

Middle School Third Grade

Evaluation

LEVEL UP
COAHUILA

UNIT 1
2025 - 2026

RUBRIC

Instructions: Review the rubric carefully to see what's expected for each level of performance.

*Evaluation sessions 1, 2, 3.

Evaluation Criteria	Excellent 5 PTS	Good 4 PTS	Developing 3 PTS	Needs Support 2.5 PTS
Identification of Action Words (e.g., touch, raise, jump, bend, stand, stomp, turn, inhale, exhale)	Consistently and accurately identifies ALL action words during the sequence.	Accurately identifies most action words during the sequence with minor hesitation.	Identifies some action words during the sequence, with noticeable hesitation or occasional errors.	Identifies few (less than 50%) action words, or frequently misidentifies them.
Identification of Body Parts (e.g., shoulders, hands, feet, right, left)	Consistently and accurately identifies ALL body parts involved in the sequence.	Accurately identifies most body parts during the sequence with minor hesitation.	Identifies some body parts during the sequence, with noticeable hesitation or occasional errors.	Identifies few (less than 50%) body parts, or frequently misidentifies them.
TOTAL				



Observation Guide

Instructions: Observe the student's abilities and write how many Ss achieve each action in every box. Use the "Notes" column for specific examples or observations.

*Evaluation sessions 4, 5, 6

ACTIONS	YES	PARTIALLY	NO	COMMENTS
Ss identify 8 to 10 different actions in Messi's daily routine				
Ss use simple present tense correctly				
Ss attempt to repeat teacher's pronunciation				
Ss categorize verb endings correctly				

General Observations



CHECKLIST

Instructions: Observe or review the student's work based on the criteria below. Check the box if the student successfully demonstrates the skill. Add specific examples or notes as needed.

*Evaluation sessions 7, 8, 9

Adverbs of Frequency	<ul style="list-style-type: none"><input type="checkbox"/> Ss use a variety of adverbs of frequency in a sentence.<input type="checkbox"/> Ss identify adverbs of frequency are appropriate for the context.
Daily Activities in Different Moments of the Day	<ul style="list-style-type: none"><input type="checkbox"/> Ss classify daily activities in different moments of the day.<input type="checkbox"/> Ss match the time expressions with the clocks.
Grammatical Structures for a Healthy Life (Affirmative and Negative Forms)	<ul style="list-style-type: none"><input type="checkbox"/> Ss identify the grammatical structures to express a healthy life.<input type="checkbox"/> Distinguish the difference between affirmative and negative structures.



Observation Guide

Instructions: Observe Ss as they engage in the activities. Use the checkboxes and provide specific comments/examples to justify your ratings.

***Evaluation sessions 10, 11, 12**

OBSERVATION POINT	YES	PAR TIAL LY	NO	N/A	COMMENTS
1. Ss identify the main food groups present in the food pyramid.					
2. Ss demonstrate understanding of the relative amounts suggested for each food group.					
3. Ss provide appropriate advice using "should" for each food group, suggesting healthy choices.					
4. Ss identify advice that uses "should" and "shouldn't" for sleep habits from the doctor's advice.					
5. Ss demonstrate understanding of the clues provided for the crossword puzzle.					

General Observations



RUBRIC

Instructions: Review the rubric carefully to see what's expected for each level of performance and write the total below the chart.

*Evaluation sessions 13, 14, 15

Evaluation Criteria	Excellent 5 PTS	Good 4 PTS	Developing 3 PTS	Needs Support 2.5 PTS
Ability to recognize, sequence and name numbers (0-100).	Demonstrates understanding of this ability with no errors.	Demonstrates understanding of this ability with minimal errors.	Demonstrates understanding of this ability with a lot of errors.	Do not demonstrates understanding of this ability.
Ability to identify reading of an analog clock	Accurately reads and states all "o'clock" times on an analog clock face.	Accurately reads most "o'clock" times with minor hesitation	Reads some "o'clock" times but with frequent errors.	Struggles to read "o'clock" times.
Ability to match times correctly	Accurately matches times to relevant daily routine activities.	Matches times to daily routine activities with minor logical errors.	Matches some times to daily routine activities but with noticeable logical errors.	Struggles to match times to daily routine activities.
TOTAL				



Quizz

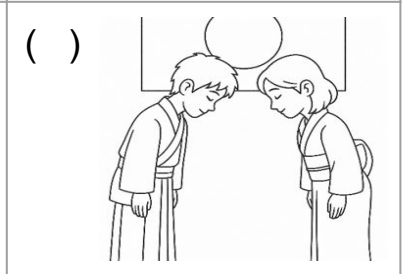
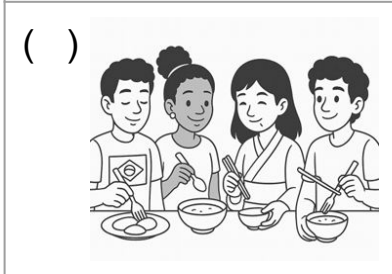
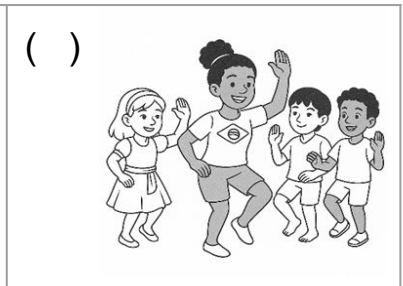
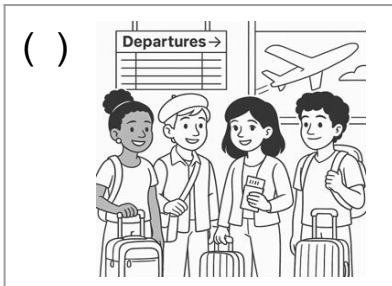


Complete



Match



















1. Many cultures _____ with specific rhythmic movements.	<p>greet</p> <p>exploring</p> <p>learning</p> <p>eat</p> <p>dance</p> <p>sharing</p>
2. Children are _____ different dances from around the globe.	
3. People are _____ their traditional foods at the festival.	
4. Some people _____ each other with a bow.	
5. Travelers are _____ new customs and ways of life.	
6. Individuals from different countries _____ with unique utensils.	



Student Self-Assessment

Instructions: Mark an "X" in the correct column according to the skill achieved.

*Evaluation sessions 22, 23, 24

Skills	I can do this!	I'm getting there	I need help!
I said a greeting from the character's country.			
I used present simple to describe the character.			
I used present continuous to say what the character is doing.			
I described physical appearance.			
I spoke clearly and with confidence.			
I included one cultural detail.			

Comments

