

Liceo Experimental Bilingüe de Naranjo Literature Profesora: Karen Cubero 8- _____ Nombre del estudiante: _____ Fecha de Entrega: Lunes 12 de abril del 2021. Fecha de devolución al docente: Viernes 16 de abril del 2021. Instrumento de Evaluación Sumativa	Puntaje Total: 21 Valor Porcentual: 22,5% Puntuación obtenida: _____ Calificación obtenida: _____ Porcentaje Obtenido: _____
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Instrucciones Generales: A continuación se le presentan (2) tarea lingüísticas.
Proceda a resolver cada una de ellos con las instrucciones brindadas.
Complete todo lo que se le solicita.

Assessment Strategy 1: Reading Comprehension (3 points) _____

1.Assessment Strategy R.1. recognizes sequence details and main ideas in The Bear Prince Folk tale.

2- Type of Item : Reading Comprehension

3- Task: Read **The Bear Prince Folk tale** carefully. Write an (X) into parenthesis to choose the word or phrase that best completes each statement. Answer the questions in liveworksheets.

1. Why did Rosa lose her temper?

- A. () Her parents forced her to marry.
- B. () Her sister teased her.
- C. () Her prince wanted her back.

2. What did one of the sisters suggest to break the evil spirit's curse?

- A. () Hide him in a dark cave.
- B. () Let him move out during night.
- C. () Tie a gag on the prince so he wouldn't able to chant.

3. Where could Rosa find the prince?

- A. () At Mother's moon home
- B. () At Señor Sol's home
- C. () At the Castle of Faith

4. Who is Quetzalcoatl?

- A. () A powerful god of the native peoples from Mexico.
- B. () A religious man who gave wishes to people in Mexico.
- C. () A Christian leader who guided people to the truth.

5. How did the almonds help Rosa?

- A. () They gave her redemption and peace.
- B. () They guided her to find out her prince.
- C. () They changed her to help her escape from the evil spirit.

6. Who spoke for Señor Quetzalcoatl?

- A. () His wisdom.
- B. () His little Chihuahua.
- C. () His almonds.

7. Why was Rosa so frightened when she came to Señor Sol's house?

- A. () She was afraid she would burn up.
- B. () She was afraid he would lie to her.
- C. () She was afraid to find his prince dead.

Task 1: Rubric (Teacher's evaluation) _____

Levels	3 Achieved	2 In Process	1 No achieved	N-R	Result
Indicator	Identifies all details asked in the given questions.	Identifies at least five details asked in the given questions.	Identifies at least three details asked in the given questions.		

Assessment Strategy 2: Written Production (18 points) _____

1- Assessment Strategy: Writes two wanted posters based on the folk tale The Bear Prince to apply direct and indirect characterization. Answer this in liveworksheets or Teams.

2- Type of Item: Written Production

Task Description: You have to choose two characters from The Bear Prince to apply direct and indirect characterization. You need to use an easy design program to distribute the following details in both posters. You need to include picture, name, physical appearance, and personality traits (minimum 3) in the superior part of the poster briefly. In the bottom part, the reward amount, folktale description (title, author, genre), folk tale summary (plot: setting, characters and conflict in a complete form/), wanted for to describe personality ,indirect characterization and interpretation (describe every personality trait with an example of indirect characterization and your interpretation. This last part needs to be written in complete full form as a paragraph.

Indirect characterization uses the following acronym: S.T.E.A.L

-Speech What does the character **say? How do they say it?**

Thoughts :What does the character think? What do we learn from their thoughts & ideas?

Effects **What is this character's effect on others? How do they interact with other characters?**

Actions :What does this character do? How do they behave? What can we learn from their actions?

Look: What does this character look like? What can we learn from how they present themselves to others?

Task 2: A rubric is given below to score this task by the teacher. (18 points) _____

Learner can write two wanted posters to apply direct and indirect characterization in the folk tale The Bear Prince.					
The wanted posters include:					
Criteria	3	2	1	N/P	Total
Task achievement	The wanted posts include all the elements requested. (upper part: picture, name, physical appearance, personality traits briefly) (bottom part: the reward amount, folk tale description folktale summary, wanted for describing personality traits ,STEAL and interpretation. Each aspect was fully developed in detail.	The wanted posters include some elements requested, but they either omit details or includes only between 7 and 5 elements requested.	The wanted posters include few of the elements requested. They lack details and the number of elements is from 4 to 1 requested.		
Vocabulary	Vocabulary and expressions used are related to the topic and fully effective at this level. Some sporadic mistakes concerning word choice do not interfere with communication.	Vocabulary and expressions used are related to the topic and fully effective at this level. Some difficulties arose due to the limited vocabulary.	Vocabulary and expressions used are insufficient and few times related to the topic. The lack of vocabulary expressions, as well as the use of made-up words and Spanish		

			severely happened communication.		
Spelling	The writing is essential error-free in terms of spelling or with very few mistakes that do not interfere with communication.	Frequent errors in spelling distract the reader.	Writing contains numerous errors in spelling that interfere with communication.		
Grammar	Appropriateness command (a reasonable control of subject verb agreement and basic punctuation for the level)	Occasional errors with structures (limited control of subject verb agreement and basic punctuation for the level): many sporadic mistakes.	Constant mistakes blocking communication (no control of subject verb agreement and basic punctuation at all). Use of Spanish structures		
Coherence and Cohesion	Reasonable sense through the organization of its content, words and expressions.	A limited sense through the organization of its content, words and expressions.	No sense of coherence and cohesion.		
Layout format	Both sections in the posters are neatly clear and creative through the use of technology tool.	At least one section in each poster seems clear and creative with a limited use of technology tool.	At least one section in a poster seems clear and creative without the use of technology tool.		

