

CRITERIOS CALIFICACIÓN - INGLÉS

1º ESO

Criterios de calificación

- La asignatura de Inglés es CONTINUA, lo que significa que el contenido del curso es acumulativo y que la nota final del alumno al finalizar el curso será la que obtenga en la 3ª evaluación que incluye y considera todos los contenidos vistos durante el curso escolar. De este modo, no existen pruebas de recuperación de los contenidos calificados con INSUFICIENTE, pero evidentemente, haremos un seguimiento del alumnado para comprobar si va consiguiendo los objetivos y competencias previstos.
- Las faltas de asistencia sin justificar influirán en las calificaciones. Así pues, la no realización de tareas por la no asistencia injustificada supondrá la penalización según se indica en la tabla “Criterios de Evaluación – Competencias”.
- Si un alumno supera el número máximo de faltas de asistencia por curso, supondrá la pérdida de evaluación continua u otras disposiciones, teniendo en cuenta el decreto de convivencia, el reglamento de régimen interno u otro documento oficial al respecto.
- Ante la falta de asistencia a un examen, prueba o actividad evaluable, el alumnado deberá justificar debidamente en plazo y forma su ausencia mediante la presentación de un documento oficial de visita médica o citación judicial. Si el alumno alega, por escrito y convenientemente justificados, otros motivos, el/la profesor/a valorará convenientemente la posibilidad de aceptar la justificación.
- En cualquier caso, el/la profesor/a no estará obligado a repetir el examen, prueba o actividad evaluable, sino que podrá optar por incluir preguntas sobre dichos contenidos en la siguiente prueba o en la prueba final de evaluación, si la hubiere, y hacer la valoración correspondiente para la calificación.
- Ante el creciente uso fraudulento de aplicaciones de inteligencia artificial en la entrega de tareas, e incluso en la realización de exámenes (usando móviles, relojes conectados e incluso pinganillos indetectables) el profesorado se reserva la potestad de realizar pruebas complementarias cuando ciertos resultados superen una horquilla lógica en el progreso de los alumnos. Es esperable y deseable observar una mejora progresiva de los alumnos en las cuatro destrezas, no obstante hay ocasiones en las que el salto cualitativo es obviamente demasiado grande, y modifica drásticamente los resultados, así como la valoración de las competencias. Es por este motivo que ante la

clásica vigilancia durante pruebas presenciales para impedir que copien, usen notas, libros o libretas, cambien documentos, etc. el departamento piense en dejar constancia en la programación de este problema, así como plasmar los recursos adecuados para su subsanación.

- Al alumno que copie en un examen, prueba o cualquier otra actividad evaluable, y sea detectado en ese mismo momento, en ningún caso se le podrá dar la opción de repetirla y tendrá esa evaluación suspendida con la calificación de 1, puesto que, aparte de tener suspendida la prueba correspondiente, suspende con este acto varias de las competencias. Además, se tomarán las iniciativas necesarias por si fuera motivo de apertura de expediente.
- El propio proceso de enseñanza-aprendizaje será evaluado en el departamento durante el transcurso del propio curso y al finalizar éste, de modo que la presente programación pueda alterarse para obtener los mejores resultados posibles en lo referente a la consecución de los objetivos, siempre dentro del marco delimitado por la legislación vigente.
- Los criterios de calificación en casos de confinamiento o enfermedad prolongada, en los que el alumno esté en condiciones de trabajar desde casa, se tratarán de la siguiente manera: si fuera posible, se evaluará al alumno con las notas obtenidas hasta la fecha, sin embargo, en caso de que no se tuvieran las notas suficientes en todas las competencias, se utilizará la plataforma Aules para la realización de exámenes, actividades, proyectos, vídeos, etc. que, según criterio del profesor, crea conveniente realizar para tener los instrumentos necesarios para la correcta evaluación del alumnado.

A continuación, se indica un cuadro con los criterios de evaluación según competencias:

COMPETENCIA ESPECÍFICA	Descripción	1º ESO	Instrumentos de evaluación
1. Multilingüismo e interculturalidad	Analizar y usar los repertorios lingüísticos de distintas lenguas, reflexionando sobre su funcionamiento y tomando conciencia de los propios conocimientos, valorando la diversidad lingüística y cultural a partir de la lengua extranjera.	5%	Libro de lectura: redacción o actividades concretas que demuestren la lectura del libro. (No utilizar test de multiple choice).
2. Comprensión oral	Interpretar textos orales, breves y sencillos, sobre temas predecibles y no predecibles del ámbito personal, social, educativo y profesional, utilizando los conocimientos adecuados sobre los géneros textuales y las estrategias de comprensión y de escucha activa.	15%	<i>Listening tests de nivel medio / avanzado (nunca menor).</i>
3. Comprensión escrita	Interpretar información explícita e implícita expresada en textos escritos y multimodales breves y sencillos que incluyen estructuras y vocabulario de uso frecuente, sobre temas predecibles y no predecibles de ámbito personal, social, educativo y profesional, mediante estrategias que permitan desarrollar su repertorio lingüístico.	20%	<i>Texto con ejercicios de comprensión, sinónimos, responder preguntas, etc. de nivel medio / avanzado (nunca menor).</i> <i>En caso de que no haya libro de lectura en una evaluación, el porcentaje del 5% de la <u>competencia específica 1</u> se sumará al 20% de la <u>competencia específica 3</u>.</i>
4. Expresión oral	Producir textos orales, de manera autónoma y fluida, aplicando estrategias de planificación, producción y compensación, para expresar mensajes sencillos del ámbito personal, social, educativo y profesional, mediante estrategias que permitan desarrollar su repertorio lingüístico.	15%	<i>Oral tests (rúbricas)</i>
5. Expresión escrita	Producir textos escritos y multimodales comprensibles y estructurados, de forma autónoma, para expresar mensajes sencillos del ámbito personal, social, educativo y profesional, aplicando estrategias de planificación, textualización y revisión, mediante estrategias que permitan desarrollar su repertorio lingüístico.	40%	15%: Redacciones (60 palabras) (rúbricas) 25%: Ejercicios y exámenes de vocabulario y gramática.
6. Interacción oral y escrita	Interactuar de manera oral, escrita y multimodal mediante intercambios sencillos de información, de forma síncrona y asíncrona, mostrando autonomía e iniciativa, para responder a necesidades comunicativas relacionadas con el ámbito personal, social, educativo y profesional, mediante estrategias que permitan desarrollar su repertorio lingüístico. Es decir, la gestión de situaciones interculturales de convivencia democrática, la resolución dialogada de conflictos o el establecimiento de vínculos personales y sociales basados en el respeto y la igualdad de derechos.	3,5%	<i>Observación y cuaderno del profesor:</i> - <i>Socializa y participa en actividades grupales en la lengua extranjera, comprendiendo y valorando el trabajo cooperativo. Respeta la convivencia del aula y es correcto en el trato hacia sus compañeros y el profesorado.</i> - <i>Participa activamente en clase y tiene interés por resolver sus dudas. Escribe redacciones y las entrega en el plazo previsto. Realiza los deberes y trae el material (Cada día sin traer los deberes o el material supondrá un 0,5 menos).</i>
7. Mediación oral y escrita	Mediar entre interlocutores aplicando estrategias de adaptación, simplificación y reformulación del lenguaje para procesar y transmitir información más elaborada, en situaciones comunicativas de ámbito personal, social, educativo y profesional.	1,5%	<i>Rúbricas de mediación de speaking & writing para evaluar: gráficas, textos, infografías, etc.</i>

Rúbricas:

Writing

Writing Evaluation Rubric – Name: _____

CRITERIA	Excellent	Good	Satisfactory	Needs Improvement
CONTENT 20%	All content areas are included with complete, well-developed paragraphs. The text contains all parts. 2 points	All content areas are included. With not complete and/or not well-developed paragraphs. The text contains all parts. 1.5 points	Only one of the content areas is missing. You use well-developed paragraphs. The text does not contain all parts. 1 point	Your writing needs to be more complete. It is missing two or more content areas and/or you need to use more complete, well-developed paragraphs. 0.15 points
GRAMMAR 20% (Contents according to the Teaching Plan)	Excellent grammar! You know and apply basic grammar rules and structures. No mistakes. 2 points	You know and apply basic grammar rules and structures <i>most of the time</i> . (2 mistakes only) 1.5 points	You know and apply basic grammar rules and structures <i>some of the time</i> . (3 mistakes only) 1 point	You need to review, practice and apply basic grammar rules and structures. (more than 3 mistakes) 0.15 points
CONNECTORS & PUNCTUATION 10% (and, but, because, such as, like, for example, sequencing words)	Great use of connectors and punctuation marks. No mistakes. 1 point	Great use of connectors and punctuation marks. (2 mistakes only) 0.75 points	Basic use of connectors and punctuation marks. (3 mistakes only) 0.50 points	You need to add more connectors and punctuation marks. (more than 3 mistakes) 0.15 points
VOCABULARY 30% (capital letters, adjective order, prepositions 'in' and 'on')	Great use of accurate vocabulary. No mistakes. 3 points	Good use of vocabulary. (2 mistakes only) 2.25 points	Good use of vocabulary. (3 mistakes only) 1.5 points	Basic or incorrect vocabulary. You need to be more specific and/or use appropriate vocabulary. (more than 3 mistakes) 0.15 points
SPELLING 10%	There are not spelling mistakes. 1 point	There are 2 spelling mistakes. 0.75 points	There are 3 spelling mistakes 0.50 points	There are more than 3 spelling mistakes. 0.25 points
LAYOUT 10%	The text is handwritten, straight and with legible writing. It contains the student's name and the date. 1 point	1 of the following items is missing: handwritten, clean, straight, legible, contains the student's name and the date. 0.75 points	2 of the following items are missing: handwritten, clean, straight, legible, contains the student's name and the date 0.50 points	More than 3 of the following items are missing: handwritten, clean, straight, legible, contains the student's name and the date. 0.15 points
NOTA: Para poder aplicar la puntuación detallada en la rúbrica, el alumno tendrá que alcanzar el número de palabras especificadas para su nivel (60 palabras). En caso contrario, la redacción será calificada con la puntuación de '0' (cero).				

Speaking (dialogue)

Speaking Evaluation Rubric – _____ term

Name: _____

CRITERIA	Excellent	Good	Satisfactory	Needs Improvement
CONTENT 10%	All contents are well-developed and included in the discourse. 1 point	All contents are included. With not complete and/or not well-developed discourse. 0.75 points	1 part of the content is missing. The other parts are complete and well-developed. 0.5 points	Some parts are missing. With not complete and/or not well-developed discourse. 0.15 points
GRAMMAR 30% (Contents according to the Teaching Plan)	Excellent grammar! You know and apply basic grammar rules and structures. No mistakes. 3 points	You know and apply basic grammar rules and structures <i>most of the time (only 2 mistakes)</i>. 2.25 points	You know and apply basic grammar rules and structures <i>some of the time. (3 mistakes)</i> 1.5 points	You need to review, practice and apply basic grammar rules and structures. (more than 3 mistakes) 0.15 points
CONNECTORS 10% (and, but, because, such as, like, for example, sequencing words)	Great use of connectors! Easy to follow. 1 point	Good use of connectors. No mistakes. Easy to follow. 0.75 points	Basic use of connectors. Sometimes it is difficult to follow. 0.5 points	Isolated sentences. Difficult to follow. Needs to add more connectors. 0.15 points
VOCABULARY 30% (adjective order, prepositions 'in' and 'on')	Great use of accurate vocabulary. No mistakes. 3 points	Good use of vocabulary. (2 mistakes only) 2.25 points	Good use of vocabulary. (3 mistakes only) 1.5 points	Basic or incorrect vocabulary. You need to be more specific and/or use appropriate vocabulary. (more than 3 mistakes) 0.15 points
PRONUNCIATION AND FLUENCY 10%	Great pronunciation! Fluent. 1 point	Good pronunciation. Sometimes the student stops to think. (only 2 mistakes) 0.75 points	Good pronunciation. However, the student stops, doubts and/or starts sentences again and/or does not finish them. 0.50 points	Basic pronunciation with important mistakes. The student remains in silence too much time. Readthetext. 0.25 points
INTERACTION 10%	Great! The student interacts really well with their classmates! The student shows interest in the conversation with signs of approval, surprise, questions... 1 point	The student interacts well with their classmates. The student shows interest in the conversation with signs of approval, surprise, questions... 0.75 points	The student sometimes interacts with their classmates. The student does not show enough interest in the conversation with signs of approval, surprise, questions... 0.50 points	The student hardly ever interacts with their classmate. The student should show more interest in the conversation with signs of approval, surprise, questions... 0.15 points
Reading the text is not allowed			MARK:	

Speaking (monologue)

Speaking Evaluation Rubric – _____term

Name: _____

CRITERIA	Excellent	Good	Satisfactory	Needs Improvement
CONTENT 20%	All contents are well-developed and included in the discourse. 2 points	All contents are included. With not complete and/or not well-developed discourse. 1.5 points	1 part of the content is missing. The other parts are complete and well-developed. 1 point	Some parts are missing. With not complete and/or not well-developed discourse. 0.20 points
GRAMMAR 30%	Excellent grammar! You know and apply basic grammar rules and structures. No mistakes. 3 points	You know and apply basic grammar rules and structures <i>most of the time (only 2 mistakes)</i> . 2.25 points	You know and apply basic grammar rules and structures <i>some of the time. (3 mistakes)</i> 1.5 points	You need to review, practice and apply basic grammar rules and structures. (more than 3 mistakes) 0.20 points
CONNECTORS 10% (and, but, because, such as, like, for example, sequencing words)	Great use of connectors! Easy to follow. 1 point	Good use of connectors. No mistakes. Easy to follow. 0.75 points	Basic use of connectors. Sometimes it is difficult to follow. 0.50 points	Isolated sentences. Difficult to follow. Needs to add more connectors. 0.20 points
VOCABULARY 30% (adjective order, prepositions 'in' and 'on')	Great use of accurate vocabulary. No mistakes. 3 points	Good use of vocabulary. (2 mistakes only) 2.25 points	Good use of vocabulary. (3 mistakes only) 1.5 points	Basic or incorrect vocabulary. You need to be more specific and/or use appropriate vocabulary. (more than 3 mistakes) 0.20 points
PRONUNCIATION AND FLUENCY 10%	Great pronunciation! Fluent. 1 point	Good pronunciation. Sometimes the student stops to think. (only 2 mistakes) 0.75 points	Good pronunciation. However, the student stops, doubts and/or starts sentences again and/or does not finish them. 0.50 points	Basic pronunciation with important mistakes. The student remains in silence too much time. Read the text. 0.20 points
Reading the text is not allowed MARK:				

English Notebook Rubric – Name: _____

ENGLISH NOTEBOOK RUBRIC NAME AND GROUP: TERM:		Value	Student's mark	Teacher's mark
BEGINNING OF THE UNITS	I write the title of every unit and its sections	0,5		
	I start every unit on a new sheet of paper	0,5		
DATE	I write the date everyday	0.5		
STATEMENTS	I copy the statement of every exercise	0,5		
	The statement has the number of the exercise and the page number of the textbook	0,5		
ORDER, NEATNESS, MARGINS	The handwriting is clear	1		
	There are no crossing outs, stains or blank sheets	1		
	I write on the front and back of the sheets	0,5		
	I respect the margins	0,5		
CONTENT	I have all the notes taken in class	1,25		
	I have all the exercises done in the classroom	1,25		
	I check all the exercises when necessary	1		
	I haven't got spelling mistakes	0,5		
HAND OVER (One of these two options)	- I hand over my notes in a plastic cover and with a front page, including the name of the subject, my name and surname. - I hand over my notebook with a front page, including the name of the subject, my name and surname.	0,5		
TOTAL:		10		

Speaking Rubric – Mediation & Interaction (Oral Tasks)

Student's Name: _____ Term: _____

CRITERIA	EXCELLENT (10)	GOOD (7,5)	SATISFACTORY (5)	NEEDS IMPROVEMENT (2,5)
CONTENT & TASK ACHIEVEMENT (20%)	Fully achieves the communicative goal. Takes initiative and effectively facilitates group communication. 2 points	Achieves the communicative goal. Mostly appropriate contributions. 1.5 points	Partially achieves the goal. Limited initiative or mediation. 1 point	Goal not achieved. Inappropriate or passive contribution. 0.5 points
LANGUAGE ACCURACY (30%)	Uses correct and appropriate grammar structures for interaction and mediation (no mistakes). 3 points	Few grammar mistakes. The message remains clear (only 2 mistakes). 2.25 points	Frequent mistakes. Sometimes difficult to understand (up to 3 mistakes). 1.5 points	Constant mistakes hinder understanding (more than 3 mistakes). 0.75 points
COHERENCE & INTERACTION STRATEGIES (20%)	Excellent use of strategies such as turn-taking, reformulation, clarification, and paraphrasing. 2 points	Good use of interaction strategies. Occasionally needs support. 1.5 points	Limited use of strategies. Struggles to maintain conversation. 1 point	Rarely uses strategies. Disjointed and hard to follow. 0.5 points
VOCABULARY RANGE & APPROPRIACY (20%)	Wide and precise vocabulary suited to the context and register. No mistakes. 2 points	Appropriate vocabulary with few inaccuracies (up to 2 mistakes). 1.5 points	Basic vocabulary. Some inappropriate choices (up to 3 mistakes). 1 point	Very limited or inappropriate vocabulary (more than 3 mistakes). 0.5 points
PRONUNCIATION & FLUENCY (10%)	Clear and natural pronunciation. Speaks fluently and confidently. 1 point	Good pronunciation. Some hesitation or pauses (up to 2 mistakes). 0.75 points	Frequent pauses. Understandable but with effort (up to 3 mistakes). 0.5 points	Poor pronunciation or long pauses. Hard to understand (more than 3 mistakes). 0.25 points

NOTES:

- Reading aloud is not allowed.
- Use of notes or visual aids is permitted if it supports communication (not as a script).

WRITTEN MEDIATION & INTERACTION RUBRIC (English)

Student's Name: _____ Term: _____

CRITERIA	Excellent	Good	Satisfactory	Needs Improvement
CONTENT – 30%	Fully addresses the mediation or interaction task (e.g., summarizing, reformulating, or clarifying information). Writing shows clear purpose, complete ideas, and coherence.	Task is mostly covered. Some ideas may lack full development or clarity.	Task is partially covered or one aspect is missing. Some ideas are underdeveloped.	Does not fulfill the mediation or interaction task. Lacks coherence or omits key content.
GRAMMAR – 30%	Uses accurate grammar and a wide range of structures with no noticeable errors.	Mostly accurate grammar. Minor errors (up to 2), do not affect comprehension.	Some basic grammar errors (up to 3). May affect clarity slightly.	Frequent grammar mistakes (more than 3), which hinder understanding.
CONNECTORS – 10%	Excellent use of linking words and cohesive devices to organize ideas clearly.	Good use of connectors. Mostly appropriate and accurate.	Some connectors are used. A few may be misused.	Few or no connectors used. Writing lacks logical flow.
VOCABULARY – 20%	Uses varied and precise vocabulary suitable for mediation/interaction. No errors.	Good use of vocabulary. Mostly appropriate and accurate.	Basic vocabulary used. Some errors or vague expressions.	Limited vocabulary. Frequent misuse or inappropriate word choices.
LAYOUT, SPELLING & PUNCTUATION – 10%	Clear layout. Accurate spelling and punctuation throughout.	Minor spelling or punctuation errors (up to 2), layout is clear.	Some errors in spelling/punctuation (up to 3). Layout is basic.	Many errors (more than 3). Poor layout. Affects readability.

NOTE: To be graded, the student must meet the word count requirement (60 words). If this is not met, the score will be 0.