ANAYA

Assessment must focus on improving students' learning. In order to do so, the tools used must be diversified and the time and space within the classroom intended for evaluating the learning process must be planned.

Here we propose some tools with which to assess competency achievements, in addition to assessment criteria and learning standards. Some of these focus on the collective development of competencies in all areas, while others are designed to assess specific aspects of learning put into practice throughout different courses.

Common competency assessment tools

1. Notebook review record.
2. Self-assessment target for weekly management and organisation.
3. Self-assessment target for daily work.
4. Self-assessment outline for doing interviews.
5. Oral presentation rubric.
6. Digital presentation rubric.
7. Written assignment rubric.
8. Assessment table for information searches and reliability of sources.
9. Self-assessment scale for problem solving.
10. Self-assessment target for classroom attitude.
11. Development line to assess the compare and contrast activities.
12. Group-work assessment record.
13. Rubric for assessing measures for dealing with individual diversity.
14. Rubric for assessing measures for dealing with group diversity.
15. Record for teacher self-assessment: planning.
16. Record for teacher self-assessment: student motivation.
17. Record for teacher self-assessment: teaching development.
18. Record for teacher self-assessment: follow-up and assessment of the teaching–learning process.

RECORDS OF ASSESSMENT OF LEARNING STANDARDS

ANAYA

Common competency assessment tools

1. Notebook review record.
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1. NOTEBOOK REVIEW RECORD

	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO	YES	NO
Does the front page of the notebook include the year, course, notebook start date and name?																		
Is the start of each topic stated and does the date on which the notes were taken and activities carried out, etc. appear?																		
Has the heading of each activity been copied or at least the activity number and where to find it (page, photocopies, Internet, etc.) given?																		
Has care been taken with spelling and have the necessary symbols been used correctly? Is the work tidy?																		
Have the margins been respected and is the content written down in the notebook well distributed?																		
Have corrections and explanations been included when necessary?																		
Are there pictures, drawings, diagrams, overviews and/or mind maps that help the student to study and understand the content?																		

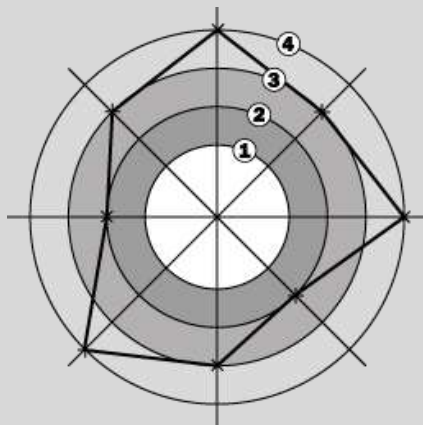NOTE: This review scale may be used in all three types of internal assessment:
- Self-assessment: students assess their own work.
- Peer assessment: students assess each other's work, taking turns assessing and being assessed.
- Co-assessment: the teacher assess the students.

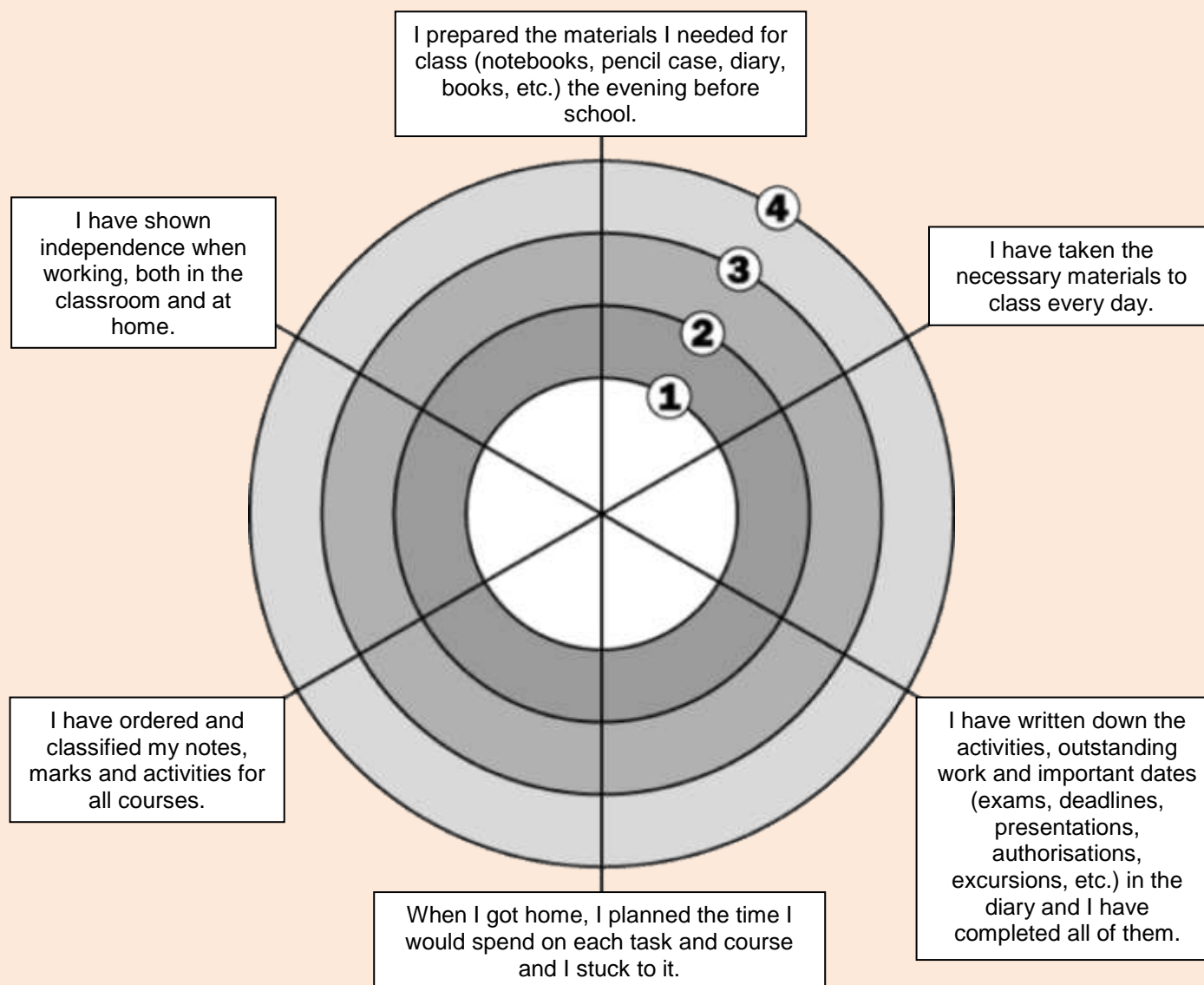## 2. SELF-ASSESSMENT TARGET FOR WEEKLY MANAGEMENT AND ORGANISATION

Carefully read the texts around the target to the right. For each one, put a cross on the appropriate boundary, based on the following criteria:

1. Never.
2. Occasionally.
3. Usually.
4. Always.

Then, join the crosses and you will get a polygon similar to the one shown below. The bigger the area of the polygon, the higher the score.

NOTE: This rubric may be used for self-assessment, peer assessment and co-assessment.

I prepared the materials I needed for class (notebooks, pencil case, diary, books, etc.) the evening before school.

I have shown independence when working, both in the classroom and at home.

I have taken the necessary materials to class every day.

I have ordered and classified my notes, marks and activities for all courses.

I have written down the activities, outstanding work and important dates (exams, deadlines, presentations, authorisations, excursions, etc.) in the diary and I have completed all of them.

When I got home, I planned the time I would spend on each task and course and I stuck to it.

3. SELF-ASSESSMENT TARGET FOR DAILY WORK

Carefully read the texts around the target to the right. For each one, put a cross on the appropriate boundary, based on the following criteria:

1. Never.
2. Occasionally.
3. Usually.
4. Always.

Then, join the crosses and you will get a polygon similar to the one shown below. The bigger the area of the polygon, the higher the score.

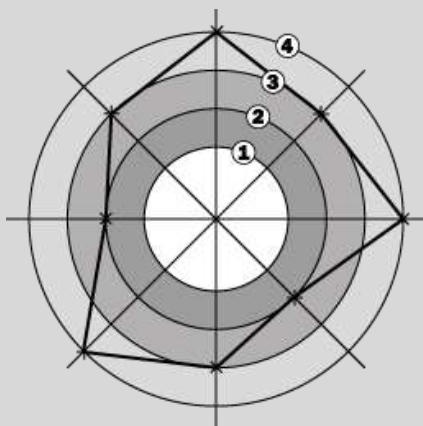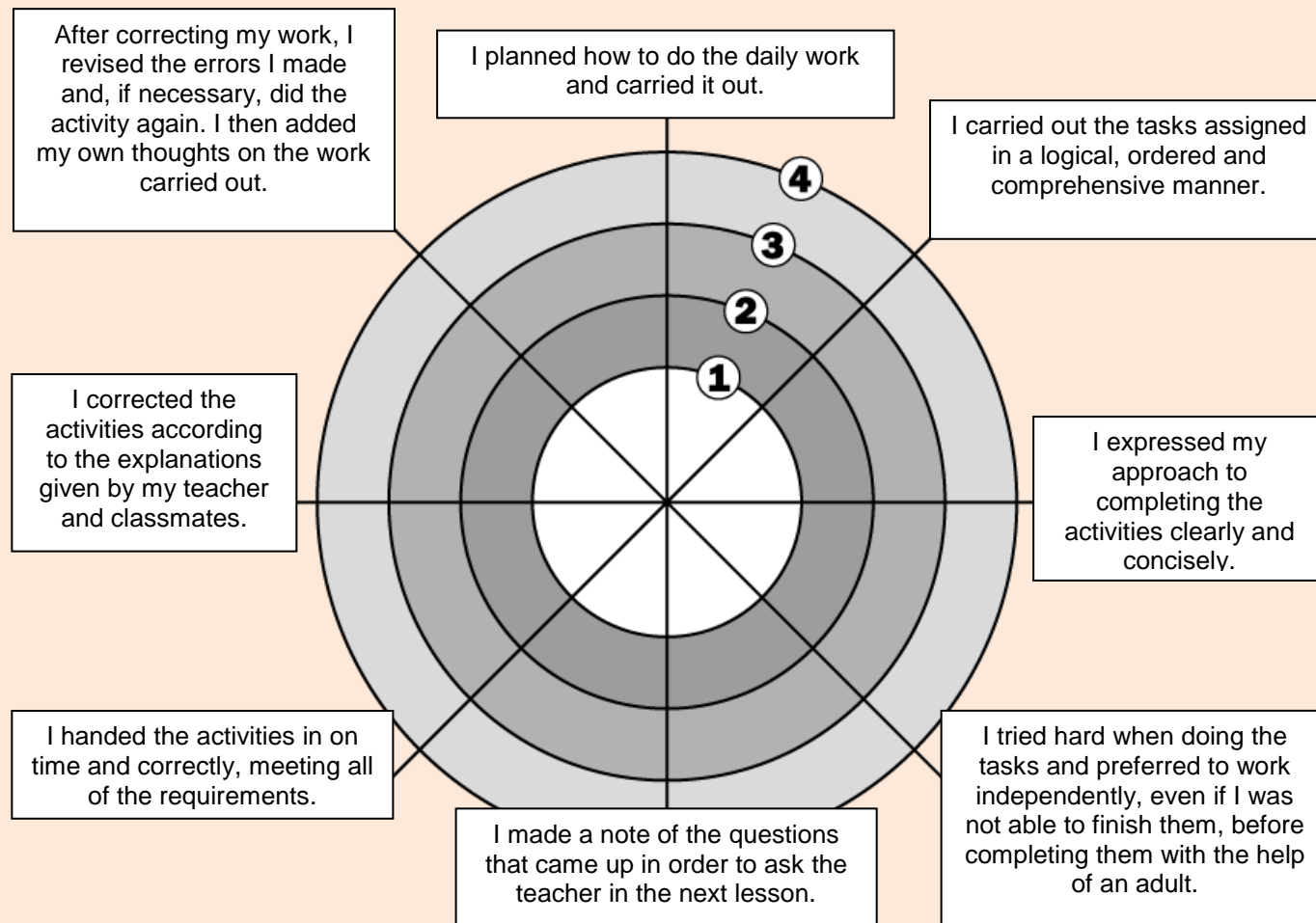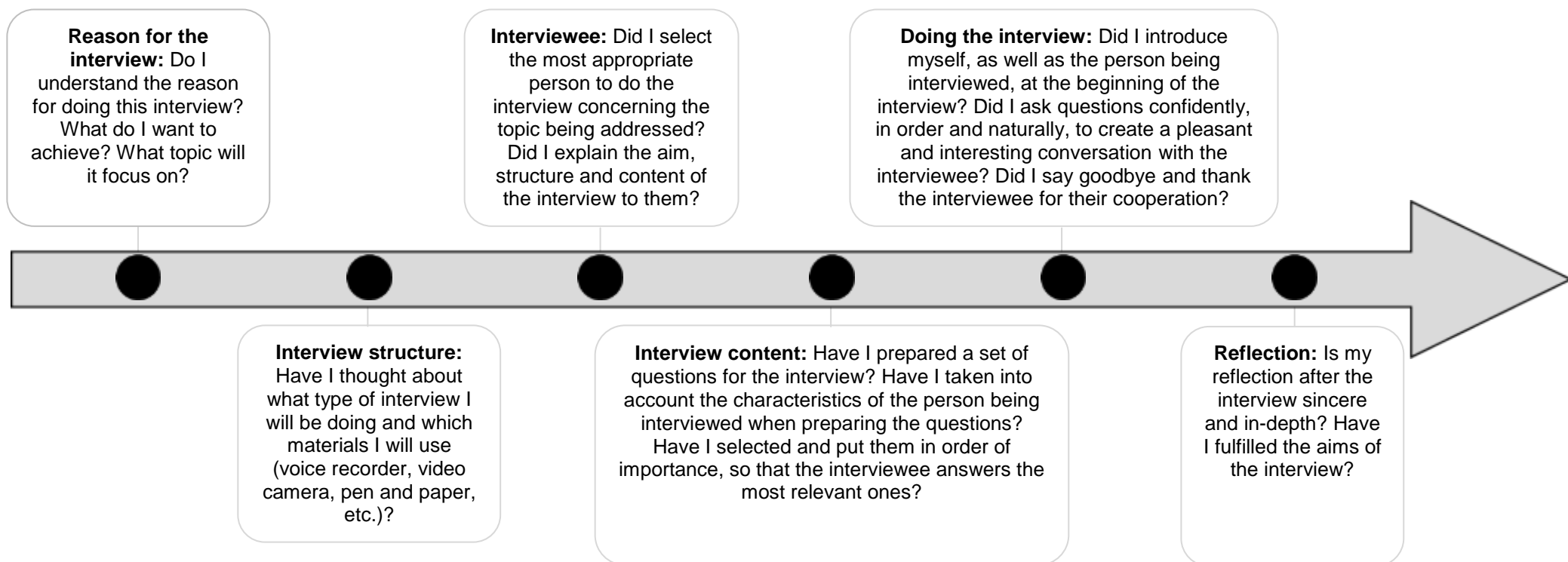NOTE: This rubric may be used for self-assessment, peer assessment and co-assessment.

After correcting my work, I revised the errors I made and, if necessary, did the activity again. I then added my own thoughts on the work carried out.

I planned how to do the daily work and carried it out.

I carried out the tasks assigned in a logical, ordered and comprehensive manner.

I corrected the activities according to the explanations given by my teacher and classmates.

I expressed my approach to completing the activities clearly and concisely.

I handed the activities in on time and correctly, meeting all of the requirements.

I made a note of the questions that came up in order to ask the teacher in the next lesson.

I tried hard when doing the tasks and preferred to work independently, even if I was not able to finish them, before completing them with the help of an adult.

4. SELF-ASSESSMENT OUTLINE FOR DOING INTERVIEWS

Look at the following self-assessment outline and reflect on the text that appears in each sentence.

Reason for the interview: Do I understand the reason for doing this interview? What do I want to achieve? What topic will it focus on?

Interviewee: Did I select the most appropriate person to do the interview concerning the topic being addressed? Did I explain the aim, structure and content of the interview to them?

Doing the interview: Did I introduce myself, as well as the person being interviewed, at the beginning of the interview? Did I ask questions confidently, in order and naturally, to create a pleasant and interesting conversation with the interviewee? Did I say goodbye and thank the interviewee for their cooperation?

Interview structure: Have I thought about what type of interview I will be doing and which materials I will use (voice recorder, video camera, pen and paper, etc.)?

Interview content: Have I prepared a set of questions for the interview? Have I taken into account the characteristics of the person being interviewed when preparing the questions? Have I selected and put them in order of importance, so that the interviewee answers the most relevant ones?

Reflection: Is my reflection after the interview sincere and in-depth? Have I fulfilled the aims of the interview?

After finishing each stage, answer the following related questions:
- What did I do?
- How did I do it?
- What did I do best and why?
- What did I find the most difficult and why?
- What would I do differently (or not do) and why?
- What have I learnt?
- Am I happy with the work I have done? Why?
- How can I apply what I have learnt to different contexts?
- How can I improve next time?

5. ORAL PRESENTATION RUBRIC

AIM		POINTS	EXCELLENT: 4	HIGH: 3	LOW: 2	POOR: 1
ORAL COMMUNICATION	1		Starts with a greeting, states who they are and the topic they will talk about.	States who they are and the topic they will talk about.	Starts with a greeting and states the topic they will talk about.	Starts with a greeting and/or states who they are.
	2		Articulates, uses volume and tone correctly and pays attention to body language.	Articulates and uses volume and tone correctly but does not pay attention to body language.	Pays attention to body language.	Uses volume and tone appropriately.
	3.		Introduces the outline of the presentation and the order is logical.	The order of the presentation is logical.	Introduces the outline of the presentation.	The presentation is partially ordered.
	4		States conclusions, asks if there are questions and says goodbye.	States conclusions and asks if there are questions.	States conclusions or asks if there are questions.	Says goodbye.
PRESENTATION CONTENT	5		The information presented is correct and focused on the topic.	The information presented is based the topic but there are some errors.	The information presented is correct but it is based on another topic.	The information presented is based on another topic and, in addition, it is wrong.
	6		The information has been studied and developed by the student based on cited sources of information.	The information seems to have been studied and developed by the student but the sources of information have not been cited.	Some of the information is presented directly from one or several sources of information.	The information is simply presented from the sources and their reliability has not been checked.
	7		Uses language appropriately and in an entertaining way, using (technical) vocabulary in accordance with the topic.	Uses language appropriately and uses (technical) vocabulary in accordance with the topic.	Uses (technical) vocabulary in accordance with the topic.	Uses language appropriately.
	8		Answers the questions correctly and accurately.	Answers the questions but gives some irrelevant information.	Answers some of the questions incorrectly or vaguely.	Does not answer any of the questions or does so with continuous mistakes.
SUPPORT RESOURCES	9		Interacts with the audience through a variety of activities that make it easier to understand the topic being presented.	Carries out some activities that make it easier to understand the topic.	Carries out some support activities but they do not make it easier to understand the topic, since they stray from it.	Does not carry out any support activities that make it easier to understand the topic being presented.
	10		Uses audio-visual support to remember facts or give important examples and is creative.	Uses audio-visual support that does not provide relevant information or is not creative.	Uses audio-visual support limited to being read or projected, without doing an appropriate presentation.	Barely uses audio-visual supports or does not use any at all.

6. DIGITAL PRESENTATION RUBRIC

AIM		POINTS	EXCELLENT: 4	HIGH: 3	LOW: 2	POOR: 1
CONTENT	1		The presentation is creative, entertaining and original.	The presentation shows a certain amount of creativity and is entertaining.	The presentation is based on a pre-existing template.	The presentation is not the student's own work.
	2		The presentation covers the topic in great depth, showing thorough knowledge of the topic.	The presentation covers the topic appropriately, showing suitable knowledge of the topic.	The presentation covers the topic but only includes essential information about it, showing certain errors in content internalisation.	The presentation barely includes essential information on the topic, showing errors in or a lack of content internalisation.
	3		The use of pictures and/or videos is broad and suitable and makes it easier to understand the topic.	The use of pictures and/or videos is correct; some of the pictures make it easier to understand the topic.	The use of pictures and/or videos is limited and they do not contribute to or make it easier to understand the topic.	Pictures and/or videos are used as the presentation's centre of attention, but do not contribute in any way to the assignment.
	4		The presentation contains one or no spelling or grammar mistakes.	The presentation contains between two and four spelling or grammar mistakes.	The presentation contains between five and seven spelling or grammar mistakes.	The presentation contains eight or more spelling or grammar mistakes.
ORGANISATION	5		The presentation includes a title page (which introduces the topic and the authors) and an index. It finishes with a conclusions and thank you slide, along with an invitation to ask questions.	The presentation includes a title page and finishes with a conclusions and thank you slide, along with an invitation to ask questions; however the index is missing.	The presentation includes a title page and an index. It finishes with a conclusions and thank you slide but does not invite questions to be asked.	The presentation includes a title page but no index, conclusions or invitation to ask questions.
	6		The content of the presentation is given in a logical order; it is easy to follow.	The presentation is fairly organised; some ideas or slides seem to be out of place, but in general, it is easy to follow.	The presentation is a bit difficult to follow; some ideas or slides seem to be out of place.	The ideas appear to be in a random order, with ideas and slides completely out of place. It may also be copied from another presentation.
	7		The workload is divided equally and has been shared by all members of the group.	The workload is divided equally and but has not been shared by all members of the group.	One or two people in the group have not done their share of the work.	More than two people in the group have not done their share of the work.

NOTE: This rubric may be used for self-assessment, peer assessment and co-assessment.

7. WRITTEN ASSIGNMENT RUBRIC

AIM		POINTS	EXCELLENT: 4	HIGH: 3	LOW: 2	POOR: 1
CONTENT	1		The topic of the assignment is well defined and addressed appropriately.	The topic is only partially defined but addressed appropriately.	The topic is well defined but some important points are not addressed.	The topic is only partially defined and the information on it is scarce.
	2		The text reflects excellent knowledge of the topic.	The text reflects good knowledge of the topic.	The text reflects certain mistakes in content internalisation.	The text reflects mistakes and a lack of content internalisation.
	3		There is a wide and appropriate use of images and infographics.	The use of images and infographics is correct.	Use of images and infographics is limited yet correct.	The use of images and infographics does not contribute anything to the assignment.
	4		The assignment contains one or no spelling or grammar mistakes.	The assignment contains between two and four spelling or grammar mistakes.	The assignment contains between five and seven spelling or grammar mistakes.	The assignment contains eight or more spelling or grammar mistakes.
	5		The assignment is carefully and conscientiously presented.	The assignment is appropriately presented.	The assignment is poorly presented.	The assignment is carelessly presented.
ORGANISATION	6		The front page introduces the topic of the assignment and the authors and is followed by an index.	The front page only states the topic of the assignment and is followed by an index.	The front page introduces the topic of the assignment and the authors, but there is no index.	The front page does not introduce the topic of the assignment or the authors and there is no index.
	7		The content of the assignment is well structured; one idea follows on from another in a logical order, with transitions and a clear use of titles and the format is maintained throughout. It is easy to read.	The assignment is fairly organised and although some ideas seem to be out of place, the transitions between the rest of the ideas are logical and the order is clear. In addition, the format is maintained throughout, making it easier to read.	The assignment is fairly hard to follow; some ideas appear to be out of place or the transitions between them are poor and the order and/or format has not been maintained.	The ideas within the assignment appear to be in a random order, with some of them completely out of place. Furthermore, the format is not maintained throughout, which makes it hard to read.
	8		The end of the assignment includes a reflection and personal conclusions.	The end of the assignment includes a reflection.	The end of the assignment includes conclusions but no reflection.	The end of the assignment does not include a reflection or conclusions, or if they are included, they seem to be copied from another source.

NOTE: This rubric may be used for self-assessment, peer assessment and co-assessment.

8. ASSESSMENT TABLE FOR INFORMATION SEARCHES AND RELIABILITY OF SOURCES

When using information from different sources, fill out the following table to reflect on their reliability, then decide whether or not the information obtained can be used:

INFORMATION	SOURCE OF INFORMATION	TYPE OF SOURCE	REPUTATION OF THE SOURCE	PUBLICATION DATE AND/OR LAST UPDATE	EXPERIENCE OF THE AUTHOR AND/OR SOURCE	PREFERENCE AND/OR BIAS OF THE SOURCE	CROSS-REFERENCE OF INFORMATION (with other sources)		IS THE SOURCE RELIABLE? WHY?
1									
2									
3									
4									
5									

Whenever you use a source of information to do an activity or assignment, remember to cite it by adding one of the following references:
- If it is a book: author (surname and initials, separated by a coma), publication date (in brackets), title (in italics or bold, you can add the edition number in brackets), place of publication, publisher and, if applicable, cited pages.
- If it is a webpage: author (surname and initials, separated by a coma), publication date of the web post (in brackets), title of the article or post (in italics or bold) and the link to the webpage.

9. SELF-ASSESSMENT SCALE FOR PROBLEM SOLVING

1 | **Description of the problem:** Have I read the description of the problem carefully? |

2 | **Clarification of the problem:** Have I thought about why this exercise has been assigned? What is the answer? What do I know and need to know in order to answer it? |

3 | **Search for possible answers:** Have I thought about more than one answer, despite thinking that the first one is the most appropriate? |

4 | **Process for selecting the most appropriate answer:** Have I chosen the answer to explore wisely, in order to solve the problem? |

5 | **Resources, restrictions and help to carry out the chosen solution:** Have I taken into account the resources, restrictions and help that I have? |

6 | **Solution plan:** Have I ordered the steps to be followed, in order to answer the exercise, thinking about what I know and need to know for each step? |

7 | **Developing the answer:** Have I answered the exercise correctly, following the plan that I set at the start? |

8 | **Control point:** Have I thought about whether the answer chosen is really suitable? If it is not, have I reassessed this answer? |

9 | **Checking and presenting the answer:** Have I checked that the answer is correct? Have I paid attention to the presentation? |

10 | **Learning assessment:** After solving the problem, did I reflect on the solution process, stating the aspects to be improved upon and the difficulties encountered, in addition to learning? |

10. SELF-ASSESSMENT TARGET FOR CLASSROOM ATTITUDE

Carefully read each of the texts around the target to the right. For each one, put a cross on the appropriate boundary, based on the following criteria:

1. Never.
2. Occasionally.
3. Usually.
4. Always.

Then, join the crosses and you will get a polygon similar to the one shown below. The bigger the area of the polygon, the higher the score.
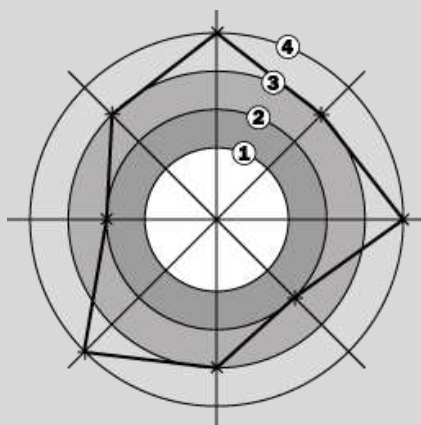
NOTE: This rubric may be used for self-assessment, peer assessment and co-assessment.

I have actively participated in class, asking all the questions I had and contributing ideas and justified opinions thoughtfully and respectfully.

I have made good use of the time spent in the classroom, doing the activities set by the teacher and listening to the explanations given by both the teacher and my classmates.

I have used appropriate language at all times, both verbal and non-verbal, taking care not to shout or give the wrong impression through intonation, gestures or movements.

I have respected speaking turns, both when speaking and listening to my classmates and always doing so with interest and valuing their contributions. I am also able to accept comments and constructive criticism.

I have worked efficiently, showing motivation, initiative and creativity in the process of the activities and my own contributions.

I have been well-behaved in the classroom, respected my classmates and contributed to creating a suitable environment for group coexistence.

11. REFLECTIVE DIARY ON THE SCIENTIFIC METHOD

Carefully read the text of the following sentences:

SIMILARITIES: Have I thoroughly observed what similarities there are between the elements that I am comparing and contrasting?

DIFFERENCES: Have I thought about which aspects make the elements that I am comparing different? Have I stated what each of these elements is like?

SELECTING SIMILARITIES AND DIFFERENCES: Have I chosen the similarities and differences that I believe to be the most important?

IMPORTANT IDEAS: Have I extracted important ideas from the significant similarities and differences, which help me to reflect on the elements that I am contrasting as a whole?

CONCLUSION: Have I obtained valid conclusions on the elements that I am comparing and contrasting, based on in-depth analysis of the previous steps?

After finishing each stage, answer the following related questions:

- What did I do?
- How did I do it?
- What did I do best? Why?
- What did I find the most difficult? Why?
- What would I do differently (or not do)? Why?
- What have I learnt?
- Am I happy with the work I have done? Why?
- How can I apply what I have learnt to different contexts?
- How can I improve next time?

12. GROUP-WORK ASSESSMENT RECORD

NAME:													DATE:
GROUP:	4	3	2	1	4	3	2	1	4	3	2	1	REFLECTION: (we need to improve ... because ...)
1 I have correctly carried out my responsibilities in the assignment.													
2 I pre-planned how to do the assignment and I fulfilled all the activities and tasks assigned.													
3 I was organised in the process of both individual and group work, respecting the deadlines set and working in an ordered and tidy manner.													
4 I respected and valued my classmates' contributions, motivating and helping them whenever possible and providing constructive criticism.													
5 I participated in the group decision making, contributing creative solutions and using complementary materials.													
6 I brought the materials necessary to do the group work.													
7 Regardless of the results, I tried hard and gave my best.													
8 I contributed to a good group atmosphere, as I know this is an important part of being able to work well.													
9 I fulfilled all of the pre-agreed team objectives.													
10 I reflected on and wrote a conclusion about the assignment carried out both individually and as a group.													

13. RUBRIC FOR ASSESSING MEASURES FOR DEALING WITH INDIVIDUAL DIVERSITY

DEALING WITH INDIVIDUAL DIVERSITY		MEASURES FOR DIVERSITY	LEVEL OF ACHIEVEMENT
DIVERSITY IN UNDERSTANDING	Does not find it hard to understand content.	Select content with a higher level of difficulty.	
	Understands content but occasionally finds it difficult.	Select the important content according to their reality.	
	Finds it difficult to understand the content presented.	Select minimum content and present it using simplified language and graphic information.	
DIVERSITY IN ABILITY AND DEVELOPMENT	Experiences no difficulties (high ability students).	Promote these abilities through activities that enable them to be put into practice.	
	Experiences minor difficulties.	Set tasks with a progressive difficulty level according to the abilities they acquire.	
	Experiences difficulty.	Select tasks according to students' abilities, which enable them to reach the minimum content required.	
DIVERSITY IN INTEREST AND MOTIVATION	Shows a high level of interest and motivation.	Continue to promote this interest and motivation.	
	Interest and motivation do not stand out.	Foster interest and motivation with a variety of activities and tasks.	
	Is not interested or motivated.	Foster interest and motivation with more procedural activities and tasks that are closer to their reality.	
DIVERSITY IN PROBLEM SOLVING	Finds solutions to problems arising in all situations.	Continue to foster this ability.	
	Finds solutions to problems arising in some situations.	Assign problems with an increasing level of difficulty.	
	Experiences difficulty solving problems in the situations that arise.	Assign problems in accordance to their abilities, in order to develop them.	
DIVERSITY IN COMMUNICATION	Oral and written expression is clear and correct.	Assign tasks that continue to perfect oral and written expression.	
	Oral and written expression is sometimes difficult.	Assign tasks and debates in which students must express themselves orally and in writing, in order to improve.	
	Oral and written expression is difficult.	Assign activities with the necessary level so that students acquire the tools needed to improve.	

14. RUBRIC FOR ASSESSING MEASURES FOR DEALING WITH GROUP DIVERSITY

DEALING WITH GROUP DIVERSITY		MEASURES FOR DIVERSITY	LEVEL OF ACHIEVEMENT
COMMUNICATION	Teacher–group communication is not difficult.	No measures are needed.	
	Teacher–group communication is sometimes difficult.	Propose strategies to improve communication.	
	Teacher–group communication is very difficult.	Determine why communication is difficult and propose measures that minimise these causes.	
INTEREST AND MOTIVATION	The group is motivated and very interested.	No measures are needed.	
	Some of the students are unmotivated and are not very interested.	Propose strategies that increase interest and motivation for these students.	
	The group lacks interest and is not very motivated.	Find out why the students are unmotivated and propose measures that minimise these causes.	
ATTITUDE AND COLLABORATION	The group has a positive attitude and is always willing to do tasks.	No measures are needed.	
	Some of the students have a positive attitude and collaborate.	Propose group activities in which the least motivated student takes on the main responsibilities.	
	The group has a negative attitude and does not collaborate when doing tasks.	Determine the causes of the problem and adopt measures, strategies and so on, to minimise these attitudes.	

15. RECORD FOR TEACHER SELF-ASSESSMENT: PLANNING

	INDICATORS	EVALUATION	SUGGESTIONS FOR IMPROVEMENTS
PLANNING	1. Plans the course taking into account the learning standards set forth in the education laws.		
	2. Plans the course taking into account the time available to develop the course.		
	3. Selects and progressively orders the classroom syllabus content taking into account the specific characteristics of each group of students.		
	4. Plans activities and strategies according to the learning standards.		
	5. Plans flexible classes, preparing activities and resources that are appropriate for the classroom syllabus, as well as the needs and interests of the students.		
	6. Establishes assessment and self-assessment criteria, methods and tools that make it possible to monitor the students' learning progress.		
	7. Coordinates with teachers from other departments in which the content may be similar to that of their course.		

16. RECORD FOR TEACHER SELF-ASSESSMENT: STUDENT MOTIVATION

	INDICATORS	EVALUATION	SUGGESTIONS FOR IMPROVEMENTS
STUDENT MOTIVATION	1. Gives the students a work plan at the beginning of each unit.		
	2. Presents situations to introduce the unit (readings, debates, discussions, etc.).		
	3. Links studies to their real-life applications or usefulness.		
	4. Tells the students about their progress and the areas they struggle in.		
	5. Links the content and activities to the students' interests.		
	6. Encourages the active participation of students in class.		
	7. Promotes reflection on the topics studied.		

17. RECORD FOR TEACHER SELF-ASSESSMENT: TEACHING DEVELOPMENT

	INDICATORS	EVALUATION	SUGGESTIONS FOR IMPROVEMENTS
TEACHING DEVELOPMENT	1. Summarises the key ideas discussed before moving on to a new unit or topic using mind maps, diagrams, etc.		
	2. Links, where possible, known concepts and ideas to the new concepts being introduced; asks clarification questions; gives examples, etc.		
	3. Is open to answering questions and offering advice inside and outside class time.		
	4. Optimises the time available to develop each teaching unit.		
	5. Uses audio-visual or other aids to support content in the classroom.		
	6. Encourages cooperative work and maintains fluid communication with the students.		
	7. Develops the content in a structured and understandable manner for the students.		
	8. Assigns activities that allow the learning standards and skills of this educational stage to be acquired.		
	9. Assigns group and individual activities.		

18. RECORD FOR TEACHER SELF-ASSESSMENT: FOLLOW-UP AND ASSESSMENT OF THE TEACHING–LEARNING PROCESS

	INDICATORS	EVALUATION	SUGGESTIONS FOR IMPROVEMENTS
FOLLOW-UP AND ASSESSMENT OF THE TEACHING–LEARNING PROCESS	1. Does the initial assessment at the start of the year in order to adapt the syllabus to the students' level.		
	2. Identifies prior knowledge of each teaching unit.		
	3. Frequently checks the work assigned inside and outside the classroom.		
	4. Gives students the information they need, for example the solution to the tasks and ideas on how to improve them.		
	5. Regularly corrects and explains students' work and activities and also gives guidelines on how to improve learning.		
	6. Uses sufficient assessment criteria that provide a balanced assessment of the range of content.		
	7. Encourages self-assessment and peer-assessment processes.		
	8. Assigns new activities that help reach objectives when they have not been satisfactorily met.		
	9. Assigns new, higher-level activities when the objectives have been satisfactorily met.		
	10. Uses different assessment techniques according to the content, student level, etc.		
	11. Uses different means to inform students and parents of assessment results.		