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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