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de auto-observación de clases.**  (Uso exclusivo del docente).  **Fecha: …………………………….**  **Curso: …………………………….**         Mm.             Max.   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Indicadores** | **1** | **2** | **3** | **4** | **5** | **6** | | Existe una correcta estructuración de la clase (inicio-desarrollo-. cierre). |  |  |  |  |  |  | | Manifiesta dominio del contenido y rigurosidad conceptual de la disciplina que enseña. |  |  |  |  |  |  | | Comunica a los alumnos el aprendizaje esperado de la clase. |  |  |  |  |  |  | | Las actividades de enseñanza aprendizajes son coherentes con el  aprendizaje de la clase. |  |  |  |  |  |  | | Organiza adecuadamente el trabajo de los alumnos en el aula. |  |  |  |  |  |  | | La metodología y los recursos didácticos que utiliza son motivadores y ayudan al logro del aprendizaje de la clase. |  |  |  |  |  |  | | Organiza bien el tiempo en la sala de clase y se lo da a conocer a los alumnos. |  |  |  |  |  |  | | Reacciona positivamente frente a las acciones de los estudiantes. |  |  |  |  |  |  | | Promueve un buen clima de relaciones interpersonales en el aula. |  |  |  |  |  |  | | Utiliza las consultas de los alumnos para retroalimentar a todo el curso. |  |  |  |  |  |  | | Utiliza estrategias para crear y mantener un ambiente organizado dentro de la sala de clase. |  |  |  |  |  |  | | Atiende a la diversidad dentro del aula. |  |  |  |  |  |  | | Su lenguaje es apropiado para el nivel de los estudiantes. |  |  |  |  |  |  | | Incentiva a los alumnos constantemente a trabajar en función del aprendizaje propuesto. |  |  |  |  |  |  | | Monitorea y revisa las actividades realizadas por los alumnos. |  |  |  |  |  |  | | Registra las actividades diarias en el libro del profesor jefe. |  |  |  |  |  |  |     **Pauta de evaluación del trabajo realizado en clases**  **Nombre:  ……………………………………………….**  **Fecha: …………………………………………………..**  **S: Siempre.**  **A/V: A veces.**  **N: Nunca.**  **N/O: No observado.**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Indicadores** | **S** | **A/V** | **N** | **N/O** | | Escucha con atención las instrucciones dada por la profesora. |  |  |  |  | | Participa activamente de las actividades de la clase |  |  |  |  | | Realiza preguntas pertinentes al contenido tratado |  |  |  |  | | Interactúa de manera positiva con sus compañeros |  |  |  |  | | Se dirige a la profesora con respeto. |  |  |  |  | | Registra ordenadamente las actividades en el cuaderno. |  |  |  |  | | Se adecuan a los tiempos de aprendizaje y de la clase |  |  |  |  | | Demuestra haber logrado el aprendizaje de la clase |  |  |  |  |   [Volver al menú de contenidos](http://www.rmm.cl/index_sub.php?id_contenido=10966&id_seccion=6013&id_portal=727#menu)  **PAUTA DE EVALUACIÓN DE TRABAJO DE GRUPO**  **CREACIÓN DE UN PROGRAMA TELEVISIVO.**  Nombres: …………...........................................Curso:………..    Fecha:…………….   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | **Indicadores** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | | 1. Presentan un guión del trabajo a realizar antes de la fecha estipulada para la presentación del programa. |  |  |  |  |  |  |  | | 2. Utilizan diversos elementos y materiales en la realización de su programa. |  |  |  |  |  |  |  | | 3. Hacen participar a los espectadores mientras realizan su trabajo. |  |  |  |  |  |  |  | | 4. El lenguaje es adecuado al tipo de programa a realizar. |  |  |  |  |  |  |  | | 5. Mantienen un correcto orden y secuencia en la realización de su programa. |  |  |  |  |  |  |  | | 6. Su trabajo es presentado de forma ordenada y manteniendo el respeto por sus compañeros y profesores que presencian su programa creado. |  |  |  |  |  |  |  | | 7. Utilizan los minutos dados para realizar su programa, respetando el tiempo estipulado para la presentación. |  |  |  |  |  |  |  | | 8. Realizan y omiten opiniones respecto a su programa presentado como un medio de crítica positiva frente a los demás integrantes del curso. |  |  |  |  |  |  |  | | 9. Una vez terminado su programa, mantiene el respeto que sus demás compañeros (as) mantuvieron mientras presenciaban su programa. |  |  |  |  |  |  |  |   **PAUTA DE EVALUACIÓN DE TRABAJO DE GRUPO**  **CREACIÓN DE UN PROGRAMA TELEVISIVO.**  Nombre: ……………………………………………….  Curso: ………..   Fecha:……   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | **Indicadores** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | | 1. Presentan un guión del trabajo a realizar antes de la fecha estipulada para la presentación del programa. |  |  |  |  |  |  |  | | 2. Utilizan diversos elementos y materiales en la realización de su programa. |  |  |  |  |  |  |  | | 3. Hacen participar a los espectadores mientras realizan su trabajo. |  |  |  |  |  |  |  | | 4. El lenguaje es adecuado al tipo de programa a realizar. |  |  |  |  |  |  |  | | 5. Mantienen un correcto orden y secuencia en la realización de su programa. |  |  |  |  |  |  |  | | 6. Su trabajo es presentado de forma ordenada y manteniendo el respeto por sus compañeros y profesores que presencian su programa creado. |  |  |  |  |  |  |  | | 7. Utilizan los minutos dados para realizar su programa, respetando el tiempo estipulado para la presentación. |  |  |  |  |  |  |  | | 8. Realizan y omiten opiniones respecto a su programa presentado como un medio de crítica positiva frente a los demás integrantes del curso. |  |  |  |  |  |  |  | | 9. Una vez terminado su programa, mantiene el respeto que sus demáscompañeros (as) mientras presenciaban su programa. |  |  |  |  |  |  |  |   [Volver al menú de contenidos](http://www.rmm.cl/index_sub.php?id_contenido=10966&id_seccion=6013&id_portal=727#menu)  **Pauta de Evaluación de la comprensión de lectura**  Nombre:…………………………………………………………  Curso:…………………...............................................................   |  |  |  | | --- | --- | --- | | **ESTRATEGIAS COGNITIVAS** | **SI** | **NO** | | Trata de comprender lo que lee (se detiene y piensa). |  |  | | Relee (al no comprender el sentido de la lectura) |  |  | | Se detiene ante las palabras nuevas y consulta su significado |  |  | | Es capaz de encontrar claves que le ayuden a responder las preguntas. |  |  | | Conecta claves del relato con lo que ya sabe |  |  | | **Es capaz de identificar claves que sean reveladoras respecto de:**Personajes |  |  | | Ambientes |  |  | | Comprensión del argumento |  |  | | Comprensión del desenlace |  |  | | Usa clave del argumento e ideas propias para hacer predicciones. |  |  |   [Volver al menú de contenidos](http://www.rmm.cl/index_sub.php?id_contenido=10966&id_seccion=6013&id_portal=727#menu)  **Pauta para evaluar el funcionamiento general del área de lenguaje y comunicación en el establecimiento escolar.**  **EGM:** En gran medida.  **A:** Aceptablemente.  **No:** no observado.   |  |  |  |  | | --- | --- | --- | --- | | **ASPECTO QUE SE DESEA EVALUAR** | **EGM** | **A** | **NO** | | ¿Cumple el área con su objetivo básico de desarrollar la capacidad del alumno de expresarse adecuadamente en forma oral y escrita? |  |  |  | | ¿Cumple el área con su objetivo de desarrollar el gusto  por la lectura y el hábito de leer? |  |  |  | | ¿Se da en el área una aproximación grata a la literatura a través de un conjunto de obras apropiadas para los lectores? |  |  |  | | ¿Cuenta el área con los materiales necesarios para desarrollar sus funciones especificas? |  |  |  | | ¿Es el horario del área suficiente para dar cumplimiento a todas las funciones que le han asignado? |  |  |  | | ¿Tienen los alumnos tiempo para hacer frente a todas las obligaciones que el área impone? |  |  |  | | ¿Están preparadas las docentes del área para hacer frente a todos sus requerimientos? |  |  |  |   [Volver al menú de contenidos](http://www.rmm.cl/index_sub.php?id_contenido=10966&id_seccion=6013&id_portal=727#menu)  **Pauta para evaluar el debate**  Nombres: ……………………………………………………………………………  Fecha: ……………………………………………………………………………………   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Aspectos generales del tema en discusión** | **Grupo A** | | **Grupo B** | | | **SI** | **NO** | **SI** | **NO** | | Interesa a la mayoría |  |  |  |  | | Plantea claramente los objetivos |  |  |  |  | | Investigación previa del tema |  |  |  |  | | Análisis a fondo del tema tratado |  |  |  |  | | Respetan los tiempos |  |  |  |  | | El lenguaje utilizado por la mayoría de los participantes ha sido: |  |  |  |  | | Coherente |  |  |  |  | | Apropiado |  |  |  |  | | Dinámico |  |  |  |  | | Claro |  |  |  |  | | **Actitudes** |  |  |  |  | | Respetan el punto de vista de los demás. Respetan sus turnos para hablar. |  |  |  |  |        |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Respecto al moderador** | **SI** | **NO** | **SI** | **NO** | | Domina el tema |  |  |  |  | | Organiza bien las intervenciones |  |  |  |  | | Clarifica conceptos cuando es necesario |  |  |  |  | | Encauza el tema en discusión |  |  |  |  | | Favorece la intervención de todos los participantes |  |  |  |  | | Se muestra imparcial ante las diversas posiciones |  |  |  |  | | Extrae conclusiones |  |  |  |  | | Realiza una síntesis final basado en las conclusiones |  |  |  |  |   [Volver al menú de contenidos](http://www.rmm.cl/index_sub.php?id_contenido=10966&id_seccion=6013&id_portal=727#menu)  **La disertación oral**  **Pauta de auto-evaluación para la disertación oral.**  Nombre:…………………………………………………………  Fecha:…………………………………………………………...   |  |  |  | | --- | --- | --- | | **INDICADORES** | **SI** | **NO** | | Me propuse un objetivo preciso para la disertación |  |  | | Estuve seguro de lo que puse ante mis compañeros |  |  | | Preparé bien el tema de mi disertación |  |  | | Se mostraron interesados mis compañeros |  |  | | Me apoye en material audiovisual |  |  | | Presente introducción, desarrollo, conclusión |  |  | | Me adecué al tiempo establecido |  |  |   **Pauta de co-evaluación para la disertación oral.**  Nombre:…………………………………………………………  Fecha:…………………………………………………………...   |  |  |  | | --- | --- | --- | | **INDICADORES** | **SI** | **NO** | | Muestra tranquilidad |  |  | | Se le oye con claridad |  |  | | Habla pausadamente (ni muy rápido ni muy lento) |  |  | | No repite frases ni palabras |  |  | | Se entiende el tema que expone |  |  | | Muestra algunos ejemplos y datos |  |  | | Me interesa lo que dice |  |  |     **Escala de apreciación para recopilar información acerca del ambiente de trabajo en la sala de clases. (Compañerismo escolar)**  **S: Siempre.**  **F: Frecuentemente.**  **O: Ocasionalmente. N: Nunca.**  **Nombre:…………………………………………………..**  **Fecha:…………………………………………………….**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | INDICADORES | **S** | **F** | **O** | **N** | | **A) COMPARTIR** 1. Me relaciono con todos mis compañeros 2. Mis relaciones son amistosas 3. Comparto mis materiales de trabajo 4. Me gusta trabajar en grupo. |  |  |  |  | | **B) RESPETO POR LOS DEMAS** 1. Llamo a mis compañeros por su nombre, evitando apodos que les molesten. 2. Respeto la opinión de mis compañeros aun que no esté de acuerdo. 3. Apoyo las decisiones de la mayoría |  |  |  |  | | **C) COLABORACIÓN** 1. Ayudo a mis compañeros que tienen dificultad en el estudio. 2. Ayudo a la solución de problemas. |  |  |  |  |   [Volver al menú de contenidos](http://www.rmm.cl/index_sub.php?id_contenido=10966&id_seccion=6013&id_portal=727#menu)  **Lista de cotejo para la revisión de Cuadernos**  **S: Siempre. F: Frecuentemente. O: Ocasionalmente. N: Nunca.**  **Nombre:…………………………………………………..**  **Fecha:…………………………………………………….**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **INDICADORES** | **S** | **F** | **O** | **N** | | Están estipuladas las fechas correspondientes a los días de clases. |  |  |  |  | | Están registrados los aprendizajes esperados o actividades genéricas dictadas por el profesor. |  |  |  |  | | Están subrayados los títulos. |  |  |  |  | | Los contenidos son registrados con letra clara y legible. |  |  |  |  | | Las actividades del cuaderno están totalmente desarrolladas. |  |  |  |  | | En general el cuaderno se observa limpio y ordenado. |  |  |  |  | | |  | |  | | | |