

Actividad de evaluación Unidad 1

PROPÓSITO

Esta actividad de evaluación permite consolidar la expresión oral y escrita, mediante formatos de uso real en el mundo del trabajo, y recoge información de los aprendizajes que han alcanzado los jóvenes en la unidad.

| OBJETIVOS DE APRENDIZAJE | INDICADORES |
|--|--|
| <p>OA 1 Comprender información central de textos orales y escritos en contextos relacionados con sus intereses e inquietudes, con el fin de conocer las maneras en que otras culturas abordan dichos contextos.</p> <p>OA 4 Producir y comprender con fluidez textos orales y escritos breves y claros en situaciones comunicativas que involucren otras visiones de mundo y la propia, con el fin de interactuar y tomar conciencia de su propia identidad.</p> | <ul style="list-style-type: none"> • Completan frases, usando los tiempos verbales (simples o compuestos) presentes en los textos. • Relacionan ideas con los conectores adecuados. • Escriben con un propósito definido, usando los conectores correspondientes. • Participan en una entrevista de trabajo y usan variadas estrategias para mantener la fluidez en la comunicación. |

DURACIÓN

4 horas pedagógicas

Carta de recomendación [Actividad individual]

- El docente les entrega las orientaciones para que escriban una carta de recomendación. En esta actividad, ejercitan la expresión escrita, basado en la correcta utilización del formato y la estructura que caracteriza al género de las cartas. Deben considerar los aspectos morfosintácticos y léxicos que han trabajado en la unidad y que se relacionan con el producto final que tienen que entregar.
- Escriben una carta de recomendación según el modelo presentado en la unidad, y corrigen su escritura a partir de los criterios incluidos en la rúbrica de evaluación.

RÚBRICA PARA CARTA DE RECOMENDACIÓN

| CRITERIA | POINTS | | | |
|--|--|--|---|--|
| | 4 | 3 | 2 | 1 |
| Structure | <i>Date, address, greeting and closing are written correctly. There is a clear introduction, body and conclusion.</i> | <i>The letter contains all the required parts, and most are written correctly.</i> | <i>There is one part missing or only some of them are written correctly.</i> | <i>There is one part written correctly or two or more parts are not present.</i> |
| Language (Clarity and Cohesion) | <i>Grammar is accurate and with almost no mistakes. The language is completely formal, sophisticated and appropriate for this type of letter.</i> | <i>Grammar has some mistakes. The language is mostly formal and appropriate for this type of letter.</i> | <i>Grammar has many mistakes. The language is only sometimes formal and appropriate for this type of letter.</i> | <i>Grammar has many mistakes which hinder meaning. The language is informal or inappropriate for this type of letter.</i> |
| Content (Clarity and Coherence) | <i>The letter reads like a real letter of recommendation which highlights in a natural, well supported manner the positive qualities of the candidate.</i> | <i>The letter reads mostly like a real letter of recommendation. Some of the comments about the candidate sound realistic while others do not.</i> | <i>The letter contains comments or appreciations that several times seem exaggerated, unrealistic or not related to the purpose of this letter.</i> | <i>The letter contains comments or appreciations that seem exaggerated, unrealistic or not related at all to the purpose of this letter.</i> |
| Length | <i>The letter includes between 5 and 7 paragraphs. These paragraphs consider from 1 to 3 sentences each.</i> | <i>The letter includes 4 paragraphs. Some paragraphs include from 1 to 3 sentences, but others do not.</i> | <i>The letter includes 3 paragraphs. Some paragraphs include from 1 to 3 sentences, but others do not.</i> | <i>The letter includes 2 paragraphs or less. Some paragraphs include from 1 to 3 sentences, but others do not.</i> |
| Total | | | | |

Entrevista oral de trabajo [Actividad colaborativa]

- El docente entrega orientaciones para la segunda parte de la evaluación, que se centra en la expresión oral. Los jóvenes practican una entrevista de trabajo; cada uno puede asumir el rol de entrevistador o de entrevistado, indistintamente.
- Pueden acordar con el profesor que graben sus entrevistas en diversos medios, usando algún soporte tecnológico para entregar esta evaluación. También pueden realizar la entrevista en la sala de clases, con una ambientación que replique una empresa, industria, institución de su comuna o región.

RÚBRICA PARA ENTREVISTA DE TRABAJO

| CRITERIA | POINTS | | | |
|--------------------------------|---|--|--|--|
| | 1-2 | 3-4 | 5-6 | 7-8 |
| <i>Communi-cation</i> | <i>Speaking is unclear – very difficult to understand message of what is being said.</i> <i>Volume is inappropriate for interview (i.e. spoke too loudly, too softly).</i> | <i>Speaking is unclear – some lapses in sentence structure and grammar.</i> <i>Volume is uneven (varied).</i> | <i>Speaking is clear with minimal mistakes in sentence structure and grammar.</i> <i>Volume is appropriate.</i> | <i>Speaks clearly and distinctly with no lapse in sentence structure and grammar usage; speaks concisely with correct pronunciation.</i> <i>Volume conveys business tone.</i> |
| <i>Posture and eye contact</i> | <i>Does not look at persons involved in the interview process; keeps head down; minimal eye contact; does not have good posture.</i> | <i>Sits up straight; average posture; establishes eye contact with interviewers during the interview 60 - 80% of the time.</i> | <i>Sits up straight, good posture; establishes eye contact with interviewers during the interview 80 -90% of the time.</i> | <i>Sits up straight, excellent posture; looks relaxed and confident; establishes eye contact with interviewers during the interview 90-100% of the time.</i> |
| <i>General attitude</i> | <i>Lack of interest and enthusiasm about the interview; passive and indifferent.</i> | <i>Somewhat interested in the interview; shows little enthusiasm.</i> | <i>Shows interest in the interview and some enthusiasm.</i> | <i>Appropriately interested and enthusiastic about the interview process.</i> |
| <i>Responses to questions</i> | <i>Answers with “yes’ or “no” and fails to elaborate or explain.</i> | <i>Gives well-constructed responses but sounds rehearsed or unsure.</i> | <i>Gives well-constructed responses, does not sound rehearsed, student somewhat hesitant or unsure.</i> | <i>Gives well-constructed, confident responses that are genuine.</i> |
| <i>Total</i> | | | | |