Task 4 - Summative: Self-Assessment and Essay

Standards addressed:

CONTENT STANDARDS

Students will be able to...

1. Conjugate verbs correctly in the preterite tense.
2. Conjugate verbs correctly in the imperfect tense.
3. Use the preterite correctly to communicate past events.
4. Use the imperfect correctly to communicate past events.
5. Alternate between the imperfect and preterite as dictated by context.

PROCESS STANDARDS

Students will be able to...

1. Effectively self-assess their work.

Task description:

You will be given 15 minutes to write an essay in class. You must use both the imperfect and preterite tenses, but you should not have one section with only preterite and then another section with only imperfect. Be sure to alternate some between both tenses. You must write at least 10 sentences and have at least 5 uses of the preterite and 5 uses of the imperfect. Do not repeat the same verbs in the preterite or the same verbs in the imperfect. After you write for 15 minutes, your assignment will be to assess your work using the evaluation sheet and make any necessary improvements to your essay. You will turn in your original essay, the evaluation sheet, and your finished product.

Essay prompt:

Write about last weekend.
Self-assessment worksheet:

Now that you’ve written your in class essay, re-read your work and see what improvements can be made. Write what errors you find, if any, in your essay and how to correct them. After completing this worksheet you must mark corrections on your original copy and then re-write your essay with the necessary changes and improvements.

1. Preterite - 

___________________________________________________________________________
____________________________________________________________________________________

2. Imperfect -

___________________________________________________________________________
____________________________________________________________________________________

3. Vocabulary -

___________________________________________________________________________
____________________________________________________________________________________

4. Secondary grammar -

___________________________________________________________________________
____________________________________________________________________________________
**Rubric for self-assessment:**

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification of errors</td>
<td>Students attempts to find errors in less than 3 categories OR... Identifies few errors in all categories.</td>
<td>Student only attempts to find errors in 3 categories OR... Only identifies some errors from all categories.</td>
<td>Student attempts to find errors in all categories, and identifies nearly all errors</td>
</tr>
<tr>
<td>Essay corrections</td>
<td>Few errors are corrected in the essay</td>
<td>Some of the errors in the essay are corrected</td>
<td>Almost all of the errors in the essay are corrected</td>
</tr>
</tbody>
</table>
## Rubric for final essay:

<table>
<thead>
<tr>
<th></th>
<th>Weight</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 sentences</td>
<td>X1</td>
<td>Less than 10 sentences.</td>
<td><strong>10 or more sentences</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Imperfect usage</td>
<td>X2</td>
<td>Imperfect tense is not used correctly.</td>
<td>There are at least 5 uses of the imperfect tense, but with many errors in use or conjugation.</td>
<td>There are at least 5 correct uses of the imperfect tense, all verbs are conjugated correctly and no verbs are repeated.</td>
<td>There are at least 5 correct uses of the imperfect tense, all verbs are conjugated correctly and no verbs are repeated.</td>
</tr>
<tr>
<td>Preterite usage</td>
<td>X2</td>
<td>Preterite tense is not used correctly.</td>
<td>There are at least 5 uses of the preterite tense, but with many errors in use or conjugation.</td>
<td>There are at least 5 correct uses of the preterite tense and verbs are conjugated correctly and no verbs are repeated.</td>
<td>Student alternates between the preterite and imperfect often in appropriate contexts.</td>
</tr>
<tr>
<td>Preterite and imperfect</td>
<td>X2</td>
<td>Preterite and imperfect uses are completely separate.</td>
<td>Student alternates a couple times between the preterite and imperfect.</td>
<td>Student alternates between the preterite and imperfect often in appropriate contexts.</td>
<td></td>
</tr>
<tr>
<td>Secondary grammar</td>
<td>X1</td>
<td>Many errors in secondary grammar and comprehension is affected.</td>
<td>Many errors in secondary grammar and comprehension is not affected</td>
<td>A few errors in secondary grammar but comprehension is affected</td>
<td>Very few errors in secondary grammar and comprehension is not affected.</td>
</tr>
<tr>
<td>Use of self-assessment</td>
<td>X1</td>
<td>Very few or none of changes from self-assessment are in final product.</td>
<td>Some changes from self-assessment are in final product</td>
<td>Almost all changes from self-assessment are in final product</td>
<td>All changes from self-assessment are in final product</td>
</tr>
</tbody>
</table>