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Rúbrica

Rubric for Writing Project: Membrane Transport in Cells (6th Grade, Pre-A1/ A1.1)

Objetivo de la rúbrica:

Evaluar el proceso y producto final de un proyecto de escritura en inglés sobre el transporte de membrana en las células, considerando tanto la redacción inicial, la respuesta a la retroalimentación, como la versión final del texto. La rúbrica está diseñada para estudiantes de sexto grado con niveles de lengua Pre-A1 y A1.1, enfocándose en el desarrollo de habilidades de escritura científica en inglés.

Rúbrica

Criterio de evaluación	Needs Improvement	Developing	Almost There	On Track
Content about Membrane Transport	Presents isolated words or incomplete ideas about membrane transport (e.g., 'cell', 'water', 'move'). Information is unclear or missing key concepts.	Writes short phrases or simple sentences about membrane transport (e.g., 'Water goes in cell'). Some relevant information, but lacks explanation or detail.	Describes membrane transport with simple sentences and some details (e.g., 'Water moves in and out of the cell through the membrane'). Shows basic understanding.	Explains membrane transport clearly using several sentences, includes key terms (e.g., 'osmosis', 'diffusion'), and connects ideas logically.
Grammar and Sentence Structure	Uses isolated words or phrases. Sentences are incomplete or have frequent errors (e.g., 'cell water').	Writes simple sentences with basic structure (e.g., 'Cell has water'). Some errors in word order or verb forms.	Uses simple sentences correctly and attempts to join ideas (e.g., 'Water moves in the cell and out'). Few errors that do not affect understanding.	Writes complete sentences with correct word order and subject-verb agreement. Connects ideas using 'and', 'but', or 'because'.
Vocabulary Related to Cells and Transport	Uses a few basic words (e.g., 'cell', 'water'). Limited vocabulary about membrane transport.	Uses some relevant words (e.g., 'membrane', 'move', 'inside'). May repeat words or use some incorrectly.	Uses a range of words about cells and transport (e.g., 'osmosis', 'diffusion', 'nutrients'). Uses most words correctly.	Uses a variety of topic-specific words accurately (e.g., 'membrane', 'osmosis', 'diffusion', 'nutrients', 'waste'). Shows confidence with vocabulary.
Organization and Cohesion	Ideas are not connected. The text is hard to follow or lacks order.	Ideas are listed but not always connected. Uses 'and' or 'then' to join ideas.	Ideas are mostly connected and follow a logical order. Uses some connectors (e.g., 'and', 'then', 'because').	Ideas are clearly organized with connectors (e.g., 'first', 'then', 'finally'). The text flows logically from start to finish.
Response to Feedback	Does not make changes after feedback. Errors from the draft remain in the final version.	Makes a few changes after feedback, but some errors or unclear parts remain.	Corrects most errors pointed out in feedback. The final version is clearer and more accurate.	Responds fully to feedback. All suggested corrections are made, and the final version shows clear

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				improvement.

Explicación del uso de la rúbrica

Para evaluar con esta rúbrica, primero lee el borrador y la versión final del estudiante. Evalúa cada criterio (contenido, gramática, vocabulario, organización y respuesta a la retroalimentación) en una escala de 1 a 4, donde 1 es 'Needs Improvement' y 4 es 'On Track'. Asigna el nivel que mejor describa el desempeño del estudiante en cada criterio, usando las descripciones detalladas como guía. Para el puntaje cuantitativo, calcula el promedio de los puntajes de cada criterio, considerando el peso: 40% para el proceso de 'Drafting and Feedback' (criterios 1-4 en el borrador y criterio 5 en la revisión) y 60% para la versión final (criterios 1-4 en la versión final). Suma los puntajes ponderados para obtener la calificación final. Para el análisis cualitativo, observa el progreso entre el borrador y la versión final, destacando mejoras en contenido, gramática y respuesta a la retroalimentación. Recomienda al docente dar retroalimentación específica sobre el esfuerzo efectivo, celebrando avances y señalando pasos claros para seguir mejorando.

Matriz de comentarios

Criterio de evaluación	Needs Improvement	Developing	Almost There	On Track
Content about Membrane Transport	Try to include more information about how things move in and out of the cell. Can you add one more idea? Remember to use words like 'membrane' or 'water'.	Good start! Try to write a full sentence about how water moves in the cell. Can you explain why this is important?	Nice details! Try to use another example or explain how the membrane works. Check if your sentences make sense.	Excellent explanation! You used key words and connected your ideas. Next time, try to add even more details or examples.
Grammar and Sentence Structure	Let's work on making full sentences. Try to use 'The cell has...' or 'Water moves...'. Check your word order.	You are using sentences! Try to check your verbs and word order. Can you join two ideas with 'and'?	Great job using sentences. Try to connect your ideas with 'because' or 'but'. Check for small mistakes.	Your sentences are clear and connected. Try to use different connectors next time, like 'so' or 'then'.
Vocabulary Related to Cells and Transport	Try to use more words about cells, like 'membrane', 'osmosis', or 'nutrients'. Look at your notes for ideas.	You used some topic words! Try to use them more than once and check their meaning.	Great use of topic words! Try to add one more new word or use a word in a different way.	Excellent vocabulary! You used many words about the topic. Next time, challenge yourself with even more scientific words.
Organization and Cohesion	Try to put your ideas in order. Start with what happens first. Use 'and' or	You listed your ideas. Try to connect them with	Your ideas are mostly in order. Try to use more	Your text is well organized! Next time, try to use

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	'then' to connect ideas.	'because' or 'so'. Check if your text has a beginning and an end.	connectors to make your text flow.	connectors like 'first', 'next', 'finally' to make it even clearer.
Response to Feedback	Remember to check your teacher's comments and make changes. Try to fix at least one mistake from your draft.	You made some changes. Try to check all the feedback and correct more mistakes next time.	You corrected most mistakes! Try to read your work again to see if you can make it even better.	You used all the feedback and improved your work a lot! Next time, try to reflect on what you learned and use it in new tasks.