

# CONTINUOUS AND GLOBAL ASSESSMENT CHART

## FAMILY AND COMMUNITY

LEVEL 1

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

Continuous Assessment			Global Assessment	
Listening and revising conversations about community services	Getting the general sense and main ideas	Exchanging information about community services	<b>Social Practice:</b> Exchange views of community service.	<b>Communicative Activity:</b> Exchange views 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.
- 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.