

OBJECTIVE

For each student to understand their process: self-regulation of their learning

- Considering mistakes as part of learning
- Identifying strengths and areas for improvement

ARRETA eta MOTIBAZIOA		BETI	IA BETI	BATZUETAN	INOIZ EZ
1.	Arreta jartzen dut egiten ari naizenean eta distrakzioak saihesten ditut		●		
2.	Behin eta berriro saiatzen naiz eta hobetzeko modua bilatzen dut (zalantzak galdetzen, laguntza eskatzen...)			●	
3.	Jarduera prestatzen eta garatzen dudun bitartean gozaten dut			●	

EMOZIOAK eta BIZIKIDETZA		BETI	IA BETI	BATZUETAN	INOIZ EZ
1.	Eskolako materiala eta besteen materialak zaintzen ditut	●			
2.	Asetiboki komunikatzen naiz	●			
3.	Emozio bakoitzari lotutako gorputz-zeinuk identifikatzen ditut		●		
4.	Nire erantzun emozionalak identifikatzen ditut	●			
5.	Nire erantzun emozionalak kontrolatzen ditut		●		

DEVELOPMENT

1st-3rd Primary

Tool: indicator table and target.

Action: choosing one indicator as a strength and one indicator as an area for improvement.

4th-6th Primary

Tool: indicator table and target.

Action: simple writing explaining the indicator as a strength and the indicator to be improved.

Secondary

Tool: indicator table and target.

Action: free writing based on the performance of the indicators and the proposed improvement goals.

ASSESSMENT ECOSYSTEM

Teacher role

- Clear objectives and criteria
- Modelling
- Use of rubrics, checklists and guidance bases
- Continuous feedback

Family role

- Receipt of the portfolio
- Feedback every 6 weeks

