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INGLÉS

NOMBRE DEL CENTRO EDUCATIVO: ESCUELA PRIMARIA “NICOLÁS BRAVO”

C.C.T: 15EPR4252C **ZONA ESCOLAR:** P172

LUGAR: BARRIO DE SAN ANTONIO, VALLE DE BRAVO

NOMBRE DEL CENTRO EDUCATIVO: ESCUELA PRIMARIA “LIC. ADOLFO LÓPEZ MATEOS”

C.C.T: 15EPR3052Y **ZONA ESCOLAR:** P172

LUGAR: RINCÓN VILLA DEL VALLE, VALLE DE BRAVO

GUÍA DE ORIENTACIÓN PEDAGÓGICA: LANGUAGE GAMES RUBRIC

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INTRODUCTION

On this paper you will find a rubric to assess language games, it is one of the social practices of the language that students will be working on sixth grade based on the National English Program in Basic Education Second Language: English. This rubric can be adapted to the needs of your group. Just take into account that this rubric is focused on the achievements, but it also suggests an option in order to improve in each level.

SOCIAL PRACTICE: DISCRIMINATE STRESS OF SPECIFIC WORDS IN LANGUAGE GAMES

Achievement	1	2	3	4
Reads a list of previously selected words aloud.	S doesn't identify the meaning. Keep practicing and monitor the progress.	S identifies few words. Encourage S to participate in class and provide partner's help.	S identifies meanings but there are cases where the pupil misunderstands the meaning. Encourage S to participate actively in class and correct mistakes when necessary.	S identifies most of the meanings according to the pictures easily. Keep practicing and encourage S to help their classmates.
Spells words with different number of syllables.	S has problems while spelling because he cannot remember the words. Keep practicing using and monitor progress.	S identifies few words (written) with teacher's help but cannot spell correctly. Encourage S to participate in class and provide partner's help	S recognizes and spells some words but there are mistakes. Encourage S to participate actively in class and make emphasis on misspelled words.	S easily identifies words and its spelling. Keep practicing and encourage S to help his classmates, also to introduce new vocabulary to the S.
Identifies stress on different types of words while listening.	S pronounces the words using stress wrongly. Keep practicing using and monitor progress.	S has problems with some words. Encourage S to participate in class and provide partner's help	S recognizes and spells some words but there are mistakes. Encourage S to participate actively in class and make emphasis on misspelled words.	S easily identifies words and its spelling. Keep practicing and encourage S to help their classmates, also to introduce new vocabulary to the S.
Spells, pronounces, and stresses previously selected words.	S doesn't establish correspondence between writing and spoken language. Keep practicing and give assistance.	S just establishes correspondence between writing and spoken language with teacher's help. Encourage S to participate in class and provide partner's help	S establishes correspondence between writing and spoken words. Keep practicing and make emphasis on specific words.	S establishes correspondence between writing and spoken words with many key words. Keep practicing and encourage S to help their classmates.

*S – Student

4/ achieved

3/ keep working

2/ in process

1/ needs help.