

ENGLISH ACTIVITY

Teacher's name: Carmen Bermejo

Course: 1st year

Title of the activity: WELCOME FORUM

1. Learning standards

To provide personal information

To share ideas with their mates

To know how to use the forum

To know how to reply to at least two people

2. Content

How to introduce yourself

3. Wording of the activity

Provide personal information to introduce yourself. Then, reply to at least two people.

4. Description and procedure

First of all provide information about:

- your name
- your age
- your nationality
- your family
- your hobbies
- your city/ town
- your favourite subject
- your favourite book/ film

Then, reply to at least two mates. You can write about the things you have in common...

Remember to be polite in your answers.

5. Timing

First term. One session of 55 minutes.

6. Grouping

Individual

7. Descriptors used

- Utilizar tecnologías sencillas apropiadas para comunicarse en un contexto educativo.
- Elegir y manejar de forma básica herramientas para procesos de colaboración y utilizarlas en función de sus propósitos.
- Definir normas de conducta básicas al interactuar en medios digitales.
- Reaccionar positivamente a los comentarios de retroalimentación (feedback).

8. Rubrics

| CATEGORY | 1 | 0.75 | 0.5 | 0 |
|--|--|---|---|---|
| Sequencing (Organization) | Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader. | Details are placed in a logical order, but the way in which they are presented/introduced sometimes makes the writing less interesting. | Some details are not in a logical or expected order, and this distracts the reader. | Many details are not in a logical or expected order. There is little sense that the writing is organized. |
| Sentence Structure (Sentence Fluency) | All sentences are well-constructed with varied structure. | Most sentences are well-constructed with varied structure. | Most sentences are well-constructed but have a similar structure. | Sentences lack structure and appear incomplete or rambling. |
| Spelling and Grammar | Writer makes no errors in grammar or spelling that distract the reader from the content. | Writer makes 1-2 errors in grammar or spelling that distract the reader from the content. | Writer makes 3-4 errors in grammar or spelling that distract the reader from the content. | Writer makes more than 4 errors in grammar or spelling that distract the reader from the content. |

| | | | | |
|---|---|--|--|--|
| Support for Topic (Content) | Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable. | Supporting details and information are relevant, but one key issue or portion of the storyline is unsupported. | Supporting details and information are relevant, but several key issues or portions of the storyline are unsupported. | Supporting details and information are typically unclear or not related to the topic. |
| Capitalization & Punctuation (Conventions) | Writer makes no errors in capitalization or punctuation, so the paper is exceptionally easy to read. | Writer makes 1 or 2 errors in capitalization or punctuation, but the paper is still easy to read. | Writer makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow. | Writer makes several errors in capitalization and/or punctuation that catch the reader's attention and greatly interrupt the flow. |
| Discussion items | Student addresses all items requested. | Student addresses most items requested. | Student addresses half of items requested. | Student addresses less than half of items requested. |
| | 2 | 1.5 | 1 | 0 |
| Writes in the forum | Knows how to write he answers in the correspondent place. | | | Doesn't write the answers in the correspondent place |
| Response to mates' messages | Student replies to two mates providing relevant information. | Student replies to two mates with no very relevant information. | Student replies to one person. | Student doesn't reply. |