

CONTINUOUS AND GLOBAL ASSESSMENT CHART

FAMILY AND COMMUNITY

LEVEL 3

NAME: _____

Continuous Assessment				Global Assessment	
Examining television programs.	Interpreting general sense and some details.	Writing notes about emotions and reactions.	Sharing emotions and reactions.	Social Practice: Exchange emotions and reactions caused by a television program.	Communicative Activity: Exchanges associated with media.
Fill in each performance indicator using the abbreviations below					
<p>General comments:</p> 					

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.

NAME: _____

Continuous Assessment				Global Assessment	
Selecting instruction manuals and evaluate their content and structure.	Interpreting instructions.	Writing instructions.	Editing instructions.	Social Practice: Interpret and write instructions to perform a simple experiment.	Communicative Activity: Interpretation and follow-up of instructions.
Fill in each performance indicator using the abbreviations below					
General comments:					

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

LEVEL 3

NAME: _____

Continuous Assessment				Global Assessment	
Selecting and review poems.	Understanding general sense, main ideas, and some details.	Describing emotions.	Writing sentences based on words and expressions that communicate emotions.	Social Practice: Read poems.	Communicative Activity: Literary expression.
Fill in each performance indicator using the abbreviations below					
General comments:					

Assessment Criteria

VERY GOOD = VG

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- 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.

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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

ACADEMIC AND EDUCATIONAL

NAME: _____

Continuous Assessment				Global Assessment	
Selecting and reviewing descriptions of historical events.	Understanding the content of historical events.	Writing brief reports.	Editing reports.	Social Practice: Write a brief report on a historical event.	Communicative Activity: Search and selection of information.
Fill in each performance indicator using the abbreviations below					
General comments:					

Assessment Criteria

VERY GOOD = VG

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- 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.
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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

RECREATIONAL AND LITERARY

LEVEL 3

NAME: _____

Continuous Assessment			Global Assessment	
Choosing a past event.	Describing enigmatic events.	Formulating hypotheses to guess riddles that explain past events.	Social Practice: Guess and formulate hypotheses about past events.	Communicative Activity: Recreational expression.
Fill in each performance indicator using the abbreviations below.				
General comments:				

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.
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- 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.

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- 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

FAMILY AND COMMUNITY

LEVEL 3

NAME: _____

Continuous Assessment			Global Assessment	
Listening to and evaluating descriptions of unexpected situations shared in an oral exchange.	Interpreting general sense, main ideas, and details.	Describing unexpected events.	Social Practice: Interpret and provide descriptions of unexpected situations in a conversation.	Communicative Activity: Exchanges associated with information of oneself and that of others.
Fill in each performance indicator using the abbreviations below.				
General comments:				

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

CONTINUOUS AND GLOBAL ASSESSMENT CHART

RECREATIONAL AND LITERARY

LEVEL 3

NAME: _____

Continuous Assessment				Global Assessment	
Selecting and reviewing narrative texts.	Reading narrative texts and understand general sense, main ideas, and details.	Describing characters.	Completing and write sentences based on characters' actions and features.	Social Practice: Read fantasy or suspense literature to evaluate cultural differences.	Communicative Activity: Understanding oneself and others.
Fill in each performance indicator using the abbreviations below					
General comments:					

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.
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- The learner adapts language to unexpected communicative needs.
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- The learner shows some interest in participating in different communicative situations.

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- The learner needs some teacher support to edit his / her classmates' and own texts with the correct grammar, spelling, and punctuation.
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- 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.
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- The learner shows little interest in participating in formal communicative situations.

CONTINUOUS AND GLOBAL ASSESSMENT CHART

FAMILY AND COMMUNITY

LEVEL 3

NAME: _____

Continuous Assessment				Global Assessment	
Negotiating a topic for a conversation about cultural habits.	Exchanging proposals and opinions to open a conversation.	Asking and answering questions to go deeper in a conversation.	Using strategies to keep going and conclude a conversation about cultural habits.	Social Practice: Talk about cultural habits of different countries.	Communicative Activity: Exchanges associated with specific purposes.
Fill in each performance indicator using the abbreviations below					
General comments:					

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.
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- 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 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 demonstrates little improvement in maintaining communication.
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- The learner shows little interest in participating in formal communicative situations.

NAME: _____

Continuous Assessment				Global Assessment	
Review a topic of interest in different sources.	Read texts and interpret general sense, key ideas, and details.	Evaluate agreements or disagreements about a topic of interest to write arguments.	Participate in a debate.	Social Practice: Write agreements or disagreements to participate in a debate on one of the fine arts.	Communicative Activity: Handling information.
Fill in each performance indicator using the abbreviations below					
General comments:					

Assessment Criteria

VERY GOOD = VG

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- The learner understands and uses information from different texts.
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- The learner needs some teacher support to edit his / her classmates' and own texts with the correct grammar, spelling, and punctuation.
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- The learner shows little interest in participating in formal communicative situations.

CONTINUOUS AND GLOBAL ASSESSMENT CHART

FAMILY AND COMMUNITY

LEVEL 3

NAME: _____

Continuous Assessment			Global Assessment	
Presenting starting proposals.	Assuming a personal position and anticipate others' positions.	Offering counterarguments and defend their position during a discussion.	Social Practice: Discuss concrete actions to address youth rights.	Communicative Activity: Exchanges associated with the environment.
Fill in each performance indicator using the abbreviations below.				
<p>General comments:</p> 				

Assessment Criteria

VERY GOOD = VG

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- The learner demonstrates some understanding of information from different texts.
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- 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.

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- The learner needs some teacher support to edit his / her classmates' and own texts with the correct grammar, spelling, and punctuation.
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