

摘要

本研究以實作評量中的「評分規範」出發，參考「補充性戲劇課程內涵 III」中的「戲劇賞析」部分，對照九年一貫藝術人文能力指標，在小學四年級表演藝術教學現場發展評量學生的「實作任務」與「評分規範」。在進行內涵 III 與能力指標之比較後，三項指標被轉化成「評分規範」初稿的六個向度而其評量任務的初步設計也完成。在轉換過程中，發現其中步驟需要修改，包含「找出指標核心概念」、「釐清指標觀念」及「具體描述關鍵詞以建立向度」。之後，研究者進入現場，透過循環性地教學、討論、反思與記錄的行動過程，以瞭解評量任務施行的狀況並持續修正規範初稿。研究結果發現，在「實作任務」的部分，「活動型」、「討論型」或「學習單型」任務各有不同的運用方式與限制，但無論是何種類型的任務，教師都須透過不同的前導性活動，才能順利進行評量。在「規範初稿」部分，無論是「向度」、「評量重點」或「表現水準分級敘述」上，在行動後都做了修改或增補。

關鍵詞：戲劇賞析、表演藝術、戲劇課程、實作評量任務、評分規範

Abstract

Based on the supplementary Drama Curriculum Content III, the research aims to develop a set of performance assessment tasks and the Drama Appreciation Scoring Rubrics (DASR) for a group of 4th grade primary students in the Performing Art class. Through comparing Drama Content III with the National Curriculum in Performing Arts, three learning objectives were identified and transferred into six items on the first draft of DASR and its tasks for the assessment. After execution, the researcher entered the 4th grade classroom to further evaluate the practicality of the assessment tasks and revise the DASR through action research. Finally, three assessment tasks types were developed including “activity-based,” “discussion-based,” and “writing-based” tasks. It was found that each had its strengths and limitations. However, it is suggested that each task need to be preceded with different instructional activities before its use. Through cycled reflections, more details were refined on the DASR including its “Criteria,” “Assessment Reminder” and “Levels of Mastery.”

Keywords: drama appreciation, performing arts, drama curriculum, performance assessment task, scoring rubrics