

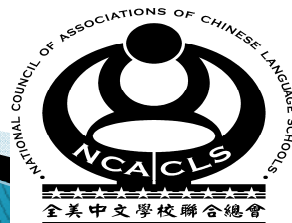


BUILDING A CULTURE OF ASSESSMENT IN A CHINESE SCHOOL

JION LIOU YEN, PH.D.
PEGGY CHIU, ME.
LING-LING FAN, MS.

LEWIS UNIVERSITY
OAKLAND UNIVERSITY
SOUTHERN MICHIGAN CHINESE SCHOOL

NATIONAL COUNCIL OF ASSOCIATIONS OF CHINESE LANGUAGE SCHOOLS



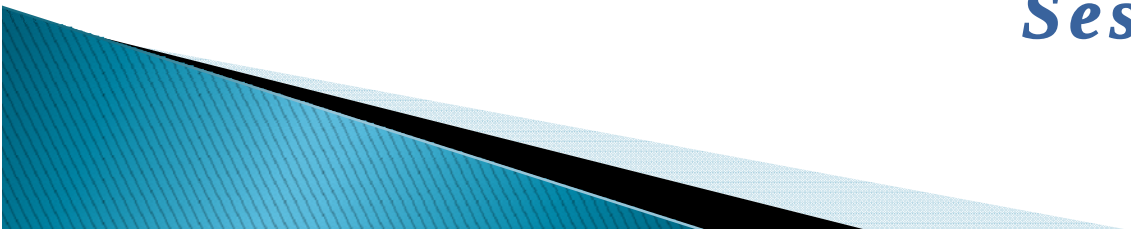
2013 ACTFL Annual Convention, 11/22-11/24, Orlando, Florida

Building a Culture of Assessment

The participants should be able to:

- (1) Gain knowledge in developing strategies for increasing stakeholder engagement
- (2) Understand the process of deciding measures and selecting assessment tools
- (3) Learn how to use data to drive instructional changes.

Session Objectives



Chinese Schools: Snapshot

- Parent-run weekend schools
- Preserve Chinese language and culture
- Close tie with Chinese community
- Operate independently of the public school system
- Grassroots efforts in promoting Chinese language teaching and learning within and beyond local communities



Chinese Schools: Our Challenges

- Losing enrollment to the mainstream Chinese programs
- Lack of teaching expertise to teach diverse student bodies with various language backgrounds
- Teacher-centered approach to teaching
- Lack of systematic ways in assessing student learning



Chinese Schools: Our Challenges



- **Tells a more convincing story about how we help students learn**

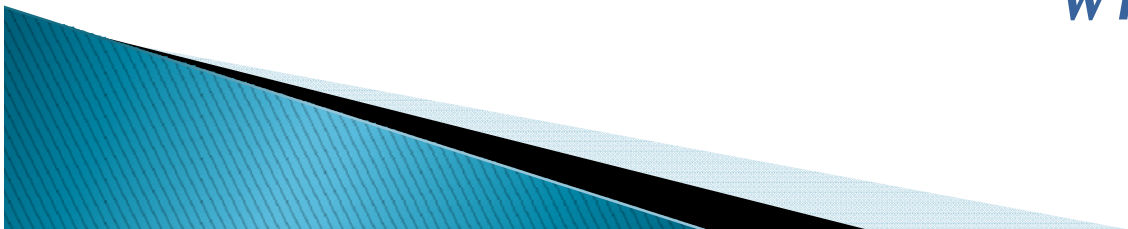
Collects data to inform and improve student learning

Why Assessment?

- **Understand what students know, what they can do, and what they value**

A process to **systematically** collect feedback to support teaching and learning

What is Assessment?



Reinventing the Curriculum

- Get 'buy-in' from stakeholders (e.g. students, teachers, and parents)
- Bridge the gap between the national standards and desired competencies/ learning outcomes
- Decide measures and selecting assessment tools
- Use assessment data to drive the improvement process



Building a Culture of Assessment

Reinventing the Curriculum



**STANDARDS
FOR
FOREIGN
LANGUAGE
LEARNING**
Preparing for the 21st Century

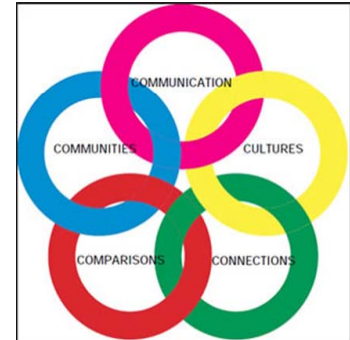


**STANDARDS & BENCHMARKS
WORLD LANGUAGE**

External Alignment



Michigan World Language Standards/Standards for Foreign Language Learning		
1 Communication		Communicate in Languages Other Than English
	1.1	Interpersonal Communication: Students engage in conversations, provide and obtain information, express feelings and emotions and exchange opinions.
	1.2	Interpretive Communication: Students understand and interpret written and spoken language on a variety of topics.
	1.3	Presentational Communication: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
2 Cultures		Gain Knowledge and Understanding of Other Cultures
	2.1	Practices and Perspectives: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
	2.2	Products and Perspectives: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.
3 Connections		Connect with other Disciplines and Acquire Information
	3.1	Knowledge: Students reinforce and further their knowledge of other disciplines through the world language.
	3.2	Point of View: Students acquire information and recognize the distinctive viewpoints that are only available through the world language and its cultures.
4 Comparisons		Develop Insight into the Nature of Language and Culture
	4.1	Comparing Languages: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
	4.2	Comparing Cultures: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
5 Communities		Participate in Multilingual Communities at Home and Around the World
	5.1	Use of Language: Students use the language both within and beyond the school setting.
	5.2	Personal Enrichment: Students show evidence of becoming life-long learners by using the language to pursue a variety of personal enrichment.



External Alignment: Standards

Context: World Language Standards and Benchmarks				
Unit of Study		Proficiency Level		
		N	M	A
Myself, family and friends	• family members, family relationships, personal characteristics (size, hair color, country of origin and nationality, character and personality traits), and pets	✓	✓	✓
	• family activities, daily routines, chores and household tasks	✓	✓	✓
	• personal possessions: toys, games, electronics, clothing	✓	✓	✓
	(color, numbers, size, fabric, style, features)			
	• leisure activities: sports, hobbies, pastimes, television shows, movies, music, <u>graphic arts</u>	✓	✓	✓
	• foods and beverages: typical breakfast, lunch, snack, and dinner foods, regional specialties, favorite foods	✓	✓	✓
	• body parts, illness, injuries, and treatments, food choices, diets, health behaviors, and fitness, healthy practices (exercise preferences, sports, diet and health choices)	✓	✓	✓
My home, school, neighborhood, & community	• rooms and furnishings in a house, table setting	✓	✓	✓
	• recreational, commercial, and government buildings	✓	✓	✓
	• stores and shopping	✓	✓	✓
	• transportation	✓	✓	✓
	• school (school supplies, classes, schedules, activities, rules, routines)	✓	✓	✓
	• careers (professions, employment, future plans)	✓	✓	✓
	• community services	✓	✓	✓
My country and the world	• days, dates, months, seasons, and weather patterns	✓	✓	✓
	• geographical features and land forms, neighboring regions and countries	✓	✓	✓
	• holidays, ceremonies, and festivals, sites of interest, travel	✓	✓	✓
	• nature, ecosystems, and living things (plants, animals)			✓
	• the arts (music, sculpture, architecture, film, literature, visual arts)			✓
	• government and political systems			✓
	• current events and public issues			✓
	• beliefs and values			✓

External Alignment: Context

Description of Proficiency Levels for K-12 Learners in Michigan

	Novice High (Students have met the minimum two-credit graduation requirement.)	Intermediate Low and Intermediate Mid (Students can meet all expectations at the Novice High level and the following.)	Pre-Advanced (Students can meet all expectations at the Intermediate Low and Intermediate Mid levels and the following.)
Functions	Effectively carry out everyday social and survival tasks that present no complications	Effectively carry out everyday social and survival tasks that may present complications	Effectively carry out tasks that present complications and require negotiation of meaning
Contexts	Effectively communicate about familiar topics related to self, home, family, friends, neighborhood, school, community, professions, and environment	Effectively communicate about topics beyond self and home; developing ability to communicate about topics related to work, current events, and issues of personal and public interest	Effectively communicate about topics related to work, current, public, and personal interest; developing the ability to communicate about unfamiliar topics
Time Frames	Communicate about present and future events; reports series of isolated events in the past	Communicate consistently about present and future events; communicates inconsistently about past events	Can generally narrate and describe in past, present, and future time
Levels of Discourse	Communicate in sentence-length discourse recombining and reformulating learned phrases	Communicate in sentences and short paragraphs	Communicate in connected, paragraph length discourse
Comprehensibility and Accuracy	Are understood primarily by native speakers who are very accustomed to interacting with language learners	Are consistently understood by native speakers accustomed to interacting with language learners	Are understood by native speakers who are unaccustomed to interacting with language learners
Comprehension and Accuracy	Can identify the text type, topic, and some significant details of an authentic presentational or interpersonal oral, written, or signed text	Can identify the text type, topic, main ideas and some significant details of an authentic presentational or interpersonal oral, written, or signed text	Can identify and analyze the text type, topic, main ideas, details and other features of an authentic presentational or interpersonal oral, written or signed text

External Alignment: Proficiency Level

Reinventing the Curriculum



2013-2014 SMCS 南密教學計劃, 各年級教學重點, 及各班級學習目標

班級	班級	各年級教學重點	學生學習目標 1	學生學習目標 2	學生學習目標 3	學生學習目標 4	學生學習目標 5
傳統僑校班	學前一班	注音 (讀, 寫, 拼) + 簡易常用國字 (聽, 讀)	熟悉中文日常生活用語	認讀中文數字	認讀注音符號	學會如何運用注音符號與調號正確拼出國字的發音	認讀簡單的常用國字
傳統僑校班	一年一班	注音 + 介紹國字	加強孩子們注音符號的基礎	介紹文字的來源與部首筆順	認識節慶的故事及意義	培養對中文學習的興趣	
傳統僑校班	二年一班	注音 + 國字	藉由帶動唱引起學生學習中文的興趣	加強中文四聲的讀音標準	認識部首、字源	衍生課文學習加入日常生活的運用	
傳統僑校班	三年一班	注音 + 國字 + 部首 + 如何使用字典 + 童詩 + 課外閱讀練習	加強聽說能力。	加強生字的認讀能力。	了解節慶的由來及故事	將中文運用到日常生活中。	
傳統僑校班	四年一班	注音 + 國字 + 量詞 + 筆順 + 課外閱讀	加強注音符號的認讀和使用	增進無注音課文的閱讀	簡單繞口令學習	配合節慶認識文化	
傳統僑校班	五年一班	注音 + 國字 + 字典 + 課外閱讀	成語、歇後語的練習與運用	量詞複習	字謎的趣味	文化與典故	培養閱讀興趣與能力
傳統僑校班	六年一班	注音 + 國字 + 字典 + 課外閱讀 + 介紹拼音	使用流傳全新版華語第六冊教材和複習之前所學, 來學習和加強中文認讀能力。	以節慶文化和傳說故事的介紹, 培養聽力和提高閱讀興趣。	配合教材加入成語、兒歌、唐詩、角色扮演, 增加中文說唱演的情境和學習的趣味性。	介紹漢語拼音, 為之後更高年級將要學習的中文打字, 做準備工作。	春節應景活動猜字謎和新年晚會節目排練。
傳統僑校班	七年一班	注音 + 國字 + 字典 + 課外閱讀 + 使用拼音 + 介紹中文打字	能應用到日常生活, 如能夠搜尋學校通訊錄找到同學、商家聯絡資料	應用SATII聽力學習情境對話能力	AP Chinese - 學習如何以中文表達意見		
傳統僑校班	八年一班	注音 + 國字 + 字典 + 課外閱讀 + 使用拼音 + 使用中文打字	提高上台說中文的能力	增進閱讀中文的樂趣	利用拼音中文打字上網尋找資料		
傳統僑校班	九年一班	注音 + 國字 + 字典 + 課外閱讀 + 使用拼音	養成自行復習課文單字的習慣	熟悉中文工具的使用。	廣泛的閱讀課外資訊	藉由戲劇表演, 增進表達及發音的正確訓練。	
傳統僑校班	十年級一班	流傳第十冊(成語故事), 一千字學華語(會話), 課外閱讀+ 使用拼音/中文打字	能自己編寫講稿於新年晚會與畢業典禮發表	能用簡單的心智圖分析閱讀內容/構思寫作綱要	能藉由練習SAT試題, 增進SAT 中文的應考能力	能利用網路工具與資源製作中文電子海報	
社區華語	Niles 成人入門	視讀pinyin 能力建立, 培養基本句型概念, 基本常用字彙學習	拼音, 發音訓練, 你我的名字	動次片語 練習	菜單, 進餐廳點菜	進餐館點菜	
社區華語	Niles 成人進階	複雜句型練習, 虛字練習	幾樓? 電梯最喜歡	吃過 到過了, 到, 去,	都還要再給一份量詞		
社區華語	Niles 兒童幼齡	視讀pinyin 能力培養, 簡易生活會話用語	數字, 顏色, 書包, 餅乾, 牛奶, 飛機, 校車, 果汁, 吸管, 灑出來, 青蛙躺地上	大, 小, 多, 少, 顏色, 問候, 名字, 聽, 說, 讀, 看, 寫, 煮, 唱歌, 跳舞, 切菜, 拿	秋天來了葉子變顏色黑夜白天長短哥哥姐姐	問候名字物品洗手打開水擦乾手開棧水打哈欠欠睡覺起床了	
社區華語	Niles 兒童進階	簡易生活會話用語訓練, 加強發音訓練, 增進聽解能力, 增加字彙容量	喜歡看課本電視手機在桌上	要點白飯加醬油熱狗烤雞炒蛋蝦仁炒蛋	客人走進餐館看菜單點菜打開錢包刷卡付錢		

SMCS Learning Objectives



Reinventing the Curriculum

班級	學生學習 目標 1	學生學習 目標 2	學生學習 目標 3	學生學習 目標 4	學生學習 目標 5
學前一班	熟悉中文日常生活用語	認讀中文數字	認讀注音符號	學會如何運用注音符號與調號正確拼出國字的發音	認讀簡單的常用國字
一年一班	加強孩子們注音符號的基礎	介紹文字的來源與部首筆順	認識節慶的故事及意義	培養對中文學習的興趣	
二年一班	借由帶動唱引起學生學習中文的興趣	加強中文四聲的讀音標準	認識部首、字源	衍生課文學習加入日常生活的運用	
三年一班	加強聽說能力	加強生字的認讀能力	了解節慶的由來及故事	將中文運用到日常生活中	
四年一班	加強注音符號的認讀和使用	增進無注音課文的閱讀	簡單繞口令學習	配合節慶認識文化	

Conduct mapping to promote collaboration & coherent planning

- Describe instructional strategies/methods
- classroom assessments



Internal Alignment

Reinventing the Curriculum

班級	學生學習 目標 1	學生學習 目標 2	學生學習 目標 3	學生學習 目標 4	學生學習 目標 5
學前一班	熟悉中文日常生活用語	認讀中文數字	認讀注音符號	學會如何運用注音符號與調號正確拼出國字的發音	認讀簡單的常用國字
一年一班	加強孩子們注音符號的基礎	介紹文字的來源與部首筆順	認識節慶的故事及意義	培養對中文學習的興趣	
二年一班	借由帶動唱引起學生學習中文的興趣	加強中文四聲的讀音標準	認識部首、字源	衍生課文學習加入日常生活的運用	
三年一班	加強聽說能力	加強生字的認讀能力	了解節慶的由來及故事	將中文運用到日常生活中	
四年一班	加強注音符號的認讀和使用	增進無注音課文的閱讀	簡單繞口令學習	配合節慶認識文化	

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.

Standard 5.1: Students use the language both within and beyond the school setting.



External Alignment

Chinese Schools: SMCS



- ▶ Southern Michigan Chinese School (SMCS), a non-for-profit community school
- ▶ SMCS's mission—provide a positive and supportive environment for students to learn Chinese language, history and culture.
- ▶ Effectively use technology in teaching and learning to meet the diverse needs of its students.

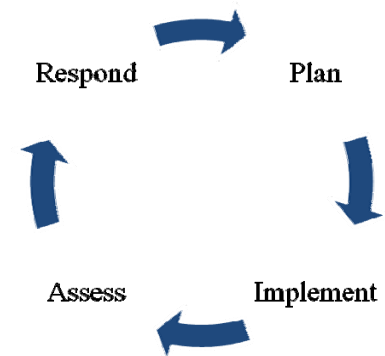


Build a Culture of Assessment



How do we do it?

- Engaged the stakeholders
- Used data to drive the process
 - ✓ Determined assessment measures/instruments
 - ✓ Collected data systematically
 - Both direct & indirect evidence
 - ✓ Developed assessment plan
 - ✓ Timeline
 - ✓ Results sharing sessions
 - ✓ Implemented feedback loop to improve the process



SMCS—Assessment Process

Build a Culture of Assessment

Manageable, Appropriate, Useful



➤ **Direct measures**

Standardized tests

Children Chinese Competence Certification (CCCC)

兒童華語文能力測驗

Test of Chinese as Foreign Language

HSK

SAT II Chinese (Practice Exam)

College Board SAT II Chinese

College Board AP Exam

華語文能力測驗

中國漢語水平 考試

SAT II 中文模擬考

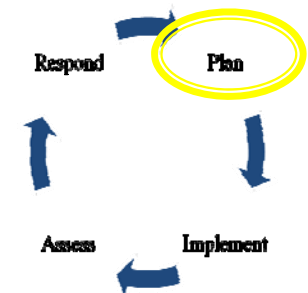
SAT II 中文測驗

中文 AP考試

➤ **Indirect measures**

Interviews

Surveys

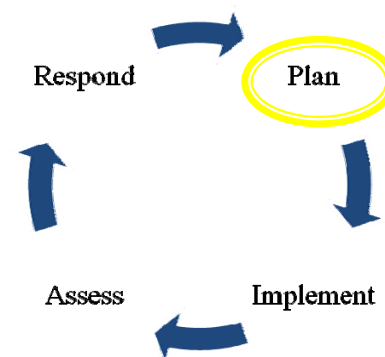


SMCS—Assessment Measures

Build a Culture of Assessment



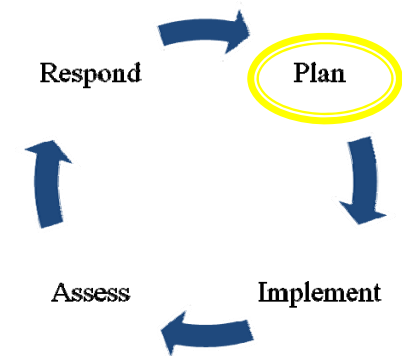
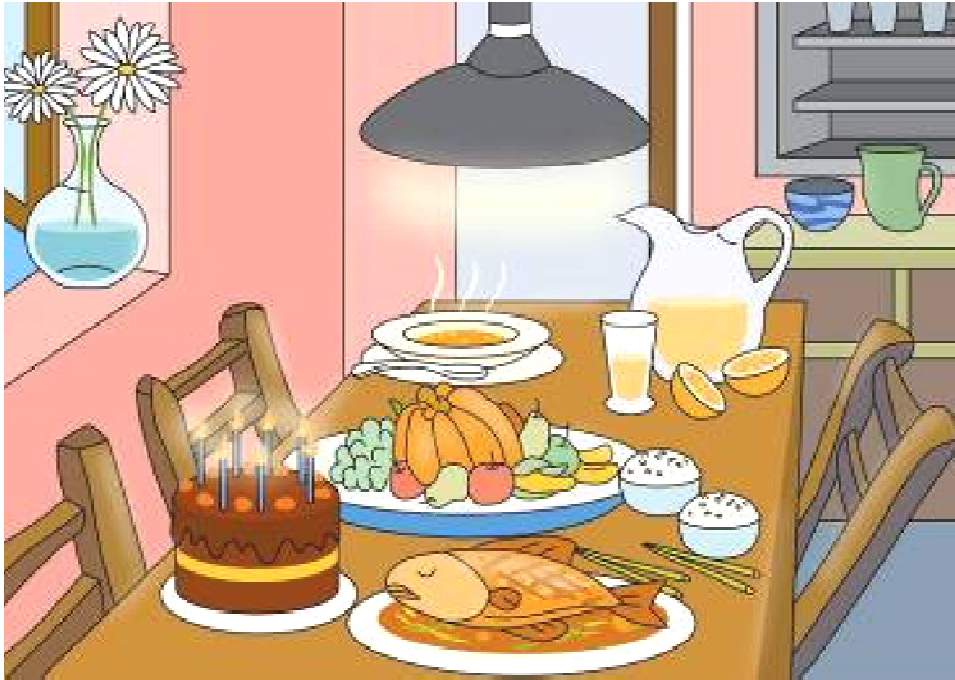
A: 媽媽在做什麼？



(1) kāi chē 開車	
(2) shuì jiào 睡覺	
(3) hē shuǐ 喝水	

SMCS—Assessment Measures

Build a Culture of Assessment



【 】 飯廳裡沒有燈。

【 】 餐桌上有飯碗和筷子。

SMCS—Assessment Measures

Build a Culture of Assessment



星期一



星期二



星期三



星期四



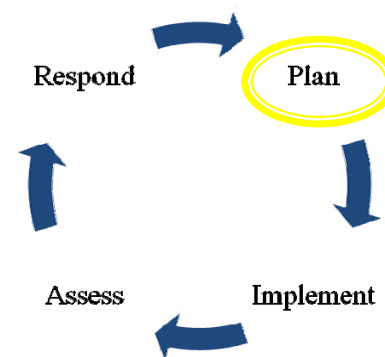
星期五



星期六

星期幾上美術課？

- (1) 星期一
- (2) 星期五
- (3) 星期六



SMCS—Assessment Measures

Build a Culture of Assessment

Teachers' questions

什麼是兒童華語文測驗？
兒測內容是什麼？
兒測對學生有什麼好處？
學生該如何準備？
如何幫忙學生準備？
學生需要準備嗎？
學生兒測的成績代表什麼？

課堂教學需要配合兒測嗎？
如何利用兒測改進上課及教學重點？

What?
Why?
How?



SMCS—Stakeholder Engagement

Build a Culture of Assessment

Parents' questions

什麼是兒童華語文測驗？
兒測的內容是什麼？
兒測對孩子有什麼好處？
孩子該如何準備？
我如何幫忙孩子準備？
孩子需要準備嗎？
兒測成績代表什麼？

通過的認證文件有什麼用？
孩子在美國出生，不會到台灣做事，這個認證在美國學校有用嗎？
需要每年都考嗎？



What?
Why?
How?
When?



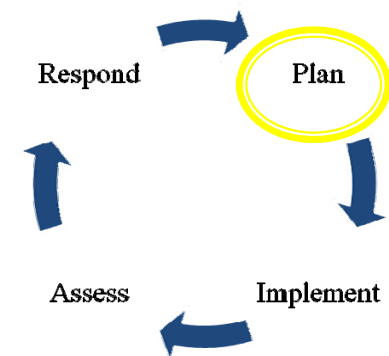
SMCS—Stakeholder Engagement

Build a Culture of Assessment

Assessment Calendar

CCCC is administered annually

- 10/28/2011 pilot test
- 10/25/2012 1st administration
- 10/26/2013 2nd administration
- 10/25/2014 3rd administration



SMCS—Assessment Timeline

Build a Culture of Assessment



測驗等級 Test Level	中文姓名 Chinese Name	英文姓名 English Name	答對總題數 Number of Correct Answers	答對百分比 Percentage	通過 下次加油 Pass or Try Again	聽力 答對題數 Listening	閱讀 答對題數 Reading
萌芽級 Sprouting	XXX	XXXXXX	37	92.5%	通過	25	12
萌芽級 Sprouting	XXX	XXX	40	100.0%	通過	25	15
萌芽級 Sprouting	XXX	XXXXXX	27	67.5%	通過	15	12
萌芽級 Sprouting	XXX	XXXXXX	23	57.5%	下次再加油	12	11
萌芽級 Sprouting	XXX	XXXXXX	25	62.5%	通過	17	8

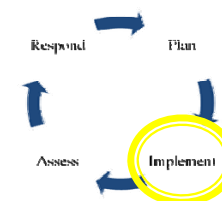


Build a Culture of Assessment



2011 CCCC Score Report	萌芽		成長		茁壯	
總題數	Sprouting (N=34)		Seedling (N=29)		Blossoming (N=28)	
# Items	Listening	Reading	Listening	Reading	Listening	Reading
	30	20	30	30	33	30
Score Frequency Distribution						
31-33					23	
26-30	30	0	26	8	5	11
21-25	2	0	0	6	0	7
16-20	0	19	1	11	0	4
11-15	1	8	2	4	0	6
6-10	1	6	0	0	0	0
1-5	0	1	0	0	0	0

SMCS—1st Year Test Results

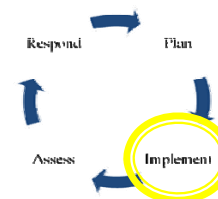


Build a Culture of Assessment



2012 CCCC Score Report	萌芽		成長		茁壯	
總題數	Sprouting (N=35)		Seedling (N=31)		Blossoming (N=10)	
# Items	Listening	Reading	Listening	Reading	Listening	Reading
	25	15	25	25	30	30
Score Frequency Distribution						
26-30	-	-	-	-	7	4
21-25	30	-	30	11	3	3
16-20	2	-	1	12	0	1
11-15	3	24	0	6	0	2
6-10	0	11	0	2	0	0
1-5	0	0	0	0	0	0

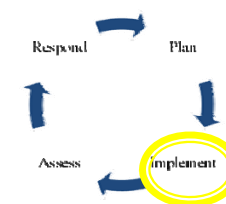
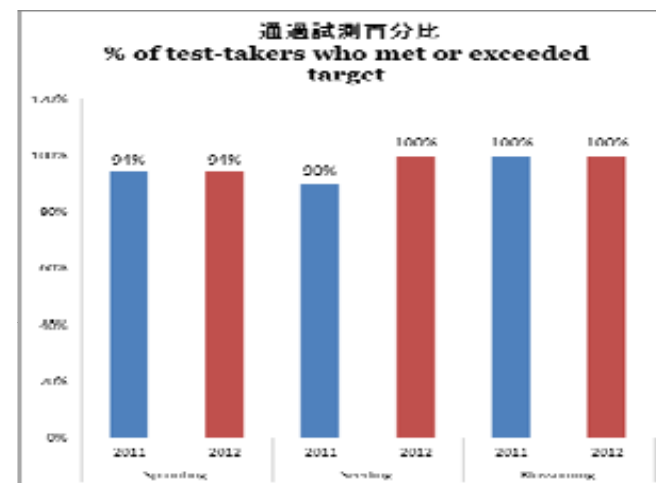
SMCS—2nd Year Test Results



Build a Culture of Assessment



Test Levels	萌芽		成長		茁壯	
	Sprouting		Seeding		Blossoming	
Year	2011	2012	2011	2012	2011	2012
報名人數 Registered test-takers	35	36	30	32	28	10
缺席 Absentees	1	1	1	1	0	0
實際參考 Test participants	34	35	29	31	28	10
成績 (target/goal) # of students who had correctly answered 60% (or higher) of the total items	32	33	26	31	28	10
通過試測百分比 % of test-takers who met or exceeded target	94%	94%	90%	100%	100%	100%



SMCS—2-Year Test Results

Build a Culture of Assessment



Student Interviews

聽力

簡單，很簡單，太簡單
語音的錄音帶說的太慢了
好慢哦，都可以睡覺
說一次就可以了
我不知道 “我可以聽的懂”

Listening Comprehension

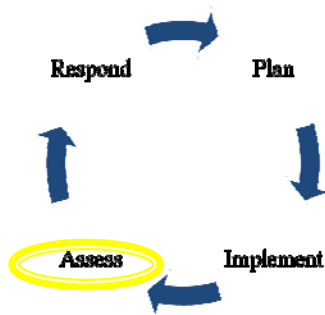
Too Easy!!

閱讀

好難，很難，好慘
看不懂生字，不記得生字
很多字不認得
可不可以有注音符號？
如果有注音符號，我會唸的出來
如果有注音符號，我會可能回答的更好

Reading Comprehension

Too Hard!!



SMCS—Student Feedback

Build a Culture of Assessment



2012年南密西根中文學校 兒童華語文測試 - 問卷

老師：南密已經舉行過兩次的兒測 (2011年試測及 2012年測試)：

1. 此兩次的兒測是否提供您在教學上有任何的幫助或參考？請舉三個例子。
2. 您對班上學生的華語程度是否有更進一步的認識與了解？
3. 您是否在去年的試測後，在教學準備工作上有所改變或調整？請說明。
4. 您是否在去年的試測後，在教室上課的方式有所改變或調整？請說明。
5. 您的學生是否在去年的試測後，對自己的華語文有一個了解？請舉例。
6. 您的學生是否在去年的試測後，對中文學習的態度以及努力上有一個改變或調整？
(從您在上課及學生作業上面可以「觀察到」的結果來作答)
7. 您是否在今年的教學上，額外加入替學生準備兒測的一些工作？請舉例。
8. 您是否因為兒測的舉行，造成上課的不便？或加重您的工作量？請說明。
9. 您是不是會推薦兒測給華語文教學的同事或其它校外學習華語文的學生？
10. 您是否會鼓勵班上學生繼續參加，並完成兒測的三個等級的學習目標？

兒測測試：

1. 題目內容上面 - 聽力，閱讀 - 有什麼建議？請說明。
2. 時間方面 - 是否需要調整？又如何調整比較恰當？請說明。
3. 學生測驗本 - 質量以及內容是否清楚？
4. 學生在作答時，是否遇到任何技術上的困難？聲音太小，語音題目解釋不清楚？

學生和家長反映：

1. 您是否和學生們交談或討論過他們的對兒測的反映？
2. 您是否和班上家長交談或討論過他們的對兒測的反映及建議？
3. 您是否和華語文教學的同事及其它學校老師交談或討論過他們對兒測的反映及建議？

謝謝大家！

2012 兒測執行人邱美智

Open-ended questionnaires For teachers



SMCS—Teacher Feedback

Build a Culture of Assessment



- Yes. It revealed that our students need more help in reading.
- I've spent more time in teaching word recognition strategies in class.
- We play word games to build up students' confidence. Words are grouped together by similar shapes to facilitate memory. Sometimes little stories are added when teaching new words.
- My students realized their strength and weakness in Chinese learning.
- Students offered overall positive feedback.
- Sometimes students registered at a level lower than their ability. As a result, they can't fully benefit from the test.



Survey Findings

- 兒測確實提供了教學上的幫助和參考。
- 知道要加強學生的聽，說能力，及從身旁的生活經驗找題材及詞彙練習
- 對班上學生華語程度有更進一步的認識與了解
- 在教學準備工作注重生活經驗的題材和詞彙。
- 在教室上課方式調整加強從遊戲中加強詞彙記憶練習。
- 在今年教學上會在詞彙練習上加強。
- 會推薦兒測給華語文教學的同事或其它校外學習華語文的學生
- 會鼓勵班上學生繼續參加，並完成兒測的三個等級的學習目標

SMCS—Teacher Feedback

Build a Culture of Assessment

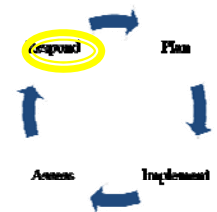


- How to use test results to improve teaching and learning?
- How to focus on areas students demonstrated a need to improve?
- How to incorporate learning activities to enhance learning?
- How to teach students effectively based on their learning style?
- How do students reflect on their learning?
- How to help students realize their learning potential?
- How to help parents interpret the test results?

如何利用兒測改進上課及教學重點?
學生聽力顯示障礙，如何加強學習?
學生閱讀顯示困難，如何加強學習?
課外有什麼活動可以提供?
學生的反映如何?
學生對自己中文程度有新的了解嗎?
家長對孩子中文程度有一些認識嗎?
學生如靠聽力學習，如何在這方面加強?
學生如靠閱讀學習，如何在這方面支持?

Teachers' Reflections

SMCS—Teacher Feedback



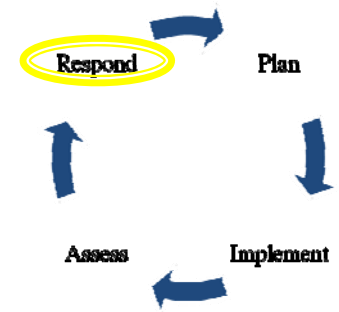
Build a Culture of Assessment



- Using assessment data to drive the teaching
- Increasing the use of the target language
- Engaging students in various learning activities
- Integrating Chinese typing instruction into the classroom

老師和教學：

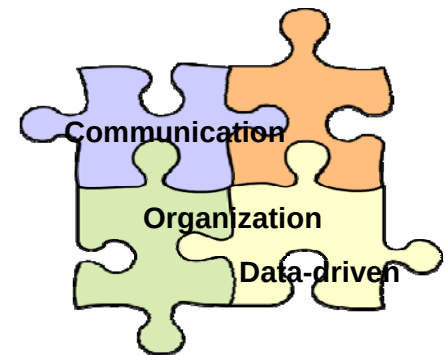
1. 現在有依據可以真正了解學生學習中文的方法及習慣
2. 在兩小時提供‘全中文’學習環境：聽，說，讀，交談，討論，發表
3. 不再立刻提供英文翻譯
4. 全力提供，鞏固並加強聽力及表達
5. 大量設計教室學生互動活動，提供口語表達，溝通的練習
6. 學生輪流大聲念課文，全班一起聽並同時選出正確句子。每位學生都必需參與。
7. 提供中文打字(注音和拼音)學習及應用機會。
8. 提倡說中文，講中文，用中文表達。
9. 提高學生說中文的自信心。



SMCS—Curriculum Reinvention

Build a Culture of Assessment

- Engage key stakeholders early and often to get their 'buy-in'
- Maximize the resources available to us
- Be creative in providing technical solutions and logistical support
- Be realistic when establishing testing schedule
- Be organized when allocating staff and resources
- Use the data to improve teaching and learning

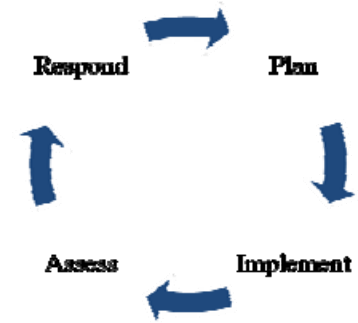


SMCS—Lesson Learned

Build a Culture of Assessment



- Planning, implementing, assessing, and responding are key elements of improvement
- Communicating purposefully and effectively is a must to get everyone on board for a change
- Assessing student learning with a standardized test help us understand our students' strengths and weaknesses



SMCS—Conclusions

Build a Culture of Assessment



Continue our Journey to improve the quality of education—

- Review our learning objectives and use external standards to clarify our expectations for student learning
- Focus on faculty development to improve teaching
- Examine student growth over time to provide value-added evidence of SMCS's education



SMCS—Next Steps



BUILDING A CULTURE OF ASSESSMENT IN A CHINESE SCHOOL

Q & A

CONTACT INFO

JION LIOU YEN

YENJI@LEWISU.EDU

PEGGY CHIU

CHIU@OAKLAND.EDU

LING-LING FAN

PUCHI1933@YAHOO.COM

