綱上。讓學生藉著這些決定成績的註解條目去評估其他學生的作業，能夠讓學生更加了解作業的要求，並將它們納入自己的作業中。）

Other ideas for teaching students how to write essay exams include allowing students to practice writing cogent thesis statements in small groups, thus gaining insight and guidance from others, and allowing students to revise an essay, so they receive guidance and learn strategies for future writing

assignments.

Translation

（其他指導學生如何寫考試申論的方式還包括讓他們在小組中以切實性的命題練習寫作，從彼此身上得到洞察力與引導之外，也讓他們能重新修訂自己的文章。這可以讓他們在得到一些能夠應用在未來作業上的技巧與引導。）

Another method for increasing processing of information through the design of in-class essays is including time for pre-writing and synthesis before the essay is given. Some ways to achieve this include providing students with a list of all potential essay questions before the day of the exam, requiring students to create and bring to the exam a crib sheet for each essay question, which they can use to answer the essay questions, or assigning take-home essay exams. All these methods allow students time for deeper critical thinking and organization of their arguments.

Translation

（其他讓藉著課內文章設計以增加學生處理資訊能力的方式還包含了，在考試前給學生事先整合的時間。達到這個目標的方式包括了，在考試知前告訴學生可能出現的申論題清單，要求學生先寫好要關於每個問題的大略參考資訊，在考試回答問題時可以使用，或者是指定回家作答的申論題。這些方式都能讓學生有足夠的時間深入思考，並好好的組織他們的論點）

For course-specific guidance on developing writing assignments, contact the KU Writing Center at 864-2399 or writing@ku.edu.

Translation

（要找更多與寫作功課相關的課程引導，可與的KU大學的寫作中心聯絡。）

When Ruth Ann Atchley began teaching a history of psychology course, she decided to use writing as the primary means of learning. She believed that making the course writing-centered would serve two purposes: It would be an

active way for students to encounter the material, and it would give psychology students a chance to improve their writing skills.

Translation

（當Ruth Ann Atchley開始教授關於心理學歷史的課程時，她決定以寫作作為學生學習的主要方式。她相信以寫作為中心的課程可以達到兩個目標：其一，這是一個能讓學生主動接觸教材的方式；其次，這也能讓心理學的學生有機會增進寫作技巧。）

The nature of the course's subject matter requires students to process abstract ideas. Atchley focused on helping students learn to write concise answers to relatively broad questions. She found that if students didn't understand concepts, their writing was vague, flowery or imprecise. Students who deeply understood concepts could write in a clear, comprehensive manner.

Translation

（課程主題的本質需要學生能處理抽象概念。因此，Atchley致力於幫助學生學習在面對各種廣泛的問題時，如何寫出簡單明瞭的答案。她發現如果學生不是真的了解概念，那麼他們寫出來的東西就會是模糊、詞藻華麗但不精確的。而很深入了解概念的學生則是會以清楚、且容易理解的方式來寫作。）

For more information about her work, see Atchley's course portfolio in the KU Portfolio Gallery.

Translation

（若要更多關於Ruth Ann Atchley的資訊，可查詢她的課程資料）

4.GRADING WRITING SSIGNMENTS /評分寫作功課

When you're grading a stack of papers, it's easy to mark mistakes or note negative points and give a grade—nothing more. But a positive word or two

might make a big difference to students. When you need to point out an error, telling students to "Clarify this" may be like telling them to "Be tall"; they might not know how to do what you ask. Consider how you can help students see why they might have made the error, to help them focus their thinking on areas where they need the most work.

Translation

（當你要評分大量的作業時，單單只圈出錯誤或標出不好的地方是很容易的。但是一兩個正面的評語對學生而言卻是有很大的不同。當你指出錯誤時，若只是告訴學生「講清楚」，可能無法讓他們清楚的明白你的要求是什麼。好好想想你可以怎麼幫助學生了解為何他們會犯錯，並幫助他們專注於最需要改進的地方。）

Bean (2001) offers four recommendations for grading essay exams. First, don't look at students' names when you read the exams, or have students write an ID number (*not a Social Security Number*) on the test instead. This way, you'll be able to eliminate grader bias. Second, grade the exam one question at a time, rather than reading the whole exam of each student. This will help with grading reliability.

Translation

（Bean提供了四個關於申論題的評分建議。首先，在你閱卷時不要先看學生的名字，或是讓學生在考卷上只留下學號。這可以讓你在評分時去除可能的成見。其次，一次只改一個問題，而不是一次看完一個學生的整份試卷。這能讓你的評分更可靠。）

The third recommendation Bean provides is to shuffle the exams after you complete each question so that you read them in a different order. Record scores in such a way that you don't know what a student received on Question 1 when you grade Question 2. Finally, if time permits, you should skim a random sample of exams before you make initial decisions about grades. Your goal is to establish anchor papers that represent prototype A, B, and C grades. Then, when you come to a difficult essay, ask yourself, "Is this better or worse than my prototype B or C?"

Translation

（第三個Bean推薦的方式是在你完成所有命題時，將題目順序重組，這能讓你用不同的次序重新閱讀它們。如果時間允許，在你評定第一個成績之前，應該要先隨機選取樣本瀏覽，這麼作的目的是要建立一個拋物線狀的等級成績標準。之後，在你遇到很難評分的文章是，可以問問自己：「這篇文章的水準是高於或少或我所認定的B或C的評分標準？」）

Instead of using anchor papers to determine grades, you may find it beneficial to use a scoring rubric to grade essays and papers through Primary Trait Analysis (PTA). Developing a PTA scale requires <u>four steps</u>.

 Translation

（若不使用拋物線分布去決定成績，你也許可以發現，藉著主要特性分析(PTA)的註解條目的評分方式也是很有用的。若要建立一個主要特性分析(PTA)的標準，需要透過四個步驟。）

The advantage of using rubrics or PTA is that, rather than writing out extensive comments, you score the essay or assignment using the rubric, making this an efficient way of grading. Students can refer to the rubric when writing the assignment, as well as use their scored rubric to examine their work's strengths and weaknesses. This method also increases inter-grader reliability when multiple individuals grade assignments. See Walvoord and Anderson's *Effective Grading* (1998) for an in-depth discussion of PTA.

 Translation

（使用主要特性分析(PTA)的優點是，你不需要寫很多的評語，而是利用已經決定好的各成績範圍的註解條目，使得評分更有效率。學生們在寫作時也能參考這些註解條目，也能自我檢視其作品的優缺點。因為統一的標準，這樣的方式也能使得當評分者不只一位的情況下，所做的評分一樣可靠。關於更多主要特性分析(PTA)的深入討論，可以閱讀Walvoord和Anderson的〈有效的評分〉(*Effective Grading*)。）

Four Steps to Creating a Rubric

1. Choose a test, assignment or group of assignments that you'll evaluate. Clarify your objectives.

2. Identify the criteria or traits that will count in this evaluation. These are usually words or phrases such as "thesis," "use of color," or "use of relevant examples."

3. For each trait, construct a two- to five-point scale. Each point relates to a descriptive statement; e.g. "A 5 thesis is clear and appropriate for the scope of the essay; it neither repeats sources nor states the obvious."

4. Try out the scale with a sample of student work and revise as needed. CTE also has samples of rubrics available.

Translation

設計題目的四個步驟：

1.選擇你所要評估的文本、指定的作業，或指派作業的組別，並釐清你的目標。

2.確定評分的標準以及與此次評估相關的特點，例如特定的論點、寫作方式，或是否使用切題的例子。

3.對於每個特點，先設定好兩分到五分的級別。每一分都與一個描述相關；例如「A5的論點很清楚，而且切合本文主旨，既不是重複別的資料，也不是單純的指出顯而易見的論點。」

4.用學生的作業來測試評分標準，必要的時候進行修正。）

Jorge Pérez's course portfolio contains an excellent example of both a means for developing a rubric and ways to use it effectively. Kim Warren's course portfolio also provides an excellent example of a rubric. You can find them both in the CTE Portfolio Gallery (see link at left).

Translation

（Jorge Pérez的課程公事包(course portfolio)包含有極佳的範例,針對設計題目以及如何有效的使用它；而Kim Warren的課程公事包(course portfolio)對於文章的題目也提供了很好的例子。你可以從CTE Portfolio Gallery找到它們。）