

English Portfolio Assessment Rubric - 4th Year ESO (B1 Level)

Rúbrica Analítica | Lengua Extranjera | Inglés | 5 niveles

Descripción

This rubric assesses the portfolio based on 7 English lessons, including personal reflections, analysis of texts and news, and communicative tasks using passive voice, modal verbs, and the third conditional. The portfolio evaluation focuses on both the learning process and the final product. Each criterion is scored individually to provide detailed feedback on strengths and areas for improvement. Total score: 10 points.

Rúbrica

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Criteria	Excellent (9-10)	Outstanding (7-8)	Good (5-6)	Acceptable (3-4)	Needs Improvement (0-2)	Points Allocated
Critical Analysis Understanding and evaluating texts and news	Thorough, insightful analysis showing deep understanding and clear opinions.	Good analysis with relevant ideas and mostly clear opinions.	Basic analysis with some relevant points but limited depth.	Simple analysis with few relevant ideas; opinions are unclear.	Little or no analysis; lacks understanding of texts.	2

Criteria	Excellent (9-10)	Outstanding (7-8)	Good (5-6)	Acceptable (3-4)	Needs Improvement (0-2)	Points Allocated
Grammatical Accuracy Use of passive voice, modal verbs, and third conditional	Consistently correct grammar with varied use of target structures.	Mostly correct grammar with occasional minor mistakes.	Some correct use but frequent mistakes affecting clarity.	Limited correct grammar, frequent errors that confuse meaning.	Many errors that prevent understanding.	2
Communicative Use of English Ability to express ideas clearly in writing and speaking	Expresses ideas clearly and effectively with appropriate vocabulary.	Generally clear communication; some minor vocabulary or expression issues.	Communication is understandable but limited and sometimes unclear.	Struggles to express ideas; vocabulary is very basic or repetitive.	Ideas are unclear or incomplete, making communication difficult.	1.5
Organisation and Presentation Structure, neatness, and overall presentation of the portfolio	Portfolio is very well organised, easy to follow and visually appealing.	Well organised with minor issues in flow or presentation.	Basic organisation; some parts are confusing or messy.	Poor organisation; difficult to follow or untidy.	Disorganised and poorly presented; hard to understand layout.	1.5
Quality of Reflections Personal thoughts about learning and content	Reflections are thoughtful, honest, and show deep personal insight.	Good reflections with clear opinions and some personal insight.	Basic reflections with limited depth or detail.	Simple reflections that repeat facts without personal insight.	Reflections are missing or off-topic.	1
Creativity Originality and effort in tasks and presentation	Shows high creativity and original ideas in tasks and presentation.	Some creativity and original ideas are evident.	Limited creativity; ideas are mostly standard or copied.	Very little creativity; tasks completed with minimal effort.	No creativity; portfolio lacks any original effort.	1

Criteria	Excellent (9-10)	Outstanding (7-8)	Good (5-6)	Acceptable (3-4)	Needs Improvement (0-2)	Points Allocated
Autonomy Ability to work independently and manage tasks	Works independently, manages time well, and seeks solutions.	Mostly independent with occasional guidance needed.	Some independence but often requires help to complete tasks.	Rarely works independently; depends heavily on help.	Does not show autonomy; tasks incomplete or done by others.	0.5
Participation Engagement and contribution during lessons and activities	Actively participates and contributes ideas in all lessons.	Participates regularly with relevant contributions.	Participates sometimes but contributions are limited.	Rarely participates; contributions are minimal or off-topic.	Does not participate or contributes disruptively.	0.5

How to use this rubric: For each criterion, assign a score based on the student's performance level. Add all scores to get the total out of 10 points. This detailed evaluation helps identify specific strengths and areas for improvement in both the learning process and the final portfolio. Provide feedback accordingly to support the student's progress in English language skills and reflective learning.