

INFORME DE EVALUACIÓN DE SEGUIMIENTO SEGÚN EL MODELO ©CBC

COLEGIO: SAN ALBERTO MAGNO
FECHA: 16/01/2024



CONVENIOS DE COLABORACIÓN



Middlebury



SAINT LOUIS
UNIVERSITY
— EST. 1818 —



CAMBRIDGE
UNIVERSITY PRESS & ASSESSMENT



NEW YORK UNIVERSITY



INTRODUCCIÓN

Este informe tiene por objeto presentar a la Dirección del **COLEGIO SAN ALBERTO MAGNO** los resultados de la evaluación de seguimiento de la organización según el Modelo CBC realizada el día 16 de enero de 2024 e integrada por el siguiente equipo evaluador:

- Elizabeth Perry (evaluador)
- Pedro Ángel Salido Gómez (evaluador-coordinador)

Incluye un resumen del proceso de evaluación, estándares y del avance en la implementación de las áreas de mejora identificadas en la organización en la última evaluación realizada.

El éxito de este proceso de evaluación ha radicado fundamentalmente en la colaboración del personal del **COLEGIO SAN ALBERTO MAGNO**. Sin su activa participación y dedicación no habría sido posible la elaboración del presente informe; ni su contenido reflejaría con la calidad y exactitud necesarias el diagnóstico que la organización, **COLEGIO SAN ALBERTO MAGNO**, nos ha merecido.

RESUMEN DEL PROCESO

Durante el proceso de evaluación del **COLEGIO SAN ALBERTO MAGNO** según el Modelo CBC se identificaron los puntos fuertes y áreas de mejora que, en sucesivas actuaciones, permitirá establecer y priorizar los planes de acción que consoliden el compromiso con la mejora continua de la gestión del programa CBC de dicha organización.

Para este proceso se han desarrollado las siguientes fases:

- a) Envío del programa de evaluación y metodología para la visita de evaluación.
- b) Visita de evaluación para comprobar el grado de aplicación del Modelo CBC, fundamentalmente, aplicación de los ELDS y la implementación de las áreas de mejora identificadas en la última evaluación.
- c) Redacción del informe final de la evaluación de seguimiento para su presentación al centro.

**SEGUIMIENTO APLICACIÓN ELDS
(English Language Development Standards)**

INFANTIL

5 años INFANTIL	Progressing (1)	Consolidated (2)	Proficient (3)
Listening & Speaking			

Puntos fuertes:

- Students demonstrated a positive association with English. Although they did not understand all the instructions or story, they showed interest consistently throughout the 30 minutes.
- They were excited to participate. They were participative with their bodies if not always with their words.
- Before seeing any pictures, students were asked to name animals that they knew. They named many, including: cat, dog, rabbit, elephant, tiger, monkey, lion, and horse and acted out the animals along with the examiner.
- Students knew the names for many of the animals shown (giraffe, and repeated the ones that they did not (snake, peacock, sloth, etc.). They were excited about the animal pictures shown and eager to share the words they know.
- During a follow-the-leader game, students followed the movements of the examiner ("touch your head" "touch your toes") though they usually waited for the examiner or a teacher to do the motion first before doing it themselves. However, they were excited to follow along, and wanted to follow the directions to participate.
- Students successfully answered questions like "how many?", "What color?", "big or small", "how does he feel?". If they got stuck not understanding a question, they were able to produce the correct answer when given either two options to choose from, or an incorrect answer. "Is it big or small?" "Is this his *head?*" (when neck is the correct answer). Though they did not remember the word for neck, they knew that "head" was not correct.
- Students readily repeated words and phrases by the examiner. Like, "long neck", and new animal vocabulary.
- The grid game was very interesting to them. They followed directions to have one student say the name of a color and animal to look behind, and another to pick up and look behind the card. They usually said the animal first, and when prompted, added the color.
- During grid game students sometimes said words in Spanish first but were able to say the animal and color in English with prompting from the examiner.
- All students wanted to speak to the examiner and were excited to share information about the topic though usually in Spanish.

Áreas de mejora:

- Students got distracted by the movements incorporated in the story. However, they generally redirected easily after a minute. They came back to attention either with "hands up!", or "eyes on me". Or directed to clap a certain number of times. These kind of re-direction techniques are important to have ready. A song or finger-play would also be helpful to use here.
- Students expressed themselves using single words, or when guided to, with two-word phrases. They often answered questions in Spanish when they did not know how to express in English. For example, "está bebiendo!" to the question "what is he doing?"
- Students had a hard time understanding the directions (move back, or "make a circle") but responded very well to hands up, etc. It is recommended to practice giving directions in English for these kinds of tasks. Although students will naturally respond faster when directed in Spanish, with practice and modeling (by turning these directions into a game to practice, like Simon Says for example), they will learn them quickly.
- We had some difficulty with the space. Students needed space to be able to do the motions in the story but did not want to spread out because they would have to sit on the floor instead of the mat. They were also distracted by bumping into each other and feeling upset at classmates for not making space. These are important skills to learn at this age – how to ask for what you need from peers, how to be aware of your classmates and respond to requests.
- Did not understand the difference between hard and soft even after having soft demonstrated by touching their hair.
- Some had difficulty with expressing the color/animal for the grid game. Orange was a difficult word.

Temas: Animals, body parts, and basic expression

- Listening: Grid game with animals. Game of Simon Says with basic vocabulary and actions. Following directions to follow animal body positions.
- Cuento: The Grateful Giraffe by Gisselle Shardlow
- Speaking: Responding to questions about the story and pictures of animals.

PRIMARIA

CURSO: 2nd Grade, Primary**Puntos fuertes:**

- Students were well behaved and participative. They demonstrated a very good attitude throughout the class.
- Although they did not understand all the directions, when instructions were modeled (turn and talk for example), they followed them well, turning to their partner to give a short answer. With time we hope to see these partner discussions become longer, with students able to ask each other questions and continue speaking.
- Students were able to express themselves with short phrases.
- Especially after speaking in partners, students were excited to share their answers out loud with the class and the examiner. The more partner and group exercises in a lesson the better, especially with this young age group. As students become accustomed to the routine of partner sharing they will feel more comfortable attempting to speak for longer. It was not clear that students were accustomed to doing this.

- The students responded very well to acting out vocabulary and phrases (TPR style activities). It seems that the students are accustomed to being active and physical in their learning, which is good to see.
- Students followed directions well to follow the leader game, recognizing most body parts (forgetting ankle and neck).
- The students followed along with the story read by the examiner and demonstrated understanding of the plot. They turned and told their partner something that they saw in the pictures when asked.
- The students answered simple questions throughout the story, calling out all tougher, such as "Is she happy?" "What is that?",
- Students followed the directions well during the story sequencing activity. They put stories in order based on the pictures, and then put the accompanying story to match. They then checked their partner's story as well.
- When presented with the writing, students continued to demonstrate a positive attitude, trying their best.
- They mostly answered all 5 basic questions written, with 1-word answers.
- They also completed the drawing section, mostly accurately (and creatively, inventing fun hat shape for example).

Áreas de mejora:

- Students mostly expressed themselves in single words or short phrases.
- When given the structure, students were able to create full sentences when led to "I see a monster" for example, instead of just the noun "monster". However, even when given the structure students had to be individually prompted to give a long sentence.
- It is recommended to incorporate more full body activities. Students responded very well to this, and generally is especially helpful to students with a lower level who are nervous to speak.
- The writing was based on Spanish phonetics, rather than standard English.
- Students wrote primarily one-word answers.
- The answers were almost all written in lower-case, not capitalizing the answer.
- Students often spoke to the examiner in Spanish, one on one or to the class.

Observaciones:

Two students' writings were not counted as part of the evaluation.

One high-level student communicated in long sentences confidently.

Theme: Descriptions and Story Sequencing

- Listening: Simon-Says style game with basic instructions and actions. Following along during the telling of the story.
Cuento: Rosie's Glasses by Dave Whamond
- Speaking: Responding to questions during story, describing pictures related to the story. Partner speaking during story sequencing activity,
- Reading & Writing: Worksheet with basic questions and drawing instructions.

PUNTUACIÓN RÚBRICA: LISTENING & SPEAKING 2º primaria

	1	2	3	4	5	Leyenda
Comprensión y participación						0-3 Do No Reach Standards 4-6 Emerging 7-11 Progressing 12-16 Consolidated 17-21 Proficient 22-25 Exemplary
Producción oral						
Fonética						
Vocabulario y desarrollo de conceptos						
Comunicación e intercambio de mensaje						

PUNTUACIÓN RÚBRICA: WRITING 2º primaria

	1	2	3	4	5	Leyenda
Caligrafía, ortografía & puntuación						0-2 Do No Reach Standards 3-4 Emerging 5-7 Progressing 8-10 Consolidated 11-13 Proficient 14-15 Exemplary
Gramática, revisión & producción						
Organización & enfoque						

SECUNDARIA

CURSO: 3rd of ESO

Puntos fuertes:

- The students participated very well in the warmup activity, which involved standing up, walking around and pairing up randomly to answer questions ("Which do you prefer?"). The students followed the warm-up sentence structure when asked to answer in complete sentences.
- Although they had to be reminded to remain silent while walking, overall, they participated very well in the activity as well as seemed to enjoy it. It is recommended to increase physical movement in the classroom when possible. It will be necessary to practice routines to ensure that these go smoothly. This group is very active and incorporating more movement will help them to release some of this nervous energy. This can be activities like a moving or standing warm up. A "brain break" movement video in English, transitioning into groups, doing activities while standing instead of sitting, etc.

- Although shy at first, they were able to explain the images well.
- During the jigsaw activity, the participation depended greatly on the student group; some groups did their best to decode the challenging text in their small group, asking each other questions, discussing their thoughts, etc. Other groups were distracted, speaking in Spanish, and not attempting the activity.
- In part two of the Jigsaw activity, some students were able to eloquently explain their reference text. Others were not able to speak about their text because they did not participate in the preparatory group activity by reading and discussing their text.
- About half of the writing was well written, with a clear point, and easy to read. Some of the students were able to make clear arguments regarding this complicated topic, and obviously incorporated some new information from the Jigsaw activity into their writing.
- In general students used appropriate vocabulary for the topic.
- Overall, the writings responded to the prompt.

Áreas de mejora:

- The text of the jigsaw activity was difficult for the students to understand. However, even being difficult, the students had a hard time working with the challenging text. Working on breaking down challenging text would be advantageous. More scaffolding would have been helpful as well. If there was more time, to scaffold we could: 1. Silently read the text individually, circling words that are similar in Spanish (there are many in these texts), and underlining words they don't know. Students could then briefly summarize the text in partners before discussing with the 4-person small group. We could also provide sentence starters for answering the questions. These kinds of strategies can make a challenging text easier to approach.
- Learning Stations can serve as a very helpful strategy with this type of mixed-ability group. Stations allow for a more student-centered classroom, and once the students are accustomed to it, gives the teacher freedom to work with students that need extra help and attention.
- We again recommend practicing the description of images, in the style of an exam. It is a challenge to ask students to elaborate their answers (they want to say simple sentences), although they know the vocabulary that they need. Practicing a format that is easy to follow while describing pictures can help them to easily put together these more elaborate descriptions.
- In the writing:
 - About half of the written responses had a lack of structure and coherence, written more like a list than a paragraph.
 - A few repeated mistakes that stood out were: "thing" instead of "think"; "whit" instead of "with" and forgetting to capitalize the first letter of a sentence, or the word "I".

Observaciones:

There were 3 students with learning disabilities and 1 new arrival to the school. These students' writing was not counted for the evaluation.

Temas: Environmental Issues and Solutions

- Listening: Jigsaw activity listening to group members
- Speaking: Jigsaw activity, speaking warm up in pairs, description of images

- Reading & Writing: Reading of short article, writing a paragraph explaining environmental issue.

PUNTUACIÓN RÚBRICA: LISTENING & SPEAKING 3º ESO

	1	2	3	4	5	Leyenda
Comprensión y participación						1– 6 Emerging 7– 11 Progressing 12– 16 Consolidated 17– 21 Proficient 22– 25 Exemplary
Producción oral						
Fonética						
Vocabulario y desarrollo de conceptos						
Comunicación e intercambio de mensaje						

PUNTUACIÓN RÚBRICA: WRITING 3º ESO

	1	2	3	4	5	Leyenda
Producción escrita						1– 5 Emerging 6– 9 Progressing 10– 13 Consolidated 14– 17 Proficient 18– 20 Exemplary
Gramática, vocabulario y revisión						
Organización y enfoque						
Convenciones de la escritura						