



Student Performance Reports Policy

Approved by:

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Chairwoman

Date:

12/11/2025



Effective Date:

17/11/2025

Revision History

Revision Date	Version Number	Revised By	Signature
07/07/2025	01	Eva Sanchez Castillo Principal	

1. Introduction

The Evaluation Reports are written reports (usually presented in digital format, although also on paper if it is at the request of the Family) that are delivered periodically to the families, and that are also logically known to the students. With them, and thanks to their frequency, we seek to keep them informed about the academic evolution and learning of their children.

In addition to reflecting the general academic evolution in each subject, the evaluation criteria used, the competencies developed and, of course, the relevant comments and areas for improvement for the following period are also indicated.

At SSAD we are not only looking for quantitative information, but we also want the Evaluation Report to be the starting point for the next period, and where the student can improve their performance thanks to the adaptations and help they may need.

2. Communication with Families

Communication with Families is carried out, in relation to the delivery of the Evaluation Reports, through three main channels:

- Through the Google Classroom account to which all families have access (with their account and password).
- Through the email provided by the Family.
- Through a face-to-face tutorial or by videoconference (the School has schedules in which each teacher can meet weekly with the Families when necessary; in addition, at the end of each Evaluation period a special schedule is opened where families can come, if they deem it appropriate, to talk to the Tutor about the results of the Evaluation).

These reports are delivered to parents (digitally or in person) with the following periodicity (depending on the school calendar, festivities, vacation periods, etc.):

- Mid-term report 1: 2nd half of October
- External Initial Test Report (NWEA-MAP), from KG2: 2nd half of November
- Report of the 1st Evaluation: mid-December
- Mid-Quarter 2 Report: Mid-February
- Report of the 2nd Evaluation: 2nd fortnight of March

- Mid-Term 3 Report: Mid-May
- Report of the 3rd Evaluation and Final: first days of July
- Final external tests report (NWEA-MAP), from KG2: 2nd half of June

These reports are complemented during the course with the results obtained in other external tests:

- English level certifications (Cambridge): from Grade 1
- Spanish level certifications (Instituto Cervantes): from Grade 7

3. Evaluation Reports

3.1. INITIAL ASSESSMENT

The initial assessment does not produce a report that is provided to families, but is a process to know the student's situation, in the different subjects, at the beginning of the course.

The process we follow at The Spanish School of Abu Dhabi is as follows:

- A period of two weeks is established (usually coinciding with the first half of September) where the teaching staff carries out the Initial Assessment (observations, oral tests, written tests, etc.) to find out the point that must be started in the academic development of each student (need for academic support, need for language support, detection of possible special educational needs in collaboration with the Guidance Department, detection of possible high capacities, etc.).

The subjects that are part of this Initial Assessment are the following: Spanish Language, Mathematics, English, Science, Arabic, Islam and Social Studies.

- At the end of this period, the teaching staff of each subject fill in a spreadsheet where the results are reflected (approximately during the second week of September). See Initial Evaluation Table in Annex 5.1.
- During the third week of September, an Initial Evaluation Board is held, for each course and where all the teachers participate, where each student, their characteristics, their needs, etc. are discussed.
- It is, from this moment, where the most important actions for the proper development of our students' learning are implemented:
 - Establishment of the necessary support, according to the resources of the Centre, and mainly in the areas of Mathematics and Spanish Language.

- Actions of the Guidance Department, both to establish the appropriate diagnoses and to initiate the necessary specific support.
- Interviews with the families necessary to inform them about the pedagogical measures that are going to be developed.

3.2. MID-TERM EVALUATION REPORT

As indicated above, there are three mid-term Evaluation Reports that are prepared in our School and that are provided to families (mainly in digital format: Google Classroom and/or email):

- Mid-term report 1: 2nd half of October
- Mid-Quarter 2 Report: Mid-February
- Mid-Term 3 Report: Mid-May

Through these, on the one hand, the teaching team reflects on the evolution of its students in the academic field, which serves to act and make decisions in order to improve the academic performance of students (modifying methodologies, academic reinforcements, requesting help from the Guidance Department, etc.). On the other hand, families are informed in a timely manner about the academic evolution of their children.

As can be seen in the example below, the report provides the following information (for each subject):

- Competencies and Contents: academic assessment of the student in the subject (Unsatisfactory, Acceptable, Good, Very Good, Excellent, Not Applicable).
- Classwork: the daily monitoring of the student is very important in the analysis of their academic evolution. The performance of activities and tasks, individual and team work, etc., are valued.
- Attitude and Behavior: these items that could influence the final result are also reported.
- Comments and next steps: in addition to explaining to the teacher everything that may influence the result, the steps to follow for continuous improvement in the student's performance are also indicated.
- At the end of the Report, the Student's Attitude and Behavior is also assessed (with the following ratings: Most of Times, Sometimes, Rarely, Not Applicable).

- Finally, the Guidance Department also includes its comments on those students where necessary (in addition to the Department's own report).

As already indicated, families receive this report in digital format. In addition, they can request an interview with their child's guardian to answer any questions they may have.

Examples of the Mid-Term Report can be found in Annex 5.2.

3.3. END-OF-TERM AND END-OF-YEAR EVALUATION REPORT

This is the most important Evaluation Report prepared at the Center, and which families also receive digitally. In addition, on the same day of its publication, a specific schedule is organized where families can have a personal interview with their child's tutor.

As indicated above, the Reports are as follows:

- Report of the 1st Evaluation: mid-December
- Report of the 2nd Evaluation: 2nd fortnight of March
- Report of the 3rd Evaluation and Final: first days of July

This report presents exhaustive information where it can be analysed and compared with previous reports, in addition to being able to check the student's academic situation in all areas:

- Information on student absences and delays, both in absolute numbers and as a percentage of the total number of sessions accumulated during the course. In addition, the reason, proposals for solutions, etc. are discussed.
- Overall assessment of each subject, as a summary (Excellent, Very Good, Good, Acceptable, Unsatisfactory, Not Applicable).
- Evaluation of Key Competences, with an indication of the degree of achievement (Highly Effective, Effective, Developing, Beginner).
- Breakdown of the Evaluation of the work done and academic performance in each subject:
 - Quantitative (from 3 to 10) and qualitative (Highly Effective, Effective, Developing, Beginner) assessment of the subject: Competencies and Content (60-70% of the total); Classwork (20-30% of the total); Attitude and Effort (10%).
 - Assessment of the Evaluation Criteria of each subject (Excellent, Very Good, Good, Acceptable, Unsatisfactory, Not Applicable).

- Evolution of the Student's Attitude and Effort (Most of time, Sometimes, Rarely, Not Applicable).
- Observations: of the tutor; of the specialist teachers; of the Guidance Department (more detailed explanation of the Report in those items that are necessary).
- Proposals for improvement: from the tutor; of specialist teachers (detailed explanation on how to improve the student's academic performance).

In the "Annexes" section (point 3.3) you can see models of quarterly Evaluation Reports for all educational stages.

3.4. EVALUATION REPORT OF THE GUIDANCE DEPARTMENT

The **Evaluation Report of the Guidance Department** arises as a systematic support tool to collect, analyze and document the academic, social, emotional and/or behavioral evolution of students. Its preparation responds to the need to offer personalized monitoring that provides both families and teachers with a comprehensive vision of the progress of each student.

Types of Plans derived from the Evaluation

Depending on the profile and needs of the student, the implementation of one of the following intervention plans may be derived:

Plan Type	Characteristics	Recipients
Individual Education Plan (IEP)	Based on formal diagnosis. It includes individualized curricular adaptations (ICAs) or specific intervention programs.	Students with a recognized clinical diagnosis (e.g.: ADHD, ASD, Dyslexia).
Individual Learning Plan (ILP)	No diagnosis. Methodological adaptations or inclusion in academic support programs.	Students with specific learning needs but without a clinical diagnosis.
Individual Support Plan (MYP)	No diagnosis. Individualized support through 1-on-1 sessions or emotional-social development programs.	Students who require emotional support or social skills.
Behavioral Support Plan (BSP)	No diagnosis. Specific intervention in the emotional and behavioral area.	Students who have difficulties in behavior or emotional regulation.
Advanced Learning Plan (ALP)	No diagnosis. Academic enrichment programs that promote challenges, curiosity, and critical thinking.	Students with high abilities or specific talents.

Origin and reason for the report

This report is generated from:

- Direct observations in the classroom and common spaces.
- Psychopedagogical assessments carried out by the department.
- Interviews or communications with teachers and families.
- Results of relevant internal or external evaluations.

Its raison d'être is to **guarantee an educational intervention appropriate** to the needs of each student, marked by the principle of prevention, early care and continuous improvement.

Objectives of the report

- Describe the student's current state in the areas observed (academic, social, emotional).
- Identify strengths and areas for improvement.
- Propose specific guidelines for work in the classroom and at home.
- Recommend specific support measures or specialized follow-up if necessary.

Department Reinforcements and Supports

The Guidance Department accompanies this process by:

- Periodic observations and follow-up interviews.
- Coordination with teachers to adjust classroom strategies.
- Specific guidance for families to reinforce habits, social skills and academic competencies at home.
- Referrals to external specialists where necessary (speech therapist, occupational therapist, clinical psychologist, etc.).
- Design and monitoring of Individualized Plans if required.

4. Information on External Testing

As mentioned in point 2, at The Spanish School of Abu Dhabi we carry out various external tests (mandatory in some cases, voluntary in others) to improve the Evaluation of both the students and the School itself:

- Report of the NWEA-MAP External Initial Test (mandatory), starting with KG-2 (tests conducted in October):
 - 2nd fortnight of November



- Test Settings: Reading (Spanish/English), Math (Spanish/English), Science (English)
- Report of the NWEA-MAP external final test (mandatory), starting with KG2 (tests carried out in May):
 - 2nd fortnight of June
 - Test Settings: Reading (Spanish/English), Math (Spanish/English), Science (English)
- Report of the MOE External Initial Test (mandatory), as of XXXXX (tests carried out in October):
 - 2nd fortnight of November
 - Areas of Evidence:
- Report of the MOE External Final Test (mandatory), as of XXXXX (tests carried out in May):
 - 2nd fortnight of June
 - Areas of Evidence
- Cambridge Certificate of the student's English level (Grades 1 to 12):
 - 2nd fortnight of June
 - Levels: A1, A2, B1, B2, C1
 - Tests: Starters, Movers, Flyers, KET, PET, FCE, CAE
- Certificate from the Instituto Cervantes of the student's level of Spanish (Grades 7 to 12):
 - April
 - Levels: A1, A2, B1, B2, C1

5. Annexes

5.1. INITIAL EVALUATION TABLES

- Initial Evaluation Chart (Early Childhood/Kindergarten):

EVALUACIÓN INICIAL CURSO 24-25 (KG 1-B)								
Student Family Name	Name	Esis	Ludiletras	EMat	Inglés	Psicomotricidad	Arabic	Observ. (ACNEE, idioma, ACNEAE, etc.)
12 Alshamsi	Nahyan	1E+06	Nivel Básico	Nivel Básico	Medium Level	Nivel Medio	Medium Level	
7 Liñán Grot	Lea	1E+06	Nivel Básico	Nivel Medio	High Level	Nivel Medio	Medium Level	
23 keskin	Metehan	1E+06	Nivel Básico	Nivel Básico	Basic Level	Nivel Básico	Basic Level	No habla español, inglés (básico) o árabe / Turco nativo.
16 Shatnawi	Zoya	1E+06	Nivel Básico	Nivel Básico	Medium Level	Nivel Básico	Basic Level	Bajo nivel de concentración. No habla Español Nueva alumna
6 Simal	Henrique	1E+06	Nivel Básico	Nivel Básico	Medium Level	Nivel Básico	Basic Level	Muy movido. Puede empujar y pegar. Estamos trabajandolo
19 Alnowais	Khalifa	1E+06	Nivel Medio	Nivel Medio	Medium Level	Nivel Medio	Medium Level	Muy movido / Inventa cosas / Inteligente
10 AL MEHAIRBI	Marvam Khalid Faraj	1E+06	Nivel Medio	Nivel Medio	Basic Level	Nivel Básico	Medium Level	
1 Abdelhaq	Ward	1E+06	Nivel Básico	Nivel Básico	High Level	Nivel Medio	Medium Level	Inglés y Árabe. Nuevo en la escuela
2 Almehairi	Amna	1E+06	Nivel Básico	Nivel Básico	Basic Level	Nivel Básico	Medium Level	Síntomas de mutismo selectivo / Habla con compañeros
3 Alawani	Amna Sultan	1E+06	Nivel Básico	Nivel Básico	Basic Level	Nivel Básico	Medium Level	Muy movida. No esta acostumbrada a seguir normas
4 Escalona Rojas	Fabio *	1E+06	Nivel Básico	Nivel Básico	Basic Level	Nivel Básico	Basic Level	¿Posible ACNEAE?
5 Hallal Ruiz	Farah Ines	1E+06	Nivel Básico	Nivel Básico	Medium Level	Nivel Básico	Medium Level	
8 Altarcha Isak	Leonel	1E+06	Nivel Básico	Nivel Medio	Medium Level	Nivel Básico	Medium Level	
9 Cáceres Suárez	Lucas	1E+06	Nivel Medio	Nivel Medio	Medium Level	Nivel Medio	Medium Level	Problemas de ansiedad y emocionales. Maduro para su edad.
11 Obaid Al	Mohamed	1E+06	Nivel Medio	Nivel Básico	High Level	Nivel Medio	Medium Level	
13 Redondo	Noah	1E+06	Nivel Básico	Nivel Básico	Medium Level	Nivel Básico	Basic Level	Poca concentración. Le cuesta centrarse.
14 Linde	Philip	1E+06	Nivel Alto	Nivel Alto	High Level	Nivel Medio	Medium Level	
15 Perez	Rodrigo	1E+06	Nivel Medio	Nivel Medio	Medium Level	Nivel Medio	Medium Level	Inteligente y maduro para su edad.
17 Xu	Elizaveta	1E+06	Nivel Medio	Nivel Medio	Medium Level	Nivel Medio	Basic Level	
18 Voces de Onandi Holtkar	Norah	1E+06	Nivel Básico	Nivel Básico	Medium Level	Nivel Básico	Medium Level	Sietemesina. Baja motricidad fina y gruesa.
20 Al jeneibi	Saif	1E+06	Nivel Medio	Nivel Básico	Basic Level	Nivel Básico	Medium Level	Bajo nivel motricidad gruesa / Poca atención. Comportamientos repetitivos.
21 Aldhaheiri	Khalifa	1E+06	Nivel Básico	Nivel Básico	Medium Level	Nivel Básico	Medium Level	
22 Alnowais	Aldana	1E+06	Nivel Básico	Nivel Básico	Basic Level	Nivel Básico	Basic Level	Problemas con la alimentación. Solo habla inglés.
24 Lobo dos Santos Lima	Joao	1E+06	Nivel Básico	Nivel Básico	Basic Level	Nivel Medio	Basic Level	Habla portugués. Nuevo alumno



Initial Evaluation Table (Grade 1 to Grade 7):

EVALUACIÓN INICIAL CURSO 24-25 (GRADO 3-A)											
Student Name	Name	Esis	Lengua	Matemáticas	English	Science	Arabic	Islam	Social St.	Observ. (ACNEE, idioma, ACNEAE, etc.)	
5	AL MEHARBI	ELYAS KHALID	961846	Medio-Bajo	Medio-Bajo	Low-Medium	Medio-Bajo	High	Medium	Medium	
1	Liendo Acosta	Ainhoa	1310648	Alto	Medio-Alto	Low-Medium	Medio-Alto	Low-Medium	Low-Medium	1º año en la escuela	
2	Walsh Castro	Alexa	927279	Medio	Medio-Bajo	High-Medium	Medio	Medium	High-Medium		
3	Daloul	Anthony	961224	Medio-Bajo	Medio	Low-Medium	Medio-Bajo	Medium	Low-Medium	Dificultades en lectoescritura	
4	Verdu	Cristobal	901458	Medio-Alto	Medio-Alto	High	Medio	Low-Medium	Medium	TDAH	
6	Ben Maarouf Garcia	Farooq*	1304524	Medio	Medio	Medium	Medio	Low-Medium	Medium	1º año en la escuela. TDAH e IMPULSIVIDAD GRAVE	
7	Al Blooshi	Hamad	886329	Medio-Bajo	Medio-Bajo	High-Medium	Medio-Bajo	Low	Medium		
8	Morais Spence	Ines	882858	Medio	Medio	High	Medio	High-Medium	High-Medium		
9	Alharthi	Jawaher	895083	Medio-Bajo	Medio-Alto	High-Medium	Medio	Low	Low-Medium	Medium	
10	Bastardo	Manuel	1284717	Medio	Medio	Medium	Medio	Low-Medium	Medium		
11	Marqués Pina	Martin	1310812	Medio-Alto	Medio	Low	Medio	Low	Low	1º año en la escuela	
12	Aldhanhani	Rashed Ali	955338	Bajo	Bajo	Medium	Bajo	High-Medium	High-Medium	Desconocimiento del español. 1º año en la escuela	
13	Beauchamp	Sophie	1305474	Bajo	Alto	High	Alto	Low	High-Medium	Desconocimiento del español. 1º año en la escuela	
14	Al Qubaisi	Theyab*	902795	Medio-Bajo	Medio-Bajo	High	Medio-Bajo	Low	Low-Medium	TEA	
15	Bawazeer	Hamed Abdulrahim	953250	Medio-Bajo	Bajo	High-Medium	Medio-Bajo	Medium	High	Medium	
16	Alahbabi	Mubarak	952878	Bajo	Bajo	Low-Medium	Medio-Bajo	Low	Low-Medium	Low-Medium	Cursa Lengua Castellana



5.2. MID-TERM EVALUATION REPORTS

Mid-Term Kindergarten Report:

Student name:	Group: G-	Mid-Term:	Date:
ATTENDANCE (From August 26 th)			
Overall Attendance Record:			
Absences:	% Absences:	No. Tardiness:	% Tardiness:
KEY FOR ASSESSMENT			
1: In progress	2: Intermediate level	3: Outstanding	
AREAS			
LITERACY (SPANISH):			
Comment / Next steps...			
MATH:			
Comment / Next steps...			
ENGLISH:			
Comment / Next steps...			
PBL:			
Comment / Next steps...			
ARABIC:			
Comment / Next steps...			
PSYCHOMOTRICITY:			
Comment / Next steps...			
KEY FOR ASSESSMENT			
1: Most of the times	2: Sometimes	3: Rarely	NA: Not Applicable
PERSONAL AUTONOMY			

ATTITUDE & BEHAVIOUR	Achievement Indicator

INCLUSION DEPARTMENT

Evaluation period	Mid-Term
Academic Year	2024-2025
School Seal:	
Homeroom Teacher:	
Principal's Signature	



Mid-term report (Grades 1 to 7):

Student name:	Group: G-	Mid-Term:	Date:
ATTENDANCE (From August 26 th)			
% Overall Attendance Record:			
No. Absences:	% Absences:	No. Tardiness:	% Tardiness:
KEY FOR ASSESSMENT			
1: Unsatisfactory	2: Acceptable	3: Good	4: Very Good
5: Excellent	NA: Not Applicable		
SUBJECTS		ASSESSMENT CRITERIA	
LITERACY / ELE	COMPETENCIES & CONTENTS	CLASSWORK	ATTITUDE & BEHAVIOR
	<i>Select</i>	<i>Select</i>	<i>Select</i>
Comment / Next steps...		▪	
MATHEMATICS	COMPETENCIES & CONTENTS	CLASSWORK	ATTITUDE & BEHAVIOR
	<i>Select</i>	<i>Select</i>	<i>Select</i>
Comment / Next steps...		▪	
SCIENCE	COMPETENCIES & CONTENTS	CLASSWORK	ATTITUDE & BEHAVIOR
	<i>Select</i>	<i>Select</i>	<i>Select</i>
Comment / Next steps...		▪	
ENGLISH	COMPETENCIES & CONTENTS	CLASSWORK	ATTITUDE & BEHAVIOR
	<i>Select</i>	<i>Select</i>	<i>Select</i>
Comment / Next steps...		▪	
ARABIC	COMPETENCIES & CONTENTS	CLASSWORK	ATTITUDE & BEHAVIOR
	<i>Select</i>	<i>Select</i>	<i>Select</i>
Comment / Next steps...		▪	
MORAL EDUCATION	COMPETENCIES & CONTENTS	CLASSWORK	ATTITUDE & BEHAVIOR
	<i>Select</i>	<i>Select</i>	<i>Select</i>



Mid-Term Progress Report

PHYSICAL EDUCATION	COMPETENCIES & CONTENTS	CLASSWORK	ATTITUDE & BEHAVIOR
	<i>Select</i>	<i>Select</i>	<i>Select</i>
Comment / Next steps...		▪	
STEAM	COMPETENCIES & CONTENTS	CLASSWORK	ATTITUDE & BEHAVIOR
	<i>Select</i>	<i>Select</i>	<i>Select</i>
Comment / Next steps...		▪	
GEOGRAPHY & HISTORY (only Grade 7)	COMPETENCIES & CONTENTS	CLASSWORK	ATTITUDE & BEHAVIOR
	<i>Select</i>	<i>Select</i>	<i>Select</i>
Comment / Next steps...		▪	

KEY FOR ASSESSMENT			
1: Most of the times	2: Sometimes	3: Rarely	NA: Not Applicable

ATTITUDE & BEHAVIOUR	Achievement Indicator
▪	
▪	

INCLUSION DEPARTMENT	

Evaluation period	Mid-Term
Academic Year	2024-2025
School Seal:	
Homeroom Teacher:	
Principal's Signature	



5.3. END-OF-QUARTER EVALUATION REPORTS

- Kindergarten Quarterly Evaluation Report:

المدرسة الإسبانية في أبوظبي
The Spanish School of Abu Dhabi

Summative Report Term-1

ASSESSMENT Term 1	DATE December 13 th 2024
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Nombre del alumno / Student name: _____ Grupo / Group: KG-

ASISTENCIA / ATTENDANCE (Desde 28/Agosto a 13/diciembre -From August 26th to December 13 th -)			
% Overall Attendance Record:			
Ausencias / No. Absences:	% Absences:	Retrasos / No. Tardiness:	% Retrasos / Tardiness:
Comentarios/Comment: _____			

Claves para la Evaluación / Key for Assessment				
No aplica (Not Applicable)	Necesita mejorar (Need Improvement)	En progreso (Progressing)	Logrado (Achieved)	Destaca (Outstanding)

ÁREAS (SUBJECTS)	TRIM-1 / TERM-1	TRIM-2 / TERM-2	TRIM-3 / TERM-3	FINAL
Crecimiento en Armonía (Growth in Harmony)	■	■	■	■
Descubrimiento y Exploración del Entorno (Discovery and Exploration of the Environment)	■	■	■	■
Comunicación y Representación de la Realidad (Communication and Representation of Reality)	■	■	■	■
1ª Lengua Extranjera-Inglés (English)	■	■	■	■
2ª Lengua Extranjera-Árabe (Arabic)	■	■	■	■
<i>Nota Media (Average Mark)</i>	■	■	■	■

CLAVES PARA LA EVALUACIÓN (Key for Assessment)			
Altamente Efectivo (Highly Effective) = 4	Efectivo (Effective) = 3	En Desarrollo (Developing) = 2	Iniciándose (Beginner) = 1

COMPETENCIAS CLAVE (Key Competences)	T-1	T-2	T-3
Competencia en comunicación lingüística (Competence in Linguistic Communication):	S	■	■
Competencia multilingüe (Multilingual Competence):	S	■	■
Competencia en Matemáticas, Ciencias y Tecnología -STEM- (Competence in Mathematics, Science and Technology -STEM-):	S	■	■
Competencia digital (Digital Competence):	S	■	■
Competencia personal, social y aprender a aprender (Personal, Social and Learning to learn Competence):	S	■	■

المدرسة الإسبانية في أبوظبي
The Spanish School of Abu Dhabi

Summative Report Term-1

ASSESSMENT Term 1	DATE December 13 th 2024
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ÁREAS DE LOGRO / AREAS OF ACHIEVEMENT			
Crecimiento en Armonía (Growth in harmony)			
COMPETENCIAS Y CONTENIDOS (Competencies & Contents): 70%	TRABAJO DE CLASE (Classwork): 20%	ACTITUD Y ESFUERZO (Attitude&Effort): 10%	NOTA FINAL (Final Mark)
CRITERIOS DE EVALUACIÓN / SUCCESS CRITERIA			Indicador de logro / Achievement Indicator:
1. Realiza tareas de cuidado personal de forma independiente y autónoma / Performs personal care tasks independently and autonomously.			■
2. Muestra capacidad para expresar emociones de manera apropiada y respetar las emociones de los demás / Shows ability to express emotions appropriately and respect the emotions of others.			■
3. Coopera, comparte y respeta turnos en grupo / Cooperates, shares and respects turns in group.			■
4. Muestra buenas habilidades motoras finas / Shows good fine motor skills.			■
5. Muestra control en las habilidades psicomotoras (motricidad gruesa) / Shows control in gross motor movements (psychomotor skills).			■
Recomendaciones de mejora / Next steps: _____			
Descubrimiento y Exploración del Entorno (Discovery and Exploration of the Environment)			
COMPETENCIAS Y CONTENIDOS (Competencies & Contents): 70%	TRABAJO DE CLASE (Classwork): 20%	ACTITUD Y ESFUERZO (Attitude&Effort): 10%	NOTA FINAL (Final Mark)
CRITERIOS DE EVALUACIÓN / SUCCESS CRITERIA			Indicador de logro / Achievement Indicator:
1. Observa e investiga los elementos naturales con curiosidad y asombro (animales, plantas, fenómenos...) / Observes and investigates natural elements with curiosity and wonder (animals, plants, phenomena, etc.)			■
2. Muestra capacidad para agrupar objetos (color, tamaño...) y organizarlos en patrones o secuencias simples / Shows ability in grouping objects (color, size...) and organizing them in simple patterns or sequences.			■
3. Muestra un adecuado desarrollo lógico-matemático, especialmente en conceptos de cantidad y número / Shows adequate logical-mathematical development, especially in concepts of quantity and number.			■
4. Participa en actividades experimentales, demostrando iniciativa en la formulación y prueba de hipótesis / Participates in experimental activities, demonstrating initiative in formulating and testing hypotheses.			■
Recomendaciones de mejora / Next steps: _____			
Comunicación y Representación de la Realidad (Communication and Representation of Reality)			
COMPETENCIAS Y CONTENIDOS (Competencies & Contents): 70%	TRABAJO DE CLASE (Classwork): 20%	ACTITUD Y ESFUERZO (Attitude&Effort): 10%	NOTA FINAL (Final Mark)
CRITERIOS DE EVALUACIÓN / SUCCESS CRITERIA			Indicador de logro / Achievement Indicator:
1. Muestra un buen desarrollo de la expresión oral, utilizando vocabulario adecuado / Shows a good development of oral expression, using appropriate vocabulary.			■
2. Muestra un desarrollo adecuado de la comprensión oral y responde correctamente / Shows an appropriate development of oral comprehension and responds correctly.			■
3. Participa activamente en actividades artísticas, mostrando creatividad y utilizando diferentes técnicas / Participates in art activities actively, showing creativity and using different techniques.			■
4. Muestra un crecimiento satisfactorio en las habilidades de lectura y escritura / Shows satisfactory growth in reading and writing abilities.			■
Recomendaciones de mejora / Next steps: _____			



Summative Report Term-1

ASSESSMENT

Term 1

DATE

December 13th 2024

1ª LENGUA EXTRANJERA-INGLÉS / ENGLISH			
COMPETENCIAS Y CONTENIDOS (Competences & Contents): 70%	TRABAJO DE CLASE (Classwork): 20%	ACTITUD Y ESFUERZO (Attitude&Effort): 10%	NOTA FINAL (Final Mark)
CRITERIOS DE EVALUACIÓN / SUCCESS CRITERIA			Indicador de logro / Achievement Indicator:
1. Listening: Listens to conversations, understands the ideas shared, follows the narrative, draws conclusions on them. Shows active listening skills by making eye-contact, nodding...			<input type="text"/>
2. Speaking: Communicates ideas clearly and coherently at their level. Actively contributes to class discussions and presentations by staying on topic.			<input type="text"/>
3. Reading: Reads aloud with proper pacing, expression, and accuracy. Reads books and text at an appropriate reading level, comprehending main ideas and key details.			<input type="text"/>
4. Writing: Is developing appropriately in the writing process. Writes words correctly and begins to learn the spelling rules.			<input type="text"/>
Recomendaciones de mejora / Next steps:			
2ª LENGUA EXTRANJERA-ÁRABE / ARABIC			
COMPETENCIAS Y CONTENIDOS (Competences & Contents): 70%	TRABAJO DE CLASE (Classwork): 20%	ACTITUD Y ESFUERZO (Attitude&Effort): 10%	NOTA FINAL (Final Mark)
CRITERIOS DE ÉXITO / SUCCESS CRITERIA			Indicador de logro / Achievement Indicator:
1. Listening: Listens to conversations, understands the ideas shared, follows the narrative, draws conclusions on them. Shows active listening skills by making eye-contact, nodding...			<input type="text"/>
2. Speaking: Communicates ideas clearly and coherently at their level. Actively contributes to class discussions and presentations by staying on topic.			<input type="text"/>
3. Reading: Reads aloud with proper pacing, expression, and accuracy. Reads books and text at an appropriate reading level, comprehending main ideas and key details.			<input type="text"/>
4. Writing: Is developing appropriately in the writing process. Writes words correctly and begins to learn the spelling rules.			<input type="text"/>
Recomendaciones de mejora / Next steps:			

EVOLUCIÓN DE LA ACTITUD Y EL COMPORTAMIENTO / ATTITUDE & BEHAVIOR

Claves para la Evaluación / Key for Assessment					
Casi siempre / Most of the time	A veces / Sometimes	Casi nunca / Rarely	No aplica / Not Applicable		
			1 st Trim. / 1 st TERM	2 nd Trim. / 2 nd TERM	3 rd Trim. / 3 rd TERM
1. Respeto a las normas del aula / Respect for classroom rules			Select		
2. Responsabilidad e interés en las tareas diarias / Responsibility and interest in daily tasks			Select		
3. Actitud positiva y disposición para aprender / Positive attitude and willingness to learn			Select		
4. Actitud adecuada hacia la resolución de conflictos / Appropriate attitude towards conflict resolution			Select		
5. Muestra capacidad para entablar amistades con sus compañeros / Shows ability to form friendships with peers			Select		



Summative Report Term-1

ASSESSMENT

Term 1

DATE

December 13th 2024

Observaciones del Departamento de Orientación / Inclusion Department's Observation
Observaciones del Tutor / Homeroom observations
Observaciones de los especialistas / Specialist teachers observations
<ul style="list-style-type: none"> • INGLÉS / ENGLISH: • ÁRABE / ARABIC:

Evaluación / Evaluation	Term 1
Fecha / Date	Dic 13 th 2024
Curso / Academic Year	2024-2025
Sello escolar / School Seal:	
Tutor / Homeroom Teacher:	<input type="text"/>
Firma de la Directora / Principal's Signature	



Quarterly Evaluation Report Grades 1 to 7:

المدرسة الإسبانية في أبوظبي
The Spanish School of Abu Dhabi

INFORME DE EVALUACIÓN / SUMMATIVE REPORT	EVALUACIÓN / ASSESSMENT 1 ^{er} Trimestre / Term 1. 24-25	FECHA / DATE December 13 th 2024
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Nombre del alumno / Student name: Grupo / Group: G-

ASISTENCIA / ATTENDANCE			
(Desde 28/Agosto a 13/diciembre -From August 26th to December 13 th -)			
% Overall Attendance Record:			
Ausencias / No. Absences:	% Absences:	Retrasos / No. Tardiness:	% Retrasos / Tardiness:
Comentarios / Comment:			

Claves para la Evaluación / Key for Assessment					
Sobresaliente= 10 o 9 (Excellent= 10 or 9)	Notable= 8 o 7 (Very Good= 8 or 7)	Bien= 6 (Good= 6)	Suficiente= 5 (Acceptable= 5)	Insuficiente= 4 or below (Unsatisfactory= 4 or below)	No aplica (Not Applicable)

ÁREAS (SUBJECTS)	TERM-1	TERM-2	TERM-3	FINAL
Lengua Castellana / ELE (Literacy)	S	Select		
Matemáticas (Mathematics)	S	Select		
Conocimiento del Medio (Science)	S	Select		
1 ^a lengua extranjera-Ingles (English)	S	Select		
2 ^a lengua extranjera-Árabe (Arabic)	S	Select		
Educación Moral (Moral Education)	S	Select		
Estudios Sociales EAU/Social Studies UAE	S	Select		
Islam/ODS (Islamic/SDG)	S	Select		
Educación Plástica y Visual (Art)	S	Select		
Música y Danza (Music)	S	Select		
Educación Física (Physical Education)	S	Select		
STEAM (STEAM-Computer Science)	S	Select		
Valores Cívicos y Éticos (Ethical Values)	S	Select		
Nota Media (Average Mark)	S	Select		

CLAVES PARA LA EVALUACIÓN (Key for Assessment)			
Muy Efectivo (Highly Effective) = 4	Efectivo (Effective) = 3	En Desarrollo (Developing) = 2	Iniciándose (Beginner) = 1

COMPETENCIAS CLAVE (Key Competences)	T-1	T-2	T-3
Competencia en comunicación lingüística (Competence in Linguistic Communication):	S		
Competencia multilingüe (Multilingual Competence):	S		
Competencia en Matemáticas, Ciencias y Tecnología -STEM- (Competence in Mathematics, Science and Technology -STEM-):	S		
Competencia digital (Digital Competence):	S		
Competencia personal, social y aprender a aprender (Personal, Social and Learning to learn Competence):	S		
Competencia ciudadana (Citizenship Competence):	S		
Competencia emprendedora (Entrepreneurial Competence):	S		
Competencia en conciencia y expresión cultural (Competence in Cultural Awareness and Expression):	S		

المدرسة الإسبانية في أبوظبي
The Spanish School of Abu Dhabi

INFORME DE EVALUACIÓN / SUMMATIVE REPORT	EVALUACIÓN / ASSESSMENT 1 ^{er} Trimestre / Term 1. 24-25	FECHA / DATE December 13 th 2024
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ÁREAS DE LOGRO / AREAS OF ACHIEVEMENT			
LENGUA CASTELLANA (Spanish language) / ELE (Spanish as a Foreign Language)			
COMPETENCES & CONTENTS (60% Cycle 1; 70% Cycles 2&3)	TRABAJO CLASE / CLASSWORK (30% Cycle 1; 20% Cycles 2&3)	ACTITUD Y ESFUERZO / ATTITUDE & EFFORT (10%)	NOTA FINAL / FINAL MARK
S	Select	S	Select
CRITERIOS DE EVALUACIÓN / SUCCESS CRITERIA			Indicador de logro / Achievement Indicator:
1. Comprensión lectora / Reading: Comprende textos escritos con autonomía y lee textos de forma autónoma / Understands texts written autonomously and reads texts autonomously.			Select
2. Expresión Oral / Speaking: Produce textos orales coherentes, utilizando recursos verbales y aplicando conocimientos de gramática y vocabulario / Produces coherent oral texts, using verbal resources and applying knowledge of grammar and vocabulary.			Select
3. Listening: Escucha y analiza los recursos verbales y no verbales presentes en textos orales en el ámbito académico, comprendiendo su significado / Listens and analyzes the verbal and non-verbal resources present in oral texts in the academic field, understanding their meaning.			Select
4. Writing: Produce textos escritos, mostrando coherencia y adecuación, y aplicando reglas gramaticales y ortográficas para su cohesión / Produces written texts, showing coherence and adequacy, and applying grammatical and spelling rules for their cohesion.			Select
5. Grammar: Reflexiona sobre el lenguaje y conoce las reglas gramaticales, el vocabulario y la ortografía / Reflects on language and learn grammar rules, vocabulary and spelling.			Select
MATEMÁTICAS / MATHEMATICS			
COMPETENCES & CONTENTS (60% Cycle 1; 70% Cycles 2&3)	TRABAJO CLASE / CLASSWORK (30% Cycle 1; 20% Cycles 2&3)	ACTITUD Y ESFUERZO / ATTITUDE & EFFORT (10%)	NOTA FINAL / FINAL MARK
S	Select	S	Select
CRITERIOS DE EVALUACIÓN / SUCCESS CRITERIA			Indicador de logro / Achievement Indicator:
1. Cálculo mental / Mental Calculations: Domina herramientas para realizar cálculos mentales eficientes / Master tools to perform efficient mental calculations.			Select
2. Operaciones aritméticas / Arithmetic Operations: Conoce y domina el procedimiento de las operaciones básicas: suma, resta, multiplicación, división según nivel educativo / Knows and masters the procedure for basic operations: addition, subtraction, multiplication, division according to Grade.			Select
3. Contenidos tratados durante el periodo / Contents Covered During the Term: Geometría, Sistema Métrico Decimal, Álgebra, Estadística... / Geometry, Decimal Metric System, Algebra, Statistics...			Select
4. Resolución de problemas / Problem Solving: Aplicación de conceptos matemáticos a problemas cotidianos, aplicando un razonamiento lógico-matemático adecuado / Application of mathematical concepts to everyday problems, applying appropriate logical-mathematical reasoning.			Select
CONOCIMIENTO DEL MEDIO NATURAL Y SOCIAL (Knowledge of the Natural and Social Environment)			
COMPETENCES & CONTENTS (60% Cycle 1; 70% Cycles 2&3)	TRABAJO CLASE / CLASSWORK (30% Cycle 1; 20% Cycles 2&3)	ACTITUD Y ESFUERZO / ATTITUDE & EFFORT (10%)	NOTA FINAL / FINAL MARK
S	Select	S	Select
CRITERIOS DE EVALUACIÓN / SUCCESS CRITERIA			Indicador de logro / Achievement Indicator:
1. Conoce y domina conceptos dentro del ámbito de las Ciencias Naturales (Biología, Física, Química...) / Knows and masters concepts within the field of Natural Sciences (Biology, Physics, Chemistry...).			Select
2. Conoce y domina conceptos dentro del ámbito de las Ciencias Sociales (Geografía, Historia, Arte...) / Knows and masters concepts within the field of Social Sciences (Geography, History, Art...).			Select
3. Uso del método científico, habilidades de observación e investigación (sabe hacer preguntas, hacer hipótesis sencillas y realizar investigaciones o experimentos) / Use of the Scientific Method, Observation and Research Skills (knows how to ask questions, make simple hypotheses and carry out investigations or experiments)			Select
4. Pensamiento crítico y resolución de problemas (analiza y resuelve problemas utilizando información científica y social, reflexionando y evaluando diferentes soluciones) / Critical thinking and problem solving (analyzes and solves problems using scientific and social information, reflecting on and evaluating different solutions)			Select
5. Conciencia y responsabilidad ambiental y social (conciencia sobre el impacto de las actividades humanas en el medio ambiente) / Environmental and Social Awareness and Responsibility (awareness of the impact of human activities on the environment).			Select



1 ^ª LENGUA EXTRANJERA-INGLÉS / ENGLISH			
COMPETENCES & CONTENTS (60% Cycle 1; 70% Cycles 2&3)	TRABAJO CLASE / CLASSWORK (30% Cycle 1; 20% Cycles 2&3)	ACTITUD Y ESFUERZO / ATTITUDE & EFFORT (10%)	NOTA FINAL / FINAL MARK
Select	Select	Select	Select
CRITERIOS DE EVALUACIÓN / SUCCESS CRITERIA			
Indicador de logro / Achievement Indicator:			Select
1. Listening: Escucha conversaciones, comprende las ideas compartidas, sigue la narración y saca conclusiones. Demuestra habilidades de escucha activa / Listens to conversations, understands the ideas shared, follows the narrative and draws conclusions. Demonstrates active listening skills.			
2. Speaking: Comunica sus ideas de forma clara y coherente. Contribuye activamente a los debates y presentaciones en clase, manteniéndose centrado en el tema / Communicates ideas clearly and coherently. Actively contributes to class discussions and presentations, staying focused on the topic.			Select
3. Reading: Lee con un ritmo, expresión y precisión adecuados. Lee textos a un nivel de lectura adecuado, comprendiendo las ideas principales y los detalles clave / Reads with appropriate pace, expression, and accuracy. Reads texts at an appropriate reading level, understanding main ideas and key details.			Select
4. Writing: Demuestra una comprensión profunda del proceso de escritura (redacción, revisión, edición, etc.). Escribe correctamente y utiliza estrategias ortográficas / Demonstrates a deep understanding of the writing process (drafting, revising, editing, etc.). Writes accurately and uses spelling strategies			Select
5. Grammar & Vocabulary: Domina la gramática apropiada a su edad y nivel, y utiliza vocabulario apropiado / Masters the grammar appropriate to his/her age and level, and uses appropriate vocabulary.			Select
2 ^ª LENGUA EXTRANJERA-ÁRABE / ARABIC			
COMPETENCES & CONTENTS (60% Cycle 1; 70% Cycles 2&3)	TRABAJO CLASE / CLASSWORK (30% Cycle 1; 20% Cycles 2&3)	ACTITUD Y ESFUERZO / ATTITUDE & EFFORT (10%)	NOTA FINAL / FINAL MARK
Select	Select	Select	Select
CRITERIOS DE EVALUACIÓN / SUCCESS CRITERIA			
Indicador de logro / Achievement Indicator:			Select
1. Habilidades para escuchar y hablar / Listening and Speaking Skills: Escucha, comprende y participa, expresando sus pensamientos con claridad y siguiendo instrucciones / Listens, understands and participates, expressing thoughts clearly and following instructions.			
2. Habilidades de lectura / Reading Skills: Lee en voz alta con precisión, expresión y ritmo apropiado, comprendiendo ideas y detalles clave en textos apropiados para su edad / Reads aloud with accuracy, expression, and appropriate pacing, understanding key ideas and details in age-appropriate texts.			Select
3. Habilidades de escritura / Writing Skills: Sólida comprensión del proceso de escritura, que incluye la planificación, la revisión y la edición. Escribe correctamente y utiliza estrategias adecuadas / Solid understanding of the writing process, including planning, revising and editing. Writes accurately and uses appropriate strategies.			Select
4. Gramática y Vocabulario / Grammar and Vocabulary: Domina la gramática apropiada según edad y nivel, y utiliza vocabulario apropiado / Masters age- and level-appropriate grammar and uses appropriate vocabulary.			Select
EDUCACIÓN MORAL / MORAL EDUCATION			
COMPETENCES & CONTENTS (60% Cycle 1; 70% Cycles 2&3)	TRABAJO CLASE / CLASSWORK (30% Cycle 1; 20% Cycles 2&3)	ACTITUD Y ESFUERZO / ATTITUDE & EFFORT (10%)	NOTA FINAL / FINAL MARK
Select	Select	Select	Select
CRITERIOS DE EVALUACIÓN / SUCCESS CRITERIA			
Indicador de logro / Achievement Indicator:			Select
1. Comprende y conecta las lecturas con experiencias personales, reflexionando sobre cómo los valores y la moral dan forma a las perspectivas y acciones individuales / Understands and connects readings to personal experiences, reflecting on how values and morals shape individual perspectives and actions.			
2. Reconoce la importancia de la tolerancia y su relación con la diversidad , promoviendo el respeto y la aceptación de las diferencias de los demás / Recognizes the importance of tolerance and its relationship to diversity , promoting respect and acceptance of others' differences.			Select
3. Reflexiona y examina las creencias y actitudes personales , fomentando una comprensión más profunda de su papel en la construcción de una sociedad respetuosa / Reflects on and examines personal beliefs and attitudes , fostering a deeper understanding of one's role in building a respectful society.			Select
4. Identifica y comprende el impacto de los prejuicios en la sociedad , desarrollando una conciencia de las injusticias sociales y la importancia de la justicia y la igualdad / Identifies and understands the impact of prejudice in society , developing an awareness of social injustices and the importance of fairness and equality.			Select



ESTUDIOS SOCIALES EAU / SOCIAL STUDIES UAE			
COMPETENCES & CONTENTS (60% Cycle 1; 70% Cycles 2&3)	TRABAJO CLASE / CLASSWORK (30% Cycle 1; 20% Cycles 2&3)	ACTITUD Y ESFUERZO / ATTITUDE & EFFORT (10%)	NOTA FINAL / FINAL MARK
Select	Select	Select	Select
CRITERIOS DE EVALUACIÓN / SUCCESS CRITERIA			
Indicador de logro / Achievement Indicator:			Select
1. Comprende los procesos a través de los cuales se crean e interpretan las leyes , y cómo funciona el gobierno dentro de la sociedad / Understands the processes through which laws are created and interpreted , and how the government functions within the context of the society.			
2. Reconoce y aplica los conceptos de derechos y responsabilidades individuales , relacionándolos con experiencias y situaciones, con una comprensión de los deberes cívicos / Recognizes and applies the concepts of individual rights and responsibilities , relating them to experiences and situations, with an understanding of civic duties.			Select
3. Compara y contrasta los sistemas políticos modernos e históricos , examinando su papel en la promoción de la tolerancia, la diversidad y los valores sociales / Compares and contrasts modern and historical political systems , examining their role in promoting tolerance, diversity, and social values.			Select
4. Reflexiona sobre creencias y actitudes personales y los efectos de los prejuicios , fomentando la conciencia de los problemas sociales y alentando el respeto por los demás / Reflects on personal beliefs and attitudes and the effects of prejudice , promoting awareness of social issues and encouraging respect for others.			Select
ISLAM			
COMPETENCES & CONTENTS (60% Cycle 1; 70% Cycles 2&3)	TRABAJO CLASE / CLASSWORK (30% Cycle 1; 20% Cycles 2&3)	ACTITUD Y ESFUERZO / ATTITUDE & EFFORT (10%)	NOTA FINAL / FINAL MARK
Select	Select	Select	Select
CRITERIOS DE EVALUACIÓN / SUCCESS CRITERIA			
Indicador de logro / Achievement Indicator:			Select
1. Memorizes and recites verses from Quran with accurate pronunciation, following Tajweed rules, and understands the blessings of Allah Almighty, demonstrating appreciation for His power and presence.			
2. Applies the teachings of Hadith in daily life, differentiating between good and bad choices, and exemplifying Islamic values through actions and decision-making.			Select
3. Understands and explains the importance of the pillars of Islam, applying the concepts of Tajweed, and practicing key Islamic acts of worship with understanding.			Select
4. Actively participates in class discussions, working cooperatively within groups, and contributing positively to the community, embodying the values of Islam.			Select
Atención Educativa / SDG (Sustainable Development Goals)			
COMPETENCES & CONTENTS (60% Cycle 1; 70% Cycles 2&3)	TRABAJO CLASE / CLASSWORK (30% Cycle 1; 20% Cycles 2&3)	ACTITUD Y ESFUERZO / ATTITUDE & EFFORT (10%)	NOTA FINAL / FINAL MARK
Select	Select	Select	Select
CRITERIOS DE EVALUACIÓN / SUCCESS CRITERIA			
Indicador de logro / Achievement Indicator:			Select
1. Demuestra comprensión de los Objetivos de Desarrollo Sostenible , identificando su importancia e impacto en la vida de las personas / Demonstrates an understanding of the Sustainable Development Goals , identifying their importance and impact on people's lives			
EDUCACIÓN MUSICAL / MUSIC			
COMPETENCES & CONTENTS (60% Cycle 1; 70% Cycles 2&3)	TRABAJO CLASE / CLASSWORK (30% Cycle 1; 20% Cycles 2&3)	ACTITUD Y ESFUERZO / ATTITUDE & EFFORT (10%)	NOTA FINAL / FINAL MARK
Select	Select	Select	Select
CRITERIOS DE EVALUACIÓN / SUCCESS CRITERIA			
Indicador de logro / Achievement Indicator:			Select
1. Práctica Instrumental: Domina las técnicas básicas del instrumento (según corresponda) con precisión y expresividad / Instrumental Practice: Masters the basic techniques of the instrument (whichever is applicable) with precision and expressiveness.			
2. Teoría musical: Comprende y aplica conceptos teóricos musicales en diferentes actividades / Music Theory: Understands and applies musical theoretical concepts in different activities.			Select
3. Actitud musical: Participa activamente y muestra respeto en todas las actividades musicales / Musical Attitude: Participates actively and shows respect in all musical activities.			Select




INFORME DE EVALUACIÓN / SUMMATIVE REPORT	EVALUACIÓN / ASSESSMENT 1 ^{er} Trimestre / Term 1. 24-25	FECHA / DATE December 13 th 2024
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
EDUCACIÓN PLÁSTICA / ART					
COMPETENCIAS & CONTENTS (60% Cycle 1; 70% Cycles 2&3)	TRABAJO CLASE / CLASSWORK (30% Cycle 1; 20% Cycles 2&3)	ACTITUD Y ESFUERZO / ATTITUDE & EFFORT (10%)	NOTA FINAL / FINAL MARK		
Select	Select	Select	Select		
CRITERIOS DE EVALUACIÓN / SUCCESS CRITERIA			Indicador de logro / Achievement Indicator:		
1. Ámbito Teórico-Conceptual: Comprende conceptos y teorías en el análisis de imágenes y obras / Theoretical-Conceptual Scope: Understands fundamental concepts and theories in the analysis of images and works.			Select		
2. Ámbito Práctico-Técnico: Aplica técnicas en la producción de proyectos visuales y de diseño / Practical-Technical Scope: Applies techniques in the production of visual and design projects.			Select		
3. Actitud Artística: Participa activamente en clase, mostrando interés y respeto por las ideas y por sus compañeros / Artistic Attitude: Participates actively in class, showing interest and respect for ideas and for classmates.			Select		
EDUCACIÓN FÍSICA / PHYSICAL EDUCATION					
COMPETENCIAS & CONTENTS (60% Cycle 1; 70% Cycles 2&3)	TRABAJO CLASE / CLASSWORK (30% Cycle 1; 20% Cycles 2&3)	ACTITUD Y ESFUERZO / ATTITUDE & EFFORT (10%)	NOTA FINAL / FINAL MARK		
Select	Select	Select	Select		
CRITERIOS DE EVALUACIÓN / SUCCESS CRITERIA			Indicador de logro / Achievement Indicator:		
1. Conocimientos teóricos: Aprende normas, reglamentos, técnicas... en actividades, juegos y deportes / Theoretical knowledge: learns rules, regulations, techniques... in activities, games and sports.			Select		
2. Desarrolla sus capacidades físicas básicas (resistencia, fuerza, flexibilidad y velocidad) / Develops basic physical abilities (resistance, strength, flexibility and speed).			Select		
3. Desarrolla sus habilidades motrices básicas (locomoción, manipulación, estabilidad...) y habilidades específicas (coordinación, movimiento, control, precisión...) / Develops basic motor skills (locomotion, manipulation, stability...) and Specific Skills (coordination, movement, control, precision...).			Select		
4. Conoce la importancia de la actividad física para la salud , así como el respeto en el deporte (fair play) / Learns about the importance of physical activity for health , as well as about respect in sport (fair play).			Select		
STEAM-INFORMÁTICA / STEAM-COMPUTER SCIENCE					
COMPETENCIAS & CONTENTS (60% Cycle 1; 70% Cycles 2&3)	TRABAJO CLASE / CLASSWORK (30% Cycle 1; 20% Cycles 2&3)	ACTITUD Y ESFUERZO / ATTITUDE & EFFORT (10%)	NOTA FINAL / FINAL MARK		
Select	Select	Select	Select		
CRITERIOS DE EVALUACIÓN / SUCCESS CRITERIA			Indicador de logro / Achievement Indicator:		
1. Comprende conceptos básicos de computación , aplicándolos a secuencias simples y lógica / Understands basic computing concepts , applying them to simple sequences and logic.			Select		
2. Creación y expresión de patrones básicos utilizando herramientas de programación visual / Creates and expresses basic patterns using visual programming tools.			Select		
3. Explora algoritmos simples y programación para resolver problemas prácticos / Explores simple algorithms and programming to solve practical problems.			Select		
4. Aplica conocimientos tecnológicos para desarrollar trabajos prácticos, desarrollando la creatividad / Applies technological knowledge to develop practical work, while developing creativity.			Select		
5. Comprende la ética digital y la ciudadanía digital , incluido el respeto por la privacidad y la seguridad en línea / Understands advanced digital ethics and digital citizenship , including respect for privacy and online security.			Select		
EVOLUCIÓN DE LA ACTITUD Y EL COMPORTAMIENTO / ATTITUDE & BEHAVIOR					
Claves para la Evaluación / Key for Assessment					
Casi siempre / Most of the time		A veces / Sometimes	Casi nunca / Rarely	No aplica / Not Applicable	
			1 ^{er} Trim. / 1 st TERM	2 ^o Trim. / 2 nd TERM	3 ^{er} Trim. / 3 rd TERM
1. Respeto el espacio personal de los demás y es amable con todos / Respects other people's personal space and is kind to everyone		Select			
2. Sigue las instrucciones la 1 ^a vez / Follows instructions the 1st time		Select			
3. Escucha a los demás / Listens to others when they speak		Select			
4. Respeto a los profesores, a los compañeros y a la escuela / Respects teachers, classmates, and the school		Select			



INFORME DE EVALUACIÓN / SUMMATIVE REPORT	EVALUACIÓN / ASSESSMENT 1 ^{er} Trimestre / Term 1. 24-25	FECHA / DATE December 13 th 2024
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Observaciones del Departamento de Orientación / Inclusion Department's Observations
Observaciones del Tutor / Homeroom Teacher's Observations
Propuestas de mejora del Tutor / Next steps
1. 
Observaciones de los profesores de Árabe e Inglés / Observations from English and Arabic teachers
• INGLÉS / ENGLISH: <input type="text"/>
• ÁRABE / ARABIC: <input type="text"/>
Propuestas de mejora de profesores especialistas / Next steps
• INGLÉS / ENGLISH: <input type="text"/>
• ÁRABE / ARABIC: <input type="text"/>



Evaluación / Evaluation	Term 1
Fecha / Date	Dic 13 th 2024
Curso / Academic Year	2024-2025
Sello escolar / School Seal:	
Tutor / Homeroom Teacher:	
Firma de la Directora / Principal's Signature	



5.4. EVALUATION REPORT OF THE GUIDANCE DEPARTMENT



INDIVIDUAL EDUCATIONAL PLAN 1 TERM REPORT

NAME:		
DATE OF THE BIRTH:	ACADEMIC YEAR:	GROUP:
Medical and support information		
DIAGNOSIS:		
MEDICAL REPORTS:		
SUPPORT STAFF (SSAD):		
OUTSIDE PROFESSIONALS:		
Family information		
FAMILY ROUTINE:		
SIBLINGS:		
LANGUAGE AT HOME:		
OTHER RELEVANT DATES:		
Inclusion Department's Assessment		
DATE:		
MATERIALS:		
CONCLUSIONS:		
1.		
2.		
3.		
IEP FEATURES		
INTERVENTION:		
ADDITIONAL SUPPORT:		
PLACE:		
CONTENT:		



INDIVIDUAL EDUCATIONAL PLAN
1 TERM REPORT

Key for Assessment				
Does not apply (Not Applicable)	Needs to be improved (Need Improvement)	In progress (Progressing)	Achieved (Achieved)	Highlights (Outstanding)

IEP		
Skills	SUCCESS CRITERIA	Achievement Indicator
ATTENTION AND MEMORY	Perform a prolonged activity of 3 minutes.	
	Perform a 3-minute distraction activity.	
	Performs alternate activities of 3 minutes	
	Simple 2 or 3 step instructions retention.	
	Creates a numerical sequence with monitoring.	
CONTROL OF EMOTIONS	Works with numeric digits (sums, rests)	
	Learn frustration techniques with guidance.	
CONTROL OF EMOTIONS	Recognizes the consequences of their actions.	

Skills	SUCCESS CRITERIA	Achievement Indicator
CONTROL OF THE BODY	Abdominal relaxation technique.	
	Stretch level 1.	
	Body control for 3 minutes.	
TIME MANAGEMENT	Introduce timers for simple tasks and time to accomplish them.	
	Establish a basic daily routine with assigned times.	
READING & WRITING	Improve comprehension when reading.	
	Write simple phrases and texts.	
	Expansion of vocabulary.	
	Practice basic writing standards.	

*The goals could be modified throughout the academic year according to the development and evolution of the student.



INDIVIDUAL EDUCATIONAL PLAN
1 TERM REPORT

NEXT STEPS

Inclusion Department's Suggestions

Academic Year	2024-2025
Language SEN Teacher Santiago Camazón	
Head of inclusion Veronica Montoro	
Director Eva Sánchez	
Legal guardians Mother/ Father	





5.5. MODEL EVALUATION REPORT

EVALUATION BOARD



المدرسة الإسبانية في أبوظبي
The Spanish School of Abu Dhabi

MINUTES OF THE SESSION OF THE 1ST EVALUATION

Academic year: 2024-2025

TUTOR:
COURSE: Group: Stage:

Date:

AGENDA

1. Registration of assistant and non-assistant faculty
2. Collection of results from the students in the group
3. General analysis of the class group
4. Analysis of the teaching-learning process
5. Analysis of particular cases
6. Proposals and measures to be adopted
7. Other matters. Requests and questions from the teaching team.

1. REGISTRATION OF ASSISTANT AND NON-ASSISTANT TEACHERS

	NAME	POSITION / AREA
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		

EVALUATION BOARD



المدرسة الإسبانية في أبوظبي
The Spanish School of Abu Dhabi

2. COLLECTION OF RESULTS FROM THE STUDENTS IN THE GROUP

The results of the evaluation of the students of the group are included in the corresponding document for each level and group (Evaluation Report and attached table).

No	Evaluation:		Group:		Date:			Middle C.	Music	Plastic	Ed. Phy	Arabic	Islam / Att. Ed.	Social Studies	Moral Educ.	Steam
	Surnames	Name	Tongue	Mat.	English											
1																
2																
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3. GENERAL ANALYSIS OF THE CLASS GROUP

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4. ANALYSIS OF THE TEACHING-LEARNING PROCESS

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5. ANALYSIS OF PARTICULAR CASES

<u>Student</u>	<u>Cause-Motive</u>	<u>Proposal</u>	<u>Responsible</u>

6. PROPOSALS AND MEASURES TO BE ADOPTED

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7. OTHER MATTERS. REQUESTS AND QUESTIONS FROM THE TEACHING TEAM

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In Abu Dhabi,

And there being no more matters to discuss, the session is adjourned, at 5:20 p.m., on the date indicated above, which as a tutor I certify with the Approval of the Management and/or Head of Studies.

Vª Bª
THE HEADMISTRESS THE TUTOR

Eva Sánchez

Maria Perez