

Stay@School
**Workshop on Module 4: “Educational Evaluation and early school
leaving prevention”**
Catarroja, Spain, 19 Feb

Minutes

Participants /Nombre de los participantes

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Minutes /Acta de la reunión

Orden del día:

1. Lectura del módulo 4
2. Determinación de modelos evaluativos más idóneos para el perfil del alumnado que conforma el colectivo.
3. Determinación de prácticas educativas en el centro y vías de mejora.

Conclusiones:

The group try to reach a consensus on the definition and purpose of the assessment, and therefore the most suitable type for our group, consistently the constructivist model we understand, guide the teaching-learning process.

We believe that should be evaluated staff involved in the process, the materials used to achieve learning, the forecasted learning, the product obtained, the method used, and those elements that participate involuntarily in the educational act.

We conclude that the definition should follow this initial consideration, being objective to achieve validity and reliability.

We understand that necessarily must have characteristics that fit the constructivist approach:



descriptive (take into account student characteristics), standard (note that in any educational act is difficult to control each element, and some may distort the process

We understand that in our center should be evaluated not only knowledge but also habits: attendance, participation and work. And that this evaluation should not be numerical.

They also discussed the need of being subject of external evaluation processes, which in our case given the center and municipal ownership is from the CityHall, within its own quality process.

We believe it is necessary to transmit information to students, within the PAT process on an individual basis and tailored to the student himself, giving action strategies: educational pathways, corrective action, etc. to students understanding as the main agent of its own process.

