



*“El sí de la familia marianista”*  
**RUBRICA DE EVALUACION INGLES 2º MEDIO**  
**UNIDAD CERO**  
**MY VACATIONS**

NOMBRE : ..... CURSO: .....

<b>OBJETIVO(S) DE APRENDIZAJE:</b>	Expresarse oralmente utilizando estructuras gramaticales básicas (pasado simple) en determinados eventos tales como presentación oral, utilizando vocabulario temático revisado en clases.
<b>TEMA DEL TRABAJO:</b>	Mis vacaciones.
<b>ACTIVIDADES DE APLICACIÓN:</b>	Responde las siguientes preguntas para preparar tu presentación: - Donde fuiste de vacaciones? Con quien fuiste? Que hiciste en esos lugares? Algo que te habría gustado hacer pero no pudiste? Por qué? Si visitaste mas de algún lugar, cual te gustó más? Cual fue la experiencia mas entretenida en vacaciones?
<b>MECANISMO DE EVALUACIÓN AL REGRESAR A CLASES:</b>	Evaluación formativa al retorno de clases: Retroalimentación de pronunciación, vocabulario y fluidez.  Evaluación sumativa: Rúbrica adjunta.

• **INSTRUCCIONES GENERALES:**

Individually, create and perform a 1,5 – 2 minutes presentation about your last vacations. **You must use past simple.**

Your presentation must cover the following information:

- Places you visited.
- People you went with.
- Things you did in those places.
- The best experience of your vacations.
- Something you wanted to do but you didn't.

Name:

Score:

Mark:

	<b>10 pts</b>	<b>7 pts</b>	<b>4 pts</b>	<b>1 pt</b>
<b>Delivery</b>	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.	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.	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.	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.
<b>Pronunciation</b>	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.
<b>Vocabulary</b> <b>Grammar</b>	Student presents a wide variety of vocabulary. There is an impressive use of connectors and adjectives, making a cohesive presentation without affecting the coherence. Besides, the student demonstrates an impressive use of grammar.	Student presents an appropriate vocabulary. There is a correct use of connectors and adjectives, making the presentation cohesive at times, without necessarily affecting coherence. Student demonstrates a	Student presents a vocabulary that is basic at times. Some repeated connectors and adjectives are identified. Therefore, the presentation was not necessarily cohesive, and it affected coherence at	Student presents a basic vocabulary. There is a highly repeated use of connectors and adjectives. Therefore, there was not cohesion identified. Student demonstrates a basic use of

		There were some structure mistakes identified (2-3)	Student demonstrates an almost correct use of grammar. There are structure mistakes (4-6) identified that affected coherence.	there are several structure mistakes identified, affecting seriously the coherence of the presentation.
<b>Work in class</b>	Student worked actively during the class. They were constantly consulting about vocabulary, structure, 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.
<b>Use of resources (PPT)</b>	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.