

## Actividad de evaluación Unidad 2

### Propósito

Esta actividad de evaluación permite que comuniquen ideas oralmente y por escrito, usando el conocimiento aprendido y relacionado con el contexto científico y los cambios que se suceden en este mundo globalizado.

#### OBJETIVOS DE APRENDIZAJE

**OA 3** Utilizar su conocimiento del inglés en la comprensión y producción de textos orales y escritos breves y claros, con el fin de construir una postura personal crítica en contextos relacionados con sus intereses e inquietudes.

**OA 4** Producir y comprender con fluidez textos orales y escritos breves y claros en situaciones comunicativas que involucren otras visiones de mundo y la propia, con el fin de interactuar y tomar conciencia de su propia identidad.

#### INDICADORES

- Ordenan en una tabla la información identificada en los textos leídos.
- Participan en un debate, aplicando las técnicas persuasivas propias del discurso.
- Escriben un artículo noticioso según las convenciones del género.
- Comunican ideas sobre temas de interés y demuestran conocer al público, el contexto y el propósito.

### Duración

4 horas pedagógicas

### Noticia [actividad individual]

- El docente señala que la noticia será una actividad evaluativa personal que permite desarrollar la expresión escrita.
- Los estudiantes escriben una noticia a partir de lo realizado en la unidad y la rúbrica pertinente, y procuran ser precisos en las ideas, el vocabulario y las estructuras adecuadas.

**RÚBRICA NEWS REPORT**

<b>Score</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<i>Headline and by-line.</i>	<i>Includes one of them.</i>	<i>Includes one of them and its effective</i>	<i>Includes both but only one of them is effective or complete</i>	<i>Includes the two and both are complete and effective.</i>
<i>Use of Wh questions: Who, What, Where, When, Why, How</i>	<i>Only two of the six criteria are included.</i>	<i>Three of the six criteria are included.</i>	<i>Four or five of the six criteria are included.</i>	<i>All the six criteria are included.</i>
<i>Organization of the information: Details and opinions</i>	<i>There are few details. Reader is confused. Writer has included only one opinion.</i>	<i>Some details are present, but reader has difficulty visualizing written event. Details are not clear enough. Reader is left with unanswered questions. Writer has included a few opinions.</i>	<i>Details are present, but reader still has questions left unanswered. Writer has included many opinions.</i>	<i>Details are present. Details are clear. Reader feels as if they are at the event. The writer's opinions are presented.</i>
<i>Organized into logical paragraphs.</i>	<i>No paragraphs present.</i>	<i>Paragraphs are present but contain unorganized information that is not logical.</i>	<i>Paragraphs are present and contain some unorganized information.</i>	<i>Organized paragraphs are present and appear to be logical.</i>
<i>Total</i>				

**Debate [actividad colaborativa]**

- En esta segunda parte, el docente señala que el debate incluye el discurso de cada participante con argumentos, lenguaje adecuado y técnicas persuasivas pertinentes, y enfatiza también la expresión oral.
- Los jóvenes trabajan en grupos, con roles determinados para un tema previamente consensuado de acuerdo con los distintos temas científicos revisados en la unidad.

**RÚBRICA PARA EL DEBATE****Individual Assessment** (Evaluación Individual: adaptadas del PIAP)

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<i>Reasoning and evidence: Understanding of topic and information presented in depth.</i>	<i>Information is presented very clearly. There is good and convincing reasoning behind the arguments. There are good examples and statistical evidence to support points.</i>	<i>Information presented is clear. Arguments are mainly supported by reasons. Most of the important points were supported by facts, statistics and/or examples.</i>	<i>Part of the information presented is not clear.</i>	<i>The information presented is not clear. The arguments were neither precise nor relevant. The important points are not supported by facts, statistics or examples.</i>
<i>Organization The planning and preparation of the information</i>	<i>All the arguments are clearly linked to a main idea and organized in a rigorous and logical manner. There is evidence of practice and preparation.</i>	<i>Most of the arguments are clearly linked to a main idea and organized in a rigorous and logical manner. There is evidence of preparation but there could have been more practice.</i>	<i>Some of the arguments are clearly linked to a main idea and organized in a rigorous and logical manner. There is evidence of little preparation and there could have been more practice.</i>	<i>The arguments are clearly not linked to an idea nor organized in a rigorous and logical manner. There is no evidence of preparation nor practice.</i>
<i>Structure</i>	<i>There is a clear introduction, body with well supported arguments and a conclusion.</i>	<i>One of the parts is missing.</i>	<i>Two of the parts are missing.</i>	<i>There is no clear structure of the speech.</i>
<i>Expression and delivery</i>	<i>Speech is clear, articulate and self-confident. Visual contact with audience. Excellent pronunciation.</i>	<i>Speech is clear, articulate and at times self-confident. Partial visual contact with audience and body language. Pronunciation does not interfere with the message.</i>	<i>Comprehensible speech. Pronunciation sometimes interferes with the message. Little visual contact and body language.</i>	<i>The speech is not clear. The pronunciation interferes with the message. There is a lot of hesitation. There is no body language nor visual contact with the audience.</i>
<i>Time management</i>	<i>The speech lasts between 2:30 and 3:10 minutes.</i>	<i>The speech lasts between 2:30 and 2:40 minutes.</i>	<i>The speech lasts between 1:45 and 2:30 minutes.</i>	<i>The speech lasts less than 1:45 minutes.</i>
<i>Total</i>				