|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Assessment criteria | Degree of success | | | | | | Comments |
| 0 | 1 | 2 | 3 | 4 | 5 |
|  | | | | | | | |
| Content | | | | | | | |
| A range of assessment tools, tasks, techniques and agents of assessment are used, contributing to a complete assessment plan which is strong in terms of reliability and validity. |  |  |  |  |  | X | I provide a wide range of the methods to assess the students daily in order to gather information for a reliable result.  Everyday assessment through diverse instruments of observation such as written notes, rubrics, activities, interviews, games and TIC sessions that I have included provide results in a variety of situations, skills and grouping. As a result, I make sure of the evaluation in language and content aspects based on a specific criteria well planned in advance what let teachers to supply scaffolding strategies. |
| The assessment is an integral part of the learning process and offers opportunities for formative as well as summative assessment. It is criterion-based and continuous. |  |  |  |  |  | X |
| Both content and language criteria are taken into account, and where necessary, steps have been taken to ensure that language does not impede students demonstrating their content knowledge. |  |  |  |  |  | X |
| Justification and reflection | | | | | | | |
| Well-argued justification of the assessment plan´s creation, evidence of careful consideration of the concerns of the course and having done the supplementary wider reading is present. |  |  |  |  | X |  | The planning of the syllabus is a principal step as teachers. Notwithstanding the experience alongside with the knowledge of the exact group of children is what we have to be mindful of when designing our lessons with them. I have prepared the activities directed to them, to what I think they will enjoy and learn easier. Nevertheless, when necessary I would change the direction of the lessons. Students will show me if I need to improve any aspect. |
| Honest and critical appraisal of the success of elements of the assessment plan which have been implemented including suggestions for possible improvements. |  |  |  |  |  | X |
| Design and presentation | | | | | | | |
| Any materials used, created or referenced, such as texts, images, audio-visual files are attractive and of high quality. |  |  |  |  |  | X |  |
| The online repository of the assessment plan (blog, wiki…) is attractive, simple and intuitive to navigate, and functional. |  |  |  |  |  | X |
| Overall impression | | | | | | | |
| The shared assessment plan, justification and reflection are highly useful for other Comunidad de Madrid teachers and could potentially be exploited by them. The plan provides an excellent example of good practices. |  |  |  |  |  | X | In my opinion they can use my plan and improve with new ideas. This is the reason by which I have chosen a “Padlet”. |