B2.1 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. The student presented all the projects following all the steps for its preparation, and on time. Also, the student showed very active collaboration in teamwork.	The student followed most of the criteria to complete the steps of the projects of the course. The student presented all the projects following most of the steps for its preparation, and on time. Also, the student showed collaboration in teamwork.	The student had difficulty following the criteria to complete the different projects of the course but managed to complete and submit them. The student presented the project but followed only a few of the steps for its preparation or did not present the project on time. the student showed some collaboration in teamwork.	The student did not follow the criteria to complete the different projects for the course. The student did not present the projects nor showed evidence of having worked on it. The student did not follow any or most of the steps for the projects' preparation or did not present it on time. The student didn't show collaboration in teamwork.
COMMUNICATION	The student always goes beyond conversations models and participates in discussions on a variety of topics, such as academic goals, values, overcoming difficulties and humor. The student always gives examples, support his/her point of view accurately, including details, examples, counterarguments and conclusions in controlled and spontaneous interaction. The student always expands and adapts conversation models including new conversation strategies seen in the level, and recycling previous ones such as synonyms, circumlocution,	The student usually goes beyond conversations models and participates in discussions on a variety of topics, such as academic goals, values, overcoming difficulties, and humor. The student almost always gives examples, support his/her point of view accurately, including details, examples, counterarguments and conclusions in controlled and spontaneous interaction. The student almost always expands and adapts conversation models including new conversation strategies seen in the level, and recycling previous synonyms, circumlocution, paraphrasing, and other strategies to avoid interruptions and keep a conversation going. The student almost always monitors	The student sometimes goes beyond models in conversations but needs to be encouraged to participate in discussions. The student has difficulty when providing examples, support his/her point of view accurately, including details, examples, counterarguments and conclusions in controlled and spontaneous interaction. The student sometimes expands and adapts conversation models about the different topics for the level. The student constantly uses the same conversation strategies and needs to be reminded to use the new ones to avoid interruptions and keep conversations going. The student needs to work more on his/her use of the proposed pronunciation patterns to sound natural. The student needs help to	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. The student hardly ever expanda or adapta conversation models about different topics for the level. The student does not recycle previous conversation strategies and has difficulty using new ones. The student does not monitor him/herself to use the proposed pronunciation patterns to sound natural. The student sometimes resorts to Spanish to communicate his/her ideas in class. The

	paraphrasing, and other strategies to avoid interruptions and keep a conversation going. The student always monitors him/herself and use the proposed pronunciation patterns to sound natural, adding up to those acquired before. The student always communicates using a fluid flow of ideas with minor pauses and few doubts. The student can autonomously recycle conversation strategies from previous levels and courses.	him/herself and use the proposed pronunciation patterns to sound natural, adding up to those acquired before. The student almost always communicates using a fluid flow of ideas with minor pauses and few doubts. The student almost always can autonomously recycle conversation strategies from previous levels and courses.	identify his/her own mistakes. S/he struggles recycling conversation strategies from previous levels and courses. The student is sometimes stuck for words during conversations but can get some of his/her ideas across.	student is often stuck for words during conversations, especially when s/he must use the most recently studied structures and conversation strategies. The student lacks self-awareness to identify his/her own mistakes.
LANGUAGE	The student always uses the grammar for the level (the subjunctive, perfect tense, conditional, compound manners, and indirect style) correctly by producing complete statements, questions, and answers both orally and in written. The student always recycles previously learned language patterns and incorporate new forms, paying attention to different uses presented in the book (suffixes, narrative tenses, phrasal verbs, modal verbs). The student makes very few mistakes and can always correct them. The student always	Most of the times, the student uses the grammar for the level (the subjunctive, perfect tense, conditional, compound manners, and indirect style) correctly by producing complete statements, questions, and answers both orally and in written. The student usually recycles previously learned language patterns and incorporate new forms paying attention to different uses presented in the book. (suffixes, narrative tenses, phrasal verbs, modal verbs) The student makes a few mistakes and can correct them most of the times. The student uses most of the vocabulary learned in class and recycle most of the one learned previously. In terms of	The student uses the grammar for the level (the subjunctive, perfect tense, conditional, compound manners, and indirect style) correctly by producing complete statements, questions, and answers both orally and in written but they take some time. The student recycles previously learned language patterns and incorporate some new forms, although sometimes s/he needs guidance from his/her teacher or classmates. The student makes mistakes and sometimes has difficulty correcting them. The student uses some of the vocabulary learned in class and recycle some of the one learned previously. In terms of writing, s/he uses basic punctuation patterns, sentence	The student hardly ever uses the grammar for the level (the subjunctive, perfect tense, conditional, compound manners, and indirect style) correctly. Also, the student hardly ever produces complete statements, both orally or in written, unless the teacher provides the necessary guidance. The student hardly ever recycles 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. The student hardly ever uses the vocabulary learned in class or recycle the one learned previously. In

	uses most of the vocabulary (idioms, expressions, compound verbs, connectors) learned in class and recycle the one learned previously. In terms of writing, the student always uses appropriate punctuation patterns, sentence structure and advanced transition words. The student can intertwine grammar structures from the current level, and from previous courses. The student always tries to include the new grammar and vocabulary, and easily recycle grammar structures studied before.	writing, they use appropriate punctuation patterns, sentence structure and transition words most of the times. The student usually intertwines grammar structures from the current level, and from previous courses. The student generally tries to include the new grammar and vocabulary and recycle grammar structures studied before with a few mistakes.	structure and some transition words, but s/he needs to revisit his/her texts constantly. The student struggles intertwining grammar structures from the 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.	terms of writing, the student hardly ever uses basic punctuation patterns, sentence structure and transition words. The student can barely intertwine 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 his/her classes following their teacher's suggestions. The student uses technology on a regular basis to complete his/her homework and to do online research to complement his/her study routines. The student always uses learning strategies for the level and recycles the ones previously learned in order to improve his/her session performance as well as his/her writing skills. The student has incorporated self and peer assessment as part of his/her	Most of the time, the student prepares and reviews their classes following his/her teacher's suggestions. The student often uses technology to complete his/her homework and to do online research to complement his/her study routines. The student uses most of the learning strategies for the level and often recycles the ones previously learned in order to improve his/her session performance as well as his/her writing skills. The student has incorporated self and peer assessment as part of their learning. The student usually reflects upon his/her learning process by identifying weaknesses, proposing,	Sometimes the student prepares and reviews his/her classes but does not follow a steady routine. Sometimes, the student uses technology to complete his/her homework and to do online research in order to complement his/her 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 his/her learning process by identifying weaknesses, proposing and following action plans mainly upon	The student does not have a routine to prepare and review his/her classes. The student does not use technology on a regular basis to complete his/her homework or to do online research in order to complement his/her study routines. The student does not use the learning strategies for the level or recycle the ones previously learned in order to improve his/her class performance as well as his/her writing skills. The student does not follow self and peer assessment routines. The student does not reflect upon his/her learning process by

	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 behaviors that benefit his/her learning process. The student always helps and encourages his/her partners to identify and correct their mistakes, and to upgrade and use the language correctly. The student shows evidence of self-management and collaboration.	and following action plans both autonomously and suggested by the teacher. Most of the time, the student shows attitudes and behaviors that benefit his/her learning process. The student usually helps and encourages his/her partners to identify and correct their mistakes, and to upgrade and use the language correctly. The student generally shows evidence of self-management and collaboration.	suggestions from the teacher. The student shows attitudes and behaviors that benefit his/her learning process but mainly when reminded of their importance. The student hardly ever helps and encourages his/her partners to identify and correct their mistakes, and to upgrade and use the language correctly. The student sometimes shows evidence of self-management and collaboration.	identifying weaknesses and proposing or following action plans. The student does not display attitudes and behaviors that benefit his/her learning process. The student is not willing to help and encourage his/her partners to identify and correct their mistakes, and to upgrade and use the language correctly. The student shows little or 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	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	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	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

	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 real-life situations, yielding exceptional results and showcasing a deep understanding and practical application of what has been learned.	situations, achieving good results and demonstrating a solid understanding and practical use of what has been learned.	level of understanding and application of the sessions topics previously studied.	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.