

Guía de aprendizaje 4º medio Inglés. How to write an essay?

"El sí de la familia marianista"

RUBRICA AUTOEVALUACION INGLES CULTURAL LITERARIO.
HISTORICAL PLACES OF SANTIAGO

NOMBRE : CURSO:

OBJETIVO(S) DE APRENDIZAJE:	<u>Expresarse oralmente por ejemplo mediante presentaciones individuales acerca de determinados temas como lugares históricos.</u>
TEMA DEL TRABAJO:	<u>Lugares históricos de Santiago</u>

• **INSTRUCCIONES GENERALES:**

In groups of 4, prepare and perform a 6-8 minutes presentation about a historical place from Santiago.
Your presentation must cover the following information.

- Name of the place.
- When it was built.
- What it was built for.
- Describe historical facts that occurred in this place.
- Why this place is important for Chilean history.
- Any other complementary information will be accepted

Names:

Score:

Mark:

	10 pts	7 pts	4 pts	1 pt
Delivery / Organization	Student demonstrates an intensive rehearsal of their presentation by delivering the ideas in a clear and concise manner, without depending on notes. Volume, pacing and gestures contribute maximally to the presentation. More than the necessary information was covered in the presentation.	Student demonstrates rehearsal of their presentation by delivering ideas clearly. However, the student depended on notes at times. Volume, pacing and gestures contributed to the presentation. The necessary information was covered in the presentation.	Student demonstrates some rehearsal of their presentation by delivering ideas clearly. However, the student depended on notes more than expected, and even made some hesitations that affected their fluency. Volume, pacing and gestures contributed to the presentation at times. There was some information missed.	Student demonstrates a poor rehearsal of their presentation, therefore ideas were not necessarily delivered with clarity. Moreover, the student depended on notes during the entire presentation, therefore volume; pacing and gestures could be barely noticed. The presentation left many doubts in terms of content.
Pronunciation	Student pronounces highly clear during the entire presentation (95-100%). No mispronunciations are identified. Therefore, the presentation is completely understood.	Student pronounces clearly during most of the presentation. There are some mispronunciations identified (3-5). However, the comprehension of the presentation is not quite affected.	Student pronounces regularly clear since there are more than 5 mispronunciations identified. Therefore, the complete comprehension of the presentation is affected.	Several mispronunciations are identified. Therefore, the presentation is unclear and its comprehension is seriously affected.
Vocabulary Grammar	Student presents a wide variety of vocabulary. There is an impressive use of	Student presents an appropriate vocabulary. There is a correct use of	Student presents a vocabulary that is basic at times. Some	Student presents a basic vocabulary. There is a highly

	connectors and adjectives, making a cohesive presentation without affecting the coherence. Besides, the student demonstrates an impressive use of grammar.	connectors and adjectives, making the presentation cohesive at times, without necessarily affecting coherence. Student demonstrates a correct use of grammar. There were some structure mistakes identified (2-3)	repeated connectors and adjectives are identified. Therefore, the presentation was not necessarily cohesive, and it affected coherence at times. Student demonstrates an almost correct use of grammar. There are structure mistakes (4-6) identified that affected coherence.	repeated use of connectors and adjectives. Therefore, there was not cohesion identified. Student demonstrates a basic use of grammar. Moreover, there are several structure mistakes identified, affecting seriously the coherence of the presentation.
Work in class	Student worked actively during the class. They were constantly consulting about vocabulary, structure, and inclusion of complementary information and organization of ideas.	Student worked during the class but they got distracted at times.	Student worked a little on their reports and they got very distracted.	Student was distracted most of the time and did not work on their review.
Use of resources (PPT)	The student presented an impressive PPT that highly complements the comprehension of their presentation. There are no unnecessary pictures or text identified.	The student presented a correct PPT that complements the comprehension of the presentation. However, some unnecessary pictures and texts could be identified.	The student presented an almost correct PPT that complements the comprehension of the presentation. However, many unnecessary pictures and sentences could be identified.	The student did not present a PPT. Therefore; there were some parts of the presentation that were difficult to understand.