

## ON-GOING ASSESSMENT. UNIT 2

|                       |                 |           |                              |
|-----------------------|-----------------|-----------|------------------------------|
| <b>VG</b> = Very good | <b>G</b> = Good | <b>Ok</b> | <b>NI</b> = Needs to improve |
|-----------------------|-----------------|-----------|------------------------------|

| * Knowledge about<br>**Ability to | *the facts of<br>Dali's life | *Dali's<br>symbols | **draw an<br>optical<br>illusion<br>(skull) | **use<br>charcoals<br>(Technique) | **develop IT<br>skills | ** be creative | ** show<br>interest in the<br>subject | **respect<br>others'<br>productions | **use L2 in<br>the classroom |
|-----------------------------------|------------------------------|--------------------|---|-----------------------------------|------------------------|----------------|---------------------------------------|-------------------------------------|------------------------------|
| Student A                         |                              |                    |   |                                   |                        |                |                                       |                                     |                              |
| Student B                         |                              |                    |   |                                   |                        |                |                                       |                                     |                              |
| Student C                         |                              |                    |   |                                   |                        |                |                                       |                                     |                              |
| Student D                         |                              |                    |   |                                   |                        |                |                                       |                                     |                              |
| Student E                         |                              |                    |   |                                   |                        |                |                                       |                                     |                              |
| Student F                         |                              |                    |   |                                   |                        |                |                                       |                                     |                              |
| Student G                         |                              |                    |   |                                   |                        |                |                                       |                                     |                              |
| Student H                         |                              |                    |   |                                   |                        |                |                                       |                                     |                              |
| Student I                         |                              |                    |   |                                   |                        |                |                                       |                                     |                              |
| Student J                         |                              |                    |   |                                   |                        |                |                                       |                                     |                              |
| Student K                         |                              |                    |   |                                   |                        |                |                                       |                                     |                              |
| Student L                         |                              |                    |   |                                   |                        |                |                                       |                                     |                              |

**ASPECTS TO BEAR IN MIND WHEN ASSESSING CHILDREN:**

**Knowledge of the facts of Dali's life:** During the sessions observe if they are able to say some of the most important facts about Dali's life and take notes about them. Also, take notes of their work when doing the mind map. Focus on their fluency in speaking activities and on the accuracy when they do the mind map.

**Dali's symbols:** Take notes of the Criss Cross puzzle. Are they able to understand what each symbol means?

**Optical illusions - drawing:** Assess the children's ability to create illusions in their drawings.

**Use of charcoals:** Assess the children's ability to use the charcoals properly.

**Computer work:** Take notes of the three activities on-line. Can they answer some questions about the painter? Can they match the word with the picture? Can they guess the meanings of each symbol?

**Creativity:** Observe the children's creativity when doing different art activities in the class. Do they have original ideas? Do they copy other's ideas?

**Interest:** Observe the children's interest when doing different art activities and when taking part in speaking activities.

**Respect for others' productions:** Take notes of the children's attitudes towards their classmates. Do they respect their mates' oral productions? Do they value and appreciate their mates' effort and art work?

**Use of L2 in the classroom:** Take notes of the amount of English language children use in the sessions. Focus on their fluency rather than on accuracy.