

INTRODUCTION TO THE DIFFERENT TOOLS USED TO EVALUATE COMPETENCES.

In the welcoming process, newly arrived students take an **initial evaluation**.

In the **first interview** (attached document I) we take a lot of information about the communicative competences that the student has in the Second Language. Along with the interview some **initial tests** are taken (attached documents I-II) whose aim is to detect students with A-0 or A-1 level.

With some A-0 students a translator-mediator is needed to better take down all the information.

If it is possible, we also ask the students to write in their mother language a short **personal history-biography** (attached document III- writings by students from China and Bangladesh) that can indicate a high or a low competence in their mother language that can predict their ability to study in a Second Language.

We find different situations: students who have completed basic/medium studies in their countries and illiterate students.

These tools give us data and new indicators to start the second language learning process.

Every student's level is determined with an **initial Rubric** that specifies the measuring criteria in the four levels of the language: listening, speaking, reading and writing (attached document IV).

Based on the rubric, we realise the **PTI** (Individual Working Plan), this is a tool that allows us to do the timing and to select the indicators that will evaluate each student's progress (Attached document V).

For the **final evaluation** it is interesting to have a new **history/biography**, this time written in the second language (attached document VI), because this is a test that compares and gives us more information about the competence acquired.

In the attached document V we can see two texts by the same students from China and Bangladesh at the end of the year.

Again, the **final rubric** (attached document IV) is taken to determine the competence reached in each of the four levels of the language.