**EVALUATION**

To assess children, teachers will conduct two types of assessments. As it is considered essential not only the final result of this whole didactic proposal but also the process, the first evaluation rubric will be regarding all the activities prior to the final activity. The way to record the evaluation will be through direct and continuous observation of the students.

This first rubric will be composed of different sections that the student must acquire, in addition to a section of observations to note everything important to the student.

The second rubric will consist exclusively of the final project, i.e. the creation of their own biosphere. The way to evaluate them will be very similar.

Finally, the third rubric will be done by students, and they will evaluate their work. A statement will be written in the rubric, and they will have to cross the square of the mark they believe they have in that aspect.

The percentage of this rubrics on the final mark will be established as follows:

|  |  |
| --- | --- |
| **ITEM** | **PERCENTAGE** |
| Final Product (1st rubric) | 35% |
| Activities evaluation (2nd rubric) | 35% |
| Self-evaluation | 15% |
| Assistance and Behavior | 15% |
|  | **TOTAL: 100%** |

First rubric:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **OBJECTIVE** | **EXCELLENT**  **(2 POINTS)** | **VERY GOOD**  **(1.5 POINTS)** | **GOOD**  **(1 POINT)** | **IMPROVABLE**  **(0 POINTS)** | **OBSERVATIONS** |
| The student shows initiative and participation in the activity. | The student shows the correct initiative and participation in all the activities. | The student shows initiative and participation in some of the activities. | The student shows a little initiative and participation in few activities. | The student does not show initiative and participation at all. |  |
| The student takes the task at hand seriously and tries to overcome any adversity that comes his or her way. | The student shows a lot of seriousness and he/she tries to overcome all the adversities that come his/her way. | The student shows some seriousness and tries to overcome some adversities that come his/her way. | The student shows little seriousness and rarely tries to overcome the adversities that come his/her way. | The student does not show seriousness at all and never tries to overcome adversities. |  |
| The student shows respect for serious topics such as climate change. | The student shows respect and really good behavior for serious topics. | The student shows some respect and good behavior for serious topics. | The student shows little respect and tolerable behavior for serious topics. | The student shows no respect and bad behavior for serious topics. |  |
| The student shows respect for the materials used in class, his/her classmates and the natural environment. | The student shows great respect for the materials used in class, his/her classmates and the natural environment. | The student shows some respect for the materials used in class, his/her classmates and the natural environment. | The student shows little respect for the materials used in class, his/her classmates and the natural environment | The student shows no respect for the materials used in class, his/her classmates and the natural environment. |  |
| The student shows interest in the topics covered (fauna, flora and landscapes), reflects on the information and understands it. | The student shows great interest in the topics covered (fauna, flora and landscapes), reflects on the information and understands it. | The student shows some interest in topics covered (fauna, flora and landscapes), sometimes reflects on the information and understands it more or less. | The student shows little interest in topics covered (fauna, flora and landscapes), rarely reflects on the information and rarely understands it. | The student shows no interest in topics covered (fauna, flora and landscapes), does not reflect on the information and does not understand it. |  |
| **Total points:** | \_\_\_\_\_/10 | | | | |

Second rubric:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **OBJECTIVE** | **EXCELLENT**  **(2 POINTS)** | **VERY GOOD**  **(1.5 POINTS)** | **GOOD**  **(1 POINT)** | **IMPROVABLE**  **(0 POINTS)** | **OBSERVATIONS** |
| The student represents his/her biosphere following all the data learned during the activities | The student represents faithfully his/her biosphere following all the data learned during the activities | The student represent his/her biosphere following some of the data learned during the activities | The student represent his/her biosphere following little of the data learned during the activities | The student represent his/her biosphere following none of the data learned during the activities |  |
| The student includes in his/her biosphere a wide variety of all the fauna learned during the activities. | The student includes in his/her biosphere a large wide variety of all the fauna learned during the activities | The student includes in his/her biosphere some species of all the fauna learned during the activities | The student includes in his/her biosphere a little variety of species among all the fauna learned during the activities | The student includes in his/her biosphere no variety of species among all the fauna learned during the activities or includes fauna of other places |  |
| The student includes in his/her biosphere a wide variety of all the flora learned during the activities. | The student includes in his/her biosphere a large wide variety of all the flora learned during the activities | The student includes in his/her biosphere some species of all the flora learned during the activities | The student includes in his/her biosphere a little variety of species among all the flora learned during the activities | The student includes in his/her biosphere no variety of species among all the fauna learned during the activities or includes fauna of other places |  |
| The student includes in his/her biosphere a wide variety of all the landscapes learned during the activities. | The student includes in his/her biosphere a large wide variety of all the landscapes learned during the activities | The student includes in his/her biosphere some of all the landscapes learned during the activities | The student includes in his/her biosphere a little variety of all the landscapes learned during the activities | The student includes in his/her biosphere no variety of all the landscapes learned during the activities or includes landscapes of other places |  |
| The student's biosphere denotes hard work and effort, in addition to picking up aspects seen in class | The student’s biosphere denotes hard work and a lot of effort, in addition to picking up all aspects seen in class | The student’s biosphere denotes some hard work and effort, in addition to picking up some aspects seen in class | The student’s biosphere denotes little hard work and effort, in addition to picking up little aspects seen in class | The student’s biosphere denotes no hard work and effort, in addition to not picking up aspects seen in class |  |
| **Total points:** | \_\_\_\_\_/10 | | | | |

Third rubric:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **STATEMENT** | **COMPLETELY AGREE**  **(2 POINTS)** | **AGREE**  **(1.5 POINT)** | **PARTLY DISAGREE**  **(1 PONT)** | **COMPLETELY DISAGREE**  **(0 POINT)** |
| I tried my best in all activities and paid attention to the explanations of my teachers and classmates. |  |  |  |  |
| I have participated constructively in activities and have taken initiative in getting things done. |  |  |  |  |
| I have shown respect on serious issues that affect today's society. |  |  |  |  |
| I have respected the material used in the activities, my colleagues and the natural environment. |  |  |  |  |
| I am able to name and understand the fauna, flora and landscapes of the area. |  |  |  |  |
| **Total points:** | \_\_\_\_\_/10 | | | |