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Rúbrica

Rubric for a 2-Minute Oral Presentation: 'My FAMILY' (A1 Level, 6th Grade)

Objetivo de la rúbrica:

This rubric is designed to evaluate 6th grade students' 2-minute oral presentations about 'My FAMILY' at the A1 English level. The focus is on assessing their ability to communicate basic information about their family using simple language, appropriate vocabulary, and clear pronunciation. The rubric supports self-assessment and growth by using 'I can' statements for each criterion.

Rúbrica

Criteria / 'I can' statement	Needs Improvement	Getting Started	Making Progress	Almost There	Excellent
I can introduce my family members (names and relationships)	I can say the names of one or two family members, but I need help to say who they are to me.	I can say the names of my family members and sometimes say who they are (e.g., 'This is my mother'), but I make mistakes.	I can introduce my family members and say who they are (e.g., 'This is my sister'), with some small mistakes.	I can clearly introduce all my family members and say who they are to me, using correct words most of the time.	I can confidently introduce all my family members, say who they are, and add a little extra (like their age or job), using the right words.
I can describe what my family members look like or what they like	I can say one or two words about my family (e.g., 'tall', 'nice'), but I need help to make sentences.	I can use some words to describe my family (e.g., 'My dad is tall'), but my sentences are not always clear.	I can describe my family members with simple sentences (e.g., 'My sister is funny'), with some small mistakes.	I can describe my family members using simple sentences and a few details (e.g., 'My brother is short and likes football'), with mostly correct grammar.	I can describe my family members using several details (e.g., appearance and likes), with clear and correct sentences.
I can speak clearly and use words about family	I can say some family words, but it is hard to understand me and I need to repeat a lot.	I can say family words, but I make mistakes with pronunciation or grammar, and sometimes it is hard to understand.	I can say family words and speak so others understand most of what I say, with some mistakes.	I can use family words and speak clearly, with only a few mistakes in pronunciation or grammar.	I can use family words, speak clearly and confidently, and use good pronunciation and grammar.

Explicación del uso de la rúbrica

Para evaluar con esta rúbrica, sigue estos pasos: 1) Escucha la presentación del estudiante y revisa cada criterio usando las descripciones de los niveles de desempeño. 2) Para cada criterio, selecciona el

Rúbrica

nivel que mejor describe lo que el estudiante logró (de 'Needs Improvement' a 'Excellent'). 3) Asigna un puntaje del 1 al 5 según el nivel alcanzado en cada criterio. 4) Suma los puntajes de los tres criterios y divide entre 3 para obtener el promedio final del estudiante. 5) Usa este promedio para cuantificar el desempeño. Para valorar el progreso cualitativamente, observa en qué criterios el estudiante ha mejorado respecto a presentaciones anteriores y en cuáles puede enfocar su esfuerzo. Recomienda a los estudiantes que usen las 'I can' statements para autoevaluarse y reflexionar sobre su avance, reforzando una mentalidad de crecimiento y el esfuerzo efectivo.

Matriz de comentarios

Criteria / 'I can' statement	Needs Improvement	Getting Started	Making Progress	Almost There	Excellent
I can introduce my family members (names and relationships)	Try to remember more family members' names and practice saying who they are to you. Keep trying! You can do it!	You are starting to say who your family members are. Practice making sentences like 'This is my father.' Keep practicing!	You can introduce your family members! Try to make your sentences clearer and check your words. Great effort!	You introduce your family well! Try to add a little more detail, like their age or job. Keep going!	You did a great job! You introduced everyone and added extra details. Keep using more English words to describe your family!
I can describe what my family members look like or what they like	Try to use more words to describe your family. Practice saying things like 'My mom is kind.' You are learning!	You are using some words to describe your family. Try to make full sentences. Keep practicing your English!	You are making good sentences! Try to add more details about your family members. Keep up the good work!	You describe your family with nice details! Try to use even more words or talk about what they like. Great job!	Excellent! You used many details and clear sentences. Keep describing people in English to get even better!
I can speak clearly and use words about family	Practice saying the words slowly and clearly. Listen to how your teacher says them. You are improving!	You are using family words, but practice your pronunciation and grammar. Try to speak a little louder and clearer.	You are speaking clearly! Try to fix small mistakes and use more family words. Good progress!	You speak clearly and use family words well! Try to be even more confident and use new words.	Fantastic! You spoke clearly and confidently. Keep practicing your pronunciation and grammar to stay excellent!

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Rúbrica

Rubric for Sixth Grade Writing Project: Drafting, Feedback, and Final Version

Objetivo de la rúbrica:

Evaluate sixth-grade students' writing projects by assessing their process during drafting and feedback (40% of the score) and the quality of their final written product (60% of the score). The rubric is designed for students at a Pre-A1 English level, focusing on their ability to draft, respond to feedback, and improve their writing.

Rúbrica

Criteria / Levels of Performance	Needs Improvement	Emerging	Developing	Proficient	Exemplary
Drafting and Feedback Process (40%)	Writes a few words or phrases related to the topic. Needs reminders to start or continue writing. Rarely participates in feedback activities.	Writes some words and short phrases about the topic. Attempts to use basic greetings or personal information. Participates in feedback with support.	Writes several phrases and simple sentences about the topic. Uses some classroom vocabulary (e.g., 'My name is...,' 'I like...'). Responds to feedback with guidance.	Writes short, connected sentences about the topic. Uses classroom vocabulary and simple connectors (e.g., 'and,' 'but'). Actively participates in feedback and tries to make changes.	Writes a short paragraph with connected ideas about the topic. Uses relevant vocabulary and simple connectors. Engages fully in feedback, asking questions and making thoughtful changes.
Response to Feedback	Makes few or no corrections after feedback. Errors from the draft remain in the final version.	Attempts to correct some errors after feedback, but many remain. Corrections are often incomplete or unclear.	Corrects several errors after feedback. Some improvements are clear, but a few mistakes remain.	Corrects most errors after feedback. Shows clear improvement in the final version. Most suggestions are addressed.	Corrects all or almost all errors after feedback. Final version shows significant improvement. Applies suggestions thoughtfully and independently.
Final Written Product (60%)	Writes isolated words or phrases. Ideas are unclear or off-topic. Many errors in spelling and word order make understanding difficult.	Writes some phrases and a few short sentences. Ideas are sometimes unclear. Errors in spelling and word order occasionally make understanding difficult.	Writes several short sentences about the topic. Ideas are mostly clear. Some errors in spelling and word order, but the text can be understood.	Writes a short, connected text about the topic. Ideas are clear and mostly organized. Few errors in spelling and word order.	Writes a well-connected short text about the topic. Ideas are clear, organized, and easy to follow. Very few or no errors in spelling and word order.

Explicación del uso de la rúbrica

Crea recursos pedagógicos de calidad en minutos y mantén tus cursos al día con Shaia.

Rúbrica

Para evaluar cuantitativamente con esta rúbrica, primero revisa cada criterio (Drafting and Feedback Process, Response to Feedback, Final Written Product) y decide en qué nivel de desempeño (1 a 5) se encuentra el estudiante para cada uno. Asigna el puntaje correspondiente a cada criterio. Recuerda que el proceso de Drafting and Feedback y Response to Feedback juntos suman el 40% de la calificación, y el Final Written Product el 60%. Suma los puntajes de cada criterio, multiplica cada uno por su peso (Drafting and Feedback Process 0.2, Response to Feedback 0.2, Final Written Product 0.6), y suma los resultados para obtener el puntaje final.

Para una valoración cualitativa, observa el progreso del estudiante entre el borrador y la versión final, la calidad de sus respuestas a la retroalimentación y la claridad de sus ideas. Analiza cómo el estudiante mejora su texto y si utiliza el vocabulario y las estructuras trabajadas en clase. Usa la rúbrica para identificar áreas de mejora y para dar retroalimentación específica sobre el esfuerzo y el crecimiento del estudiante.

Matriz de comentarios

Criteria / Levels of Performance	Needs Improvement	Emerging	Developing	Proficient	Exemplary
Drafting and Feedback Process (40%)	Let's try to write more words about the topic next time. You can start with simple phrases like 'My name is...'. Remember, every word counts! Try to participate more in feedback activities; your ideas are important.	Good start! Try to add more phrases about yourself or the topic. Use words you know from class. When you get feedback, listen carefully and ask questions if you don't understand.	Nice effort! You are writing more phrases now. Try to connect your ideas using 'and' or 'but'. When you get feedback, think about how you can use it to improve your work.	Great job! Your sentences are connected and you use classroom words well. Keep asking for feedback and making changes. Try to add one new idea next time.	Excellent work! Your paragraph is clear and connected. You use feedback to make your writing even better. Keep asking questions and adding new ideas!
Response to Feedback	Try to look at your teacher's comments and correct your mistakes. It's okay to make errors—what matters is trying to fix them! Next time, focus on one thing to improve.	You are starting to make corrections. Try to check each suggestion and see how you can change your writing. Ask for help if you need it.	Good job correcting your mistakes! Try to check your work for more errors after feedback. Think about how each suggestion can help you improve.	You corrected most mistakes! Next time, try to find even small errors to fix. You are getting better at using feedback.	Amazing! You fixed almost all mistakes and your writing is much better. Keep using feedback to make your work the best it can be!
Final Written Product (60%)	Try to write more about the topic. Use words from class and check your spelling. Remember, it's okay to make mistakes—just keep practicing!	You wrote some phrases about the topic. Next time, try to make your ideas clearer and check your word order. Keep practicing!	Good job! Your sentences are mostly clear. Try to organize your ideas and check for small mistakes. You are improving!	Great work! Your text is clear and organized. Try to add more details next time. Keep up the good effort!	Excellent! Your writing is clear, organized, and easy to read. Keep challenging yourself to use new words and ideas!