

2nd grade - English Rubrics – 2nd Term

COMPETENCE: Applies knowledge and strategies to transform environmental realities at Colegio Madrid Campestre.				
<ul style="list-style-type: none"> • Uses simple sentences to describe daily routines and others' daily activities. 				
INDICADOR	DESCRIPCIÓN DEL DESEMPEÑO BAJO	DESCRIPCIÓN DESEMPEÑO BASICO	DESCRIPCIÓN DESEMPEÑO ALTO	DESCRIPCIÓN DESEMPEÑO SUPERIOR
Listening: Recognizes different people's daily routines through listening.	The student poorly recognizes different people's daily routines through listening.	The student sometimes recognizes different people's daily routines through listening.	The student usually recognizes different people's daily routines through listening.	The student almost always recognizes different people's daily routines through listening.
Reading: Identifies various neighborhood places based on their function and associated daily routines.	The student poorly identifies various neighborhood places based on their function and associated daily routines.	The student sometimes identifies various neighborhood places based on their function and associated daily routines.	The student usually identifies various neighborhood places based on their function and associated daily routines.	The student almost always identifies various neighborhood places based on their function and associated daily routines.
Writing: Constructs sentences using appropriate structures related to neighborhood places and daily routines.	The student poorly constructs sentences using appropriate structures related to neighborhood places and daily routines.	The student sometimes constructs sentences using appropriate structures related to neighborhood places and daily routines.	The student usually constructs sentences using appropriate structures related to neighborhood places and daily routines.	The student almost always constructs sentences using appropriate structures related to neighborhood places and daily routines.
Speaking: Uses spoken language to indicate locations and describe daily routines.	The student poorly uses spoken language to indicate locations and describe daily routines.	The student sometimes uses spoken language to indicate locations and describe daily routines.	The student usually uses spoken language to indicate locations and describe daily routines.	The student almost always uses spoken language to indicate locations and describe daily routines.

