What strategies of initial evaluation would you use to determine the comprehension level of your pupils in the course of Primary Education you choose?

Taking the topic of this teaching situation into account, I would like to begin by talking about the first point which is about **INTRODUCTION**.

As a way of Introduction, we can say that we will focus on talking about the aspect of Initial Evaluation which is really important after working and teaching the contents of the English area to a group of students because if you know how is the previous level of the, you will be able to take measures and good practice depending on improving something or giving extension in another things.

This initial evaluation is always done at the beginning of the year in order to build up a didactic plan by teachers about what should be the planification of the curricular elements for the students.

Through the development of this teaching situation I will focus on the development of educative strategies about initial evaluation to determine the comprehension level of them in the area of English as a foreign language, so we will take into account the Order 5/08/2014 which regulates the evaluation in Castilla La Mancha.

The main aim will be to achieve a basic communicative competence to be able to understand messages through reading and listening activities as basic linguistic skills in this practical case. We will want to acquire the Objective F according to the Decree 54/2014 to get out students as competent as possible.

On the other hand, the coordination among all teachers in Infant Education is basic. This coordination should not be limited to the team of class teachers giving information on the topics that will be covered so that the specialist teacher can design parallel sessions; this coordination should mean developing a joint project that integrates all the activities in order to attain joint aims.
Coordination with families can also support what is done at school by helping children with the foreign language at home or by welcoming positively their initial productions. In this sense, parents meetings held at the beginning of the year are a good opportunity to present the linguistic project and to ask for their cooperation.

Children will play, as they should, the main role. They will show adults that the English language is not only a different language that we can use to sing songs, but a language that can also be used to learn and to discover.

Now, I would like to continue by talking about the **CONTEXT** of this teaching situation, we are located in a school of the city of Albacete which is in an urban area of the city, where we can distinguish a middle socioeconomic class level and the socioeconomic level of the families is medium low.

According to my classroom, it is composed by 24 students who belong to the first level of Primary Education in the English area.

In addition, it is important to mention that we will do an initial evaluation for the students which will be carried out through the observation into the class taking into account aspects such as participation, effort, interest through games and Total Physical Response (TPR) activities.

After that, when designing this teaching situation, we will use the following **LEGAL FRAMEWORK** which is made up of the following legal documents.

- **Common European Framework of Reference for Languages.** It sets the standards that the student has to achieve in the different stages.
- **Our Organic Law 8/2013, 9th December of Education (LOMCE) (BOE, December 10)** for the improvement of the quality of education.
- **Royal decree 126/2014, 28th February,** which sets out the basic curriculum for Primary Education.
- **Decree 54/2014, 10th July** which establishes the curriculum for Primary Education in the autonomous of Castilla-La Mancha.
- **Order ECD 65/2015 (21/01)** which establishes the seven Key competences in Primary Education in Castilla La Mancha.
- **Order of August 5 of 2014,** which sets out the evaluation in the community of Castilla-La Mancha.
- **Order 02/07/2012** which refers to the organization and the functioning of schools in Primary Education in Castilla La Mancha.
- **Decree 66/2014, 3rd September** which sets out the educational and professional educative guidance in the autonomous community of Castilla La Mancha.
- **Plurilinguism Decree 7/2014,** which establishes the plurilinguism in the community of CLM.

Once we have examined it, I would like to move into to talk about the next point which is about the **CURRICULAR ELEMENTS** which can be the following and they are going to be developed taking into account the Decree54/2014 and the Royal Decree 126/2014 which establishes the curriculum for Primary Education in the community of Castilla La Mancha. I am going to mention the different objectives, contents and key competences related a session about activities of initial evaluation about the topic of farm animals. They are going to be the following:

- **Objective 1:** to be able to do a brainstorming about farm animals through a game. Content: students’ knowledge of farm animals vocabulary. Key competence: we will develop linguistic communicative competence, learning to learn competence and mathematical competence.
- **Objective 2:** to work in groups showing cooperation and good attitudes. Content: good and positive attitudes towards the teaching learning process. Key competences: linguistic communicative competence, and social and civic competence.
- **Objective 3:** to be able to understand simple and specific messages according to the topic. Content: understanding of information about the topic to be learnt. Key competences: we will develop linguistic communicative competence and learning to learn competence in an integrated way.
Definitely, according to the Order ECD65/2015 which refers to the seven key competences in Castilla La Mancha, the main key competence is linguistic communicative competence because we want them to improve reading comprehension skill.

After that, I would like to continue with the METHODOLOGY of this teaching situation which is based on acquiring a communicative competence to be able to communicate and understand messages, so a method called communicative approach by Dell Hymes where all the linguistic skills will be developed in an integrated way.

Other point really important would be TPR which is language teaching method developed by James Asher. It is based on the coordination of language and physical movement. In TPR, instructors give commands to students in the target language and students respond with whole body actions.

Other method is constructivism because it is related with Science and arts and crafts subjects in order to educate in values which is the main aim of English teachers.

According to Materials used, there are different kinds of materials that the teacher can use for the teaching-learning process. The use of one or another will depend on the activities developed. The materials that we are going to use are:

1. **Printed materials** like textbooks, worksheets.
2. **Visual aids** like posters, realia, flashcards, story cards and wall charts.
3. **Art and craft materials**: crayons, plastincine, different kinds of paper.
4. **Audiovisual resources**, for example films, CD’s, the Internet, etc.

Regarding to the students organization they are going to be the majority of the time in groups and all the activities will be carried out with the whole class.

The methodology will be open and flexible taking into account our student’s needs and characteristics.

Moreover, it is important to use an open and flexible methodology adapted to the students’ needs and which provide a good knowledge in order to increase and improve the teaching-learning process. We have also to take into account the different teacher’s roles in the classroom and the different activities. On the other hand, the role of the learner will be really important because he/ she is considered the center of the teaching learning process. Nevertheless, the teacher will have some different roles as to facilitate the teaching learning process between the participants and to be involve as a participant within the class. According to Harmer, we can distinguish the following roles such as controller, assessor, organizer, participant, prompter and resource.

We will focus on a CLIL methodology which refers to use the learning contents integrated with other different areas because we are going to work with science, arts and crafts and maths. It will be achieve skill integration due to all the linguistic skills are going to be developed along the different activities and in the class all the day.

Families are going to be necessary in the teaching learning process because they are going to help students with their homework and they will give motivation and interest towards the process of studying in the class. We can say that this school is going to be open for all the people.

Let’s have a look at the DEVELOPMENT OF THE SESSION of the practical case, the timing will be 45 minutes and the stages are the following:

- First of all, we will do a brainstorming about what they know about farm animals through a game based on flashcards with poems about animals and they will have to guess what animal is and they are going to be able to do other different to see if they have understood it to check the comprehension level through making and reading poems. The interaction with the group is as a whole class and pair work and the teacher’s role is as a presenter and controller.

- After, they will do as a presentation activity an activity with digital board based on reading the three little pigs story loudly with movements in order to do a song according to what they have learnt. The grouping is individual and whole group and the teacher’s role is as a presenter and listener.
• As a practice activity, they will do a game known who is who of the three little pigs story to know the animals names through cards with little clues of words about them. The main objective is to guess the name of the animal. The interaction with the group is as a whole class and the teacher’s role is as a controller and monitor.

• As a production activity, they will do their ongoing book with the vocabulary learnt in each unit. It is like a dictionary about the vocabulary and grammar aspects worked along the course. The grouping is individual and the teacher’s role is as a prompter and monitor.

After that, I would like to continue by talking about the next point which is about the **EVALUATION** taking into account the Order 5/08/2014 which establishes the evaluation for Primary Education.

We can say that evaluation is an essential part of the teaching learning process and it can also be an important instrument for detecting progress and learning difficulties and taking care of students with educational special needs. It should be global and continuous and we can distinguish three moments.

1. **WHEN TO EVALUATE?** Students will follow a continuous evaluation and they will be evaluated in three ways (initial, formative and summative).
   - **Initial evaluation:** We will make an evaluation at the beginning of each didactic unit and also at the beginning of each session, in order to know the competences and necessities of each pupil and to be able to adapt the planning of the course to the specific needs of the group we are going to work with.
   - **Formative evaluation:** During the teaching-learning process we will make a formative assessment.
   - **Summative evaluation:** At the end of the course we will do an assessment in progress evaluation to identify the level achieved. It is done at the end of the process and determines if the objectives have been fulfilled.

2. **HOW TO EVALUATE?** Different instruments for continuous assessment:
   - **Direct observation:** Observing the student at work. Evaluating the students’ works: Projects, tasks, murals, notebooks. **Different tests:** Exams, homework, oral and written activities. **Participation, effort and interest:** It’s very important that we reward children’s effort.

3. **WHAT TO EVALUATE?** We are going to evaluate the Evaluation standards the acquisition of the basic competences. The aim of these criteria is to show a general overview of the skills that we would want out students to have achieved at the end of the year.

The Royal Decree of Minimum Education establishes the following evaluation criteria for the **FIRST LEVEL** of primary education in the area of foreign language. Each evaluation criteria will have some particular evaluable learning standards which have been chosen an individual level by each teacher in order to know if the objectives have been achieved or not. According to my didactic unit, the evaluation criteria and evaluable learning standards are the following:

- Evaluation criteria 1: being able to know farm animals vocabulary. Evaluable learning standard. They should use vocabulary related to animals.
- Evaluation criteria 2: understanding of messages in a correct way. Evaluable learning standard: they should use information to do exercises in an appropriate way.
- Evaluation criteria 3: showing a positive attitude towards the teaching learning process. Evaluable learning standard: they have a good behavior in class.

As a **self-evaluation**, the teacher will give to the students some sentences referred to the learned contents and they will have to put from 1 to 5, if they think that they have achieved the objectives of the unit. For example:
SELF-EVALUATION STUDENTS:

- I can say and speak about the most important inventions, inventors and their characteristics.
- I am able to write vocabulary about inventions.
- I am able to build up a new and creative invention.
- I am able to show a positive attitude towards the teaching learning process and cooperation with others.

Self-evaluation of the teacher which give to the students the opportunity to evaluate the teacher, the course and themselves, can act as a valuable means of stimulating the teaching-learning process, as well as aiding curricular development.

Items for teacher’s evaluation

The English teacher
1. Knows the subject well.
2. Plans appropriate objectives and contents and presents them clearly.
3. Takes the students' needs and interests into account.
4. Explains clearly and adapts classroom work to the students’ capabilities.
5. Prepares classes and teaches according to the school’s curricular project

Now, I will focus on talking about the ATTENTION TO DIVERSITY following the Decree 66/2013. My classroom is made up of 24 students and we can find a student with a ADHD disorder which needs an individualized working plan, so we will do extension and reinforcement activities to take care of students with educational special needs. We will do some extension activities such as reading the whole story of a book about animals of the classroom library and do a summary of it and a drawing. Reinforcement activities such as match pictures and words and gap filling activities.

I would like to finish with a CONCLUSION by saying that this practical case is based on activities of initial evaluation to improve and know the comprehension level of them so that I will use a book of farm animals to encourage them and motivate towards the teaching learning process.

Once we have analyzed it, we have seen that they have improved all their linguistic skills but otherwise the reading and listening skill to be able to communicate correctly in the English language. They will also develop a good linguistic communicative competence to fulfil good practice and successful knowledge in the teaching learning process.

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