

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.					
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.