

國立臺灣師範大學 **EMI TA 能力測驗 評分指標說明**
NTNU Assessment of EMI TA Skills Grading Guidelines

一、EMI 教學演示(5分鐘) **EMI Teaching Demonstration (5 mins)**

評分指標 Criteria	Poor	Needs Improvement	Fair	Very Good	Excellent
教學內容清晰易懂。 The teaching content is clear and easy to understand.	EMI TA does not explain the learning concept; does not use EMI teaching strategies; does not use examples or charts for illustration; does not link teaching objectives to concept or content delivery; does not ask clarifying questions	EMI TA has significant difficulty explaining learning concept or explains less than half of content; uses only one EMI teaching strategy; example or chart used for concept illustration inappropriate or irrelevant; teaching objectives at times unclear; asks only one or two clarifying questions	EMI TA explains learning concept only in part or with some difficulty; integrates only a few EMI teaching strategies; uses only one or two examples to illustrate concept; inconsistent use of appropriate teaching materials; teaching objectives at times unclear; asks only a few clarifying questions	EMI TA clearly explains concept; integrates most of selected EMI teaching strategies; uses a few charts or examples to illustrate concept; uses appropriate teaching materials; integrates teaching objectives; asks some clarifying questions	EMI TA clearly explains concept; integrates selected EMI teaching strategies; regularly uses examples or charts to illustrate concept; uses appropriate teaching materials; clearly integrates teaching objectives; references previous knowledge; asks regular clarifying questions
教學設計連貫順暢。 The teaching process is coherent and smooth.	Teaching process appears random and lacks structure; content is not organized by difficulty; no transitions between lesson sections	Teaching process is uneven, with some sections somewhat structured and others lacking organization; content progression is moderately disorganized; some lesson sections lack transitions	Teaching process reflects a somewhat well-structured instructional design, although some difficulty in delivery; content has some jumps or stagnations in difficulty progression; some awkward transitions between lesson sections	Teaching process reflects a mostly well-structured instructional design; content of teaching materials largely progresses in difficulty systematically; teaching process is interactive; adequately smooth transitions between lesson sections	Teaching process reflects a very well-structured instructional design; content of teaching materials progresses in difficulty systematically; teaching process is interactive; smooth transition between sections of lesson (i.e. warm-up, content delivery, assessment)
語言使用流利適切。 The language used is fluent and appropriate.	EMI TA does not use signposting language or EMI classroom English; does not adjust pace, volume or intonation; frequently cannot express clear meaning; does not use body language or gestures	EMI TA uses only a few instances of signposting language or EMI classroom English; does not adjust pace, volume or intonation; several instances of failure to communicate ideas; rarely uses body language or gestures	EMI TA seldom uses signposting language; seldom uses EMI classroom English; seldom adjusts pace, volume or intonation; expression has some challenges prohibiting clear communication; rarely uses body language or gestures	EMI TA occasionally uses signposting language; uses some EMI classroom English; occasionally adjusts pace, volume, or intonation; expression is largely fluent; occasionally uses body language or gestures	EMI TA frequently uses signposting language; uses EMI classroom English where appropriate; adjusts pace, volume and intonation as needed; expression is fluent without awkwardness; uses body language or gestures to support language expression

二、EMI課堂情境應對測驗(3分鐘) EMI Course Simulation Test (3 mins)

評分指標 Criteria	Poor	Needs Improvement	Fair	Very Good	Excellent
情境回應 合宜。 Suitable response to the situation.	EMI TA does not respond or offers a plan of action that is inappropriate or harmful.	EMI TA offers a plan of action, although it does not appear relevant to the training program.	EMI TA offers a plan of action that makes partial reference to at least one of the strategies introduced in the training program.	EMI TA offers a plan of action that touches on key strategies introduced in the training program.	EMI TA details a well-thought-out plan of action that integrates key strategies introduced in the training program.
語言使用 流利適 切。 Language used is fluent and appropriate.	Language prevents main idea from being communicated.	Language presents significant challenges in communication.	Language is largely understandable, but some challenges in communication.	Language is fluent, with some awkwardness, but no communication challenges.	Language is fluent, without awkwardness.