

# 用科技教聽說讀寫 用科技教听说读写

Mandarin Teacher Leadership Institute @ UCLA

<https://todaysmeet.com/MTLIWeb2>

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4-5-2017

# 讀寫 / 读写 1/2 Today's Meet: [www.todaysmeet.com](http://www.todaysmeet.com)

## Today'sMeet

MTLIWeb2

Listen

1. 暖身活動/ Entrance Ticket
2. 提問 (內容/生詞/句型練習)
3. 閱讀理解
4. 學習反思/Exit Ticket
5. 教學反饋

1. 热身活动 / Entrance Ticket
2. 提问 (内容/生词/句型练习)
3. 阅读理解
4. 学习反思/Exit Ticket
5. 教学反馈

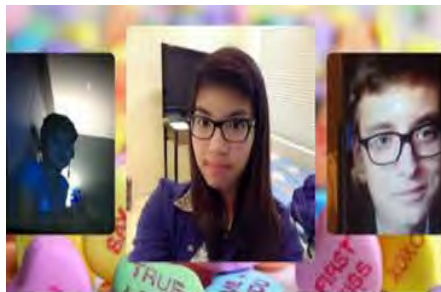
Talk

Nickname:

Join

<https://todaysmeet.com/MTLIWeb2>

# 讀寫 / 读写 2/2 Padlet: [www.padlet.com](http://www.padlet.com)



上海相亲角 (AG/30)

 **Ms. Chen**  
3 days ago · Secret



協尋失蹤兒童海報/协寻失踪儿童海报 (AG/30)

 **Ms. Chen**  
11 days ago · Secret




Profile

 **Ms. Chen**  
about a month ago · Secret



我 (AS/30)

 **Ms. Chen**  
2 months ago · Secret

# 聽說讀寫 / 听说读写 Voice Thread [www.voicethread.com](http://www.voicethread.com)



Chinese Food Culture



Mandarin 2



Mandarin 3/IB 10-Week Benchmark...



Mandarin 2 10-Week Benchmark ...



Mandarin 1 10-Week Benchmark ...



tea culture



Xiaoshun



Airbnb

# 聽說讀寫 / 听说读写 Ted Ed <http://ed.ted.com/>

**TED**Ed Lessons Worth Sharing

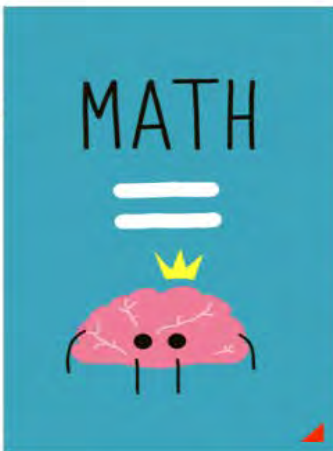
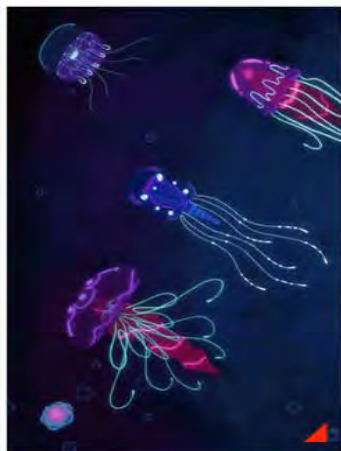
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買東西



买东西; Go shopping (English subtitle)-B2 L5-中文课文; Mandarin Chinese lesson

by Teacher Liu | March 2, 2015 | 3,640 views



粉紅豬小妹中英文版第59集買東西 Shopping Mandarin&Englis

by ny0204ny | August 19, 2014 | 2,265,448 views



當另外一半買東西給你時... 哥穿的不是衣服是幸福 那對夫妻

by 那對夫妻 | March 30, 2017 | 76,317 views



可愛巧虎島 -第一次幫忙買東西

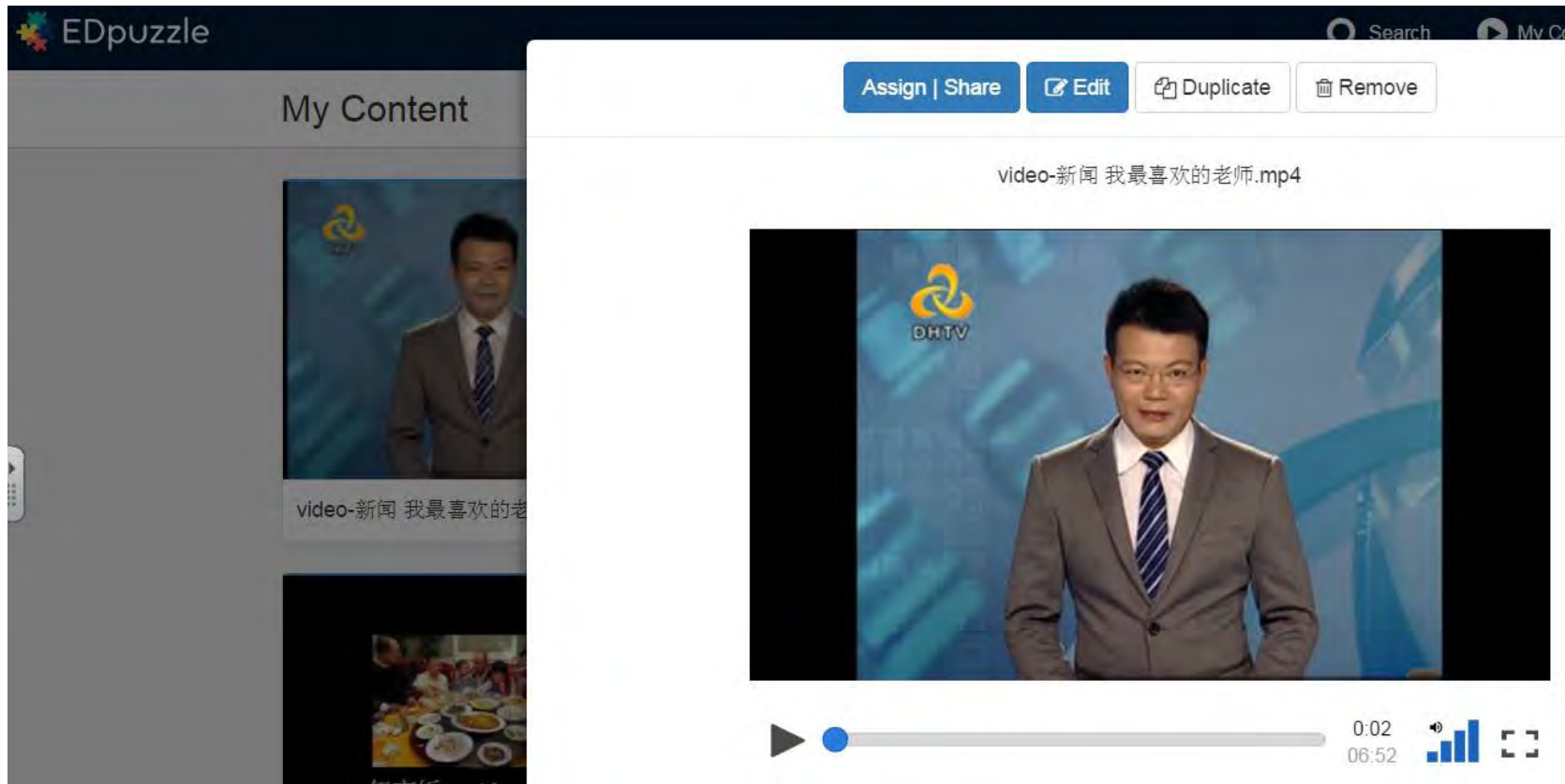


蜡笔小新 买东西记



【村民】買東西～買東西～!

# 聽 / 听: Edpuzzle



The image shows a screenshot of the Edpuzzle web application. On the left, a sidebar titled "My Content" displays a list of video thumbnails. The top thumbnail is a news anchor in a suit, with the caption "video-新闻 我最喜欢的老师". Below it is another thumbnail showing a table of food. The main area on the right is a video player. At the top of the player, there are four buttons: "Assign | Share", "Edit", "Duplicate", and "Remove". Below the buttons, the video title "video-新闻 我最喜欢的老师.mp4" is displayed. The video player shows a news anchor in a suit against a blue background with the "DHTV" logo. At the bottom of the player, there is a progress bar with a play button on the left, a blue progress indicator, and a time display showing "0:02" and "06:52". To the right of the time display are icons for volume and full screen.

# 小工具：Chrome Extension: CraftyText





# 總結/总结

- 活动的目的
- “一石多鸟”
- 真实生活语境
- 评估表：

ACTFL IPA Rubrics: <https://goo.gl/qyZa65>

OFLA: <http://oflaslo.weebly.com/proficiency-rubrics.html#.WOWQKIUrKpo>

**Criterion: Productive Skills**

How successfully does the student use language in speech?

- How fluent and clear is the student's speech?
- How accurate and varied is the language used?
- How much does the student's intonation aid communication?

Points	Level descriptor
<b>1-2</b>	<p>Command of spoken language is very limited.</p> <p>The production of language is very hesitant and hardly comprehensible.</p> <p>Language is often incorrect and/or very limited.</p> <p>Intonation interferes seriously with communication.</p>
<b>3-4</b>	<p>Command of spoken language is limited.</p> <p>The production of language is hesitant and not always comprehensible.</p> <p>Language is often incorrect and/or limited.</p> <p>Intonation sometimes interferes with communication.</p>
<b>5-6</b>	<p>Command of spoken language is fairly good.</p> <p>The production of language is comprehensible and fluent at times.</p> <p>Language is sometimes correct, with some idiomatic expressions.</p> <p>Intonation does not interfere with communication.</p>
<b>7-8</b>	<p>Command of spoken language is good.</p> <p>The production of language is mostly fluent.</p> <p>Language is generally correct, varied and articulate.</p> <p>Intonation contributes to communication.</p>
<b>9-10</b>	<p>Command of spoken language is very good.</p> <p>The production of language is fluent.</p> <p>Language is correct, varied and articulate; errors do not interfere with message.</p> <p>Intonation enhances communication.</p>

**Spoken Expression and Response**

Name:

Score:

①. content and understanding — (20 marks) ②. quality of language —(10 marks).

Mark	Content and understanding (A02)
0	No understanding. No rewardable content.
1-4	Demonstrates minimal comprehension of basic questions and gives minimal responses.
5-8	Responses restricted. Answers invariably limited, short and hesitant. Opinions limited.
9-12	Responds well to stimulus but experiences problems with more complex demands. Responses rarely expanded upon and convey only simple opinions.
13-16	Responds well to stimulus, demonstrating good utilisation of content. Takes initiative/develops more elaborate responses. Conveys opinions without undue difficulty.
17-20	Excellent. Response to stimulus demonstrates very good understanding and utilisation of content. Clearly and fluently expresses wide range of opinions and attitudes.

Mark	Quality of language (A03)
0	No rewardable language.
1-2	Consistently inaccurate language, including grammar. Offers only isolated examples of accurate language. Pronunciation impedes basic communication most of the time. Operates only in most basic structures. Rarely offers complete sentences.
3-4	Communicates main points despite high incidence of grammatical errors. Pronunciation inconsistent. Short main clause structures predominantly used. Inappropriate lexical items may impede communication at times.
5-6	Generally accurate grammar in simple basic language despite a fair number of significant errors. Pronunciation easy to understand with some inconsistency. Mostly predictable lexical items deployed.
7-8	Generally accurate grammar in straightforward language but errors made in more complex language. Pronunciation and intonation generally very good. Uses reasonably wide and mostly appropriate range of structure and lexis.
9-10	Very accurate grammar with pronunciation and intonation of a consistently high standard. Insignificant errors may occur. Deploys a wide range of structures and lexis as appropriate to stimuli.

How effectively and accurately does the student use language?

Total Points= \_\_\_\_\_ x 4 = \_\_\_\_\_

Points	Level descriptor
0	<ul style="list-style-type: none"><li>• The work does not reach a standard described by the descriptors below.</li></ul>
1-2	<ul style="list-style-type: none"><li>• <b>Command of the language is generally inadequate.</b></li><li>• A very limited range of vocabulary is used, with many basic errors.</li><li>• Simple sentence structures are rarely clear.</li></ul>
3-4	<ul style="list-style-type: none"><li>• <b>Command of the language is limited and generally ineffective.</b></li><li>• A limited range of vocabulary is used, with many basic errors.</li><li>• Simple sentence structures are sometimes clear.</li><li>• Less than 50% of the topics are addressed.</li></ul>
5-6	<ul style="list-style-type: none"><li>• <b>Command of the language is generally adequate, despite many inaccuracies.</b></li><li>• A fairly limited range of vocabulary is used, with many errors.</li><li>• Simple sentence structures are usually clear.</li><li>• 60% of the topics are addressed.</li></ul>
7-8	<ul style="list-style-type: none"><li>• <b>Command of the language is effective, despite some inaccuracies.</b></li><li>• A range of vocabulary is used and written accurately, with some errors.</li><li>• Simple sentence structures are clear.</li><li>• 80% of the topics are addressed</li></ul>
9-10	<ul style="list-style-type: none"><li>• <b>Command of the language is good and effective.</b></li><li>• A wide range of vocabulary is used and written accurately, with few significant errors.</li><li>• Some complex sentence structures are clear and effective.</li><li>• 90-100% the topics are addressed.</li></ul>

**WRITING RUBRIC**

<b>A</b>	<b>Exceeds Target</b>	<b>STUDENT CONSISTENTLY WRITES ABOVE INSTRUCTION LEVEL.</b> <input type="checkbox"/> <b>WRITING</b> directly relates to question/topic AND expands upon topic with many details; flows naturally with appropriate transitions; sentences are longer including uses of and/or/but and may also include uses of because/since/therefore; ideas are fully developed and well organized; appropriate use of dialogue may be evident. <input type="checkbox"/> <b>VOCABULARY</b> use exhibits a VARIETY of vocabulary from THROUGHOUT the year, is correct with minimal errors; has no English, and student may be able to talk around unknown vocabulary. <input type="checkbox"/> <b>STRUCTURES</b> are at upper tier of instruction; with no significant patterns of error; spelling and accents are accurate; consistent and accurate use of verb endings, word order, and plurals appropriate to instruction; relatively accurate use of tense and two-part verb constructions like want to go/can write/has to study, etc.; emerging use of advance structures appropriate to level.
<b>B</b>	<b>Meets Target</b>	<b>STUDENT CONSISTENTLY WRITES AT INSTRUCTION LEVEL.</b> <input type="checkbox"/> <b>WRITING</b> relates to question/topic AND develops it fully with some detail; flows naturally; sentences are longer and may include uses of and/or/but; ideas are organized and somewhat developed, <input type="checkbox"/> <b>VOCABULARY</b> use exhibits a VARIETY of RECENT vocabulary appropriate to topic; is correct with a few errors; and has no English. <input type="checkbox"/> <b>STRUCTURES</b> are appropriate to instruction; errors do not hinder overall comprehension; may exhibit a few patterns of error; spelling and accent errors are minimal; consistent and accurate use of verb endings, word order, and plurals appropriate to instruction, emerging use of tense and two-part verb constructions like want to go/can write/has to study, etc.
<b>C</b>	<b>Approaches Target</b>	<b>STUDENT SOMETIMES WRITES AT INSTRUCTION LEVEL.</b> <input type="checkbox"/> <b>WRITING</b> addresses task completely but is simple, lacking details; sentences may be choppy, but are organized and complete. <input type="checkbox"/> <b>VOCABULARY</b> use is limited and may be incorrect, but some current vocabulary is evident. <input type="checkbox"/> <b>STRUCTURES</b> are at lower tier of instruction; errors begin to hinder comprehension; spelling and accent errors are evident; inconsistent use of basic-beginner structures (regular-verb endings, subject/verb/object word-order, plurals) as well as present/past/future.
<b>D</b>	<b>Below Target</b>	<b>STUDENT WRITES BELOW INSTRUCTION LEVEL.</b> <input type="checkbox"/> <b>WRITING</b> may not address task completely; sentences are often incomplete, repetitive, and disorganized. <input type="checkbox"/> <b>VOCABULARY</b> use is severely limited, often incorrect, and little current vocabulary is evident and/or incorrect. <input type="checkbox"/> <b>STRUCTURES</b> are below level of instruction; errors make comprehension difficult; spelling and accent errors predominate; incorrect use of basic-beginner structures far outweighs correct usage.
<b>F</b>	<b>Far-Below Target</b>	<b>STUDENT WRITES FAR-BELOW INSTRUCTION LEVEL.</b> <input type="checkbox"/> <b>WRITING</b> does not address task, sentences are incomplete; student made little attempt. <input type="checkbox"/> <b>VOCABULARY</b> use is practically nonexistent, incorrect usage outweighs correct usage; little to no current vocabulary is evident and/or correct. <input type="checkbox"/> <b>STRUCTURES</b> are far below level of instruction; errors predominate making comprehension extremely difficult, if not, impossible; little evidence of correct usage.
<b><i>An F grade will be earned if writing fails to address task or is insufficient to make proper evaluation.</i></b>		

**Writing Task: 40%**

	EXCEEDS EXPECTATIONS 5	MEETS EXPECTATIONS 4	PROGRESSING 3	NEEDS WORK 2 / 1	Weight	Score
Content & Culture -Elements addressed in complete ideas.	All elements are addressed in complete ideas and great details.	Most elements are addressed in complete ideas and great details.	Some elements are addressed in complete ideas and great details.	Few elements are addressed in complete ideas and great details.	x 3	
How clearly can the student develop and organize relevant ideas?	The message has been communicated well. The ideas are relevant. The development of ideas is coherent and effective; supporting details are appropriate.	The message has been communicated fairly well. The ideas are mostly relevant. The development of ideas is coherent; supporting details are mostly appropriate.	The message has been partially communicated. The ideas are relevant to some extent. The development of ideas is evident at times; supporting details are sometimes appropriate.	The message has barely been communicated. The ideas are sometimes irrelevant and/or repetitive. The development of ideas is confusing; supporting details are limited and/or not appropriate.	x 2	
How effectively and accurately does the student use language? <b>Failure to write the minimum number of words will result in a 1-mark penalty.</b> <b># of words required:</b> <b># of words written:</b>	Command of the language is good and effective. A wide range of vocabulary is used accurately, with few significant errors. Some complex sentence structures are clear and effective.	Command of the language is effective, despite some inaccuracies. A range of vocabulary is used accurately, with some errors. Simple sentence structures are clear.	Command of the language is generally adequate, despite many inaccuracies. A fairly limited range of vocabulary is used, with many errors. Simple sentence structures are usually clear.	Command of the language is limited and generally ineffective. A limited range of vocabulary is used, with many basic errors. Simple sentence structures are sometimes clear.	x 1	
				Total Points:		

**Speaking Task: 60%**

	EXCEEDS EXPECTATIONS 5	MEETS EXPECTATIONS 4	PROGRESSING 3	NEEDS WORK 2 / 1	Weight	Score
Content & Culture (30): -Elements addressed in complete ideas.	All elements are addressed in complete ideas and great details.	Most elements are addressed in complete ideas and great details.	Some elements are addressed in complete ideas and great details.	Few elements are addressed in complete ideas and great details.	x 6	
Structures & Settings . Comprehensibility (5) . Accuracy/Pronunciation (5) . Control of tones (5)	Highly comprehensible	Comprehensible	Barely comprehensible	Incomprehensible	x 1	
	No errors	1-4 errors	5-9 errors	10+ errors	x 1	
	Strong	Good	Fair	Little	x 1	
Performance and Settings- (15) *No points will be earned if the skit is not memorized.	High fluency	Good fluency	Some fluency	Little fluency	x 3	
Quality of Message (10)	Proficient: Language is correct, varied and articulate with great details; errors do not interfere with message.	Meeting Expectations: Language is generally correct, varied and articulate with sufficient details..	Language is sometimes correct.	Language is often incorrect and/or limited.	x 2	
				Total Points:		