

## GEOGRAPHY AND HISTORY IN THE NEW CURRICULUM OF CASTILE AND LEON: EVALUATION AND GRADING

## GEOGRAFÍA E HISTORIA EN EL NUEVO CURRÍCULO DE CASTILE AND LEON: EVALUACIÓN Y CALIFICACIÓN

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### **Resumen**

La nueva estructura curricular conlleva la revisión de muchos de los aspectos que tradicionalmente el profesorado ha utilizado en la planificación de la materia Geografía e Historia. Teniendo presente los múltiples aspectos que deben incluirse en la planificación del desarrollo de esta materia de educación secundaria obligatoria, en el presente artículo se aborda de manera específica su evaluación y calificación, tomando como referencia la nueva normativa desarrollada en Castile and Leon. En este sentido, se analiza, en primer lugar, el papel que ha otorgado a Geografía e Historia la normativa básica y la normativa desarrollada en Castile and Leon de educación secundaria obligatoria. Posteriormente, se abordan aquellos aspectos destacables relacionados con la evaluación y calificación de esta materia, donde los criterios de evaluación son esenciales en relación con la valoración del proceso de aprendizaje del alumnado. La nota que un alumno obtenga en esta materia se obtendrá a partir

de la calificación de los criterios de evaluación teniendo en cuenta el peso dado a cada uno de estos.

**Palabras clave:** Calificación, competencias específicas, criterios de evaluación, evaluación, Geografía e Historia, técnicas e instrumentos de evaluación.

### **Abstract**

The new curricular structure entails the revision of many of the aspects that teachers have traditionally used in planning the Geography and History subject. Bearing in mind the multiple aspects that must be included in the planning of the development of this Compulsory Secondary Education subject, this article specifically addresses its evaluation and grading, taking as a reference the new regulations developed in Castile and Leon. In this sense, it is first analysed the role that Geography and History has been given by the basic regulations and the regulations developed in Castile and Leon for Compulsory Secondary Education. Subsequently, those notable aspects related to the evaluation and grading of this subject are addressed, where the assessment criteria are essential in relation to the valuation of the student's learning process. The grade that a student obtains from this subject will be obtained from the grading of the evaluation criteria considering the importance given to each of them.

**Keywords:** Grade, specific competences, assessment criteria, evaluation, Geography and History, assessment techniques and tools.

## 1. INTRODUCTION

### 1.1. GEOGRAPHY AND HISTORY IN THE MINIMUM COMPULSORY SECONDARY SCHOOL EDUCATION

The subject Geography and History is part of the common subjects determined by the Royal Decree 217/2022, of March 29, which establishes the organization and minimum teachings of Compulsory Secondary Education. Specifically, it is indicated in its articles 8 and 9, that it will be taken in each of the courses that make up the stage by all students. In addition, Annex IV establishes the timetable corresponding to the minimum courses for Compulsory Secondary Education. For Geography and History, 195 hours are determined for the first three courses and for the fourth course a total of 65 hours.

On the other hand, this subject, in Annex II of the aforementioned Royal Decree, is configured by nine specific competences for the whole stage and sequenced for the first and second courses on the one hand, and for the third and fourth courses on the other. In both cases, bearing in mind both groupings of courses and taking the nine specific competences as a reference, a series of evaluation criteria and a set of basic knowledge divided into three blocks that are not associated with the previous curricular elements are stated.

This Royal Decree establishes the basic aspects of the curriculum that constitute the minimum teachings of compulsory secondary education. These teachings will require 60 percent of the school timetables for those autonomous communities that do not have a co-official language and 50 percent for those that do. Consequently, in the corresponding margin, the educational administrations have established the curriculum of this stage, of which the aforementioned minimum teachings are part.

### 1.2. THE SPECIFIC COMPETENCES AS A CENTRAL ELEMENT OF THE SUBJECT MATTER IN THE CASTILE AND LEON CURRICULUM

In the case of Castile and Leon, this stage is regulated by Decree 39/2022, of September 29, which establishes the organization and curriculum of compulsory

secondary education in the Community of Castile and Leon. This decree states that Geography and History will be taken by all students in each of the four years of the stage. In addition, in Annex V regarding the organization of subjects and distribution of the weekly timetable, a timetable of 3 weekly teaching periods in each of the courses is determined.

Based on the nine specific competences determined by the Royal Decree 217/2022, of March 29th for this subject, Castile and Leon has configured a curriculum in which some specific competences will not be developed in all the courses of the stage: number five in the third course and number four in the fourth course.

The specific competencies identify the performances that students must be able to display in activities or situations whose approach requires the contents of our subject. Their formulation is unequivocally competency-based, since they reflect the learning that students are expected to achieve, the context in which it should take place and its applicability. In this sense, it should be noted that the specific competencies of Geography and History contribute to the acquisition of the objectives set for the stage, since:

- Promote the implementation of skills to live in an egalitarian, pluralistic and democratic society.
- They allow to know, conserve, and improve the environment.
- They enable to know, value, and respect the basic aspects of one's own and others' culture and history, as well as the artistic and cultural heritage.
- They make it possible to develop basic skills in the use of information sources in order to acquire new knowledge with a critical sense.
- They allow the development of abilities aimed at being able to value the environment from the point of view of artistic and material wealth.

Likewise, as a novelty with respect to the basic regulations, Castile and Leon introduced the representation, in table format, of the relationship between the

specific competencies of the stage and the operative descriptors of the Exit Profile, under the name of "Map of competency relationships".

Table 1. Map of competency relationships of the subject Geography and History.

	CCL					CP			STEM					CD					CPSAA					CC				CE				CCEC			
	CCL1	CCL2	CCL3	CCL4	CCL5	CP1	CP2	CP3	STEM1	STEM2	STEM3	STEM4	STEM5	CD1	CD2	CD3	CD4	CD5	CPSAA1	CPSAA2	CPSAA3	CPSAA4	CPSAA5	CC1	CC2	CC3	CC4	CE1	CE2	CE3	CCEC1	CCEC2	CCEC3	CCEC4	
Specific competence 1		✓	✓									✓		✓	✓						✓		✓											✓	
Specific competence 2	✓	✓			✓				✓		✓			✓	✓	✓				✓			✓		✓				✓		✓	✓			
Specific competence 3	✓	✓	✓							✓	✓	✓	✓	✓	✓	✓				✓				✓	✓	✓	✓			✓					
Specific competence 4		✓											✓	✓					✓				✓	✓	✓	✓	✓								
Specific competence 5	✓				✓									✓		✓				✓			✓	✓							✓				
Specific competence 6		✓			✓			✓							✓					✓			✓	✓	✓					✓	✓				
Specific competence 7				✓				✓			✓			✓					✓				✓	✓	✓					✓		✓			
Specific competence 8		✓						✓		✓	✓					✓			✓			✓	✓	✓	✓		✓								
Specific competence 9		✓							✓						✓							✓	✓	✓	✓	✓	✓			✓					

With this representation it is possible to identify how Geography and History contributes to the achievement of the operative descriptors of the Exit Profile and, therefore, to the students' competency development. Specifically, in the compulsory secondary education stage as a whole, it can be seen that there are three key competencies with which this subject is most closely linked. In particular, it is the citizenship competence that has the most relations between specific competences and operative descriptors of the key competences, with a total of twenty-four. Following this, it is the competence in linguistic communication and digital competence that have the greatest number of links, with sixteen and fifteen, respectively.

In addition, as for the rest of the subjects of the stage, the Castile and Leon regulations determine and sequence for each of the four courses the evaluation criteria and corresponding contents. In this sense, and as a novel aspect, it points out the relationships of the operative descriptors with each of the evaluation criteria of the different specific competences. In such a way that, based on the links of these with the operative descriptors, these relationships are determined in the evaluation criteria of each of the courses of the stage. The embodiment of this relationship is what article 11.2 of Decree 39/2022, of September 29, calls "Map of criterial relationships".

Table 2. Map of criterial relationships of 1st ESO of the subject Geography and History.

		CCL					CP			STEM					CD					CPSAA					CC				CE			CCEC			
		CCL1	CCL2	CCL3	CCL4	CCL5	CP1	CP2	CP3	STEM1	STEM2	STEM3	STEM4	STEM5	CD1	CD2	CD3	CD4	CD5	CPSAA1	CPSAA2	CPSAA3	CPSAA4	CPSAA5	CC1	CC2	CC3	CC4	CE1	CE2	CE3	CCEC1	CCEC2	CCEC3	CCEC4
CE1	Evaluation criteria 1.1														✓	✓									✓										
	Evaluation criteria 1.2		✓	✓									✓		✓											✓									
CE2	Evaluation criteria 2.1	✓	✓													✓									✓		✓			✓					
CE3	Evaluation criteria 3.1	✓									✓				✓	✓																			
	Evaluation criteria 3.2			✓												✓						✓				✓	✓	✓							
	Evaluation criteria 3.3		✓										✓				✓																		
CE4	Evaluation criteria 4.1		✓											✓	✓													✓	✓						
CE5	Evaluation criteria 5.1	✓													✓		✓								✓									✓	
	Evaluation criteria 5.2	✓																							✓	✓									
CE6	Evaluation criteria 6.1		✓					✓								✓									✓								✓		
	Evaluation criteria 6.2													✓												✓									

		CCL					CP			STEM					CD					CPSAA					CC				CE			CCEC			
		CCL1	CCL2	CCL3	CCL4	CCL5	CP1	CP2	CP3	STEM1	STEM2	STEM3	STEM4	STEM5	CD1	CD2	CD3	CD4	CD5	CPSAA1	CPSAA2	CPSAA3	CPSAA4	CPSAA5	CC1	CC2	CC3	CC4	CE1	CE2	CE3	CCEC1	CCEC2	CCEC3	CCEC4
CE7	Evaluation criteria 7.1																								✓	✓	✓								
	Evaluation criteria 7.2			✓					✓											✓							✓					✓		✓	
CE8	Evaluation criteria 8.1	✓																					✓	✓	✓			✓							
	Evaluation criteria 8.2	✓														✓				✓						✓									
CE9	Evaluation criteria 9.1	✓																						✓	✓							✓			

The link between the evaluation criteria and the operative descriptors of the Exit Profile makes it possible to specify, among other things, the evaluation and grading of the subject through the development of different activities and tasks.

## 2. EVALUATION PLANNING AND GRADING

The evaluation process is based on the specific competencies defined by the educational administration and the evaluation criteria associated with them. In this sense, the role of the teacher is essential since he/she must specify the evaluation process and quantify the weight of the evaluation criteria in order to obtain the corresponding grade.

### 2.1. SPECIFIC COMPETENCIES AND LINKS TO OPERATIONAL DESCRIPTORS

Castile and Leon have provided in the Decree 39/2022, of September 29, for the subject Geography and History nine specific competences, connected to certain operative descriptors:

1. *Search, select, process and organize information on relevant topics of the present and the past, critically using historical and geographical sources, to acquire knowledge, elaborate and express content in various formats.*

This specific competency is connected to the following descriptors of the Exit Profile: CCL2, CCL3, STEM4, CD1, CD2, CPSAA4, CC1, CCEC4.

*2. Investigate, argue, and elaborate their own products on geographical, historical, and social problems that are relevant today, from the local to the global, in order to develop critical thinking, respectful of differences, which contributes to the construction of their own identity and enriches the common heritage.*

This specific competency connects with the following descriptors of the Exit Profile: CCL1, CCL2, CCL5, STEM2, STEM4, CD1, CD2, CD3, CPSAA3, CC1, CC3, CE3, CCEC2, CCEC3.

*3. Know the main challenges that different societies have faced over time, identifying the causes and consequences of the changes that have occurred and the problems they face today, through the development of research projects and the use of reliable sources, to make proposals that contribute to sustainable development.*

This specific competence connects with the following descriptors of the Exit Profile: CCL1, CCL3, CCL5, STEM3, STEM4, STEM5, CD1, CD2, CD3, CPSAA3, CC3, CC4, CE1, CCEC1.

*4. Identify and analyze the elements of the landscape and its articulation in complex natural, rural, and urban systems, as well as its evolution over time, interpreting the causes of the transformations and assessing the degree of imbalance existing in the different ecosystems, in order to promote their conservation, improvement and sustainable use.*

This specific competence connects with the following descriptors of the Exit Profile: CCL2, STEM5, CD1, CPSAA2, CC1, CC2, CC3, CC4, CE1.

*5. Critically analyze historical and geographical approaches explaining the construction of democratic systems and the constitutional principles that govern community life, as well as assuming the duties and rights of our framework of coexistence, to promote citizen participation and social cohesion.*

This specific competence connects with the following descriptors of the Exit Profile: CCL1, CCL5, CD1, CD3, CPSAA3, CC1, CC2, CCEC1.

*6. Understand the geographical, historical, and cultural processes that have shaped the multicultural reality in which we live, knowing and disseminating the*



*history and culture of ethnic minorities present in our country and valuing the contribution of movements in defense of equality and inclusion, to reduce stereotypes, avoid any kind of discrimination and violence, and recognize the richness of diversity.*

This specific competence connects with the following descriptors of the Exit Profile: CCL2, CCL5, CP3, CD2, CPSAA3, CC1, CC2, CC3, CCEC1, CCEC2.

*7. Identify the foundations that sustain the diverse identities of the student and others, through knowledge and appreciation of the material and immaterial heritage that we share in order to preserve it and respect the feelings of belonging, as well as to promote processes that contribute to territorial cohesion and solidarity in order to the values of Europeanism and the Universal Declaration of Human Rights.*

This specific competence connects with the following descriptors of the Exit Profile: CCL4, CP3, STEM4, CD2, CPSAA1, CC1, CC2, CC3, CCEC1, CCEC3.

*8. Become aware of the role of demographic cycles, the life cycle, ways of life and intergenerational and dependency relationships in today's society and their evolution over time, analyzing them critically, in order to promote healthy, sustainable, enriching and respectful alternatives with human dignity and commitment to society and the environment.*

This specific competence connects with the following descriptors of the Exit Profile: CCL2, STEM1, STEM4, STEM5, CD4, CPSAA2, CPSAA5, CC1, CC2, CC3, CE2.

*9. Know and value the importance of integral citizen security in the culture of national and international coexistence, recognizing the contribution of the State, its institutions and other social entities to global citizenship, peace, international cooperation, and sustainable development, to promote the achievement of a safer, more supportive, sustainable, and just world.*

This specific competence connects with the following descriptors of the Exit Profile: CCL2, STEM3, CD3, CC1, CC2, CC3, CC4, CE1, CCEC.1.

As a development of the minimum education established by Royal Decree 217/2022, of March 29, it should be noted that the number of links established between the specific competencies and the operative descriptors of the Exit

Profile have been extended by Castile and Leon, by up to 40%, as other curricular elements such as evaluation criteria and contents have been complemented.

## 2.2. EVALUATION CRITERIA AND ACHIEVEMENT INDICATORS

The fundamental reference, to assess the degree of acquisition of the specific competencies of the different subjects, are the evaluation criteria. In the same way, they allow to evaluate the degree of development of the key competences according to the corresponding level.

In the case of Castile and Leon, the evaluation criteria have been sequenced by courses. In addition, based on the links established between the specific competencies and the operative descriptors of the Exit Profile, the evaluation criteria have also been related to the operative descriptors.

Table 3. Evaluation criteria by course for specific competency 1.

Specific competence 1			
<i>Search, select, process, and organize information on relevant topics of the present and the past, critically using historical and geographical sources, to acquire knowledge, elaborate and express content in various formats.</i>			
<i>Linked operational descriptors: CCL2, CCL3, STEM4, CD1, CD2, CPSAA4, CC1, CCEC4.</i>			
1ST ESO	2ND ESO	3RD	4TH
Evaluation criteria			
1.1. <i>Develop and present own content in the form of diagrams, information tables and other formats through the development of search strategies, selection, and processing of information on relevant processes and events of the present and the past. (CD1, CD2, CC1).</i>	1.1. <i>Elaborate, express and present own contents in the form of diagrams, informative tables, and other formats through the development of search strategies, selection and treatment of information related to relevant processes and events of the present and the past</i>	1.1. <i>Establish connections and relationships between the knowledge and information acquired, elaborating interpretative and explanatory syntheses in a guided way, through reports, studies, or informative dossiers,</i>	1.1. <i>To elaborate own contents in different formats, through applications and strategies of collection and representation of more complex data, using and critically contrasting reliable sources, both analog and digital, of the present and contemporary history, identifying</i>

<p>1.2. Contrast and argue on issues and events of Prehistory and the Ancient Ages, locating and critically analyzing primary and secondary sources as historical evidence (CCL2, CCL3, STEM4, CD1, CC1).</p>	<p>(CCL2, CCL3, CD1, CD2, CC1).</p> <p>1.2. Contrast and argue about issues and events of the Middle Ages and the Modern Age, locating and critically analyzing primary and secondary sources as historical evidence (CCL2, CCL3, STEM4, CD1, CC1).</p>	<p>which reflect a mastery and consolidation of the contents covered (CCL2, CCL3, STEM4, CD2, CC1).</p>	<p>disinformation and manipulation (CCL3, CD1, CD2).</p> <p>1.2. Establish connections and relationships between the knowledge and information acquired, developing interpretative and explanatory syntheses, through reports, studies, or informative dossiers, reflecting a mastery and consolidation of the content covered (CCL2, CCL3, STEM4, CD2, CC1).</p> <p>1.3. Adequately transfer information and knowledge through narratives, posters, presentations, oral presentations, audiovisual media, and other products (CCL3, STEM4, CD2, CPSAA4, CC1, CCEC4).</p>
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In addition, in order to assess performance levels, it is convenient that the evaluation criteria, given their complex wording, be broken down into achievement indicators, making it possible to specify them in observable and measurable behaviors. At least one achievement indicator should be associated with each evaluation criteria.

Table 4. Example of a breakdown of evaluation criteria into achievement indicators.

<p>Evaluation criteria 1.1 (2nd ESO)</p>
<p><i>Elaborate, express and present own contents in the form of diagrams, informative tables, and other formats through the development of search strategies, selection and treatment of information related to processes and relevant events of the</i></p>

<i>present and the past.</i>		
Achievement indicator 1.1.1.	Achievement indicator 1.1.2.	Achievement indicator 1.1.3.
Elaborates own contents in the form of informative tables and other formats through the treatment of information related to relevant processes of the present and past.	Expresses own contents in the form of diagrams through the development of information search and selection strategies.	Presents own contents through the treatment of information related to relevant events of the present and past.

### 2.3. LINKING CONTENT TO EVALUATION CRITERIA

Since the contents in the new curricular structure are not directly linked to evaluation criteria, since the specific competencies can be evaluated by using different contents, in the planning of our subject we must make such connection. In the specific case of Castile and Leon, the regulation itself includes not only the sequencing by courses of the evaluation criteria but also that of the contents. However, in the case that such sequencing has not been made in the regulations, teachers must include it in their planning documents.

In this sense, once this sequencing by courses has been carried out, based on the contents that the regulations for the stage establish for the corresponding course, teachers must associate them with the corresponding evaluation criteria and achievement indicators.

Table 5. Example of linking evaluation criteria 1.1 of 2nd ESO with the associated contents and achievement indicators.

Evaluation criteria	Evaluation criteria	Achievement indicators
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<p>1.1. Elaborate, express and present own contents in the form of diagrams, informative tables, and other formats through the development of search strategies, selection and treatment of information related to processes and relevant events of the present and the past.</p>	<p><i>Block A</i></p> <p>- Demographic challenges in today's world. Causality and comparison in the study of social and cultural diversity and demographic structures at different scales (local, regional, national, European, and planetary).</p>	<p>1.1.1. Elaborates own contents in the form of informative tables and other formats through the treatment of information related to relevant processes of the present and the past.</p>
	<p><i>Block B</i></p> <p>- Historical time: construction and interpretation of timelines through linearity, chronology, simultaneity, and duration.</p>	<p>1.1.2. Expresses own contents in the form of diagrams through the development of strategies for searching and selecting information.</p>
	<p><i>Block C</i></p> <p>- Interest in current challenges and problems in the local and global environment.</p>	<p>1.1.3. Presents own contents through the treatment of information related to relevant events of the present and the past.</p>

#### 2.4. EVALUATION TECHNIQUES OR PROCEDURES

In order to obtain relevant information on student learning, the teacher can use various evaluation techniques or procedures. These have a series of instruments that are the concrete means through which we can obtain such information. In addition, it should be noted that we must start from the use of various techniques

that ensure both the comprehensive evaluation of students and their objective assessment.

Table 6: Examples of techniques and instruments.

Techniques	Tools
Observation	Anecdotal record
	Observation guide
	...
Performance analysis	Portfolio
	Student's notebook
	...
Performance	Speaking test
	Written test
	...

In the evaluation process, instruments must be assigned to the defined evaluation criteria/indicators. There are many possibilities, for example, one instrument can be assigned to each of the achievement indicators of an assessment criteria, or the same instrument can be assigned to all achievement indicators of the same assessment criteria.

Table 7: Examples of assignment of instruments to assessment criteria/achievement indicators.

Evaluation criteria	Achievement indicators	Evaluation tools
1.1	1.1.1	Student's notebook
	1.1.2	Observation Guide
	1.1.3	Student's notebook
1.2	1.2.1	Written test
	1.2.2	
...	...	...

## 2.5. SUBJECT PROGRAMMING IN LEARNING SITUATIONS

In relation to the development of the learning situations corresponding to this subject, we must start from the need to activate the students' previous knowledge. Subsequently, it would be a matter of developing activities of increasing complexity, with the purpose of constructing new learning. Finally, students should reflect on their own learning process and communicate the results and the final product.

The timing of the subject will be done through learning situations in which it will be indicated, among other issues, which specific competences are intended to be developed, which contents will be worked on and with which evaluation criteria the students' learning will be assessed. The teacher will have timed each one of them indicating, among other issues, the dates on which it will be developed, its duration, etc.

Table 8: Example of timing of learning situations.

Order	TITLE	SESSIONS
FIRST QUARTER	SA 1:	7 sessions
	SA 2:	6 sessions
	...	...
SECOND QUARTER	...	...
	...	...
	...	...
THIRD QUARTER	...	...
	...	...
	...	...

In addition, it is convenient to indicate when each of the evaluation instruments will be applied, according to their relation to the evaluation criteria and achievement indicators. To this end, it should be indicated in which learning situation each one of them will be used.

Table 9: Examples of sequencing of evaluation criteria, achievement indicators and evaluation instruments in learning situations.

Evaluation criteria	Achievement indicators	Evaluation tools	Learning situations				
			1	2	3	...	15
1.1	1.1.1	Student's notebook	X				
	1.1.2	Observation Guide	X				
	1.1.3	Student's notebook		X			
1.2	1.2.1	Written test			X		
	1.2.2				X		
...	...	...					

Consequently, in each learning situation that has been programmed throughout the course, the achievement indicators specified for each one of them will be evaluated. They will be assessed and graded based on the development of different activities or tasks planned in the learning situations.

## 2.6. GRADING OF STUDENT LEARNING

Finally, when assessing the results obtained in the evaluation of student learning, the referent will be the evaluation criteria rating. To this end, the teacher must use the grading tools that best suit the evaluation instruments used. In addition, and in any case, these tools will incorporate correction criteria that must be known by the students. All this in order to achieve maximum objectivity in the assessment of their learning. Thus, it will be possible to extract partial grades and to have the final grade of the subject.

In the specific case of the grade of the subject Geography and History, it should be noted that we must determine the grading criteria corresponding to the evaluation criteria. However, and as explained above, the breakdown of the



evaluation criteria into achievement indicators implies that, first of all, the teacher must reflect the weight (%) of each one of them, which may be proportional to the number of indicators developed or not, in order to obtain the grade for each of the evaluation criteria.

Table 10. Example of grading of an evaluation criteria.

Evaluation criteria	Achievement indicators	Achievement indicator rating	%	Evaluation criteria rating
1.1	1.1.1	8	40	5.35
	1.1.2	4	35	
	1.1.3	3	25	

On the other hand, in relation to the qualification of the evaluation criteria, the teacher must, in the same way, determine a weight (%) to each evaluation criteria with respect to the totality of evaluation criteria that are part of the specific competences of the subject Geography and History of a given course.

Once each and every one of the evaluation criteria has been graded and the corresponding weights have been applied, the student's grade for the subject can be obtained. In addition, taking into account the sequencing and timing of learning situations, partial grades of the subject can be obtained since the evaluation criteria, with the corresponding achievement indicators, to be evaluated have been indicated for each one of them.

Table 11. Example of a grade for Geography and History (1st ESO).

Evaluation criteria	Grade	%	Grade of the subject
1.1	5.35	10	<b>8,13</b>
1.2	8,25	5	
2.1	9	5	
2.2	7,5	6	
2.3	7,5	3	
3.1	6	5	

3.2	8	4
4.1	9	8
4.2	7,5	5
5.1	8,25	4
6.1	8,75	8
6.2	6,75	5
7.1	8	4
7.2	9,25	8
7.3	9	5
8.1	8,75	4
9.1	7,75	6
9.2	8,25	5

100%

In addition, and in relation to the grades obtained by the students of a given course, the teacher(s) in charge of teaching this subject can summarize the results obtained at different times during the course. In this way, it is possible to appreciate, among other issues, the evaluation criteria with the best/worst grades or the possible differences between classes of the same course.

Table 12. Example of summary of grades of the students of a group of Geography and History of 1st ESO (25 students).

Evaluation criteria	Degree of acquisition of evaluation criteria							
	Very high (10-8)		High (8-6,5)		Medium (6,5-5)		Low (<5)	
	Stud.	%	Stud.	%	Stud	%	Stud.	%
1.1	7	28	8	32	5	20	5	20
1.2	5	20	7	28	6	24	7	28
...	...	...	...	...	...	...	...	...
9.2	4	16	7	28	8	32	6	24

### 3. CONCLUSIONS

Geography and History is configured, in the new curricular framework, as a common subject that all students take in each of the levels of compulsory secondary education. On the one hand, the curricular development carried out by Castile and Leon has entailed the introduction of new links between the specific competences and the operative descriptors, and on the other hand, the sequencing of the evaluation criteria and the contents in each of the courses of the stage.

The development of a new curricular structure and its implementation in the classroom inherently implies a rethinking of teachers' work. Evaluation and grading entail a process that must be adequately planned. Starting from the specific competencies, the appropriate evaluation criteria are determined, which can be disaggregated into achievement indicators and associated to the contents considered by the teachers.

In addition, the use of evaluation techniques and instruments must be included, together with the evaluation criteria, achievement indicators and contents, in the learning situations that teacher's program for their development in the course. Finally, grading involves weighting, on the one hand, the achievement indicators of each of the evaluation criteria to obtain their grade and, on the other hand, weighting the different evaluation criteria to determine the grade for the subject.

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