

ESCOLA PRIMÁRIA DE PADONIA  
BALTIMORE, U.S.A.  
RELATÓRIO DO DESEMPENHO

Nome do aluno \_\_\_\_\_ ano(turma) \_\_\_\_\_ Delegado de turma \_\_\_\_\_

Informações	Período				Informações	Período			
	1	2	3	4		1	2	3	4
<b>AUTO-DESENVOLVIMENTO</b>					<b>CIÊNCIAS SOCIAIS</b>				
Δ Respeito pelos outros					Δ Evidencia ter conhecimentos e noções sobre ciências sociais				
Δ Sentido de responsabilidade					Δ Sabe usar mapas, gráficos e o globo terrestre				
Δ Colaboração em grupo					Δ Tem noções de geografia				
Δ Tem bons hábitos de trabalho					Δ Usa diferentes métodos para partilhar a informação adquirida				
Δ Cumpre as regras da sala e da escola					<b>CIÊNCIA</b>				
Δ Compreende e segue todas as instruções escritas					Δ Usa o pensamento crítico nas noções científicas				
Δ Ouve e responde a instruções orais					Δ Usa diferentes métodos para partilhar as noções científicas adquiridas				
Δ Tem uma atitude positiva para aprender					<b>BIBLIOTECA E MEIOS DE COMUNICAÇÃO SOCIAL</b>				
<b>Δ LÍNGUA: Ler e Escrever</b>					Δ Participa nas actividades principais				
Δ Compreende o significado das palavras					Δ Utiliza os meios ao seu dispor				
Δ Lê pausada e fluentemente					<b>ARTE</b>				
Δ Compreende diferentes tipos de textos					Δ Usa as técnicas e noções de arte				
Δ Responde ao que é lido ou ouvido					Δ Utiliza a arte para se manifestar				
Δ Exprime-se oralmente					<b>MÚSICA</b>				
Δ Tem boas capacidades de escrita					Δ Usa as técnicas e noções de música				
Δ Redige, selecciona e completa os seus próprios textos					Δ Reconhece diferentes géneros musicais				
Δ Aplica as regras de ortografia quando escreve					<b>EDUCAÇÃO FÍSICA</b>				
<b>Δ MATEMÁTICA</b>					Δ Possui jeito para o desporto				
Δ Sabe calcular					Δ Cumpre as regras do desporto e de segurança				
Δ Aplica as noções de grandeza					Δ Possui as destrezas básicas				
Δ Aplica as noções de probabilidade					⊙ Faltas				
Δ Lê gráficos e mapas estatísticos					⊙ Atrasos				
Δ Sabe fracções e números decimais									
Δ Sabe as fórmulas matemáticas e como relacioná-las									
Δ Utiliza ferramentas e tecnologia matemáticas									
<b>Critérios de avaliação do "auto-desenvolvimento"</b>	<b>Critérios de avaliação do "Programa Académico"</b>								
<b>+</b> : Excelente	1. Attingiu o nível pretendido de forma independente								
<b>V</b> : Attingiu o nível pretendido	2. Attingiu o nível pretendido com ajuda								
<b>-</b> : Precisa esforçar-se mais	3. Attingiu uma parte do nível pretendido								
	4. Incapaz de attingir o nível pretendido								

Nota: Este relatório de desempenho foi retirado da "Avaliação Multifacetada das Aprendizagens" iniciado por Li Kun Chong, fornecido pela "Escola Primária Nacional de Sheng Li, Taipei".

aptidões de aprendizagem multifacetada e a inteligência, mostrando o que aprenderam e a situação actual da sua aprendizagem. Ao avaliar recorrendo a vários métodos, em momentos diferentes e sob aspectos diversificados, o professor consegue fazer uma avaliação completa e objectiva do desempenho dos alunos, ficando da posse dos resultados da aprendizagem e das directrizes que lhe possibilitarão rectificar e alterar o processo de ensino-aprendizagem. As cadernetas escolares mostrarão não só as notas e qualificações que tiveram mas, informarão também sobre os múltiplos aspectos da sua aquisição de conhecimentos. A tabela que ao lado se apresenta é um relatório do desempenho dos alunos de uma escola primária americana, em que se enumeram aspectos relacionados com o auto-desenvolvimento e avaliações de desempenho em diferentes disciplinas, permitindo aos pais perceber a situação atualizada dos seus filhos em vários campos.

Assim, podemos observar que ao longo do processo de avaliação multifacetada das aprendizagens, os professores com as suas capacidades profissionais, concebem vários tipos de actividades de aprendizagem para permitirem aos estudantes aprender com mais vivacidade e de forma mais inovadora. Mais ainda, eles tiram as dúvidas que os alunos colocam empregando uma atitude mais humana, de molde a suavizar o peso da frustração. Isto encoraja os alunos a serem mais diligentes a aprender.

Actualmente, algumas escolas de Macau estão a tentar, a pouco e pouco, adoptar um sistema de avaliação multifacetada. Elas compreenderam que as notas dadas por testes escritos constituem somente uma parte do desempenho total e, por esse motivo, acrescentam outros processos de avaliação, como por exemplo: pedir aos alunos que façam um trabalho de investigação, redigir relatórios de investigação, resumos de livros ou escrever as suas próprias peças teatrais. Para reforçar o desenvolvimento concreto da avaliação multifacetada, a escola devia fortalecer a comunicação com os pais para que eles percebam o sentido da avaliação e a escola possa obter deles a sua colaboração. Ao mesmo tempo, o esforço profissional do professor e da sua prática deve ser também consolidado e assim, com a colaboração e apoio mútuo, tanto dos professores como dos pais, os testes e exames de conhecimento tradicionais poderão dar lugar à avaliação multifacetada. Através deste processo, a auto-confiança e entusiasmo dos alunos para adquirir conhecimentos será fortalecida e a sua sabedoria será desenvolvida de forma diversificada.

Lou Pak Sang (Coordenador da Inspeção Escolar da Direcção dos Serviços de Educação e Juventude de Macau)

Em, "Pais Perfeitos", N.º14, Agosto de 2005

05

Multifaceted Learning Performance Assessment  
Develops Students' Multifaceted Capabilities

Learning performance assessment is an important section of the teaching process. Its aim is to examine the learning situation and result of the students so as to offer timely remedy. On the other hand, it is also necessary to evaluate the outcome of the teachers' pedagogic manifestation and the appropriateness of the curriculum to improve the teaching operation. Multifaceted learning performance assessment is an assessment based on diversified units and is the trend of the present learning performance evaluation. Other than the traditional assessment of appraising the memorized recitation and written reproduction of the learned lessons, teachers may establish more objectives for evaluation and adopt various methods of impartation so that miscellaneous learning performance assessment can be offered to the students.

"To teach according to the student's ability" is an educational theory of our great educator, Confucius. He had long expounded that different talents of pupils required different methods to help them to learn. In the eighties, H. Gardner, the famous psychologist of Harvard University in U.S.A. pointed out that the structure of wisdom was multifarious, including the eight types of intelligence of language capability, logic and mathematics, body and sense of movement, space expanse, music, interpersonal relationships, introspection, and nature observation. Students with diverse intelligence require the teachers' employment of various teaching strategy to develop their different sagacity. It is for this reason that the students' learning performance assessment has to be of multifaceted in order to offer the proper, and positive evaluation of the pupils. However, schools tend to appraise students' learning outcome through tests of pen-and-ink all the time. This traditional assessment, putting great weight on knowledge recitation and memorization, sure fails to arbitrate the actual learning accomplishment

of the students. Some parents care exceedingly for the scores on the school academic report as they believe that it shows the level of the student's grade. Nevertheless, this only reveals their child's order of progression in the class but not the complete evaluation of the pupil's learning achievement or the student's true ability. Furthermore, the parents can never be conscious of the factual learning situation of their offspring. To tell the truth, the method of assessment does affect directly the learning attitude. How can multifaceted learning capabilities be nourished and multifarious intelligence be nurtured if the students are only drilled to handle written tests, recitation and memorization? Moreover, with such method of knowledge impartation, how can our younger generation be able to adapt to this informative world and this ever changing society of ours?

From a survey of the education reformation of the countries around the world, it is found that the trend of student nurturance is directed more towards the exertion of the brain and experimentation than just information inputting. This is meant to enable what is acquired to be profitable for practice and adaptable for development. Therefore, learning assessment should not be based only on written examinations but be directed to the policy of multifariousness. The manifestation of diversified appraisal has long been adopted in countries of U.S.A., Australia, Japan, etc. They take up various methods of assessment such as: the commonly used factual evaluation of estimating the quality of knowledge learned, as well as the capability of putting it into practice. The merit is that the genuine performance of the students under certain circumstances is well detected. This helps one to be conscious of their practical knowledge and the ability for its exertion. When setting various assessment targets or planning different pedagogic

Continuing on P.18

PADONIA PRIMARY SCHOOL  
BALTIMORE, U.S.A.  
ACHIEVEMENT REPORT

Student's name \_\_\_\_\_ Grade(Class) \_\_\_\_\_ Class Tutor \_\_\_\_\_

Particulars	Term	1	2	3	4	Particulars	Term	1	2	3	4
<b>SELF-DEVELOPMENT</b>						<b>SOCIAL SCIENCE</b>					
△Respect for others						△Manifesting the knowledge and concept of social science					
△Sense of responsibility						△Able to make use of maps, diagrams and terrestrial globe					
△Cooperation in groups						△Able to exert the concepts of geography					
△Good working habits						△Using different methods to share the acquired information					
△Well kept Class & School regulations						<b>SCIENCE</b>					
△Well understood and followed all written instructions						△Having critical thinking on Scientific concepts					
△Capable of listening and responding to oral instructions						△Using different method to share the acquired scientific concepts					
△Possessing positive learning attitude						<b>LIBRARY &amp; MASS MEDIA</b>					
<b>LANGUAGE: Reading &amp; Writing</b>						<b>ART &amp; FINE ARTS</b>					
△Able to exert the skill of word discerning						△Participation of the relevant activities					
△Able to read smoothly and fluently						△Make good use of the facilities					
△Able to comprehend different types of essays						<b>MUSIC</b>					
△Able to respond to what was read and heard						△Able to exert the skills and concepts of art					
△Able to exert oral information to express oneself						△Able to exert arts as a means of manifestation					
△Able to exert suitably writing skills						△Able to exert the skills and concepts of music					
△Able to draft, edit and complete one's own essay						△Able to identify different types of music					
△Able to apply the principles of spelling to writing						<b>PHYSICAL EDUCATION</b>					
<b>MATHEMATICS</b>						<b>PHYSICAL EDUCATION</b>					
△Correct calculation						△Possessing fine sportsmanship					
△Application of the principles of measuring						△Well kept sports and safety regulations					
△Application of the principles of probabilities						△Manifesting the appropriate basic skills					
△Able to explain diagrams and statistical charts						<b>Criteria for grading "Self-development"</b>					
△Able to comprehend fractions & decimal numbers						<b>Criteria for grading "Academic Programmes"</b>					
△Able to comprehend the MATHS formulae and their relationship						+ :Excellent					
△Able to exert mathematical tools and technology						1. Able to reach the stipulated standard independently					
<b>Criteria for grading "Self-development"</b>						V: Able to reach the stipulated standard					
+ :Excellent						2. Able to reach the stipulated standard with assistance					
V: Able to reach the stipulated standard						- :More efforts required					
- :More efforts required						3. Able to reach part of the stipulated standard					
- :More efforts required						4. Incapable of reaching the stipulated standard					

N.B. This achievement report is excerpted from <<Multifaceted Learning Assessment>> initiated by LiKunChong, supplied by Sheng Li National Primary School, Taipei.

activities, the teacher may request the pupils to accomplish a project or design a piece of work to show their learning achievement. The requirement can be an oral report, an outdoor investigation, a theme research, a role play exercise, an information collection, an experiment observation, diagram drawing, art appreciation and discussion, quantitative scale designing and recording, survey performing, art designing, singing, drama performing, etc. All these do widen the students' space of learning. Throughout the learning activity process, by means of delving into the exploration, record observation, group discussion, cooperative learning, data collection and analysis, group creation, respecting others, etc. unknowingly, the students may well develop multifaceted learning skills and intelligence, manifesting their learning achievement and their actual learning condition. Grading from various modes, different sessions and diversified aspects, the teacher may give objectively a comprehensive assessment of the students' performance, demonstrating the outcome of the impartation and guideline for rectifying the execution of the teaching process. On the students' report card, there shows not just scores or grades of their accomplishment but displays also their various situation of knowledge acquirement. The following table is an achievement report of the students of an American Primary School, listing items of self-development and assessments of performance in different subjects to allow the parents to comprehend the actual condition of their children in various fields.

At this, we can see that during the process of multifaceted learning assessment, teachers with their professional capacity, devise various modes of learning activity assessment to allow the students to learn more vividly and innovatively. Furthermore, they will explain the problems raised by the pupils in a more humanistic attitude to soothe the pressure of frustration. This well encourages the students to be more industrious to learn.

At present, some Macau schools are trying, step by step, to adopt multifaceted learning assessment. They understand that the scores for written tests are only part of the general performance, and, therefore, add in various modes of assessments such as requiring the students to take up actual research work, to write research reports, book reports, to produce their own drama scripts, etc. To enhance the effective development of the multifaceted learning assessment, the school should strengthen the communication with the parents to let them understand the meaning of the assessment and obtain their cooperation. At the same time, teachers' professional exertion of the practice has to be consolidated also so that with the collaboration and mutual support from both teachers and parents, the traditional knowledge tests and examinations may step toward multifaceted appraisals. Through this process, the students' self-confidence and enthusiasm to acquire knowledge will be fortified and their wisdom will be multifariously developed.

By Lou Pak Sang (School inspection coordinator of Education and Youth Affairs Bureau)

Excerpted from "Perfect Parents", 14<sup>th</sup> Issue, August 2005

## 06 学费及文教用品津贴申请

就读于本澳公立或非牟利私立学校的学生，而且持有澳门居民身份证，以及家庭人均收入在2000元以下者，均可申请学费及文教用品津贴。申请期每年定立，申请者可向学校索取有关表格。津贴于九月份起通过受惠学生所就读的学校发放给予学生，但已享有免费教育的学生，将不另发学费津贴。

倘对学费及文教用品津贴申请工作有任何疑问，可亲临本局或致电查询。地址：本澳约翰四世大马路，7-9号一楼，电话：3972501。

### 1. 津贴发放的对象

- 具备以下条件的中、小及幼稚园学生均可提交申请：
- 就读于教育暨青年局注册的非牟利正规学校
  - 持有有效的澳门居民身份证
  - 家庭经济有困难的学生

### 2. 申请时间

申请期	4月初	1.	申请所需的表格可于就读学校、教育暨青年局属下黑沙环青年中心(地址：黑沙环建华新邨广场内)索取，或于教育局网页(www.dsej.gov.mo)下载；
		2.	以家庭为申请单位，即同一家庭的申请人，不论是否就读于不同学校、或拟于新学年报读的学生，均将有关资料填写于同一申请表内，并由就读于最高年级的申请人交回所就读的学校提出申请；
		3.	家庭内所有子女均未就读或拟于新学年就读，应在申请期内将申请表提交至黑沙环青年中心。
结果公布	6月下旬	1.	在校就读的学生，可在就读学校查询；
		2.	拟于新学年就读的学生，可于黑沙环青年中心查询；
		3.	尚可于教育局网页或电话热线查询结果。

### 3. 津贴级别

津贴发放根据申请学生的家庭人均收入分为两个级别，即：

家庭人均收入	级别
不超过1,600元	第I级
高于1,600元但不超过2,000元	第II级

### 4. 家庭人均收入的计算

计算公式：
$$\frac{\text{过去12个月的家庭总收入} - \text{过去12个月的房屋总支出}}{\text{家庭成员人数} \times 12}$$

家庭总收入是指家庭成员因工作或商业活动所取得的报酬或利润、存款利息、租金、各类救助金、退休金、抚恤金、各类津贴及家庭可运用的所有其他收入；其中房屋开支的最高扣除额为每月1,000元，即全年最高为12,000元。

### 5. 津贴项目和最高津贴金额

津贴项目	教育级别	津贴级别	
		第I级	第II级
学费津贴	幼儿教育至小学教育	3,200元	1,600元
	初中教育	4,800元	2,475元
	高中教育	9,000元	4,500元
文教用品津贴	幼儿教育至小学教育	1,200元	600元
	中学教育	1,600元	800元

註：已享有免费教育的学生将不获发学费津贴。