

附件 6

實習評估表 (IBDP Programme)

Student Name:

Internship School:

Indicators	Exemplar		Capable		Emergent		Feedback
	5	4	3	2	1	0	
A. Collaborative planning and reflection							
1. TOK : Integrate TOK in the subject of study and between subjects within the subject group; work with faculty to develop student knowledge, understanding and skills that are shared by different disciplines.							
2. Learner profile : Foster a learning environment with faculty to develop students' IB learner profile attributes.							
B. Unit Planning							
1. Inquiry : Plan a DP course (SL or HL); make subject-specific unit plans for topics (SL or HL) with essential elements (i.e., essential idea, nature of subject) based on DP unit planner templates.							
2. Action : Identify the content to be taught and learned through inquiry (i.e., understanding, application and skills, international mindedness, TOK, guidance, utilization, aims)							
3. Reflection : Considering the planning, process and impact of the inquiry							

C. Teaching and Learning							
1. Curriculum delivery: Engage students through inquiry that is conceptually based and contextually framed (personal, local or global significance).							
2. Differentiated instruction: Incorporate TOK, CAS and extended essay into instruction in order to help students construct a deep understanding of the subject matter.							
3. Encouragement: Develop students to become actively responsible for their own learning (e.g., use of ATL and ATT); develops student attitudes and skills that allow for meaningful student action.							
D. Assessment							
1. Evaluation: Use formative and summative assessment that gives students the opportunity to demonstrate achievement of the DP objectives set for the unit.							
2. Criteria: Use assessment criteria as indicated in subject guide; analyze student work to inform teaching and learning.							

Adapted from *Programme Standards and Practices* and *DP: From Principles into Practices*