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STUDENT EVALUATION POLICY



International School Waldorf Cordoba

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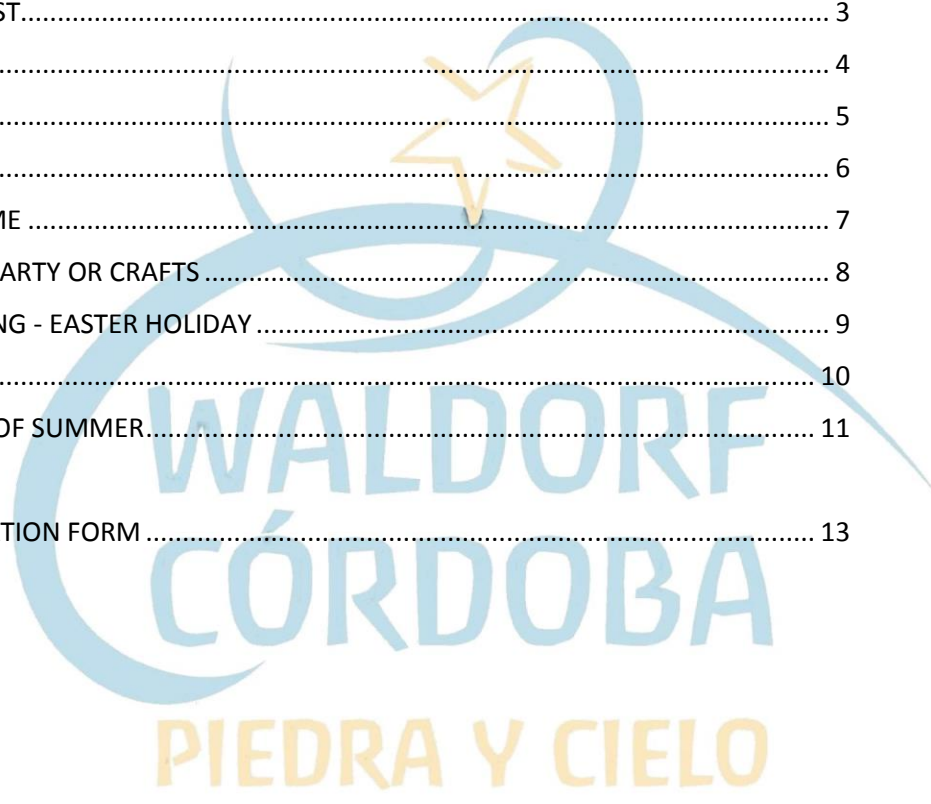
Asociación Waldorf Piedra y Cielo
info@waldorfcordoba.com

STUDENT EVALUATION POLICY

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1. EVALUATION METHOD

Assessments that we carry out in school are qualitative, since we attach importance to the learning process of each child / aa throughout the school year.

We have several evaluation channels:

- × **SCHOOL RECORD:**
 - ⇒ When you first enter the school: at this time the family fills out a form with information that will be invaluable for teachers to be able to better support the child / a.
 - ⇒ Each course start: the beginning of each new school year, the family filled a document that gives us information on how the child is and what is maturational time.
- × **CLASSROOM OBSERVATIONS:**
 - ⇒ individual observations: each child / a are you going making quarterly monitoring, and whose observations we collect the development, progress and learning of each child / a.
 - ⇒ Group observations: these observations the three months to go collect monitor developments and progress at group level and relationships.
- × **COMMENTS IN TUTORING:**
 - ⇒ Four months have tutorials with the families of each child / a in which we can speak of progress, learning difficulties, etc., child and family situation at the time. All information provided by the family, gives us support and guide our accompanying children / as in our day to day in the classroom.
 - ⇒ Tutorials that have been requested by the family if the family needs to have a tutorial with the teacher to discuss any difficulties or unforeseen family lived, the teacher will serve the family, providing an appointment for tutoring.
- × **OBSERVATION SHEET:**
 - ⇒ Each child / aa end of the course will have at least one record of rigorous observation by the teacher in which aspects of their physical, motor, language, social and relational be collected.
- × **ITEMS OF EACH UNIT:**
 - ⇒ At the end of each quarter each child / a have a record of your progress on the issues covered in the different teaching throughout the quarter units. It describes the aspects that have to keep working and those who have worked and overcome appear and in which we must pay more attention.

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2. EVALUATION BY LEARNING UNITS

2.1. UNIT 1 - THE HARVEST

EVALUATION

1. Evaluation actitudinal

- Enjoy the songs of harvest
- Memorize the rhythm songs
- Solve small conflicts with peers

2. Procedural assessment

- Develop work habits

3. Conceptual Evaluation

- Help and collaborates
- He is interested in finger games
- Listen and remember the sequences of finger plays
- Imitates finger plays
- Participate in rhyming games or dances of the harvest with fine and gross motor skills
- for daily activities she is interested
- He is interested in making bread
- Knead bread with care
- Take care all the material received by the activities of the unit
- Care material and includes
- Knows the colors waxes
- Knows using gross and fine motor when modeling
- He is interested in the development of pumpkin pie
- Meet vegetables harvest
- Develop the attitude of gratitude



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2.2. UNIT 2 - THE FALL

EVALUATION

1. Evaluation actitudinal

- Enjoy the songs themselves fall.
- He is interested in developing work habits.
- He is interested in the process of drawing up the bluff.
- Take care of specific materials for the production of the lantern.
- Tries to clamp hand to pick up a paintbrush.
- He is interested in and enjoy for activities of artistic expression.
- Support and collaboration with peers.
- Enjoys and is interested in the body express itself in its own rhythm games fall.
- Enjoy the outdoors and nature.
- Comply with rules governing coexistence.
- Values and cares for clean and tidy environments.
- He is interested, listening and imitating the finger plays.
- Memorizes the songs and finger plays.

2. Procedural assessment

- Ejercitación oral language.
- Puts interest in building the lampost tidily
- You know make drawings with crayons.
- Watercolor done carefully.
- Prepare the ingredients and knead the bread.

3. Conceptual Evaluation

- Remembers and reproduces the sequence of finger plays autumn
- It appropriates the content and the linguistic structure of songs and poems autumn
- Memorizes and plays with rhythm and intonation appropriate songs
- She holds in her hand the lantern candle making sure that you do not turn off
- Develops fine and gross motor included in the circle.
- They order their work to achieve the target proposed by the teacher.

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2.3. UNIT 3 - CHRISTMAS

EVALUATION

1. Evaluation actitudinal

- Enjoy the popular carols.
- He is interested and has the initiative to participate in the representation of Christmas concert.
- Enjoy plastic elaborations own and those of others.
- Listen fingers games.
- Tolerates waiting for certain events.
- Values personal and environmental hygiene.
- Accepts the established rules of behavior.
- Develops feelings of joy, love and veneration.
- He is interested in learning about the customs and traditions and environment.
- Nature respects and cares.

2. Procedural assessment

- Ejercitación oral language.
- Elaborate Christmas card with dedication.
- Prepare the ingredients for cookies.
- Class decoration with Christmas decorations.
- Participates in decorating class.
- States, regulates and controls basic needs.

3. Conceptual Evaluation

- Memorizes and plays with rhythm and intonation appropriate carols
- Perceived physical changes in the environment and their relationship with the passage of time.
- Develops fine and gross motor activities.
- Christmas.
- Finger plays.
- Christmas carols.
- Poems.
- Biscuits.
- Calendar of stars felt.
- Christmas postcards.

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2.4. UNIT 4 - KINGS DAY

EVALUATION

1. Evaluation actitudinal

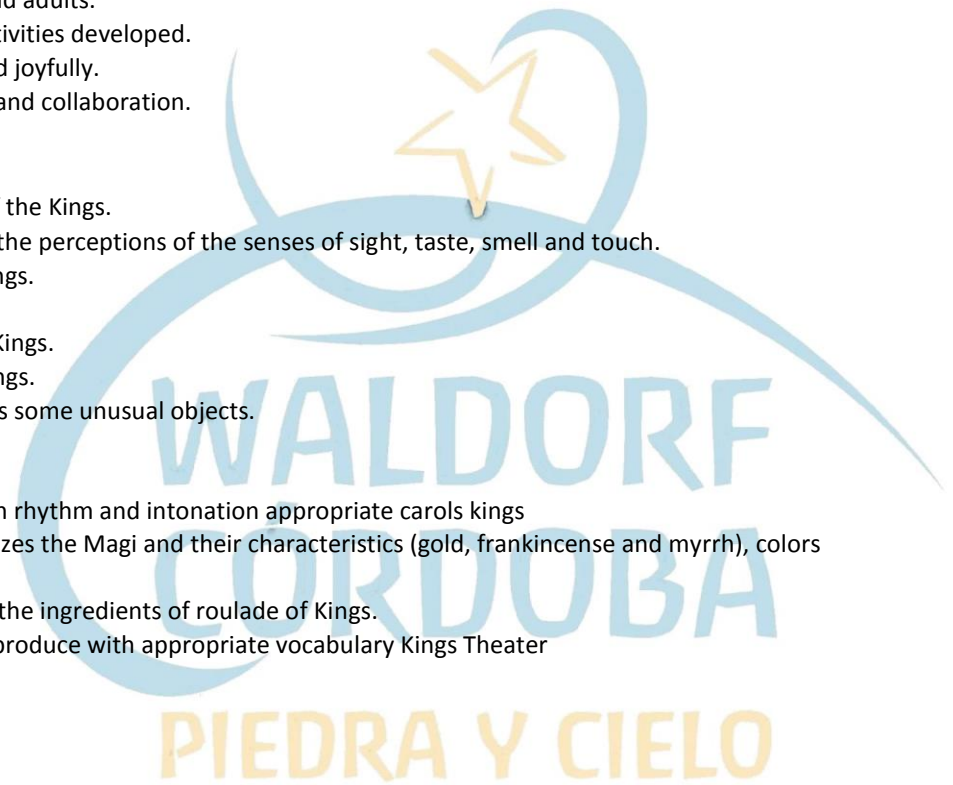
- Enjoy songs and carols of the Magi.
- Respect other children and adults.
- He is interested in the activities developed.
- Participates positively and joyfully.
- Develop attitude of help and collaboration.

2. Procedural assessment

- Use the proper objects of the Kings.
- Can distinguish between the perceptions of the senses of sight, taste, smell and touch.
- Listen and plays carols kings.
- Oral language exercises.
- I would like a roulade of Kings.
- It uses a vocabulary of Kings.
- Observes, knows and uses some unusual objects.

3. Conceptual Evaluation

- Memorizes and plays with rhythm and intonation appropriate carols kings
- Distinguishes and recognizes the Magi and their characteristics (gold, frankincense and myrrh), colors (red, blue and green).
- Develops and recognizes the ingredients of roulade of Kings.
- Listen, remember and reproduce with appropriate vocabulary Kings Theater



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2.5. UNIT 5 - WINTER TIME

EVALUATION

1. Evaluation actitudinal

- Enjoys listening to stories and narratives.
- He is interested in participating in activities that develop.
- Values his own creations and those of others.
- Listen and respect other children in dialogues and group discussions.
- He is interested in the environment around us.
- Values and cares for clean and care environments.
- Participates positively and joyfully.

2. Procedural assessment

- Observe the environment around us.
- Explore and discover the nearby environment.
- Describes the discoveries.
- Repeat songs accompanied by gestures.
- Development of chain stitch.
- Exercise habits already acquired work.
- Breadmaking.
- Take care of peers.

3. Conceptual Evaluation

- Memorisation and reproduction of poems and songs
- It recognizes the characteristics of winter.
- Can describe the cold, ice, frost and fog as typical winter weather events.
- Learns and uses own tissues and winter clothes: jersey, coat, hat, scarf, gloves, boots.
- Listen, remember and reproduce winter tales.
- Toning and properly plays songs, poems and dances winter.

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2.6. UNIT 6 - CARNIVAL PARTY OR CRAFTS

EVALUATION

1. Evaluation actitudinal

- He is interested in the work done.
- Enjoy the different proposed trades.
- Respect the work of others and their own.
- Values the importance of different trades.
- Cheerful and creatively involved
- Help and collaborates
- Share tools and material

2. Procedural assessment

- Observe the environment around us.
- It acts on the environment around us.
- Participates in different work to be done.
- correctly use different tools.
- Care, clean and pick up tools.
- properly handles the materials to be used.
- Play songs and dances of professions.
- He knows handled with ease on the loom.
- Notes the work of parents and volunteers mothers.

3. Conceptual Evaluation

- Discover and remember some trades: bakers, painters, gardeners, carpenters, etc. correctly uses the tools of different trades: the oven, brush, and rake.
- Recognizes and appropriately used each craft materials: flour, paint, seeds ...
- Actively participate in the care and maintenance of the appropriate procedures for recognizing that I such as recycling.
- Use a clear and effective way to express feelings, emotions and ideas from the experiences vocabulary.
- Participates in different work done respecting each pattern of the different processes of craftsmanship.
- Learn a vocabulary of professions to be performed.
- Sings and plays songs and dances of professions

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2.7. UNIT 7 - EARLY SPRING - EASTER HOLIDAY

EVALUATION

1. Evaluation actitudinal

- Respect animals and plants.
- He is interested in the proposed activities.
- Helps and assists in the implementation of joint tasks.
- Trust own possibilities and limitations.
- Value and enjoy their own creations and those of others.
- Participates positively and joyfully
- Respect the work of others.

2. Procedural assessment

- Observation of the awakening of spring in the garden.
- Material Handling: seeds, soil, water.
- Preparation and celebration of the Feast of the hare.
- Empty egg decoration.
- Plant Care Class and garden.
- Playing songs and poems Primavera own party and the hare.
- Making bread shaped like a hare.
- Storytelling Spring and Easter.
- Exercise habits already acquired work.
- Ejercitación oral language.

3. Conceptual Evaluation

- It recognizes the characteristics of the spring season and knows differentiating the winter.
- Listen, remember and reproduce language properly the story "Easter Hare" and songs of spring.
- Carefully prepare the clay bowl with soil and planting seeds: intuits and remember the phases of the vegetative cycle.
- Prepares and fluently painted Easter egg and bread made with diligence hare.
- Recognizes and describes in precise language buds and flowers of the garden floor.

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2.8. UNIT 8 - SPRING

EVALUATION

1. Evaluation actitudinal

- He is interested in learning own spring songs.
- Participates in the group singing.
- He is interested in developing basic habits of order, perseverance, attention and exercise capacity.
- Trust own possibilities for simple tasks or assignments responsibly.
- Learn new skills.
- Respect animals and plants.
- Enjoy the outdoors and nature.
- It has initiative and autonomy in daily tasks.
- Care specific gardening materials.
- Rate a clean natural environment, not degraded or contaminated.
- Develop peace and cooperation to the measures adopted adults in situations of illness and minor accidents.
- Enjoy the plastic elaborations own and those of others.
- Enjoys and is interested in the body express itself in its own rhythmic spring games.
- He is interested to own tales spring

2. Procedural assessment

- Observation of the awakening of spring in the garden.
- Manipulates materials such as seeds, soil, water
- Take care class plants and garden.
- Finish work the loom.
- Domina and exercise habits previously acquired work.
- Exercise freely and ownership oral language.

3. Conceptual Evaluation

- Listen, remember and reproduce language properly tales spring.
- Plays, remember and memorize the songs and poems own spring and Easter
- Dominates the language of spring.
- Meet and learn the characteristics of spring as the garden, animals (butterfly and dove), flowers and plants.
- Meet and memorizes the process of making bread
- Rhythmic exercises proficiently games
- Spring songs.
- Gardener knows the functions and development of their work.

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2.9. UNIT 9 - THE START OF SUMMER

EVALUATION

1. Evaluation actitudinal

- He is interested in learning own songs early summer.
- Involved in conserving the environment and nature.
- Supported the cleaning of fabrics group.
- He is interested to own tales of summer.
- Initiative and autonomy in different activities.
- Trust own possibilities for simple tasks or assignments responsibly.
- Enjoy the outdoors and nature.
- Careful and respect towards animals and plants in the environment.
- autonomously resolve conflict situations.
- Develop a taste for personal appearance care.
- Recognizes and values the oral language as an instrument to communicate the needs, emotions and desires.
- Enjoy own plastic processing and those of others.

2. Procedural assessment

- Bees develops with tissue paper and wax.
- Observe the phenomenological characteristics of summer: plants and flowers.
- It contributes to the maintenance and upkeep of the garden.
- Observe the animals themselves summer.
- Produces butterflies with crepe paper and beeswax.
- Experience the start of summer.
- Acquires autonomy and initiative in various activities.
- Proficiently use the materials from the laundress.
- Own work done sandpiper.
- Made with ease drawings made with crayons.
- Made with ease with watercolor paintings.
- Play object modeling wax.
- Uses his own body as a means of expression.
- Proficiently acquire new motor skills.

3. Conceptual Evaluation

- Learn and know the characteristics of the summer season and features: plants, flowers, animals (bees) and garden
- Learn the process of making a butterfly.
- Learn and know the work of the washerwoman.

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- Listen, memorizes and reproduces tales summer.
- Proficiently performs rhythmic summer games.
- Learn and know the farm animals.
- Listen, memorizes and plays own songs early summer.
- Learn to coordinate and control body movement.
- Identify and learn a song by global and segmented image of the human body.



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ANNEX I: STUDENT EVALUATION FORM

- ✗ First name:
- ✗ Birthdate:
- ✗ Evaluation date:
- ✗ descriptive assessment:
 - Physical development
 - motor development
 - Fine motor
 - Gross Motricity
 - Language
 - Understanding
 - Expression
 - Social skills
 - relational capacity
 - Observations

