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Rúbrica

# Rubric for Oral and Written Project: Daily Routine of a Student Abroad (Grade 9, A1.2–A2.2)

## Objetivo de la rúbrica:

Evaluate Grade 9 students' ability to present, both orally and in writing, the daily routine of a student from a country other than Colombia or Venezuela. The rubric assesses the drafting and feedback process (40%) and the final version (60%), focusing on language use, content, organization, vocabulary, and response to feedback, in alignment with CEFR levels A1.2–A2.2.

## Rúbrica

| Criteria/ Levels | Needs Improvement | Developing | Proficient | Advanced | Exemplary |
|---|---|---|---|---|---|
| Content and Relevance | Describes few daily activities, with unclear or missing information about the student or country. Ideas may not relate to the prompt. | Describes some daily activities and basic information about the student and country, but some ideas are unclear or incomplete. | Describes daily activities and relevant details about the student and country. Ideas are clear and mostly complete. | Describes a variety of daily activities and relevant details. Information is clear, logical, and includes some cultural references. | Describes a wide range of daily activities with rich, relevant details. Includes insightful cultural comparisons and clear connections to the prompt. |
| Organization and Cohesion | Ideas are not logically ordered. Sentences are disconnected or confusing. Lacks connectors (e.g., and, but, then). | Some ideas are ordered, but transitions are weak. Uses a few connectors, but not always correctly. | Ideas are logically ordered. Uses basic connectors (e.g., and, but, then) to link ideas. | Ideas are well organized with clear transitions. Uses a variety of connectors (e.g., after that, because, so) appropriately. | Ideas flow smoothly and logically. Uses a wide range of connectors and cohesive devices to enhance clarity and coherence. |
| Grammar and Sentence Structure | Uses mostly isolated words or phrases. Frequent errors in word order, verb forms, or agreement make understanding difficult. | Writes simple sentences with some errors in word order, verb forms, or agreement, but meaning is sometimes clear. | Writes simple sentences with correct word order and verb forms. Errors do not interfere with understanding. | Writes a mix of simple and some compound sentences. Few errors in grammar or agreement. | Writes a variety of sentence types (simple, compound) with accurate grammar and agreement throughout. |
| Vocabulary Use | Uses very limited vocabulary, mostly unrelated to daily routines. Frequent repetition of words. Few or no topic-specific words (e.g., breakfast, school, | Uses some vocabulary related to daily routines, but with limited variety. Some repetition or incorrect word choices. | Uses appropriate vocabulary for daily routines (e.g., wake up, go to school, eat lunch). Occasional repetition or errors. | Uses a range of topic-specific vocabulary with few errors. Attempts to use new or less common words (e.g., commute, schedule). | Uses a wide variety of topic-specific and descriptive vocabulary accurately. Demonstrates creativity and precision in word choice. |

Rúbrica

| Criteria/ Levels | Needs Improvement | Developing | Proficient | Advanced | Exemplary |
|---|---|---|---|---|---|
| | homework). | | | | |
| Response to Feedback | Makes few or no changes after feedback. Most errors remain uncorrected in the final version. | Attempts to correct some errors after feedback, but many issues persist. | Corrects most errors identified in feedback. Final version shows clear improvement. | Corrects nearly all errors and refines ideas or language based on feedback. | Fully addresses feedback, making thoughtful revisions that enhance clarity, detail, and language use. Final version is polished and refined. |

## Explicación del uso de la rúbrica

Para evaluar con esta rúbrica, primero revisa el trabajo del estudiante en cada uno de los cinco criterios. Asigna un nivel de desempeño (de 1 a 5) según la columna que mejor describa su trabajo en ese criterio. Recuerda que el proceso de 'Drafting and Feedback' representa el 40% de la calificación y la 'Final Version' el 60%. Evalúa ambos momentos usando la rúbrica y promedia los puntajes según el peso indicado. Para el puntaje cuantitativo: suma los puntajes de cada criterio, divide entre cinco para obtener el promedio, y luego aplica el porcentaje correspondiente a cada etapa. Para el análisis cualitativo, observa el progreso entre el borrador y la versión final, especialmente en el criterio 'Response to Feedback'. Identifica patrones de mejora, áreas de persistencia y esfuerzo efectivo. Recomienda a los estudiantes enfocarse en los comentarios para avanzar de un nivel a otro, resaltando el crecimiento y la mentalidad de mejora continua.

## Matriz de comentarios

| Criteria/ Levels | Needs Improvement | Developing | Proficient | Advanced | Exemplary |
|---|---|---|---|---|---|
| Content and Relevance | Try to include more details about the student's day. Check if your ideas answer the prompt. What else does the student do every day? | You are starting to describe the routine. Add more details or clarify who the student is. Can you explain a typical day more clearly? | Good job describing the daily routine! Try to add one or two more details about the country or activities. | You included clear and logical information. To improve, add a cultural detail or compare with your own routine. | Excellent! Your project is detailed and interesting. Can you add another cultural comparison or personal reflection? |
| Organization and Cohesion | Try to put your ideas in order. Use words like 'and', 'then', or 'but' to connect sentences. | You are starting to organize your ideas. Practice using connectors to make your writing flow. | Your ideas are mostly in order. Try to use more connectors to link your sentences. | Great use of connectors! Can you add more variety, like 'after that' or 'because'? | Your organization is excellent! Challenge yourself to use even more linking words or phrases. |
| Grammar and | Check your sentences for | You are writing simple | Your sentences are | You use both simple | Your grammar is very |

# Rúbrica

| Criteria/ Levels | Needs Improvement | Developing | Proficient | Advanced | Exemplary |
|---|---|---|---|---|---|
| Sentence Structure | word order and verb forms. Practice writing full sentences, not just words. | sentences. Review verb endings and subject-verb agreement. | clear. Try to write a few longer sentences using 'and' or 'but'. | and compound sentences. Can you try a new sentence structure? | strong! Experiment with different sentence types for even more variety. |
| Vocabulary Use | Try to use more words about daily routines, like 'breakfast', 'homework', or 'bus'. | You are using some topic words. Can you add new words or check for repetition? | Good use of daily routine words! Try to use a new word or phrase next time. | You use a variety of words. Can you add a descriptive word or try a new expression? | Your vocabulary is impressive! Keep exploring new words and expressions. |
| Response to Feedback | Review the feedback and try to correct your mistakes. Ask for help if you don't understand. | You corrected some mistakes. Look at the feedback again and try to fix the remaining errors. | You made good corrections. Next time, check if you can improve your ideas as well as fix errors. | You corrected almost everything and improved your work. Can you make your ideas even clearer? | You responded to feedback very well! Keep reflecting and refining your work for future projects. |

Rúbrica

# Rubric for a 2-Minute Oral Presentation: 'My Neighborhood' (A1 Level, 9th Grade)

## Objetivo de la rúbrica:

This rubric aims to evaluate 9th grade students' 2-minute oral presentations about 'My Neighborhood.' It focuses on the use of present simple tense, third person, and basic vocabulary, ensuring students can self-assess their progress through 'I can' statements. The rubric is designed for A1.2–A2.2 level students and emphasizes clear, observable language skills relevant to describing places, routines, and people in their neighborhood.

## Rúbrica

| Criteria / 'I can' statement | Needs Improvement | Emerging | Developing | Almost There | Achieved |
|---|---|---|---|---|---|
| I can describe at least 3 places in my neighborhood. | I mention 1 place with few details. I use isolated words or phrases (e.g., 'school'). | I mention 2 places with some details. I use short phrases (e.g., 'There is a park.'). | I describe 3 places with simple details. I use basic sentences (e.g., 'There is a school and a park.'). | I describe 3 places with clear details and connect ideas (e.g., 'There is a school next to the park.'). | I describe 3 or more places with rich details and connect ideas smoothly (e.g., 'There is a school next to the park, and a bakery across the street.'). |
| I can use present simple tense and third person correctly. | I use present simple tense incorrectly or not at all. Third person is missing or incorrect (e.g., 'He go to school.'). | I attempt present simple and third person but make frequent errors (e.g., 'She live in house.'). | I use present simple and third person with some errors (e.g., 'He lives in a house.'). | I mostly use present simple and third person correctly (e.g., 'She lives near the park.'). | I consistently use present simple and third person correctly throughout my presentation (e.g., 'He lives in a big house and goes to the park every day.'). |
| I can use neighborhood vocabulary. | I use very limited or unrelated vocabulary (e.g., 'house'). | I use some neighborhood words (e.g., 'school, park') but repeat them. | I use a range of neighborhood words (e.g., 'school, park, bakery') with some variety. | I use a good variety of neighborhood words and some descriptive adjectives (e.g., 'quiet street, big supermarket'). | I use a wide variety of neighborhood words and descriptive language (e.g., 'busy avenue, small bakery, friendly neighbors'). |
| I can organize my ideas clearly. | My ideas are not organized. I jump from one idea to another without order. | My ideas are sometimes organized, but there are some jumps or unclear parts. | My ideas are mostly organized. I use simple connectors (e.g., 'and', 'but'). | My ideas are organized with clear connectors (e.g., 'next to', 'across from'). | My ideas are very well organized. I use connectors and transitions naturally (e.g., 'First, there is...', 'Then, |

Rúbrica

| Criteria / 'I can' statement | Needs Improvement | Emerging | Developing | Almost There | Achieved |
|---|---|---|---|---|---|
| | | | | | you see...'). |
| I can speak clearly and be understood. | My pronunciation makes it hard to understand me. I speak very quietly or too fast. | My pronunciation is sometimes unclear, but some words are understood. | My pronunciation is mostly clear. Most words are understood. | My pronunciation is clear and I speak at a good pace. I am easy to understand. | My pronunciation is very clear, with natural intonation and rhythm. I am easy to understand throughout. |

## Explicación del uso de la rúbrica

Para evaluar con esta rúbrica, sigue estos pasos:
1. Escucha la presentación del estudiante y analiza cada criterio uno por uno.
2. Para cada criterio, decide cuál nivel de desempeño describe mejor lo que el estudiante logró. Marca ese nivel para cada criterio.
3. Asigna un puntaje a cada nivel (por ejemplo, 1 para 'Needs Improvement', 2 para 'Emerging', hasta 5 para 'Achieved').
4. Suma los puntajes de los cinco criterios y divide entre 5 para obtener el promedio. Ese será el puntaje final del estudiante.
5. Para valorar el progreso cualitativamente, observa en qué criterios el estudiante ha mejorado respecto a presentaciones anteriores y anota ejemplos específicos de avance (por ejemplo, uso de más vocabulario o mejor organización).
6. Utiliza los comentarios de la matriz para dar retroalimentación personalizada, motivando el esfuerzo efectivo y sugiriendo acciones concretas para mejorar en cada criterio.

## Matriz de comentarios

| Criteria / 'I can' statement | Needs Improvement | Emerging | Developing | Almost There | Achieved |
|---|---|---|---|---|---|
| I can describe at least 3 places in my neighborhood. | Try to name more places and add a detail for each. Practice saying 'There is a...' for different places. | Good start! Try to add one more place and give a small detail about each. | Nice effort! Add more details to your places. Practice using full sentences. | Well done! Connect your ideas with words like 'next to.' Add one more detail if you can. | Excellent! You described many places and connected your ideas. Keep using details and transitions. |
| I can use present simple tense and third person correctly. | Remember to use 'he/she/it' with -s in the verb. Practice saying 'He lives...' or 'She goes...' | You're trying! Focus on adding -s to verbs in third person. Repeat sentences like 'She lives in...' | Great progress! Check your verbs for -s endings. Practice more sentences with 'he/she.' | Almost perfect! Review your sentences to make sure all verbs agree with the subject. | Fantastic! You used present simple and third person all the time. Keep practicing with new verbs. |

# Rúbrica

| Criteria / 'I can' statement | Needs Improvement | Emerging | Developing | Almost There | Achieved |
|---|---|---|---|---|---|
| I can use neighborhood vocabulary. | Try to learn and use more words about places (e.g., 'bakery,' 'supermarket'). Make a list to practice. | You know some words! Try to use different words for different places. Add adjectives like 'big' or 'small.' | Good! Add more variety to your words. Try to describe each place with one new word. | Very good! Use more descriptive words (e.g., 'quiet,' 'busy'). Try to use new vocabulary each time. | Amazing! You used many words and descriptions. Keep learning new words to describe your neighborhood. |
| I can organize my ideas clearly. | Try to organize your ideas. Use words like 'and' or 'then' to connect sentences. | You're improving! Use connectors to show order (e.g., 'first,' 'next'). Practice saying your ideas in order. | Good job! Use more connectors and check that your ideas follow a sequence. | Very organized! Try using transitions to make your presentation flow. | Excellent! Your ideas were easy to follow and well connected. Keep practicing transitions. |
| I can speak clearly and be understood. | Speak a little louder and slower. Practice saying words clearly. | Good effort! Focus on pronouncing each word. Try recording yourself and listening. | Much better! Practice difficult words and speak at a steady pace. | Very clear! Keep working on your intonation and rhythm. | Outstanding! Your pronunciation was clear and natural. Keep practicing to stay confident. |