

Observation Rubric: Reading About Danny’s Experience at the Airport

Rúbrica de Observación | Lengua Extranjera | Inglés | 4 niveles

Descripción

This rubric evaluates secondary students aged 12–15 while they read a text about Danny’s experience at the airport and complete activities related to booking a hotel. It focuses on identifying main and specific information, applying reading strategies, answering questions, and demonstrating tolerance, respect, and collaboration. The scale ranges from 1 (Very Poor) to 5 (Excellent).

Rúbrica

Observation Rubric: Reading About Danny’s Experience at the Airport

This rubric evaluates secondary students aged 12–15 while they read a text about Danny’s experience at the airport and complete activities related to booking a hotel. It focuses on identifying main and specific information, applying reading strategies, answering questions, and demonstrating tolerance, respect, and collaboration. The scale ranges from 1 (Very Poor) to 5 (Excellent).

Criteria	Observable Behavior	1 - Very Poor	2 - Poor	3 - Fair	4 - Good	5 - Excellent
1. Identifies the main idea	Recognizes and explains the general topic and purpose of the reading about Danny’s experience at the airport.	Cannot identify the topic or gives unrelated information.	Identifies the topic with considerable help, but the explanation is unclear.	Identifies the general topic with some accuracy.	Clearly identifies the main idea with minimal support.	Accurately explains the main idea and connects it to the reading task.

Criteria	Observable Behavior	1 - Very Poor	2 - Poor	3 - Fair	4 - Good	5 - Excellent
2. Finds specific information	Locates relevant details such as names, places, times, services, prices, or booking information in the text.	Does not locate relevant details.	Finds very few details and needs constant assistance.	Finds some specific information, with occasional errors.	Locates most relevant details accurately.	Locates and correctly organizes all or almost all relevant details.
3. Applies reading strategies	Uses skimming, scanning, predicting, identifying keywords, and rereading to understand the text.	Does not use reading strategies, even with guidance.	Uses strategies only after repeated teacher support.	Uses at least one strategy with partial effectiveness.	Uses appropriate strategies effectively and with little support.	Independently selects and combines several strategies to understand the text.
4. Infers meaning from context	Uses context clues, surrounding words, images, or prior knowledge to understand unfamiliar vocabulary and ideas.	Cannot infer meaning from context.	Attempts to infer meaning but frequently guesses incorrectly.	Infers the meaning of some words or ideas correctly.	Usually uses context clues accurately to understand unfamiliar language.	Consistently and accurately infers meanings and explains the clues used.

Criteria	Observable Behavior	1 - Very Poor	2 - Poor	3 - Fair	4 - Good	5 - Excellent
5. Answers reading-comprehension questions	Responds to questions about the main and specific information in the reading experience at the airport.	Provides incomplete, unrelated, or no answers.	Answers a few questions correctly and requires extensive assistance.	Answers most questions with some inaccuracies or incomplete details.	Answers questions accurately and supports responses with information from the text.	Answers all or almost all questions accurately, clearly, and with appropriate textual evidence.
6. Relates information to booking a hotel	Connects details from the reading to practical information needed to book a hotel, such as dates, room type, services, and personal information.	Cannot make a connection between the reading and hotel booking.	Makes a limited connection with significant support.	Identifies some relevant hotel-booking information.	Accurately applies most relevant information to a hotel-booking situation.	Effectively transfers information from the reading to complete or explain a hotel-booking situation.
7. Participates and collaborates	Shares ideas, listens actively, takes turns, and contributes responsibly during pair or group work.	Does not participate or prevents others from participating.	Participates only with constant prompting and rarely listens to others.	Participates appropriately but inconsistently.	Participates actively, listens, and completes assigned responsibilities.	Collaborates consistently, encourages others, and helps the group achieve its goal.

Criteria	Observable Behavior	1 - Very Poor	2 - Poor	3 - Fair	4 - Good	5 - Excellent
8. Demonstrates respect and tolerance	Shows respectful language and behavior, accepts different opinions, and responds positively to classmates' ideas and errors.	Shows disrespectful behavior or rejects others' ideas.	Demonstrates respect inconsistently and needs frequent reminders.	Usually behaves respectfully and accepts some different opinions.	Consistently demonstrates tolerance, respect, and openness during the activity.	Models respectful behavior, values diversity, and supports classmates in a positive manner.