

El Dia de los Muertos - IB Rubric
(MYP Year 1)

Nombre _____ Periodo _____ Fecha _____

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Instructions:

Students will earn points for neatness, creativity and for turning the project in on time. This project is individual. Students will earn 1 project grade, 2 test grades, 1 quiz grade, 1 classwork grade, and 4 IB grades. Students will learn about an important tradition within the Spanish culture: "El Día de los Muertos".

Teacher will present 1 video about this Mexican celebration. The student should be able to understand the main idea of this tradition and its elements. Student should be able to answer 5 questions in complete sentences. (entender el lenguaje hablado, Criterion A **Quiz grade**)

Teacher will provide a text in Spanish providing important information about this holiday. Student should be able to identify the main idea and answer 5 questions in complete sentences. (entender el lenguaje escrito, Criterion B **Test grade**)

The student will write 5 complete sentences in Spanish about el Dia de los Muertos, students should use the verb ser, include the elements, and sentences should make sense. (poder escribir, Criterion C **Test grade**)

The student will read their sentences in Spanish about el Dia de los Muertos and they will present their mini ofrenda. Student should be able to describe their altar (ofrenda) and include the 9 elements of their ofrenda. (poder hablar, Criterion D **Project grade and classwork grade**)

The mini ofrenda: The student will create a mini ofrenda to honor a person that have passed away. Student **may or may not** pick a famous person; student **may or may not** choose to honor a family member to create the ofrenda for. It is not a requirement to have a person for the ofrenda, student may create the ofrenda including the 9 elements to explain this Mexican tradition. You may Google "mini ofrenda" to get some ideas.

The mini ofrenda should include the 9 elements of this altar using all the information gathered from the power point presentation, the video, and the key vocabulary words in Spanish. The student should be creative and be able to integrate all the knowledge about "El Día de los Muertos" in Spanish.

Materials: shoe box, images, photos, or drawings, miniature figurines for the bread, candles, flowers, sugar skulls, la catrina, skeletons, lots of colors, creativity, neatness, and unique.

For their presentation: The student will present in Spanish in front of class and should be able to explain what the day of the dead means in Mexico. Teacher will ask questions verbally and student should be able to answer 5 questions about "El Día de los Muertos" tradition using complete sentences. The student should use its mini ofrenda to support their presentation and should speak clearly. The mini ofrenda will be a 3D project.

Student is not allowed to read during his/her presentation, student should answer the questions using complete sentences. Student should study and review all information and come prepared to speak Spanish.

Criterion A: Comprehending spoken and visual text (Entender el lenguaje hablado)

The student will watch and listen 1 video in the target language. Student should be able to understand the content, context, and concepts of the Spanish tradition "El Día de los Muertos" as a whole. Student will answer 5 comprehension questions using complete sentences.

Criterion B: Comprehending written and visual text (Entender el lenguaje escrito)

The student will be able to read and understand in the target language what "El Día de los Muertos" means, and he/she should be able to identify the elements of an altar. Student will answer 5 comprehension questions based on the power point presentation using complete sentences.

Criterion C: Communicating in response to spoken, written and visual text. (Poder escribir)

The student will be able to understand this Mexican tradition and will write 5 complete sentences in Spanish explaining what this holiday is about.

Criterion D: Using language in spoken and written form. (Poder hablar)

The student should be able to present his/her mini ofrenda in the target language in front of the class and answer 5 questions about this tradition.

<u>Criterion A</u>	<u>Criterion B</u>	<u>Criterion C</u>	<u>Criterion D</u>

Student signature _____ Date _____



El Dia de los Muertos – IB Rubric

Criterion A: Comprehending spoken and visual text

At the end of phase 1, students should be able to:

- i. identify basic facts, messages, main ideas and supporting details
- ii. recognize basic conventions
- iii. engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.

Achievement Level	Level Descriptor
0	The student does not reach a standard described by any of the descriptors below.
1 – 2	<p>The student:</p> <ol style="list-style-type: none"> i. identifies minimal basic facts, messages, main ideas and supporting details about the video of El Dia de los Muertos. ii. has limited awareness of basic conventions about the video of El Dia de los Muertos. iii. engages minimally with the spoken and visual text by identifying few ideas, opinions and attitudes, has difficulty making a personal response to the text about the video of El Dia de los Muertos. <p>The student shows limited understanding of the content, context and concepts of the text as a whole.</p>
3 – 4	<p>The student:</p> <ol style="list-style-type: none"> i. identifies some basic facts, messages, main ideas and supporting details about the video of El Dia de los Muertos. ii. has some awareness of basic conventions about the video of El Dia de los Muertos. iii. engages adequately with the spoken and visual text by identifying some ideas, opinions and attitudes and by making some personal response to the text about the video of El Dia de los Muertos. <p>The student shows some understanding of the content, context and concepts of the text as a whole.</p>
5 – 6	<p>The student:</p> <ol style="list-style-type: none"> i. identifies most basic facts, messages, main ideas and supporting details about the video of El Dia de los Muertos. ii. has considerably awareness of basic conventions about the video of El Dia de los Muertos. iii. has considerably with the spoken and visual text by identifying most ideas, opinions and attitudes and by making a personal response to the text about the video of El Dia de los Muertos. <p>The student shows considerably understanding of the content, context and concepts of the text as a whole.</p>
7 – 8	<p>The student:</p> <ol style="list-style-type: none"> i. clearly identifies basic facts, messages, main ideas and supporting details about the video of El Dia de los Muertos. ii. has excellent awareness of basic conventions about the video of El Dia de los Muertos. iii. engages thoroughly with the spoken and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text about the video of El Dia de los Muertos. <p>The student shows thoroughly understanding of the content, context and concepts of the text as a whole.</p>

Criterion B: Comprehending written and visual text**At the end of the phase 1, student should be able to:**

- i. identify basic facts, messages, main ideas and supporting details
- ii. recognize basic aspects of format and style, and author’s purpose for writing
- iii. engage with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text.

Achievement Level	Level Descriptor
0	The student does not reach a standard described by any of the descriptors below.
1 – 2	<p>The student:</p> <ol style="list-style-type: none"> i. identifies minimal basic facts, messages, main ideas and supporting details from the text about El Dia de los Muertos. ii. has limited awareness of basic aspects of format and style, and author’s purpose for writing from the text about El Dia de los Muertos. iii. engages minimally with the written and visual txt by identifying few ideas, opinions and attitudes, has difficulty making a personal response to the text about El Dia de los Muertos. <p>The student shows limited understanding of the content, context and concepts of the text as a whole.</p>
3 - 4	<p>The student:</p> <ol style="list-style-type: none"> i. identifies some basic facts, messages, main ideas and supporting details from the text about El Dia de los Muertos. ii. has some awareness of basic aspects of format and style, and author’s purpose for writing from the text about El Dia de los Muertos. iii. engages adequately with the written and visual text by identifying some ideas, opinions and attitudes and by making some personal response to the text about El Dia de los Muertos. <p>The student shows some understanding of the content, context and concepts of the text as a whole.</p>
5 - 6	<p>The student:</p> <ol style="list-style-type: none"> i. identifies most basic facts, messages, main ideas and supporting details from the text about El Dia de los Muertos. ii. has considerably awareness of basic aspects of format and style, and author’s purpose for writing from the text about El Dia de los Muertos. iii. has considerably with the written and visual text by identifying most ideas, opinions and attitudes and by making a personal response to the text about El dia de los Muertos. <p>The student shows considerably understanding of the content, context and concepts of the text as a whole.</p>
7 - 8	<p>The student:</p> <ol style="list-style-type: none"> i. clearly identifies basic facts, messages, main ideas and supporting details from the text about El Dia de los Muertos. ii. has excellent awareness of basic aspects of format and style, and author’s purpose for writing from the text about El Dia de los Muertos. iii. engages thoroughly with the written and visual text by identifying ideas, opinions and attitudes and by making a personal response to the text about El dia de los Muertos. <p>The student shows thoroughly understanding of the content, context and concepts of the text as a whole.</p>

Criterion C: Communicating in response to spoken and/or written and/or visual text**At the end of the phase 1, student should be able to:**

- i. respond appropriately to spoken and/or written and/or visual text
- ii. interact in basic structured exchanges
- iii. use phrases to communicate ideas, feelings and information in familiar situations
- iv. communicate with a sense of audience

Achievement Level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1-2	The student: <ol style="list-style-type: none">i. makes limited attempt to respond to simple short phrases and basic information in spoken and/or written and/or visual text, responses are often inappropriate about el Dia de los Muertos.ii. interacts minimally in simple and rehearsed exchanges, using verbal and non-verbal language about el Dia de los Muertos.iii. uses minimal basic phrases to communicate ideas, feelings, and information on a limited range of aspects of everyday topics about el Dia de los Muertos.iv. communicates with a limited sense of audience about el Dia de los Muertos.
3-4	The student: <ol style="list-style-type: none">i. responds to simple short phrases and basic information in spoken and/or written and/or visual text, though some responses may be inappropriate about el Dia de los Muertos.ii. interacts to some degree in simple and rehearsed exchanges, using verbal and non-verbal language about el Dia de los Muertos.iii. uses some basic phrases to communicate ideas, feelings and information on a limited range of aspects of everyday topics about el Dia de los Muertos.iv. communicates with some sense of audience about el Dia de los Muertos.
5-6	The student: <ol style="list-style-type: none">i. responds appropriately to simple short phrases and basic information in spoken and/or written and/or visual text about el Dia de los Muertos.ii. interacts considerably in simple and rehearsed exchanges, using verbal and non-verbal language about el Dia de los Muertos.iii. uses basic phrases to communicate ideas, feelings and information on some aspects of everyday topics about el Dia de los Muertos.iv. communicates with a considerable sense of audience about el Dia de los Muertos.
7-8	The student: <ol style="list-style-type: none">i. responds in detail and appropriately to simple and short phrases and basic information in spoken and/or written and/or visual text. interacts confidently in simple and rehearsed exchanges, using verbal and non-verbal language about el Dia de los Muertos.ii. uses basic phrases effectively to communicate ideas, feelings and information on a variety of aspects of everyday topics about el Dia de los Muertos.iii. communicates with an excellent sense of audience about el Dia de los Muertos.

Criterion D: Using language in spoken and/or written form**At the end of the phase 1, student should be able to:**

- i. write and/or speak a basic range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation
- ii. organize information and ideas and use a range of basic cohesive devices
- iii. use language to suit the context

Achievement Level	Level Descriptor
0	The student does not reach a standard described by any of the descriptors below.
1 - 2	<p>The student:</p> <ol style="list-style-type: none"> i. has difficulty to write and speak using a basic range of vocabulary, grammatical structures and conventions; when speaking, uses pronunciation and intonation with many errors, making understanding difficult when talking about el Dia de los Muertos. ii. organizes limited basic information and ideas, and basic cohesive devices are not use when talking about el Dia de los Muertos. iii. makes minimal use of language to suit the context when talking about el Dia de los Muertos.
3 - 4	<p>The student:</p> <ol style="list-style-type: none"> i. writes/speaks using a basic range of vocabulary, grammatical structures and conventions, with some inappropriate choices; when speaking, uses pronunciation and intonation with some errors, some of which make understanding difficult when talking about el Dia de los Muertos. ii. organizes some basic information and ideas, and uses a limited range of basic cohesive devices, not always appropriately when talking about el Dia de los Muertos. iii. uses language to suit the context to some degree when talking about el Dia de los Muertos.
5 - 6	<p>The student:</p> <ol style="list-style-type: none"> i. writes/speaks making good use of a basic range of vocabulary, grammatical structures and conventions, generally accurately; when speaking, uses pronunciation and intonation with some errors, though these do not interfere with comprehensibility when talking about el Dia de los Muertos. ii. organizes basic information and ideas well, and uses a limited range of basic cohesive devices accurately when talking about el Dia de los Muertos. iii. usually uses language to suit the context when talking about el Dia de los Muertos.
7 - 8	<p>The student:</p> <ol style="list-style-type: none"> i. writes/speaks making effectively using a basic range of vocabulary, grammatical structures and conventions accurately; occasional errors do not interfere with communication. When speaking, uses clear pronunciation and excellent intonation, making communication easy when talking about el Dia de los Muertos. ii. organizes basic information and ideas clearly, and uses a range of basic cohesive devices accurately; there is a logical structure and cohesive devices and clarity to the message when talking about el Dia de los Muertos. iii. uses language effectively to suit the context when talking about el Dia de los Muertos.

CATEGORY	4	3	2	1
Questions 20 pts A	Student understands clearly the main idea and responds effectively 5 questions in Spanish accurately and complete sentences.	Student somehow understands the main idea and responds good 4-3 questions in Spanish in complete sentences	Student has some difficulty understanding and the answers have some errors and limited. Student responds 2-1 questions in complete sentences	Student has does not understand and is not able to answer the questions.
Questions 20 pts B	Student understands clearly the main idea and responds effectively 5 questions in Spanish accurately and complete sentences.	Student somehow understands the main idea and responds good 4-3 questions in Spanish in complete sentences	Student has some difficulty understanding and the answers have some errors and limited. Student responds 2-1 questions in complete sentences	Student has does not understand and is not able to answer the questions.
Accuracy of Information & Sentences 20 pts C	Student understands what The Day of the Dead means. Student is able to describe it in great depth why they celebrate this day and the elements of the ofrenda. Student writes 5 complete sentences using proper grammar rules	Student understands what The Day of the Dead means. Student is able to somehow describe why they celebrate this day and the elements of the ofrenda. Student can fairly write 4-3 complete sentences using proper grammar rules.	Student has some difficulty understanding what The Day of the Dead means. Student is not able to describe why they celebrate this day and the elements of the ofrenda. Student can fairly write 2-1 complete sentences using proper grammar rules.	Student does not understand the meaning of The Day of the Dead well and is not able to describe why they celebrate this day and the elements of the ofrenda. Student did not write any sentences.
Presentation 20 pts D	Student understands what The Day of the Dead means. Student is able to describe it in great depth why they celebrate this day. Student is able to talk about all the 9 elements of the ofrenda	Student understands somehow what the Day of the Dead means. Student is able to somehow describe why they celebrate this day. Student is able to talk about some of the elements (8-5) of the ofrenda using its own words and include some information/details.	Student has difficulty understanding what the Day of the Dead means. Student is has difficulty describing why they celebrate this day. Student is able to talk very little about the elements of the ofrenda (4-1 elements). Limited information/details is provided.	Student is not able to describe what the Day of the Dead means. Student is not able to talk about this holiday. There is almost no student original work and not much information/ details. 0 elements are described.
Attractiveness Ofrenda: Required Elements and Graphics 20 pts D	The mini ofrenda is exceptionally attractive in terms of design, creativity, layout, neatness, and time put into it. The mini ofrenda is a high quality, full-color replica of the Mexican altar and includes all 9 required elements: 1.name, 2.picture, 3.flower, 4.candles, 5.bread, 6.la Catrina, 7.love, 8.things that person used to like, 9.sugar skulls	The mini ofrenda is attractive in terms of design, creativity, layout, neatness, and time put into it. Almost all required elements are included in the ofrenda (7-9 elements)	The mini ofrenda is acceptably attractive though it may be a bit messy. Most of the required elements are included in the ofrenda (4-6 elements)	The mini ofrenda is distractingly messy or very poorly designed. It is not attractive. It seems like the student put it together the last minute. Very few or none of the required elements are included in the ofrenda (0-3 elements). Graphics do not relate to the topic or are not included.

