

# CONTINUOUS AND GLOBAL ASSESSMENT CHART

## RECREATIONAL AND LITERARY

LEVEL 2

NAME: \_\_\_\_\_

Continuous Assessment			Global Assessment	
Listening and reviewing complaints about products.	Interpreting general sense, main ideas and details.	Making complaints.	<b>Social Practice:</b> Express complaints about a product.	<b>Communicative Activity:</b> Exchange views associated with the environment.
<b>Fill in each performance indicator using the abbreviations below.</b>				
<b>General comments:</b>				

### Assessment Criteria

#### VERY GOOD = VG

- The learner acknowledges the main idea and details from a variety of oral and written texts by using his knowledge of the world.
- The learner understands and uses information from different texts.
- The learner produces coherent texts, which respond to personal, creative, social, and academic aims.
- The learner shows respect for the differences between his / her own and foreign cultures.
- The learner expresses opinions and judgments about relevant and everyday matters.
- The learner participates in different communicative situations appropriately.
- The learner maintains communication, identifies ruptures and uses strategic means to re-establish it when required.
- The learner edits his / her classmates' and own texts with the correct grammar, spelling, and punctuation.
- The learner adapts language to unexpected communicative needs.
- The learner masters linguistic resources to understand the relationship between the parts of a statement or text.
- The learner participates in formal communicative situations.

#### GOOD = G

- The learner attempts to acknowledge the main idea and details from a variety of oral and written texts.
- The learner demonstrates some understanding of information from different texts.
- The learner needs some teacher support to produce coherent texts.
- The learner is aware of the differences between his own and foreign cultures.
- The learner shows some interest in expressing opinions and judgments about relevant and everyday matters.
- The learner shows some interest in participating in different communicative situations.

- The learner demonstrates some improvement in identifying ruptures in communication and uses strategic means to re-establish it when required.
- The learner needs some teacher support to edit his / her classmates' and own texts with the correct grammar, spelling, and punctuation.
- The learner attempts to adapt language to unexpected communicative needs.
- The learner is aware of the linguistic resources to understand the relationship between the parts of a statement or text.
- The learner shows interest in participating in formal communicative situations.

#### NEEDS IMPROVEMENT = NI

- The learner fails to understand the main idea and details from a variety of oral and written texts.
- The learner demonstrates little understanding of information from different texts.
- The learner finds it difficult to produce coherent texts.
- The learner shows little interest in differences between his own and foreign cultures.
- The learner shows little interest in expressing opinions and judgments about relevant and everyday matters.
- The learner shows little interest in participating in different communicative situations.
- The learner demonstrates little improvement in maintaining communication.
- The learner needs permanent teacher support to work.
- The learner fails to adapt language to unexpected communicative needs.
- The learner isn't aware of the linguistic resources to understand the relationship between the parts of a statement or text.
- The learner shows little interest in participating in formal communicative situations.

# CONTINUOUS AND GLOBAL ASSESSMENT CHART

## RECREATIONAL AND LITERARY

NAME: \_\_\_\_\_

Continuous Assessment			Global Assessment	
Reviewing short literary essays.	Reading and understanding general sense, mains ideas and details of literary essays.	Describing and comparing cultural aspects.	<b>Social Practice:</b> Read short literary essays to contrast cultural aspects.	<b>Communicative Activity:</b> Understand oneself and others.
<b>Fill in each performance indicator using the abbreviations below.</b>				
<b>General comments:</b>				

### Assessment Criteria

**VERY GOOD = VG**

- The learner acknowledges the main idea and details from a variety of oral and written texts by using his knowledge of the world.
- The learner understands and uses information from different texts.
- The learner produces coherent texts, which respond to personal, creative, social, and academic aims.
- The learner shows respect for the differences between his / her own and foreign cultures.
- The learner expresses opinions and judgments about relevant and everyday matters.
- The learner participates in different communicative situations appropriately.
- The learner maintains communication, identifies ruptures and uses strategic means to re-establish it when required.
- The learner edits his / her classmates' and own texts with the correct grammar, spelling, and punctuation.
- The learner adapts language to unexpected communicative needs.
- The learner masters linguistic resources to understand the relationship between the parts of a statement or text.
- The learner participates in formal communicative situations.

**GOOD = G**

- The learner attempts to acknowledge the main idea and details from a variety of oral and written texts.
- The learner demonstrates some understanding of information from different texts.
- The learner needs some teacher support to produce coherent texts.
- The learner is aware of the differences between his own and foreign cultures.
- The learner shows some interest in expressing opinions and judgments about relevant and everyday matters.
- The learner shows some interest in participating in different communicative situations.

- The learner demonstrates some improvement in identifying ruptures in communication and uses strategic means to re-establish it when required.
- The learner needs some teacher support to edit his / her classmates' and own texts with the correct grammar, spelling, and punctuation.
- The learner attempts to adapt language to unexpected communicative needs.
- The learner is aware of the linguistic resources to understand the relationship between the parts of a statement or text.
- The learner shows interest in participating in formal communicative situations.

**NEEDS IMPROVEMENT = NI**

- The learner fails to understand the main idea and details from a variety of oral and written texts.
- The learner demonstrates little understanding of information from different texts.
- The learner finds it difficult to produce coherent texts.
- The learner shows little interest in differences between his own and foreign cultures.
- The learner shows little interest in expressing opinions and judgments about relevant and everyday matters.
- The learner shows little interest in participating in different communicative situations.
- The learner demonstrates little improvement in maintaining communication.
- The learner needs permanent teacher support to work.
- The learner fails to adapt language to unexpected communicative needs.
- The learner isn't aware of the linguistic resources to understand the relationship between the parts of a statement or text.
- The learner shows little interest in participating in formal communicative situations.

# CONTINUOUS AND GLOBAL ASSESSMENT CHART

## ACADEMIC AND EDUCATIONAL

LEVEL 2

NAME: \_\_\_\_\_

Continuous Assessment				Global Assessment	
Selecting and reviewing instruction manuals.	Reading and understanding instruction manuals.	Writing instructions.	Editing instruction manuals.	<b>Social Practice:</b> Produce instructions to prepare for a risky situation due to a natural phenomenon.	<b>Communicative Activity:</b> Interpretation and follow-up of instructions.
<b>Fill in each performance indicator using the abbreviations below</b>					
<b>General comments:</b>					

### Assessment Criteria

#### VERY GOOD = VG

- The learner acknowledges the main idea and details from a variety of oral and written texts by using his knowledge of the world.
- The learner understands and uses information from different texts.
- The learner produces coherent texts, which respond to personal, creative, social, and academic aims.
- The learner shows respect for the differences between his / her own and foreign cultures.
- The learner expresses opinions and judgments about relevant and everyday matters.
- The learner participates in different communicative situations appropriately.
- The learner maintains communication, identifies ruptures and uses strategic means to re-establish it when required.
- The learner edits his / her classmates' and own texts with the correct grammar, spelling, and punctuation.
- The learner adapts language to unexpected communicative needs.
- The learner masters linguistic resources to understand the relationship between the parts of a statement or text.
- The learner participates in formal communicative situations.

#### GOOD = G

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- The learner demonstrates some understanding of information from different texts.
- The learner needs some teacher support to produce coherent texts.
- The learner is aware of the differences between his own and foreign cultures.
- The learner shows some interest in expressing opinions and judgments about relevant and everyday matters.
- The learner shows some interest in participating in different communicative situations.

- The learner demonstrates some improvement in identifying ruptures in communication and uses strategic means to re-establish it when required.
- The learner needs some teacher support to edit his / her classmates' and own texts with the correct grammar, spelling, and punctuation.
- The learner attempts to adapt language to unexpected communicative needs.
- The learner is aware of the linguistic resources to understand the relationship between the parts of a statement or text.
- The learner shows interest in participating in formal communicative situations.

#### NEEDS IMPROVEMENT = NI

- The learner fails to understand the main idea and details from a variety of oral and written texts.
- The learner demonstrates little understanding of information from different texts.
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- The learner shows little interest in differences between his own and foreign cultures.
- The learner shows little interest in expressing opinions and judgments about relevant and everyday matters.
- The learner shows little interest in participating in different communicative situations.
- The learner demonstrates little improvement in maintaining communication.
- The learner needs permanent teacher support to work.
- The learner fails to adapt language to unexpected communicative needs.
- The learner isn't aware of the linguistic resources to understand the relationship between the parts of a statement or text.
- The learner shows little interest in participating in formal communicative situations.

# CONTINUOUS AND GLOBAL ASSESSMENT CHART

## FAMILY AND COMMUNITY

LEVEL 2

NAME: \_\_\_\_\_

Continuous Assessment			Global Assessment	
Listening to and reviewing conversations about personal experiences.	Understanding general sense, mains ideas and details.	Sharing personal experiences in a conversation.	<b>Social Practice:</b> Comment on one's own experiences and those of others in a conversation.	<b>Communicative Activity:</b> Exchanges associated information of oneself and of others.
<b>Fill in each performance indicator using the abbreviations below.</b>				
<b>General comments:</b>				

### Assessment Criteria

**VERY GOOD = VG**

- The learner acknowledges the main idea and details from a variety of oral and written texts by using his knowledge of the world.
- The learner understands and uses information from different texts.
- The learner produces coherent texts, which respond to personal, creative, social, and academic aims.
- The learner shows respect for the differences between his / her own and foreign cultures.
- The learner expresses opinions and judgments about relevant and everyday matters.
- The learner participates in different communicative situations appropriately.
- The learner maintains communication, identifies ruptures and uses strategic means to re-establish it when required.
- The learner edits his / her classmates' and own texts with the correct grammar, spelling, and punctuation.
- The learner adapts language to unexpected communicative needs.
- The learner masters linguistic resources to understand the relationship between the parts of a statement or text.
- The learner participates in formal communicative situations.

**GOOD = G**

- The learner attempts to acknowledge the main idea and details from a variety of oral and written texts.
- The learner demonstrates some understanding of information from different texts.
- The learner needs some teacher support to produce coherent texts.
- The learner is aware of the differences between his own and foreign cultures.
- The learner shows some interest in expressing opinions and judgments about relevant and everyday matters.
- The learner shows some interest in participating in different communicative situations.

- The learner demonstrates some improvement in identifying ruptures in communication and uses strategic means to re-establish it when required.
- The learner needs some teacher support to edit his / her classmates' and own texts with the correct grammar, spelling, and punctuation.
- The learner attempts to adapt language to unexpected communicative needs.
- The learner is aware of the linguistic resources to understand the relationship between the parts of a statement or text.
- The learner shows interest in participating in formal communicative situations.

**NEEDS IMPROVEMENT = NI**

- The learner fails to understand the main idea and details from a variety of oral and written texts.
- The learner demonstrates little understanding of information from different texts.
- The learner finds it difficult to produce coherent texts.
- The learner shows little interest in differences between his own and foreign cultures.
- The learner shows little interest in expressing opinions and judgments about relevant and everyday matters.
- The learner shows little interest in participating in different communicative situations.
- The learner demonstrates little improvement in maintaining communication.
- The learner needs permanent teacher support to work.
- The learner fails to adapt language to unexpected communicative needs.
- The learner isn't aware of the linguistic resources to understand the relationship between the parts of a statement or text.
- The learner shows little interest in participating in formal communicative situations.

# CONTINUOUS AND GLOBAL ASSESSMENT CHART

## RECREATIONAL AND LITERARY

NAME: \_\_\_\_\_

Continuous Assessment			Global Assessment	
Selecting and reviewing short theater plays for young people.	Reading short theater plays and understanding general sense, main ideas, and details.	Participating in the reading out loud of theater plays.	<b>Social Practice:</b> Read theater plays.	<b>Communicative Activity:</b> Literary expression.
<b>Fill in each performance indicator using the abbreviations below.</b>				
<b>General comments:</b>				

### Assessment Criteria

**VERY GOOD = VG**

- The learner acknowledges the main idea and details from a variety of oral and written texts by using his knowledge of the world.
- The learner understands and uses information from different texts.
- The learner produces coherent texts, which respond to personal, creative, social, and academic aims.
- The learner shows respect for the differences between his / her own and foreign cultures.
- The learner expresses opinions and judgments about relevant and everyday matters.
- The learner participates in different communicative situations appropriately.
- The learner maintains communication, identifies ruptures and uses strategic means to re-establish it when required.
- The learner edits his / her classmates' and own texts with the correct grammar, spelling, and punctuation.
- The learner adapts language to unexpected communicative needs.
- The learner masters linguistic resources to understand the relationship between the parts of a statement or text.
- The learner participates in formal communicative situations.

**GOOD = G**

- The learner attempts to acknowledge the main idea and details from a variety of oral and written texts.
- The learner demonstrates some understanding of information from different texts.
- The learner needs some teacher support to produce coherent texts.
- The learner is aware of the differences between his own and foreign cultures.
- The learner shows some interest in expressing opinions and judgments about relevant and everyday matters.
- The learner shows some interest in participating in different communicative situations.

- The learner demonstrates some improvement in identifying ruptures in communication and uses strategic means to re-establish it when required.
- The learner needs some teacher support to edit his / her classmates' and own texts with the correct grammar, spelling, and punctuation.
- The learner attempts to adapt language to unexpected communicative needs.
- The learner is aware of the linguistic resources to understand the relationship between the parts of a statement or text.
- The learner shows interest in participating in formal communicative situations.

**NEEDS IMPROVEMENT = NI**

- The learner fails to understand the main idea and details from a variety of oral and written texts.
- The learner demonstrates little understanding of information from different texts.
- The learner finds it difficult to produce coherent texts.
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- The learner shows little interest in expressing opinions and judgments about relevant and everyday matters.
- The learner shows little interest in participating in different communicative situations.
- The learner demonstrates little improvement in maintaining communication.
- The learner needs permanent teacher support to work.
- The learner fails to adapt language to unexpected communicative needs.
- The learner isn't aware of the linguistic resources to understand the relationship between the parts of a statement or text.
- The learner shows little interest in participating in formal communicative situations.

# CONTINUOUS AND GLOBAL ASSESSMENT CHART

## FAMILY AND COMMUNITY

NAME: \_\_\_\_\_

Continuous Assessment			Global Assessment	
Reviewing news stories.	Reading news stories.	Contrasting news stories in different newspapers.	<b>Social Practice:</b> Compare the same news story in different news publications.	<b>Communicative Activity:</b> Exchanges associated with media.
<b>Fill in each performance indicator using the abbreviations below.</b>				
<b>General comments:</b>				

### Assessment Criteria

**VERY GOOD = VG**

- The learner acknowledges the main idea and details from a variety of oral and written texts by using his knowledge of the world.
- The learner understands and uses information from different texts.
- The learner produces coherent texts, which respond to personal, creative, social, and academic aims.
- The learner shows respect for the differences between his / her own and foreign cultures.
- The learner expresses opinions and judgments about relevant and everyday matters.
- The learner participates in different communicative situations appropriately.
- The learner maintains communication, identifies ruptures and uses strategic means to re-establish it when required.
- The learner edits his / her classmates' and own texts with the correct grammar, spelling, and punctuation.
- The learner adapts language to unexpected communicative needs.
- The learner masters linguistic resources to understand the relationship between the parts of a statement or text.
- The learner participates in formal communicative situations.

**GOOD = G**

- The learner attempts to acknowledge the main idea and details from a variety of oral and written texts.
- The learner demonstrates some understanding of information from different texts.
- The learner needs some teacher support to produce coherent texts.
- The learner is aware of the differences between his own and foreign cultures.
- The learner shows some interest in expressing opinions and judgments about relevant and everyday matters.
- The learner shows some interest in participating in different communicative situations.

- The learner demonstrates some improvement in identifying ruptures in communication and uses strategic means to re-establish it when required.
- The learner needs some teacher support to edit his / her classmates' and own texts with the correct grammar, spelling, and punctuation.
- The learner attempts to adapt language to unexpected communicative needs.
- The learner is aware of the linguistic resources to understand the relationship between the parts of a statement or text.
- The learner shows interest in participating in formal communicative situations.

**NEEDS IMPROVEMENT = NI**

- The learner fails to understand the main idea and details from a variety of oral and written texts.
- The learner demonstrates little understanding of information from different texts.
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- The learner shows little interest in participating in formal communicative situations.

# CONTINUOUS AND GLOBAL ASSESSMENT CHART

## ACADEMIC AND EDUCATIONAL

LEVEL 2

NAME: \_\_\_\_\_

Continuous Assessment				Global Assessment	
Selecting and reviewing materials.	Reading and understanding information.	Writing information.	Editing texts.	<b>Social Practice:</b> Paraphrase information to explain how a machine works.	<b>Communicative Activity:</b> Search and selection of information.
<b>Fill in each performance indicator using the abbreviations below</b>					
<b>General comments:</b>					

### Assessment Criteria

#### VERY GOOD = VG

- The learner acknowledges the main idea and details from a variety of oral and written texts by using his knowledge of the world.
- The learner understands and uses information from different texts.
- The learner produces coherent texts, which respond to personal, creative, social, and academic aims.
- The learner shows respect for the differences between his / her own and foreign cultures.
- The learner expresses opinions and judgments about relevant and everyday matters.
- The learner participates in different communicative situations appropriately.
- The learner maintains communication, identifies ruptures and uses strategic means to re-establish it when required.
- The learner edits his / her classmates' and own texts with the correct grammar, spelling, and punctuation.
- The learner adapts language to unexpected communicative needs.
- The learner masters linguistic resources to understand the relationship between the parts of a statement or text.
- The learner participates in formal communicative situations.

#### GOOD = G

- The learner attempts to acknowledge the main idea and details from a variety of oral and written texts.
- The learner demonstrates some understanding of information from different texts.
- The learner needs some teacher support to produce coherent texts.
- The learner is aware of the differences between his own and foreign cultures.
- The learner shows some interest in expressing opinions and judgments about relevant and everyday matters.
- The learner shows some interest in participating in different communicative situations.

- The learner demonstrates some improvement in identifying ruptures in communication and uses strategic means to re-establish it when required.
- The learner needs some teacher support to edit his / her classmates' and own texts with the correct grammar, spelling, and punctuation.
- The learner attempts to adapt language to unexpected communicative needs.
- The learner is aware of the linguistic resources to understand the relationship between the parts of a statement or text.
- The learner shows interest in participating in formal communicative situations.

#### NEEDS IMPROVEMENT = NI

- The learner fails to understand the main idea and details from a variety of oral and written texts.
- The learner demonstrates little understanding of information from different texts.
- The learner finds it difficult to produce coherent texts.
- The learner shows little interest in differences between his own and foreign cultures.
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- The learner shows little interest in participating in different communicative situations.
- The learner demonstrates little improvement in maintaining communication.
- The learner needs permanent teacher support to work.
- The learner fails to adapt language to unexpected communicative needs.
- The learner isn't aware of the linguistic resources to understand the relationship between the parts of a statement or text.
- The learner shows little interest in participating in formal communicative situations.

# CONTINUOUS AND GLOBAL ASSESSMENT CHART

## RECREATIONAL AND LITERARY

NAME: \_\_\_\_\_

Continuous Assessment				Global Assessment	
Reviewing genres of monologs.	Planning a monolog.	Presenting a monolog.	Encouraging feedback.	<b>Social Practice:</b> Improvise a brief monolog on a subject of interest.	<b>Communicative Activity:</b> Recreational expression.
<b>Fill in each performance indicator using the abbreviations below</b>					
<p><b>General comments:</b></p>          					

### Assessment Criteria

**VERY GOOD = VG**

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- The learner understands and uses information from different texts.
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- The learner shows respect for the differences between his / her own and foreign cultures.
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- The learner participates in different communicative situations appropriately.
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- The learner edits his / her classmates' and own texts with the correct grammar, spelling, and punctuation.
- The learner adapts language to unexpected communicative needs.
- The learner masters linguistic resources to understand the relationship between the parts of a statement or text.
- The learner participates in formal communicative situations.

**GOOD = G**

- The learner attempts to acknowledge the main idea and details from a variety of oral and written texts.
- The learner demonstrates some understanding of information from different texts.
- The learner needs some teacher support to produce coherent texts.
- The learner is aware of the differences between his own and foreign cultures.
- The learner shows some interest in expressing opinions and judgments about relevant and everyday matters.
- The learner shows some interest in participating in different communicative situations.

- The learner demonstrates some improvement in identifying ruptures in communication and uses strategic means to re-establish it when required.
- The learner needs some teacher support to edit his / her classmates' and own texts with the correct grammar, spelling, and punctuation.
- The learner attempts to adapt language to unexpected communicative needs.
- The learner is aware of the linguistic resources to understand the relationship between the parts of a statement or text.
- The learner shows interest in participating in formal communicative situations.

**NEEDS IMPROVEMENT = NI**

- The learner fails to understand the main idea and details from a variety of oral and written texts.
- The learner demonstrates little understanding of information from different texts.
- The learner finds it difficult to produce coherent texts.
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- The learner demonstrates little improvement in maintaining communication.
- The learner needs permanent teacher support to work.
- The learner fails to adapt language to unexpected communicative needs.
- The learner isn't aware of the linguistic resources to understand the relationship between the parts of a statement or text.
- The learner shows little interest in participating in formal communicative situations.



# CONTINUOUS AND GLOBAL ASSESSMENT CHART

## ACADEMIC AND EDUCATIONAL

NAME: \_\_\_\_\_

Continuous Assessment			Global Assessment	
Reviewing texts about a topic from Civics and Ethics Education and select information.	Understanding general sense and main ideas.	Discussing points of view by participating in a round-table discussion.	<b>Social Practice:</b> Discuss points of view to participate in a round-table discussion.	<b>Communicative Activity:</b> Handling information.
<b>Fill in each performance indicator using the abbreviations below.</b>				
<b>General comments:</b>				

### Assessment Criteria

**VERY GOOD = VG**

- The learner acknowledges the main idea and details from a variety of oral and written texts by using his knowledge of the world.
- The learner understands and uses information from different texts.
- The learner produces coherent texts, which respond to personal, creative, social, and academic aims.
- The learner shows respect for the differences between his / her own and foreign cultures.
- The learner expresses opinions and judgments about relevant and everyday matters.
- The learner participates in different communicative situations appropriately.
- The learner maintains communication, identifies ruptures and uses strategic means to re-establish it when required.
- The learner edits his / her classmates' and own texts with the correct grammar, spelling, and punctuation.
- The learner adapts language to unexpected communicative needs.
- The learner masters linguistic resources to understand the relationship between the parts of a statement or text.
- The learner participates in formal communicative situations.

**GOOD = G**

- The learner attempts to acknowledge the main idea and details from a variety of oral and written texts.
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- The learner is aware of the linguistic resources to understand the relationship between the parts of a statement or text.
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- The learner shows little interest in participating in formal communicative situations.

# CONTINUOUS AND GLOBAL ASSESSMENT CHART

## FAMILY AND COMMUNITY

LEVEL 2

NAME: \_\_\_\_\_

Continuous Assessment			Global Assessment	
Expressing reason for the interest about a problem.	Contrasting effects created by prosodic resources and nonverbal language.	Defining way to express yourself depending on who you speak to.	<b>Social Practice:</b> Express support and solidarity when faced with an everyday problem.	<b>Communicative Activity:</b> Exchanges associated with specific purposes.
<b>Fill in each performance indicator using the abbreviations below.</b>				
<b>General comments:</b>				

### Assessment Criteria

#### VERY GOOD = VG

- The learner acknowledges the main idea and details from a variety of oral and written texts by using his knowledge of the world.
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#### GOOD = G

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#### NEEDS IMPROVEMENT = NI

- The learner fails to understand the main idea and details from a variety of oral and written texts.
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