



<b>CURSO:</b> 2021-22	<b>DEPARTAMENTO:</b> INGLÉS	<b>MATERIA:</b> Primer Idioma
<b>ENSEÑANZA:</b> FP Básica Informática	<b>NIVEL:</b> 1º	<b>CARGA LECTIVA:</b> 3
<b>PROFESOR:</b> Alfonso de León Peñafiel		

### 1. MATERIAL:

- o LIBRO DE TEXTO: **English II Comunicación y Sociedad**. Editorial MacMillan. Junto con esto está el material facilitado por la profesora.
- o CUADERNO espiral o carpeta anillas para apuntes de clase y tareas. Bolígrafo azul o negro y rojo preferentemente. Opcional: lápiz, goma de borrar, sacapuntas y subrayador. Para los proyectos digitales, memoria USB.
- o DICCIONARIO inglés/ español – español / inglés para casa o diccionario online tipo *Wordreference*.
- o DIGITAL: Para los proyectos digitales, memoria USB, ordenador u otro dispositivo electrónico en casa que permita mandar correos electrónicos, hacer presentaciones, vídeos y redacciones y que permita el acceso a plataformas tipo Google Classroom o a los libros digitales para hacer actividades online. En el caso de no tener ningún dispositivo o de no tener conexión WiFi, por favor, notifiquenlo al profesor de la asignatura con la mayor brevedad posible.

### 2. OBJETIVOS:

La enseñanza de la Primera Lengua Extranjera en el 1º curso de FPB tendrá como finalidad:

- La adquisición de competencias profesionales, personales y sociales y de aprendizaje permanente.
- Las competencias relacionadas con la comprensión lectora, la expresión oral y escrita, la comunicación audiovisual, las Tecnologías de la Información y Comunicación y la Educación Cívica y Constitucional.
- El trabajo en equipo, prevención de riesgos laborales, igualdad entre hombres y mujeres, así como la no discriminación por cualquier condición.

### 3. CONTENIDOS:

1. **Comprensión de textos orales.**
2. **Producción de textos orales.**
3. **Comprensión de textos escritos.**
4. **Producción de textos escritos.**

Los contenidos tendrán un carácter motivador y un sentido práctico, buscando siempre un aprendizaje significativo.

**Unidad 1. Nice to meet you!** (¡Encantado de conocerte!). Países del mundo. Nacionalidades. Verbo 'to be' en presente simple. Lectura de una reseña. Escribir una entrada de un blog. Escuchar y comprender audios sobre números de teléfono y anuncios públicos. Hablar sobre conocer gente. Elaborar un blog de clase.

**Unidad 2. Have you got a smartphone?** (¿Tienes un teléfono inteligente?). Tecnología. Familia. Verbo 'have got' en presente simple. Leer y realizar un cuestionario online. Escribir un email formal. Escucha y comprender audios sobre un árbol genealógico y sobre reservar una habitación de hotel. Representar la compra de un teléfono móvil.

**Unidad 3. We take the underground.** (Cogemos el metro). Vocabulario de transportes. Presente simple. Leer un artículo. Escuchar y comprender audios sobre cómo decir la hora y solicitar información de viaje. Comprar un billete de tren. Escribir un mensaje de texto.

**Unidad 4. What's your dream job?** (¿Cuál es el trabajo de tus sueños?) Vocabulario sobre trabajos. There is/there are. Adverbios de frecuencia. Leer una descripción. Escribir un perfil para una red social. Escuchar sobre experiencias laborales. Expresar preferencias.

**Unidad 5. What are you doing?** (¿Qué estás haciendo?) Vocabulario sobre ropa y colores. Verbos modales (can). Presente continuo. Lectura de un chat. Actualizar el estado de una red social. Escuchar un anuncio de trabajo. Hacer planes.

**Unidad 6. How was the food?** (¿Cómo estaba la comida?). Vocabulario sobre comida. Verbo 'to be' en pasado simple There was/there were. Leer un artículo. Escuchar un audio sobre comida favorita. Hablar sobre trabajar en una cafetería. Escribir una presentación.

**Unidad 7. What did you do?** (¿Qué hiciste?). Vocabulario sobre partes de una ciudad. Preposiciones de lugar. Pasado simple de verbos regulares e irregulares. Lectura de un informe para el consumidor. Escribir un esquema

para un currículo en vídeo. Escuchar un audio sobre monumentos en Londres. Dar direcciones. Escribir un mensaje.

**Unidad 8. What are you going to do?** (¿Qué vas a hacer?). Vocabulario sobre fitness y salud. Asignaturas del colegio. Futuro con 'be going to'. Comparativos. Lectura de un reportaje. Escribir un esquema para un currículo en vídeo. Escuchar un audio sobre hacer elecciones. Hablar con un instructor de fitness. Escribir mensajes instantáneos. Realizar test online.

**Unidad 9. Living abroad.** (Vivir en el extranjero). Frases útiles. Preposiciones de lugar. Repaso de tiempos verbales. Lectura de un artículo. Preguntar por trabajos. Escuchar un audio sobre la experiencia de un camarero. Rellenar un formulario para un puesto de trabajo.

#### 4. TEMPORALIZACIÓN:

**1er trimestre: Unidades 1, 2 y 3** del libro de texto

**2º trimestre: Unidades 4, 5 y 6** del libro de texto

**3er trimestre: Unidades 7, 8 y 9** del libro de texto

Actividades complementarias: uso de material informático y del ordenador, visionado de vídeos, juegos, etc.

#### 5. EVALUACIÓN:

EVALUACIÓN POR BLOQUES DE CONTENIDO	
<p><b>25% Comprensión de textos orales.</b> <b>Listening</b> -Listening exams 50% -Comprensión oral en clase. Observación 45% -Cuaderno trimestral 5%</p>	<p><b>25% Comprensión de textos escritos. Reading</b> -Reading and Vocabulary exams 50% -Reading/ Vocabulary Practice. Control trabajo de casa y clase 45% -Cuaderno trimestral 5%</p>
<p><b>25% Producción e interacción de textos orales.</b> <b>Speaking</b> - 2 Diálogos 80% -Participación e interacción oral en clase Observación 20%</p>	<p><b>25% Producción de textos escritos. Writing</b> -Writing/Grammar exams 50% -Writing /Grammar practice Trabajo en casa y en clase 45% Rúbrica para los writings -Cuaderno trimestral 5%</p>

La ponderación de los tres trimestres de cara a la nota final, al ser nuestra asignatura evaluación continua, quedará de la siguiente manera:

1ª evaluación: 30%

2ª evaluación: 30%

3ª evaluación: 40%

#### 6. NORMAS para los archivos de inglés, apuntes, presentación de trabajos y tareas:

En general, para la presentación de trabajos escritos y desarrollo del cuaderno se seguirá el Decálogo de Expresión Escrita aprobado en el Centro y que es el siguiente:

1. Copiar siempre los **enunciados** de las preguntas, problemas, cuestiones, etc. para casa. En clase: página, ejercicio y tipo actividad. GR, Voc, reading, listening.
2. Usar preferentemente el **bolígrafo** salvo que el profesor o la profesora pidan el uso del lápiz. La tinta del bolígrafo será azul o negra, nunca en colores claros y fluorescentes. Se pueden usar fluorescentes para títulos y descartar lo importante. Ante un error se tachará sin borrón y se podrán usar correctores de cinta.
3. Fijar los **márgenes**: el superior y el izquierdo un poco más grandes que el inferior y el derecho.
4. Escribir con **caligrafía** clara y legible.
5. Separar bien los **párrafos** y utilizar correctamente los sistemas de numeración o símbolos para los esquemas. Escribir bien los números: escritos con letra, con cifras o números romanos.
6. Cuidar la **ortografía** en general y las tildes en particular. No utilizar abreviaturas, salvo acrónimos.
7. Poner **mayúscula** para todos los nombres propios, al inicio de un texto, al comenzar cada párrafo y después de punto.
8. Usar correctamente los signos de **puntuación**: puntos, comas, punto y coma, puntos suspensivos y la grafía de los signos de interrogación y admiración.
9. **Dividir** bien las palabras al cambiar de línea utilizando el guión.
10. Escribir entre comillas, subrayado o en cursiva los **títulos** de las obras (literarias, pictóricas, musicales, etc.)

Y en la asignatura de inglés:

1. El cuaderno estará dividido por unidades. En la primera página de cada unidad, se indicará el número y título de la unidad en mayúsculas y destacado.
2. En cada página se indicará la fecha, el número de página y el título de la actividad (Reading, Vocabulary, etc) Si se trata de un ejercicio del libro, se indicará la página y el nº del ejercicio
3. Los trabajos escritos se presentarán en hojas sueltas, indicando el nombre y el curso en la parte derecha superior del folio.
4. Se tomarán los apuntes con un bolígrafo azul o negro. Se corregirán los ejercicios con un bolígrafo rojo o verde. 5.
5. Se guardarán todos los apuntes y trabajos evaluados (redacciones, fichas de trabajo y otros) cuidadosamente hasta el final del curso escolar en un archivador con fundas de plástico para su repaso, o bien en una carpeta digital en el ordenador.

## 7. METODOLOGÍA ESPECÍFICA:

A pesar de que se imparte una **enseñanza presencial**, tendremos que darle importancia al uso digital del libro para actividades complementarias en casa, y entrega de presentaciones orales y escritas en formato digital, a través del correo electrónico o la plataforma Google Classroom.

En caso de confinamiento temporal, se hará uso de la Plataforma Google Classroom y del correo electrónico para la comunicación e interacción entre profesorado y alumnado, haciendo uso del libro digital y demás herramientas digitales proporcionadas para esta situación. Se darán más detalles cuando la situación lo requiera.

## 8. EXÁMENES Y REALIZACIÓN DE TRABAJOS ORALES Y ESCRITOS:

Se realizarán 2 pruebas como mínimo de cada uno de los bloques de contenido por evaluación.

## 9. RECUPERACIÓN:

**Alumnado que suspenda una evaluación de 1º de FPB:** Recuperará la asignatura al aprobar la siguiente evaluación. El que no haya superado la materia en la tercera evaluación, podrá hacerlo en la prueba extraordinaria de junio.

## 10. ACTIVIDADES COMPLEMENTARIAS Y EXTRAESCOLARES. Coeducación, Halloween.

## 11. RÚBRICAS

Bloque 1. Comprensión oral:

1. Rúbrica para la comprensión oral en clase.

Bloque 2. Expresión oral:

2. Rúbrica para la expresión y **participación oral** en clase
3. Rúbrica para **presentaciones orales**
4. Rúbrica para **monólogos**
5. Rúbrica para los **diálogos** e interacción

Bloque 3. Comprensión escrita:

6. Rúbrica para la **reading comprehension**

Bloque 4. Expresión escrita:

7. Rúbrica para las **producciones escritas**
8. Rúbrica para el **cuaderno** donde se evaluará la comprensión oral y la expresión oral y escrita

<b>1. CLASS ORAL</b>	%	OUTSTANDING (10)	WELL (7)	NEEDS IMPROVING (5)	QUITE POOR (3)	NOT AT ALL (0)
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<b>UNDERSTANDING RUBRIC</b>						
<b>1. Shows interest for class discussion</b>	20	Full interest	Quite interested	Not lot of interest	Very little interest	No interest
<b>2. Shows respect for teacher</b>	20	Full respect	Quite respect	Not a lot of respect	Very little respect	No respect
<b>3. Shows respect for peers</b>	20	Full respect	Quite respect	Not a lot of respect	Very little respect	No respect
<b>4. Do not interrupt the class. How many times a class the student interrupts the rhythm</b>	20	Never interrupts	One interruption	2 interruptions	3 interruptions	More than 3 Interruptions
<b>5. Understands teacher in English</b>	20	Fully	Quite well	Not very much	Quite little	No it at all

<b>2.CLASS ORAL INTERACTION RUBRIC</b>	%	<b>DISTINCTION (10)</b>	<b>WELL (7)</b>	<b>NEEDS IMPROVING (5)</b>	<b>QUITE POOR (3)</b>	<b>NOT AT ALL (0)</b>
<b>1. Takes part in class discussion with initiative</b>	10	Fully participative	Quite participative	Not very participative	Very little participative	Not at all participative
<b>2. Shows creativity in interaction</b>	10	Fully creative	Quite creative	Not very creative	Very little creative	Not at all Creative
<b>3. Answers teacher's questions appropriately</b>	10	Always does	Very often does	Not very often does	Very few times does	Never does
<b>4. Asks questions about the topic</b>	10	Always does	Very often does	Not very often does	Very few times does	Never does
<b>5. Uses relevant and consistent arguments</b>	10	Always does	Very often does	Not very often does	Very few times does	Never does
<b>6. Helps partner or group peers</b>	10	Always does	Very often does	Not very often does	Very few times does	Never does
<b>7. Studies and prepares the lesson</b>	10	Always does	Often does	Not very often does	Very few times does	Never does
<b>8. Communicates with fluency</b>	10	Fully fluent	Quite fluent	Not very fluent	Very little fluent	Not at all fluent
<b>9. Appropriate pronunciation, rhythm and intonation</b>	10	0-1 errors	2-3 errors	4-5 errors	6-7 errors	+7 errors
<b>10. Grammar and vocabulary is used appropriately</b>	10	0-1 errors	2-3 errors	4-5 errors	6-7 errors	+7 errors

<b>3.DIALOGUE INTERACTION RUBRIC</b>	%	<b>OUTSTANDING (10)</b>	<b>WELL (7)</b>	<b>NEEDS IMPROVING (5)</b>	<b>QUITE POOR (3)</b>	<b>NOT AT ALL (0)</b>
<b>6. Shows understanding of partner</b>	10	Full understanding	Quite good	Limited understanding	Very little understanding	Does not show
<b>7. Relevant and consistent production</b>	10	Very high production	Quite high	Limited production	Very limited production	No production
<b>8. Shows interest and initiative. Plays an active role</b>	10	Very active role	Quite active	Not very active role	Quite passive role	Completely passive
<b>9. Support, respect, engage, listen to peer</b>	10	Actively	Sincere effort	Limited interaction	Virtually no interaction	No interaction
<b>10. Shows creativity in production</b>	10	Very creative	Quite creative	Limited creativity	Very poor creativity	No creativity

<b>11. Assertive and confident role</b>	<b>10</b>	Very confident	Quite confident	Limited self-confidence	Very poor self-confidence	No self-confidence
<b>12. Fluency</b>	<b>10</b>	Very fluent	Quite fluent	Limited fluency	Very poor fluency	No fluency
<b>13. Prepared dialogue in advance</b>	<b>10</b>	Fully prepared	Quite well	Somehow prepared	Very Little preparation	Not prepared
<b>14. Grammar and vocabulary</b>	<b>10</b>	0-1 errors	2-3 errors	4-5 errors	6-7 errors	+7 errors
<b>15. Pronunciation, rhythm, intonation</b>	<b>10</b>	0-1 errors	2-3 errors	4-5 errors	6-7 errors	+7 errors

<b>4.ORAL PRESENTATION RUBRIC</b>	<b>%</b>	<b>DISTINCTION (10)</b>	<b>WELL (7)</b>	<b>NEEDS IMPROVING (5)</b>	<b>QUITE POOR (3)</b>	<b>NOT AT ALL (0)</b>
<b>1. Introduction to topic</b>	5					
<b>2. Fluency and communication</b>	15	Very fluent	Quite fluent	Limited fluency	Very poor fluency	No fluency
<b>3. Pronunciation, rhythm, intonation</b>	10	0-1 errors	2-3 errors	4-5 errors	6-7 errors	+7 errors
<b>4. Grammar</b>	10	0-1 errors	2-3 errors	4-5 errors	6-7 errors	+7 errors
<b>5. Vocabulary</b>	10	0-1 errors	2-3 errors	4-5 errors	6-7 errors	+7 errors
<b>6. Relevant and consistent contents</b>	10	Fully relevant and consistent	Quite relevant and consistent	Not very relevant and consistent	Very poor relevancy and consistency	No relevancy or consistency
<b>7. Organization, length and research effort</b>	10	Fully prepared	Quite well prepared	Somehow prepared	Very little preparation	Not prepared
<b>8. Clarity of ideas, creativity, originality</b>	10	Fully creative	Quite well creative	Somehow creative	Very little creative	Not creative at all
<b>9. ICT tools and visual aids</b>	15	Great ICT tools	Quite good ICT tools	Limited ICT tools	Very poor ICT Tools	No ICT tools
<b>10. Conclusion of topic</b>	5	Relevant conclusion	Quite relevant conclusion	Not very relevant conclusion	Little relevant conclusion	No conclusion at all

<b>5.MONOLOGUE RUBRIC</b>	<b>%</b>	<b>DISTINCTION (10)</b>	<b>WELL (7)</b>	<b>NEEDS IMPROVING (5)</b>	<b>QUITE POOR (3)</b>	<b>NOT AT ALL (0)</b>
<b>1. Introduction to topic</b>	5					
<b>2. Fluency and communication</b>	15	Very fluent	Quite fluent	Limited fluency	Very poor fluency	No fluency
<b>3. Pronunciation, rhythm, intonation</b>	15	0-1 errors	2-3 errors	4-5 errors	6-7 errors	+7 errors
<b>4. Grammar</b>	15	0-1 errors	2-3 errors	4-5 errors	6-7 errors	+7 errors
<b>5. Vocabulary</b>	10	0-1 errors	2-3 errors	4-5 errors	6-7 errors	+7 errors
<b>6. Relevant and consistent contents</b>	15	Fully relevant and consistent	Quite relevant and consistent	Not very relevant and consistent	Very poor relevancy and consistency	No relevancy or consistency
<b>7. Organization, length and research effort</b>	10	Fully prepared	Quite well prepared	Somehow prepared	Very little preparation	Not prepared
<b>8. Clarity of ideas, creativity, originality</b>	10	Fully creative	Quite well creative	Somehow creative	Very little creative	Not creative at all
<b>9. Conclusion of topic</b>	5	Relevant	Quite	Not very	Little relevant	No conclusion

		conclusion	relevant conclusion	relevant conclusion	conclusion	at all
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<b>6.READING COMPREHENSION RUBRIC</b>	<b>%</b>	<b>OUTSTANDING (10)</b>	<b>WELL (7)</b>	<b>NEEDS IMPROVING (5)</b>	<b>QUITE POOR (3)</b>	<b>NOT AT ALL (0)</b>
<b>1. Comprehension.</b> Number of correct questions	20	100%	70%	More than half	Less than half	Any
<b>2. Form.</b> Wrote full answers	20	100%	70%	More than half	Less than half	Any
<b>3. Grammar, spelling and punctuation</b>	20	No mistakes	3 -4 errors	5-6 mistakes	More than 7 mistakes	More than 10 mistakes
<b>4. Detail.</b> Number of textual references included	20	All the answers	70%	More than half	Less than half	Any
<b>5. Format.</b> Handwriting, neatness, margins errors	20	No mistakes	1 error	2 errors	3 errors	More than 3

<b>7. WRITTEN COMPOSITION RUBRIC</b>	<b>%</b>	<b>OUTSTANDING (10)</b>	<b>WELL (7)</b>	<b>NEEDS IMPROVING (5)</b>	<b>QUITE POOR (3)</b>	<b>NOT AT ALL (0)</b>
<b>Grammar.</b> Syntax, tenses	30	-None or very few (1 or 2) errors in syntax and verbs tenses -Uses a wide variety of tenses -Writes many complex sentences	-Few errors (3 or 4) in syntax and verbs tenses that do not interfere with meaning -Uses a variety of tenses -Writes some complex sentences	-Some errors (5 or 6) in syntax and verbs tenses that sometimes interfere with meaning -Uses few tenses -Writes few complex sentences	-Many errors ( 7- 8) in syntax and verbs tenses that interfere with meaning -Uses one or very few tenses. -Writes only simple sentences	-Many errors (more that 8) in syntax and verbs tenses -Uses all incorrect tenses -Writes very few and very simple sentences
<b>Vocabulary Spelling</b>	10	-Uses a wide variety of general and specific vocabulary -No spelling mistakes	-Uses a variety of general and specific vocabulary -Less than 3 spelling mistakes	-Uses mostly basic and some general vocabulary with few specific terms -Some spelling mistakes (4-6)	-Vocabulary is basic and general with no subject specific terms -Many spelling mistakes (6-8)	-Vocabulary is inadequate and very poor -More than 8 spelling mistakes

<b>Structure</b> <b>Introduction, main body, conclusion.</b> <b>Paragraphing</b>	20	-Introduction, body and conclusion clearly defined and presented	-Includes an acceptable introduction, body and conclusion. Only 1 paragraph is not clear	-Quite weak introduction, body and conclusion. 2 paragraphs not defined	-Very weak introduction, body and conclusion. 3 paragraphs not defined	-Lacks introduction, body and conclusion. or paragraphs
<b>Ideas</b> <b>Relevant to the task.</b> <b>Original ideas.</b> <b>Length range</b>	25	-Logical progression of ideas -Very relevant and original ideas -Correct length range	-Key ideas developed logically -Less or more than 15% of due length range	-Loosely developed key ideas -Not very relevant ideas -Less or more than 30% of due length range	-Difficult to understand ideas, repetitive or disorganized -Not relevant ideas -Copied ideas -Less or more than 50% of due length range	-Impossible to understand, repetitive or disorganized -Not relevant at all -Copied ideas -Less or more than 90% of due length range
<b>Formal aspects:</b> <b>Handwriting, margins, neatness</b>	5	-Very neat and clear handwriting -Margins and paragraphs well presented	-Mostly clear handwriting -Clear margins and paragraphs	-Mostly legible or clear handwriting -Poor margins and paragraphs	-Difficult to read handwriting -No margins and/ paragraphs	-Impossible to read handwriting -Smudges and crossing-outs -No margins or paragraphs
<b>Linkers.</b> Quality of linkers and number according to level. % of appropriate usages	5	-Uses appropriate, wide variety and number of linkers	-Uses quite appropriate, variety and number of linkers -Uses about 70% of appropriate usages	-Uses few and not very appropriate linkers -50% appropriate usages	-Uses only 1 or 2 linkers and not very well justified -Less than 10% Appropriate usages	-No linkers at all
<b>Punctuation</b>	5	-No errors in punctuation	-Few errors (1-3) in punctuation	-Some errors in punctuation (4-5) that do not interfere with communication	-Many errors in punctuation (6-7) that interfere with understanding.	-Many errors in punctuation (more than 7) that interfere with understanding.

<b>8.NOTEBOOK RUBRIC</b> Notebook reflects oral and written understanding of teacher's instructions and written performance. Notebook will be assigned with 5% to blocks 1,3 and 4	<b>OUTSTANDING (10)</b>	<b>WELL (7)</b>	<b>NEEDS IMPROVING (5)</b>	<b>QUITE POOR (3)</b>	<b>NOT AT ALL (0)</b>
1. Appropriate <b>cover</b> . Visible student's <b>name, subject and class</b> 5%	Includes all the expected details and it is very neat	It lacks one detail or needs a better presentation	Cover lacks some details and /or is not neat	Cover does not have any of the requirements	No cover at all
2. The notebook is <b>only for English</b> , not other subjects 5%	Notebook is only for English. It looks very tidy.	Notebook is only for English. It is could be tidier.	Work has a section for English but notebook is used for other subjects. It is neat and tidy	Work has a section for English but notebook is used for other subject. It is not neat and tidy	Work is mixed within other subjects. Everything is very untidy
3. Respects <b>margins</b> . No <b>crossing-outs</b> or <b>smudges</b> 5%	Margins are always respected. Any	Margins are not respected in 2 or 3 pages. 5 or	Margins are not respected in 4 or 5 pages. 7 or	Margins are not respected in 6 or 7 pages. 9 or	Margins are never respected. More than 10 smudges

	crossing-out or smudge	6 smudges or crossing-outs	8 smudges or crossing-outs	10 smudges or crossing-outs	or crossing-outs
4. Clear, legible <b>handwriting</b> and the work is <b>neat and organized</b> 5%	Handwriting is very clear and neat. Very well organized	Handwriting is quite clear and neat. Quite well organized	Handwriting is not very legible or neat. It needs more organization.	Handwriting is very difficult to read. It needs much more organization.	Handwriting is impossible to read. No organization at all.
5. Every unit in a <b>new page</b> with title in capital letters and visible and organized <b>contents</b> 5%	Includes all the expected details and it is very neat	It lacks one detail or needs a better presentation	Units lack some details and /or is not neat	Units lack many of the requirements	Units are not separated and everything is mixed up
6. The <b>dates</b> are written preferably in red 5%	100% dates, neatly written in red	85% dates and quite neatly written in red or other contrasting colour	65% dates and not very neatly written. No red or contrasting colour	30% dates and difficult to read. No red or contrasting colour	No dates at all
7. The exercise <b>statements</b> are written, the <b>pages</b> and the words <b>Classwork</b> or <b>Homework</b> also written before statements 5%	100% expected statements, pages numbers and classwork or homework stated	80% expected statements, pages numbers and classwork or homework stated	65% expected statements, pages numbers and classwork or homework stated	40% expected statements, pages numbers and classwork or homework stated	0% expected statements, pages numbers and classwork or homework stated
8. The notebook is handed in <b>on date</b> 5%	Notebook is handed in on date	Not handed in on time and the excuse is not fully acceptable but hands it in the next class	Not handed in on time and the excuse is not acceptable but hands it in shortly	Notebook is handed in only after many requirements by teacher	Notebook not handed in at all
9. The work is done even if <b>absent</b> . State absent when appropriate. When a student has not been absent at all, mark highest score 5%	100% of work is done when absent. Absent is stated when appropriate	80% of work is done when absent. Absent is stated when appropriate	60% of work is done when absent. Absent is not stated.	30% of work is done when absent. Absent is not stated.	Student has been absent but has not done the assigned tasks
10. Shows <b>feedbacks</b> and <b>corrections</b> made with red pen 10%	100% expected feedback and corrections and in red pen	85% expected feedback and corrections and in red pen	65% expected feedback and corrections and in red pen	40% expected feedback and corrections and in red pen	0% expected feedback and corrections and in red pen
<b>11. Completion of classwork and homework.</b> Notebook shows <b>quantity and order</b> expected work 20%	100% notes, tasks and activities expected and ordered	85% notes, tasks, activities expected and ordered	65% notes, tasks and activities expected and ordered	40% notes, tasks and activities expected and ordered	0% notes, tasks and activities expected and ordered
<b>12. Completion of classwork and homework.</b> Notebook shows <b>quality</b> and language accuracy of expected work. Use of English. Grammar, vocabulary, spelling, etc. <b>25%</b>	95% language accuracy. Practically no grammar, vocabulary and spelling errors.	75% language accuracy. Few grammar, vocabulary and spelling errors.	60% language accuracy. Quite many grammar, vocabulary and spelling errors.	30% language accuracy. Many grammar, vocabulary and spelling errors.	0% language accuracy. Far too many grammar, vocabulary and spelling errors.