

DESCRIPTIVE ASSESSMENT RATINGS AT ELEMENTARY SCHOOL

LEVELS

Advanced: the student completes tasks in known and unknown situations, mobilizing a variety of resources both provided by the teacher and found elsewhere, independently and continuously.

Intermediate: the student completes tasks in known situations autonomously and continuously; solves tasks in unfamiliar situations, using the resources provided by the teacher or found elsewhere, although discontinuously and not completely autonomously.

Basic: the student completes tasks only in known situations and using the resources provided by the teacher, either autonomously but discontinuously, or not autonomously but continuously.

Beginning to acquire: the student completes tasks only in known situations and only with the support of the teacher and specially with the help of his/her provided resources.

DIMENSIONS THAT CONTRIBUTE TO THE IDENTIFICATION OF THE LEVELS ACHIEVED

a) the autonomy of the student in showing the manifestation of learning described in a specific objective. The student's activity is considered completely autonomous when there is no direct intervention from the teacher;

b) the type of situation (known or unknown) within which the student shows that he/she has achieved the objective. A known situation (or activity, task) can be one which has already been presented by the teacher as an example or repeated several times in similar forms for carrying out exercises or executive tasks. On the contrary, an unfamiliar situation is presented to the student as new, introduced for the first time in that form and without specific indications regarding the type of procedure to be followed;

c) the resources mobilized to complete the task. The student uses resources specifically prepared by the teacher to accompany the learning process or, alternatively, resorts to resources spontaneously found in the learning context or previously acquired in informal and formal contexts;

d) continuity in the manifestation of learning. There is continuity when learning is enacted repeatedly or as often as needed or expected. Alternatively, there is no continuity when learning is manifested only sporadically or never.