

Middle School First Grade

Evaluation



LEVEL UP
COAHUILA

UNIT 2

2025 - 2026

RUBRIC

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

Criteria	Excellent (3)	Good (2)	Needs Improvement (1)
Comprehension	Understands the text very well and answers correctly.	Understands most of the text with few mistakes.	Has difficulty understanding the text, many mistakes.
True/False answers	4 correct answers.	2–3 correct answers.	0–1 correct answer.
Participation & Effort	Participates actively and completes the activity.	Participates with some help.	Shows little participation or interest.



Find Someone Who
– Leisure Time



Practice

Find someone who ...

Student's name

... plays soccer.

...goes out with friends on weekends.

...rides a bike.

...has free time in the afternoon

...eats out at restaurants

...visits his/her grandparents on

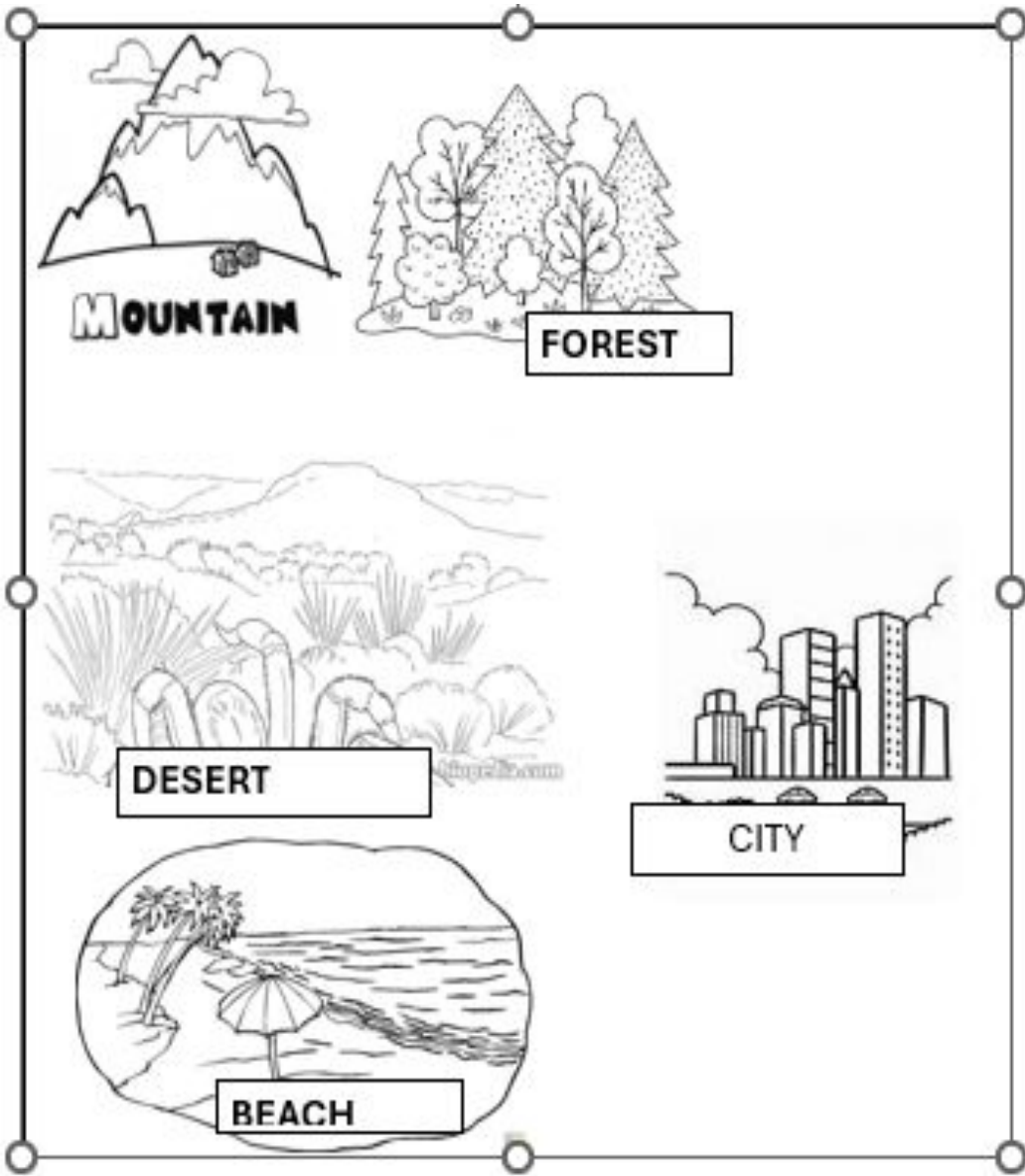
Sundays



Where Can I Go? WH Question Challenge



Play



MOUNTAIN



FOREST



DESERT



CITY



BEACH



City Brochure Project

Teacher organizes students into teams and asks them to **work together** to research their city. Each team will:

- **Gather Information** – Identify important places, attractions, and activities in their city. Include schedules, opening hours, or any relevant details.
- **Plan & Create** – Design a **mini-brochure** with a small map, short descriptions of places, and directions. Use simple sentences, prepositions of place, and vocabulary learned in class.
- **Prepare Presentation** – Practice presenting the brochure to the class, explaining locations, directions, and highlights of the city.
- **Present & Share** – Teams present their brochures to classmates, demonstrating understanding and teamwork.





Complete



Discuss

Instructions (for students):

1. Work in small groups (3–4 students).
2. Each student chooses one local place (for example: school, park, sports center, museum).
3. Take turns asking and answering using WH-questions.

Guiding Questions:

- What is it?
- Where is it?
- What can you do there?
- Is it big or small?
- Do you like it? Why or why not?

Example Dialogue:



A: What is it?



B: It's a sports center.



A: What can you do there?



B: You can play basketball. There are big courts.



A: Do you like it?



B: Yes, I like it because it's fun and clean.

Brochure connection:

Students use the answers to design a “Community Places” brochure, including names, descriptions, and things to do.



Describe and Compare Our Places!

Ss describe and compare **places in their community** (e.g., park, mountain, city, desert area) using adjectives and irregular comparatives.

1. Each team chooses **two local places** (for example, “the park and the city center”).
2. Discuss and describe each one using adjectives:
 1. “The park is quiet and green.”
 2. “The city center is noisy and busy.”
3. Compare them using comparatives:
 1. “The park is better than the city center.”
 2. “The city center is worse than the park.”
4. Each team shares **one comparison sentence** with the class.



Mini-Brochure Preparation & Presentation Checklist

Design & Creativity

- Brochure is colorful and visually attractive
- Map is included and labeled clearly
- Places, attractions, and activities are shown

Content & Language

- Sentences describe locations clearly
- Directions use prepositions correctly (next to, behind, in front of, between, on the left/right)
- Schedules or opening hours are included (if applicable)
- Activities or tips for each place are mentioned

Teamwork & Presentation

- Team practiced presenting together
- Everyone speaks and contributes
- Fluency and pronunciation are clear
- Feedback from team members was considered




Reflection

- I can explain one new word or phrase I learned
- I can describe how my brochure helps others navigate the city



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Understanding of Content	Answers all questions correctly and completely.	Answers most questions correctly.	Answers few questions correctly or leaves blank.
Details in Answers	Provides complete and clear details.	Provides some details but may be incomplete.	Provides little or no details.
Language Use (English)	Uses correct grammar and vocabulary.	Minor mistakes in grammar or vocabulary.	Many mistakes, hard to understand.
Effort and Neatness	Work is very neat and organized.	Work is somewhat neat.	Work is messy or incomplete.



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Criteria	Excellent (3)	Good (2)	Needs Improvement (1)
Listening comprehension	All activities and feelings correctly identified	1–2 errors	3+ errors
Vocabulary recognition	Uses correct words for places and feelings	Some mistakes	Limited vocabulary
Organization (numbering activities)	All correctly ordered	Some confusion	Incorrect or incomplete
Reflection	Answers clearly and thoughtfully	Basic answers	Minimal or incomplete answers

