B1.1 EVALUATION CHECKLIST				
AREA	**CRITERIA**			
	EXCELLENT-5.0	**VERY GOOD-4.0**	**AVERAGE-3.5**	**BELOW-2.0**
TASK ACCOMPLISHMENT	The student followed all the criteria to complete the steps of the projects of the course easily and timely. Their work showed a lot of advances in the development of their communicative competence and global skills (creativity, critical thinking, intercultural competencies, digital literacies, and emotional self-regulation).	The student followed most of the criteria to complete the steps of the projects of the course easily and timely. Their work showed some advance in the development of Their communicative competence and global skills (creativity, critical thinking, intercultural competencies, digital literacies, and emotional self-regulation).	The student had difficulty following the criteria to complete the different projects of the course but managed to submit them. Their work did not show enough advance in the development of their communicative competence and global skills (creativity, critical thinking, intercultural competencies, digital literacies, and emotional self-regulation).	The student did not achieve the objectives proposed for the completion of the projects of the course. They did not follow the criteria and did not show enough advance in the development of their communicative competence and global skills (creativity, critical thinking, intercultural competencies, digital literacies, and emotional self-regulation).
COMMUNICATION	The student always goes beyond models in conversations and participates in discussions autonomously by providing well-supported reasons, examples and details based on personal experience both in controlled and spontaneous interaction. They expand and adapt conversation models about the different topics for the level including new conversation strategies seen in the session, and recycling previous ones to express empathy or concern, or to emphasize or clarify information. They monitor themselves and use the proposed	The student usually goes beyond models in conversations and participates in discussions autonomously by providing well-supported reasons, examples and details based on personal experience both in controlled and spontaneous interaction. They almost always expand and adapt conversation models about the different topics for the level including most of the new conversation strategies seen in the session. They often recycle previous conversation strategies and use new ones to express empathy or concern, or to emphasize or clarify information. They often monitor themselves and	The student sometimes goes beyond models in conversations but needs to be encouraged to participate in discussions. They have difficulty when providing well-supported reasons, examples and details based on personal experience, mostly in spontaneous interaction. They sometimes expand and adapt conversation models about the different topics for the level. The student constantly uses the same conversation strategies and needs to be reminded to use new conversation strategies to express empathy or concern, or to emphasize or clarify information. They need to work more on their use of the proposed pronunciation patterns to sound natural. The student needs help to identify their own	The student does not go beyond models in conversations or participates in discussions autonomously by providing well-supported reasons, examples and details based on personal experience neither in controlled nor in spontaneous interaction. They hardly ever expand or adapt conversation models about different topics for the level. They do not recycle previous conversation strategies and have difficulty using new ones to express empathy or concern, or to emphasize or clarify information. They do not monitor themselves or use the proposed pronunciation patterns

	pronunciation patterns to sound natural, adding up to those acquired before. The student can autonomously recycle conversation strategies from previous levels and courses. They can always resort to strategies such as circumlocution to avoid hindering fluent communication during conversations.	almost always use the proposed pronunciation patterns to sound natural, adding up to those acquired before. The student makes efforts to autonomously recycle conversation strategies from previous levels and courses. They can generally resort to strategies such as circumlocution to avoid hindering fluent communication during conversations.	mistakes. They struggle recycling conversation strategies from previous levels and courses. The student is sometimes stuck for words during conversations but can get some of their ideas across.	to sound natural. The student sometimes resorts to Spanish to communicate their ideas in class. The student is often stuck for words during conversations, especially when they must use the most recently studied structures and conversation strategies. The student lacks self-awareness to identify their own mistakes.
LANGUAGE	The student always uses the grammar for the level (present perfect continuous, indirect questions, passives, relative clauses, infinitives and gerunds, and past perfect) correctly by producing complete statements, questions, and answers both orally and in written. They always recycle previously learned language patterns and incorporate new forms, paying attention to different uses presented in the book. The student makes very few mistakes and can always correct them. They use most of the vocabulary learned in class and recycle the one learned previously. In terms of writing, they always use appropriate punctuation patterns, sentence	Most of the times, the student uses the grammar for the level (present perfect continuous, indirect questions, passives, relative clauses, infinitives and gerunds, and past perfect) correctly by producing complete statements, questions, and answers both orally and in written. They usually recycle previously learned language patterns and incorporate new forms paying attention to different uses presented in the book. The student makes a few mistakes and can correct them most of the times. They use most of the vocabulary learned in class and recycle most of the one learned previously. In terms of writing, they use appropriate punctuation patterns, sentence structure and transition words most of the times. The student usually intertwines grammar structures	The student uses the grammar for the level (present perfect continuous, indirect questions, passives, relative clauses, infinitives and gerunds, and past perfect) correctly by producing complete statements, questions, and answers both orally and in written but they take some time. They recycle previously learned language patterns and incorporate some new forms, although sometimes they need guidance from their teacher or classmates. The student makes mistakes and sometimes has difficulty correcting them. They use some of the vocabulary learned in class and recycle some of the one learned previously. In terms of writing, they use basic punctuation patterns, sentence structure and some transition words, but they need to revisit their texts constantly. The student struggles intertwining grammar structures from the	The student hardly ever uses the grammar for the level (present perfect continuous, indirect questions, passives, relative clauses, infinitives and gerunds, and past perfect) correctly. Also, they hardly ever produce complete statements, both orally or in written, unless the teacher provides the necessary guidance. They hardly ever recycle previously learned language patterns or incorporate new forms paying attention to different uses presented in the book. The student makes constant mistakes and hardly ever corrects them. They hardly ever use the vocabulary learned in class or recycle the one learned previously. In terms of writing, they hardly ever use basic punctuation patterns, sentence structure and transition words. They can barely intertwine

	structure and transition words. The student can intertwine grammar structures from the current level, and from previous courses. They always try to include the new grammar and vocabulary, and easily recycle grammar structures studied before.	from the current level, and from previous courses. They generally try to include the new grammar and vocabulary and recycle grammar structures studied before with a few mistakes.	current level, and from previous courses. The student tries to include the new grammar and vocabulary but shows little confidence when combining them with previously learned structures.	grammar structures from the level, and from previous courses. The student needs constant guidance to remember and use the structures learned during the current course and makes mistakes using previously learned ones.
LEARNING	The student always prepares and reviews their classes following their teacher's suggestions. The student uses technology on a regular basis to complete their homework and to do online research to complement their study routines. The student always uses learning strategies for the level and recycles the ones previously learned in order to improve their session performance as well as their writing skills. The student has incorporated self and peer assessment as part of their learning process. The student always reflects upon their learning process by identifying weaknesses, proposing, and following action plans both autonomously and suggested by the teacher. The student always shows attitudes and	Most of the time, the student prepares and reviews their classes following their teacher's suggestions. The student often uses technology to complete their homework and to do online research to complement their study routines. They use most of the learning strategies for the level and often recycles the ones previously learned in order to improve their session performance as well as their writing skills. The student has incorporated self and peer assessment as part of their learning. The student usually reflects upon their learning process by identifying weaknesses, proposing, and following action plans both autonomously and suggested by the teacher. Most of the time, the student shows attitudes and behaviors that benefit their learning process. The student usually helps and encourages their partners to identify and correct their mistakes, and to upgrade and use	Sometimes the student prepares and reviews their classes but does not follow a steady routine. Sometimes, they use technology to complete their homework and to do online research in order to complement their study routines. The student uses some of the learning strategies for the level and recycles some of the ones previously learned, but mainly under the teacher's guidance. They participate in some self and peer assessment activities but need to work on them more autonomously. The student reflects on their learning process by identifying weaknesses, proposing and following action plans mainly upon suggestions from the teacher. They show attitudes and behaviors that benefit their learning process but mainly when reminded of their importance. The student hardly ever helps and encourages their partners to identify and correct their mistakes, and to upgrade and use the language correctly. They sometimes show evidence of self-	The student does not have a routine to prepare and review their classes. They do not use technology on a regular basis to complete their homework or to do online research in order to complement their study routines. The student does not use the learning strategies for the level or recycle the ones previously learned in order to improve their class performance as well as their writing skills. They do not follow self and peer assessment routines. They do not reflect upon their learning process by identifying weaknesses and proposing or following action plans. The student does not display attitudes and behaviors that benefit their learning process. The student is not willing to help and encourage their partners to identify and correct their mistakes, and to upgrade and use the language correctly. The student shows little or

	behaviors that benefit their learning process. The student always helps and encourages their partners to identify and correct their mistakes, and to upgrade and use the language correctly. The student shows evidence of self-management and collaboration.	the language correctly. The student generally shows evidence of self-management and collaboration.	management and collaboration.	no evidence of self-management and collaboration.
WORKSHOPS	The student demonstrates outstanding commitment and performance across all evaluated criteria by attending all workshops. The student's punctuality is impeccable, consistently arriving on time for every session and scheduled activity. In terms of attentiveness, the student is highly engaged, actively participating in discussions and consistently demonstrating focus and interest. The development of abilities is exemplary, with the student taking the initiative, effectively leading group activities, and inspiring peers through strong, consistent leadership. Moreover, the student continuously applies the knowledge gained in class to projects and	The student displays high level of performance and dedication. Attendance is nearly perfect, with only a rare unexcused absence. The student is usually punctual, with very few instances of tardiness, and always provides valid reasons when late. The student is mostly attentive, frequently participating in session activities and demonstrating a good level of engagement. Strong abilities are also evident, with the student often taking the initiative and effectively leading group projects. The student frequently, applies the knowledge learned in class to projects and real-life situations, achieving good results and demonstrating a solid understanding and practical use of what has been learned.	The student shows a satisfactory level of performance. The student attends the majority of classes, and punctuality is generally good, with occasional lateness but usually with valid reasons. In terms of attentiveness, the student is regularly engaged and participates from time to time, although, the level of engagement can vary. The development of abilities is moderate; the student sometimes takes the initiative and can lead group activities when necessary. The student occasionally applies the knowledge learned in class to projects and real-life situations, achieving acceptable results and demonstrating a basic level of understanding and application of the sessions topics previously studied.	The student exhibits areas that need significant improvement. Attendance is low, with frequent absences. The student struggles with punctuality, often arriving late without valid reasons. Regarding attentiveness, distraction is commonly noticed in sessions and participation is rare, indicating minimal engagement. The student's abilities are weak; initiative is hardly ever taken and has difficulty leading group activities. The student seldom applies the knowledge learned in class to projects or real-life situations, leading to poor results and indicating a lack of understanding and practical application of the topics taught.

	real-life situations, yielding exceptional results and showcasing a deep understanding and practical application of what has been learned.			