

8TH GRADE RUBRIC - ENGLISH DAY 2026

Criteria	4 – Excellent	3 – Good	2 – Developing	1 – Beginning
1. Question preparation and process	Creates all required questions and presents them to the teacher before English Day. Incorporates feedback.	Creates the questions and presents them before English Day, with minor revisions needed.	Presents incomplete questions or needs several reminders and revisions.	Does not present the questions before English Day or completes very little of the assigned work.
2. Simple Past	Uses the Simple Past accurately to ask about historical events and past experiences.	Makes minor grammatical errors that do not affect meaning.	Makes frequent errors that sometimes affect meaning.	Uses the tense incorrectly or does not demonstrate understanding.
3. Present Perfect	Uses the Present Perfect accurately to ask about experiences, changes and developments over time.	Makes minor errors while maintaining clear meaning.	Makes frequent errors or confuses the tense with the Simple Past.	Rarely or incorrectly uses the tense.
4. Geography	Asks relevant questions about location, borders, landscapes, climate or important geographical features.	Covers relevant geographical information with minor omissions.	Questions cover only limited geographical information.	Questions about geography are missing or irrelevant.
4.1 Social context	Asks meaningful questions about culture, traditions, people, languages or daily life.	Covers the main social and cultural aspects.	Includes limited information about society or culture.	Does not address the social context adequately.



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4.2 Political context	Asks clear questions about government, political institutions, leadership or the nation's relationship with the UK.	Covers the main political aspects with minor omissions.	Shows limited understanding of the political context.	Political questions are missing or inaccurate.
4.3 Nowadays	Asks relevant questions about current life, recent changes, challenges or achievements.	Includes appropriate questions about present-day life.	Includes few questions about current life.	Does not address the nation today.
4.4 Funny facts	Includes interesting, accurate and memorable facts that engage the audience.	Includes relevant and interesting facts.	Includes few facts or facts with limited relevance.	Funny facts are missing or inaccurate.
5. National identity and attire	Wears a neat, respectful and distinctive item representing the favorite nation, such as its colors, flag, scarf or badge.	Wears an identifiable item representing the nation.	The item is minimally distinctive or incompletely prepared.	Does not wear an identifiable item representing the nation.
6. Behavior, organization and responsibility	Is respectful, attentive and organized; follows instructions, listens to presenters and records information carefully.	Behaves respectfully and completes most tasks with minor reminders.	Needs frequent reminders or records information inconsistently.	Frequently disrupts activities, disregards instructions or does not complete the task.

*Important: Students are not required to wear costumes. A simple accessory, the nation's colors, a scarf, a badge or another distinctive item is sufficient. Assess the effort and identification, not the price or sophistication of the clothing. **(Sobre el ítem 5 se refiere a que será evaluada la presentación personal del estudiante de acuerdo a su nación favorita, no es necesario un disfraz, pero sí un accesorio simple o colores distintivos de la nación)**

RUBRIC II: ENGLISH DAY — WHAT DID WE LEARN?

Oral Presentation: My English Day Experience

Student instructions

Prepare a short oral presentation in English. Explain some of the information you collected from the presentations about Northern Ireland, Wales, Scotland and England. Then describe what you learned from English Day.

You do not need to mention every detail about every nation. Choose the most interesting and important information you learned.

Your presentation should include (**la presentación debe incluir**):

- At least two relevant facts you learned about the UK nations. (**2 hechos relevantes sobre las naciones**)
- Information from the five topics when possible: geography, social context, political context, nowadays and funny facts. (**dependiendo de qué enfoque investigaste, solo explicarás de eso**)
- A personal reflection about what you learned from English Day. (**reflexión personal sobre el día de inglés**)
- Clear and organized ideas, using English. (**ideas precisas y claras en inglés**)

Assessment criteria

Criteria	4 – Excellent	3 – Good	2 – Developing	1 – Beginning
1. Information and accuracy	Presents accurate, relevant information from the exhibitions and demonstrates a clear understanding of the UK nations.	Presents mostly accurate information with minor omissions.	Presents limited information or includes some inaccuracies.	Presents very little relevant information or includes major inaccuracies.

2. Learning reflection	Clearly explains what they learned and gives a personal opinion or example of why it was interesting or important.	Explains what they learned and gives a simple personal opinion.	Mentions something learned but provides little explanation.	Does not explain what they learned from English Day.
3. English grammar and vocabulary	Uses appropriate English vocabulary and accurate grammatical structures, including relevant use of the Simple Past and/or Present Perfect.	Uses appropriate vocabulary and understandable grammar, with some errors.	Uses limited vocabulary and makes frequent grammatical errors.	Has difficulty expressing ideas in English because of limited vocabulary or grammatical control.
4. Oral communication and organization	Speaks clearly, organizes ideas logically and communicates confidently with minimal reliance on notes.	Communicates clearly overall and follows a logical sequence, with some reliance on notes.	Ideas are sometimes difficult to follow; relies heavily on notes.	Presentation is difficult to follow or largely consists of reading without communicating the ideas.
5. Time management	Completes the presentation within 2 minutes, with relevant and well-selected information.	Exceeds 2 minutes by no more than 10 seconds, or finishes slightly early with sufficient information.	Exceeds the time limit by 11–30 seconds, or finishes early with important information missing.	Exceeds the time limit by more than 30 seconds or presents too little information to demonstrate learning.

Suggested speaking guide for students (sugerencias para la exposición)

You can provide the following guide to help students prepare their two-minute presentation without memorizing a long text. **(A continuación te compartiré ideas sobre tu presentación que sólo debe durar 2 minutos, no memorices textos largos, se debe ser preciso con cada idea)**

My English Day Presentation

Suggested structure — maximum 2 minutes

1. Introduction (15–20 seconds) (introducción)

“During English Day, I learned about the four nations of the United Kingdom.”

2. Information from the exhibitions (60–70 seconds) (información de las exposiciones)

“In Scotland, I learned that...”

“In Wales, I discovered that...”

“In England, I found out that...”

“In Northern Ireland, I learned that...”

“One interesting fact was...”

3. My learning reflection (20–30 seconds) (reflexiones)

“The most interesting thing I learned was...”

“Before English Day, I didn't know that...”

“I have learned that the four nations...”

4. Closing (5–10 seconds) (cierre de la presentación)

“English Day was interesting because...”