Instrumentos de Evaluación guía 2

1. Evidencia de desempeño: **Cronograma de los servicios que se ofrecen en el hotel.**

Criterio(s) de evaluación: Comprende información concreta relativa a temas cotidianos y laborales en textos orales y escritos.

Descriptors related to the specific activity

Use of language specific criteria	Yes	No
The learner identifies and knows vocabulary related to hotel services and facilities.		
The learner gives and asks information about hotel services and facilities by using there is and there are.		
The learner gives information about hotel services and where to find them.		
The learner understands how to tell and read the time.		
The learner sets timetables for the hotel services and facilities.		
The learner uses comprehensible pronunciation, and makes very few mistakes that do not impede communication.		

Common European Framework of Reference (CEFR) general descriptors

Level	Communicative Skill	Descriptor	Yes	No
A2	Reading	Learners can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand		
A2	Spoken Interaction	Learners can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.		

2. Evidencia de desempeño: Crear una presentación sobre la rutina diaria del aprendiz.

Criterio(s) de evaluación: Describe de manera sencilla y clara asuntos, acciones, experiencias, sentimientos, planes relacionados con temas de su interés y cotidianidad, siguiendo una secuencia lineal de elementos.

Descriptors related to the specific activity

Use of language specific criteria	Yes	No
The learner talks about their daily routine in different contexts.		
The learner uses the present simple to talk about their daily routines.		
The learner identifies the different activities for a daily routine.		
The learner relates their daily duties and activities to present simple tense structure in affirmative, negative and interrogative statements.		
The learner uses present simple structure to describe activities and responsibilities within the hotel industry.		

The learner uses comprehensible pronunciation, and makes very few mistakes that do not impede communication.		

Common European Framework of Reference (CEFR) general descriptors

Level	Communicative Skill	Descriptor	Yes	No
A2	Reading	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.		
A2	Listening	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g., very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.		

3. Evidencia de desempeño: Presentación de los departamentos del hotel en inglés.

Criterio(s) de evaluación: Relaciona en idioma inglés los cargos de acuerdo con funciones y responsabilidades del mismo.

Describe en lengua inglesa perfiles de cargo según profesión y experiencia.

Descriptors related to the specific activity

Use of language specific criteria	Yes	No
The learner uses Present Continuous in affirmative, negative, and interrogative forms.		
The learner identifies the most common actions guests do when staying at a hotel.		
The learner describes pictures by using Present Continuous.		
The learner corrects wrong statements about situations that are happening at the moment.		
The learner creates descriptive sentences by using present continuous to describe hotel departments.		

Common European Framework of Reference (CEFR) general descriptors

Level	Communicative Skill	Descriptor	Yes	No
A2	Spoken Interaction	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.		
A2	Writing	I can write short, simple notes and messages relating to matters in areas of immediate needs. I can write a very simple personal letter, for example thanking someone for something.		

4. Evidencia de Desempeño: Presentación de tipos de alojamiento con comparativos y superlativos en inglés

Criterios de evaluación: Clasifica establecimientos de alojamiento y hospedaje según servicios, tipología y estructura organizacional.

RUBRIC: ACCOMODATION TYPES PRESENTATION				
LEARNING OUTCOMES	Room for improvement ☹	You need to work harder ·	Well done ·	Excellent! ·
What an accommodation type is	The learner could have recognized better what an accommodation type is.	The learner can identify just an accommodation type and its elements.	The learner can describe accommodation types and their elements.	The learner can exemplify accommodation types, using diagrams and conventional symbols.
How an accommodation type is described	The learner has difficulties to explain to the audience their proposal lacking specific accommodation vocabulary.	The learner can explain to the audience their proposal using some of the vocabulary related to the accommodation facilities and amenities for guests.	The learner can distinguish a variety of vocabulary and use it to explain their accommodation proposal related to facilities and amenities for guests.	The learner can fully explain to the audience Their proposal for accommodation facilities and amenities using a large variety of vocabulary.
How the learner uses Comparative and Superlative adjectives	The learner could have provided more examples of comparative / superlative adjectives. There are some repetitive errors. Their visual materials have about 50% of spelling mistakes.	The learner provides very few examples of comparative / superlative adjectives or does it with errors. Their visual materials have 60% of spelling mistakes.	The learner provides some comparative / superlative adjective examples with few or no errors. Their visual materials have 1 spelling mistake.	The learner provides several comparative / superlative adjective examples with no errors. Their visual materials have no spelling mistakes.
What is the learner's commitment	The learner promotes a competitive and individualistic atmosphere. They do not deal with conflicts, and cannot help to make group decisions affecting communication. Many of their assignments have to be done by others.	The learner is not interested in having a respectful atmosphere. They do not deal with possible conflicts that arise in the group, and do not support the group's decisions. Constantly gets distracted so communication is affected.	The learner assumes their role with responsibility helping to have a general atmosphere of respect and she/he is part of the solution of the possible conflicts. They make sure to develop their role, exchanging ideas effectively.	The learner shares respect for the other members of the group, contributing to the solutions of possible conflicts through dialogue. They make sure to develop the assigned role and workload is distributed equally.

How the learner learns with others	The learner could have recognized better the importance of how listening to the speaker contributes to their learning.	The learner can interpret how listening to the speaker and following instructions contribute to their learning.	The learner can analyze how listening to the speaker and teamwork and following instructions contribute to their learning.	The learner can reflect how listening to the speaker and teamwork and following instructions contribute to their learning.

Common European Framework of Reference (CEFR) general descriptors

Level	Communicative Skill	Descriptor	Yes	No
A2	Listening	Learners can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.		
A2	Spoken production	Learners can use a series of phrases and sentences to describe in simple terms their family and other people, living conditions, their educational background and their present or most recent job.		