

Middle School Second Grade

Evaluation

LEVEL UP
COAHUILA

UNIT 2
2025 - 2026

Observation guide CHECKLIST

Instructions: Observe the student's ability to organize mixed pictures in the correct sequence and retell the story using the pictures as support. Mark with an "X" the criteria the student demonstrates. Use the "Notes" column for specific examples or observations.

Ss Name	Student organized all pictures in the correct sequence.	Student retold the story using the pictures as support.	Student worked actively and completed the task.	Notes

General observations:



Observation guide CHECKLIST

Instructions: Observe the student's ability to listen and understand the story, in order to give their own opinion. Mark with an "X" the criteria the student demonstrates. Use the "Notes" column for specific examples or observations.

Ss Name	Student participates actively in discussion.	Student shares at least one relevant idea about the story.	Student uses simple English phrases/sentences (not only Spanish).	Notes

General observations:



Co-evaluation CHECKLIST

Instructions: Listen to your partner as they retell the story using the pictures. Place an “X” in the column that best describes their performance (Yes, Somewhat, or No). Use the “Notes” column to write short examples or comments about what your partner did well or what can be improved.

Criteria	Yes	Somewhat	No	Notes
Partner retold the story in sequence (beginning, middle, end).				
Partner used the pictures as support to tell the story.				
Partner worked actively and tried to complete the task.				

General observations:



Observation guide

CHECKLIST

Instructions: Observe the student's ability to give their own opinion. Mark with an "X" the criteria the student demonstrates. Use the "Notes" column for specific examples or observations.

Ss Name	Student contributed at least one idea.	Student collaborated respectfully.	Ideas were connected to the topic.	Notes

General observations:



Observation guide

CHECKLIST

Instructions: Observe the student's performance when sharing the sentences of the game *Borrowed Words*. Mark with an "X" the criteria the student demonstrates. Use the "Notes" column for specific examples or observations.

Ss Name	Student identified a borrowed word correctly.	Student used the borrowed word in a short sentence.	Student participated actively in the group activity.	Notes

General observations:



Accuracy Checklist

Instructions: Observe the student's performance when arranging the pictures and matching with key events. Mark : Yes (✓), Somewhat (Δ) or No (✗) in each criteria.

Ss Name	Student matched each picture with the correct key sentence.	Student arranged all pictures in the correct chronological order.	Student demonstrated understanding of the story's key events.	Student completed the task actively and on time.

General observations:



Teacher's observation RUBRIC

Instructions: Observe each student while they retell the story with their partner. Mark the level that best describes performance for each criteria.

Optional Scoring: 17–20 = Excellent, 13–16 = Good, 9–12 = Basic, 5–8 = Needs Improvement.

CRITERIA	EXCELLENT (5)	GOOD (4)	BASIC (3)	NEEDS IMPROVEMENT (2)
Use of Past Tense Verbs	Consistently uses past tense correctly throughout the story.	Mostly correct use of past tense; minor errors.	Some correct past tense verbs, but frequent mistakes.	Rarely or incorrectly uses past tense verbs.
Sequencing of Events	Story retold in the correct order	Mostly correct order; 1–2 small errors.	Some events out of order; sequence partially correct.	Many events out of order; story hard to follow.
Clarity & Pronunciation	Speaks clearly, easy to understand; good volume and pace.	Mostly clear; minor pronunciation issues.	Often unclear; many words need repetition.	Very unclear; difficult to understand.
Participation & Engagement	Actively participates and supports partner; shows interest.	Participates; moderate engagement.	Limited participation; needs prompting.	Very little participation; disengaged.

General observations:



Peer-assessment CHECKLIST

Instructions: Listen to your partner's answers during the interview. After finishing, place an "X" in the column that best describes their performance. Use the Notes column to write a short comment or example.

Evaluator: _____

Partner: _____

Criteria	Yes (✓)	Somewhat (Δ)	No (✗)	Notes
Partner answered all 5 questions.				
Partner used past tense verbs (was, went, saw, heard, etc).				
Partner spoke clearly and could be understood.				
Partner gave complete answers (not just one word).				
Partner participated actively and showed interest.				



Observation guide

CHECKLIST

Instructions: Observe the student's performance when sharing answers of the *Interview activity*. Mark with an "X" the criteria the student demonstrates.

Ss Name	Student used past tense verbs correctly (was, went, saw, heard, etc.).	Student spoke clearly and could be understood.	Student gave complete, meaningful answers.	Student participated actively and stayed on task.

General observations:



Peer-assessment CHECKLIST

Instructions: Listen carefully to your partner's story. Mark with an "X" the criteria they demonstrated. In the "Comments" column, write one positive note and one suggestion for improvement.

Evaluator: _____

Partner: _____

Criteria	Yes (✓)	Somewhat (Δ)	No (✗)	Comments
My partner spoke clearly and loud enough.				
My partner used past tense verbs correctly (was, went, had, lived, etc.).				
The story had a clear beginning, middle, and end.				
The story was interesting and easy to follow.				
My partner showed confidence and enthusiasm while speaking.				



Teacher's observation RUBRIC

Instructions: Observe each team while telling their folktale or legend.

Optional Scoring: 17–20 = Excellent, 13–16 = Good, 9–12 = Basic, 5–8 = Needs Improvement.

CRITERIA	EXCELLENT (5)	GOOD (4)	BASIC (3)	NEEDS IMPROVEMENT (2)
Teamwork & Collaboration	All members worked actively, shared ideas, and respected roles.	Most members participated, roles mostly respected.	Uneven participation, some roles unclear.	Very little collaboration, work done by few members.
Content & Accuracy	Folktales are clear, complete, and well connected to culture and language. Accurate use of historical/cultural vocabulary.	Accurate use of historical/cultural vocabulary. Vocabulary is mostly accurate.	Stories are simple, few cultural references, vocabulary limited.	Stories incomplete, no cultural connection, incorrect vocabulary.
Language Use (English)	Consistent use of past tense, connectors (then, after that), and project vocabulary. Very few errors.	Some mistakes in grammar or vocabulary, but meaning clear.	Frequent errors, sometimes affect clarity.	Many errors, very difficult to understand.
Presentation of Anthology	Final anthology is neat, complete, and ready to share (printed/digital).	Mostly complete, minor organization issues.	Some parts missing or poorly organized.	Incomplete or messy, hard to share.

General observations:



Peer-assessment CHECKLIST

Instructions: Listen carefully to your classmates' story. Mark with an "X" the criteria they demonstrated. In the "Comments" column, write one positive note and one suggestion for improvement.

Evaluator: _____

Teams: _____

Criteria	Yes (✓)	Somewhat (Δ)	No (✗)	Comments
The story had a clear beginning, middle, and end.				
The speaker used past tense verbs correctly.				
The speaker used vocabulary about history and culture (e.g., <i>inhabitants, conquer, indigenous</i>).				
The speaker was clear, confident, and easy to understand.				
The story was creative and interesting to listen to.				



Teacher's observation RUBRIC

Instructions: Observe students as they listen and interact (complete their peer checklist).

Mark the level that best represents each student's listening comprehension.

Optional Scoring: 17–20 = Excellent, 13–16 = Good, 9–12 = Basic, 5–8 = Needs Improvement.

CRITERIA	EXCELLENT (5)	GOOD (4)	BASIC (3)	NEEDS IMPROVEMENT (2)
Detail Recognition	Identifies specific details (characters, setting, events) accurately.	Identifies some key details correctly.	Recognizes few details or confuses them.	Unable to identify or recall key details.
Recognition of Past Tense and Vocabulary	Notices and understands correct use of past tense verbs and key vocabulary.	Understands some verb forms or vocabulary, with minor gaps.	Limited recognition of grammar or vocabulary.	Does not recognize or understand grammar/vocabulary used.
Attention and Engagement	Actively listens and completes peer checklist accurately and thoughtfully.	Listens attentively; peer checklist mostly complete.	Occasionally distracted; incomplete checklist.	Distracted or disengaged; checklist mostly blank.
Comprehension Response.	Provides clear and complete feedback or responses showing full understanding.	Gives brief but relevant feedback; mostly accurate.	Gives incomplete or vague feedback.	Feedback unrelated or shows no understanding.

General observations:



Student Reflection Survey – Folk Tales Anthology

Name: _____ Group: _____

Instructions: Answer the questions honestly.

1. Project Progress

- Have you completed your first draft?
 Yes No
- Which parts have you finished?
 Stories Illustrations Introduction Conclusions Comments
- Write one sentence about your progress:
Example: I have written two stories for my anthology.

2. Learning and Skills

- What have you learned while working on this project?
 Using past tense verbs Sequencing stories Using new vocabulary Working in groups Other: _____
- Write one sentence about your learning process
Example: I have improved my past tense skills.

3. Challenges

- What have you struggled with in this project?
 Writing the stories Drawing/illustrations Using English Organizing ideas Other: _____
- Write one sentence about your challenges
Example: I have struggled with sequencing the events correctly.

4. Reflection / Feelings

- What have you enjoyed the most about this project?
- How has this project helped you understand folk tales or cultural stories?



Folk Tales Quiz

A. Listening (T reads or plays a short folk tale *La Llorona*)

1. Who is La Llorona?

- a) A kind fairy
- b) A woman who cried for her children
- c) A queen from a castle

2. What was the problem in the story?

- a) The man was hungry
- b) The woman wanted to eat
- c) The woman felt abandoned

3. What happened to her children?

- a) They ran away
- b) She lost them in the river
- c) They turned into animals

4. What is the lesson or message?

- a) Respect nature and love your family
- b) Don't go near the mountains
- c) Always tell scary stories at night

Choose the correct past tense verb.

- The princess _____ (see / saw) a dragon near the castle.
- The clever rabbit _____ (run / ran) away from the lion.
- The villagers _____ (helped / helps) the fisherman.
- The monster _____ (disappear / disappeared) into the lake.
- The hero _____ (save / saved) his people.

Sequence the events (1–4).

- The dragon attacked the village.
- George fought the dragon.
- The princess went to the lake.
- The dragon was defeated.

C. Identify the story elements from the previous story

Main character: _____

Problem: _____

Magic element: _____

Solution: _____

D. Reflect!

1. What was your favorite folk tale? Why?
2. What value or lesson did it teach?

