

## Anexos

## Anexo A. Consentimiento informado

## Consentimiento Informado para Participantes de Investigación

El propósito de esta ficha de consentimiento es proveer a los participantes en esta investigación con una clara explicación de la naturaleza de esta, así como de su rol en ella como participantes.

La presente investigación es conducida por la licenciada en ingles **Adriana Esperanza Niño Sánchez**, de la Universidad **La Gran Colombia**. La meta de este estudio es **Analizar las ventajas del aprendizaje cooperativo como estrategia pedagógica en el alcance de los estándares básicos de competencia en comprensión de lectura en lengua extranjera: inglés en los estudiantes de grado once del Colegio Champagnat de Bogotá a partir de la aplicación de la prueba B1Preliminary for schools en dicho componente.**

Si usted accede a participar en este estudio, se le pedirá responder preguntas en un test (o completar una encuesta, o lo que fuera según el caso). Esto tomará aproximadamente **45 minutos** de su tiempo.

La participación en este estudio es estrictamente voluntaria. La información que se recoja será confidencial y no se usará para ningún otro propósito fuera de los de esta investigación. Sus respuestas al cuestionario y a la entrevista serán codificadas usando un número de identificación y por lo tanto, serán anónimas.

Si tiene alguna duda sobre este proyecto, puede hacer preguntas en cualquier momento durante su participación en él. Igualmente, puede retirarse del proyecto en cualquier momento sin que eso lo perjudique en ninguna forma. Si alguna de las preguntas durante el test le parece incómoda, tiene usted el derecho de hacérselo saber al investigador o de no responderlas.

Desde ya le agradecemos su participación.

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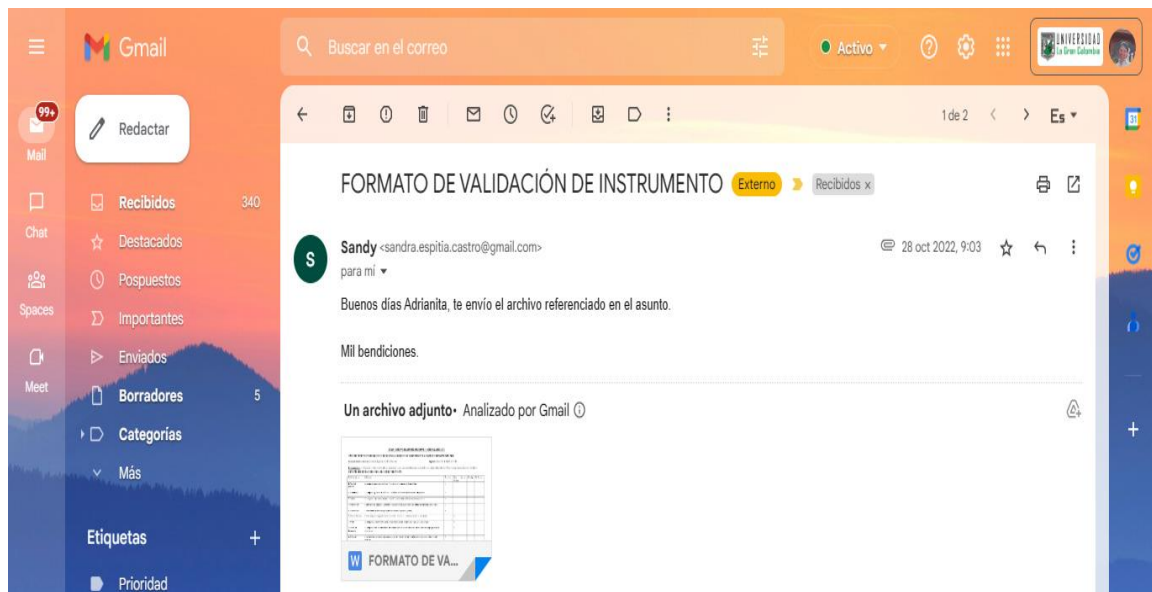
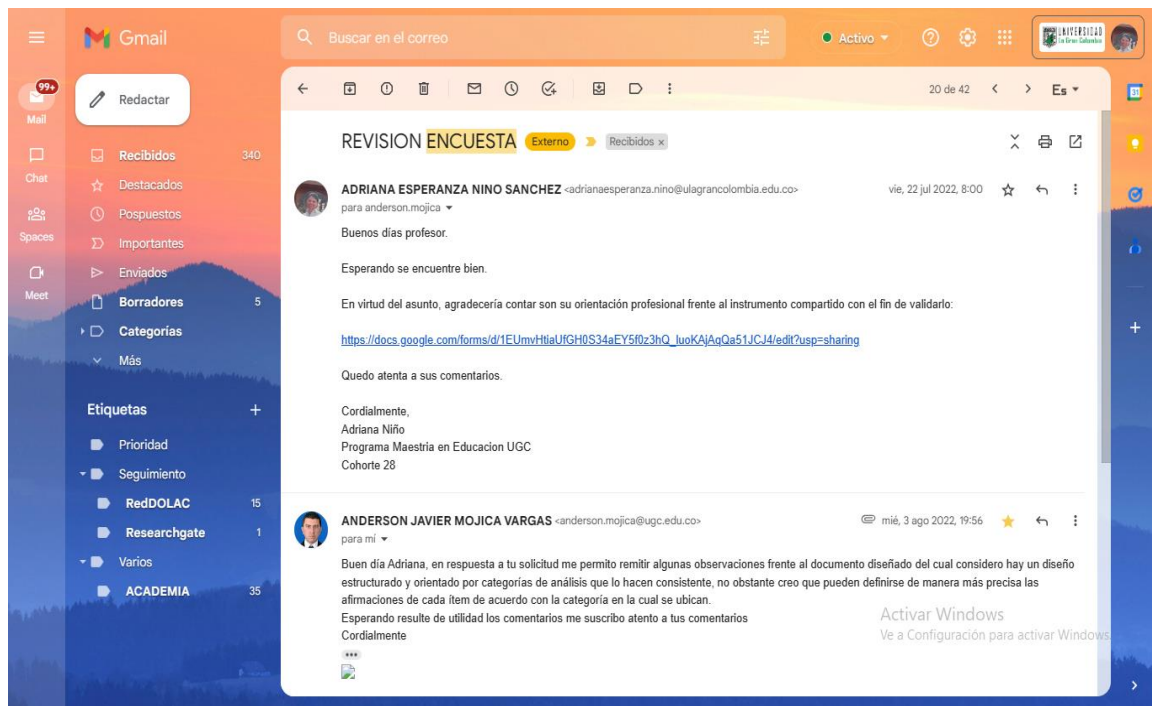
Acepto participar voluntariamente en esta investigación, conducida por la licenciada en inglés **Adriana Esperanza Niño Sánchez**. He sido informado (a) de que la meta de este estudio es **Analizar las ventajas del aprendizaje cooperativo como estrategia pedagógica en el alcance de los estándares básicos de competencia en comprensión de lectura en lengua extranjera: inglés en los estudiantes de grado once del Colegio Champagnat de Bogotá a partir de la aplicación de la prueba B1Preliminary for schools en dicho componente.**

Me han indicado también que tendré que responder cuestionarios y preguntas en un test, lo cual tomará aproximadamente 45 minutos.

Reconozco que la información que yo provea en el curso de esta investigación es estrictamente confidencial y no será usada para ningún otro propósito fuera de los de este estudio sin mi consentimiento. He sido informado de que puedo hacer preguntas sobre el proyecto en cualquier momento y que puedo retirarme del mismo cuando así lo decida, sin que esto acarree perjuicio alguno para mi persona. De tener preguntas sobre mi participación en este estudio, puedo contactar a la licenciada en ingles **Adriana Esperanza Niño Sánchez** al correo [adrianaesperanza.nino@ulagrancolombia.edu.co](mailto:adrianaesperanza.nino@ulagrancolombia.edu.co)

Entiendo que una copia de esta ficha de consentimiento me será entregada, y que puedo pedir información sobre los resultados de este estudio cuando éste haya concluido. Para esto, puedo contactar a la licenciada en ingles **Adriana Esperanza Niño Sánchez** al correo anteriormente mencionado.

FIRMA MADRE O ACUDIENTE	
NOMBRE: _____	FIRMA MADRE O ACUDIENTE
C.C. _____	NOMBRE: <u>Adriana Niño</u>
Nº TEL. _____	C.C. <u>8029 219</u>
	Nº TEL. <u>3114461741</u>

**Anexo B. Validación de encuesta por expertos**

**FORMATO DE VALIDACIÓN DEL INSTRUMENTO DE INVESTIGACIÓN**

**Título del Proyecto:** Análisis descriptivo del aprendizaje cooperativo en la comprensión de lectura en lengua extranjera inglés

**Nombre del estudiante:** Adriana Esperanza Niño Sánchez.

**Experto:** SANDRA ESPITIA CASTRO

**Instrucciones:** Determinar si el instrumento de medición reúne los indicadores mencionados y evaluar si ha sido excelente, muy bueno, bueno, regular o deficiente, colocando un aspa(X) en el casillero correspondiente.

No/ Indicadores	Definición	Excelente	Muy bueno	Bueno	Regular	Deficiente
1. Claridad y precisión	Las preguntas están redactadas en forma clara y precisa, sin ambigüedades	x				
2. Coherencia	Las preguntas guardan relación con la hipótesis, las variables e indicadores del proyecto.	x				
3. Validez	Las preguntas han sido redactadas teniendo en cuenta la validez de contenido y criterio.	x				
4. Organización	La estructura es adecuada. Comprende la presentación, agradecimiento, datos demográficos, instrucciones	x				
5. Confiabilidad	El instrumento es confiable porque se ha aplicado la prueba- (piloto)	X				
6. Control de sesgo	Presenta algunas preguntas distractoras para controlar la contaminación de las respuestas		X			
7. Orden	Las preguntas y reactivos han sido redactadas utilizando la técnica de lo general a lo particular		X			
8. Marco de Referencia	Las preguntas han sido redactadas de acuerdo con el marco de referencia del encuestado: lenguaje, nivel de información.		x			
9. Extensión	El número de preguntas no es excesivo y está en relación con las variables, dimensiones e indicadores del problema.	X				
10. Inocuidad	Las preguntas no constituyen riesgo para el encuestado	X				

**Observaciones:**

Las preguntas son claras y sin ambigüedades. El instrumento es concreto, preciso y coherente con el proyecto.

No obstante, para el encuestado puede ser más claro iniciar con el ITEM APRENDIZAJE COOPERATIVO -GRUPOS COOPERATIVOS y posteriormente COHESIÓN GRUPAL. Lo anterior, también para dar secuencia de lo general a lo particular en el orden del instrumento.

En el punto 8, relacionado con el aprendizaje de lengua extranjera, sería interesante incluir un aparte que permita identificar las posibilidades que ofrece el aprendizaje cooperativo para fortalecer la habilidad comunicativa o agregarlo en uno de los que ya existen. Con respecto a los apartes donde se quiere indagar por la convivencia, se podría enmarcar en el contexto de habilidades sociales.

De igual manera, incluir las posibilidades de fortalecer las habilidades blandas a través del aprendizaje cooperativo.

En consecuencia, el instrumento puede ser aplicado Sí

*Sandra Espitia Castro*

Firma del experto

## Anexo C. Encuesta

<https://forms.gle/zntu22EYJltTKLu78>

docs.google.com/forms/d/1EumvHtiaUFGH0S34aEY5f0z3hQ\_JuoKAjAqQa51JCJ4/edit

Aprendizaje cooperativo en docentes de lenguas extranjeras: Ingles

Questions Responses 0 Settings

Section 1 of 9

**Aprendizaje cooperativo como estrategia pedagógica en el alcance de los estándares básicos en comprensión de lectura en lengua extranjera: inglés**

Form description

This form is automatically collecting emails from all respondents. [Change settings](#)

Tratamiento de datos personales: En cumplimiento de la ley 1581 de 2012, La universidad La Gran Colombia está comprometida con el tratamiento lícito y seguro de los datos personales de sus colaboradores y terceros, garantizando su confidencialidad. Consulte nuestra Política de Tratamiento de Información en: <https://www.ugc.edu.co/sede/bogota/documentos/universidad/politicas-institucionales/seguridad-de-la-informacion.pdf>. Con base en lo anterior acepto que mis datos sean tratados de acuerdo a esta política.

☐ Acepto

☐ No acepto

Consentimiento Informado: Querido Docente, lo (a) invito a participar en el diligenciamiento de una encuesta que hace parte del proyecto de investigación de la estudiante Adriana Niño para optar por el título de Magister en Educación, con el fin de identificar las necesidades de formación docente en procesos que involucren el aprendizaje cooperativo en los profesores de lenguas extranjeras. Usted está invitado(a) por su perfil como docente de lenguas extranjeras: Inglés. Es importante aclarar que su participación es voluntaria y que, después de haber aceptado participar, podrá decidir de continuar en cualquier momento. La encuesta tiene una duración aproximada de 10 minutos. La investigadora garantiza que toda la información proporcionada será confidencial. Todos los datos para el análisis serán anónimos y, en el momento de entregar los resultados de la investigación, no se van a revelar los nombres reales de ningún participante. Como participante, usted tendrá la posibilidad de conocer los resultados de esta investigación tan pronto se de su culminación. En caso de tener cualquier inquietud relacionado con la investigación, pueden contactar a Adriana Niño ([adrianasperanza.nino@ulagrancolombia.edu.co](mailto:adrianasperanza.nino@ulagrancolombia.edu.co)).

☐ Si acepto participar

☐ No acepto participar

Section 2 of 9

Encuesta sobre Aprendizaje Cooperativo

Estimado(a) docente:

La incorporación de metodologías innovadoras ha sido un factor determinante en la enseñanza de lenguas extranjeras, el cual ha generado grandes desafíos para los profesores. Por consiguiente, el objetivo de la presente investigación es analizar las ventajas del aprendizaje cooperativo como estrategia didáctica en el alcance de los estándares básicos de competencia en comprensión de lectura en lenguas extranjeras: Inglés. Por ello, y desde el reconocimiento de su experiencia como docente, Agradezco de antemano su colaboración para responder las siguientes preguntas con la mayor sinceridad.

After section 2 Continue to next section

Section 3 of 9

Aprendizaje Cooperativo- Cohesión Grupal.

Por favor, utilice la siguiente escala y marque la opción que mejor representa su práctica docente en su contexto de enseñanza de acuerdo con los enunciados presentados: 1 (totalmente en desacuerdo), 2 (en desacuerdo), 3 (ni de acuerdo, ni en desacuerdo), 4 (de acuerdo) y 5 (totalmente de acuerdo).

\* Tenga presente que no hay respuestas correctas o incorrectas; estas solo representan su valoración de acuerdo con su experiencia y su ejercicio docente.

## Anexo D. Test B1-preliminary

Reading Sample paper

**Part 1**

**Questions 1 – 5**

For each question, choose the correct answer.

1

**Win a Car**

**COMPETITION**

Entries will only be accepted from people who are at least eighteen.

2

**LABORATORY**

The public are not permitted beyond this point unless accompanied by a staff member.

3

4

5

2

4

Jane,  
Mum's leaving really early tomorrow, so could you wake me at 7 when you leave for work? I mustn't be late for college again!  
Tom

5

**FREE COPIES OF ADVERTISEMENTS ON THIS BOARD ARE AVAILABLE FROM THE CAREERS CENTRE**

3

Activar Windows  
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Paper 1

Turn over ►

**Part 2**

**Questions 6 – 10**

For each question, choose the correct answer.

The people below all want to visit a city market.  
On the opposite page there are descriptions of eight markets.  
Decide which market would be the most suitable for the people below.

6

Jenny wants to buy locally-produced food traditional to the area. She needs somewhere convenient to eat, and as she's sightseeing in the city, the market shouldn't be far from local attractions.

7

Matt wants a market where he can get something to wear at reasonable prices, and something hot to eat. He's also keen on music, and likes finding rare recordings by different bands.

8

Sammie wants to visit a market after spending the day in the city. He would like to photograph a historic place, and buy a painting by someone unknown.

9

Alexia is looking for a really special necklace for her grandmother's birthday. She'd like to spend the whole day at the market, and wants to avoid the cold by staying inside.

10

Ella is looking for objects from other countries for her friends. She'd like to choose a second-hand book to read on the journey home, and wants a snack at the market, too.

4

**City Markets**

**A Beckfield Market**  
This market's world-famous for second-hand camera equipment and books on photography. As well as an amazing range of cameras, we have old pictures of local places of interest for you to buy, and of course the stall owners are happy to give you advice for free! Don't miss our hot soup stall in cold weather.

**B Rosewell Hill**  
Our market's in an amazing building that's hundreds of years old. Visitors find our late-night opening hours convenient, and there are always performers entertaining the crowds. We've recently opened more stalls specializing in pictures both from well-known artists and also those beginning their careers.

**C Camberwall Market**  
There's lots to see in this interesting indoor market, so it's open from morning until late, in a fantastic modern setting. Find everything from rare gold and silver jewellery to designer clothes – although the prices aren't cheap, the quality's excellent. After shopping, enjoy a meal in a nearby restaurant.

**D Cobbledown Road**  
A small market that's open in all weathers. Come and find something really fantastic – treat yourself or someone special! We have a wide selection of jewellery and musical instruments, produced locally by highly-skilled people, and home-made cakes to enjoy.

**E Oldford Lane**  
Situated in the historic city centre, you'll find a wide range of jewellery and clothes. Arrive early to avoid disappointment – bargains are found in the morning, and the stalls pack up after lunch. If the weather's good, enjoy watching the world go by, although it gets very busy in the tourist season.

**F Purford Market**  
Close to museums and art galleries, this is the place to buy something for lunch, as well as fresh fruit and special breads. Try the region's famous cheese – the producers are there with advice on different types. Eat on the seats situated around the market, watching the colourful scene and enjoying music from local bands.

**G Teddingley Market**  
Situated under historic city walls, in this busy market you'll find a huge selection of great-value new and second-hand clothes. There are also stalls offering unusual albums by international singers, often hard to find in shops. Our world-food area allows you to taste food from abroad, cooked in front of you by international chefs.

**H Frome Place**  
Stalls open during normal daytime shopping hours so, depending on the weather, there's plenty to entertain you the whole day. Try our sandwich bar if you're hungry, and look for an old copy of something by a favourite author. We also have gifts from all over the world.

5

Act  
Ve a

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## Part 3

## Questions 11 – 15

For each question, choose the correct answer.

## Artist Peter Fuller talks about his hobby

There's a popular idea that artists are not supposed to be into sport, but mountain biking is a huge part of my life. It gets me out of my studio, and into the countryside. But more importantly, racing along as fast as you can leaves you no time to worry about anything that's going on in your life. You're too busy concentrating on not crashing. The only things you pay attention to are the pain in your legs and the rocks on the path in front of you.

I'm in my sixties now, but I started cycling when I was a kid. In the summer my friends and I would ride our bikes into the woods and see who was brave enough to go down steep hills, or do big jumps. The bikes we had then weren't built for that, and often broke, so I used to draw pictures of bikes with big thick tyres that would be strong enough for what we were doing. They looked just like modern mountain bikes. However, it wasn't until many years later that someone actually invented one. By the 1980s, they were everywhere.

At that time I was into skateboarding. I did that for a decade until falling off on to hard surfaces started to hurt too much. Mountain biking seemed a fairly safe way to keep fit, so I took that up instead. I made a lot of friends, and got involved in racing, which gave me a reason to train hard. I wanted to find out just how fit and fast I could get, which turned out to be fairly quick. I even won a couple of local races.

In the end I stopped racing, mainly because I knew what it could mean to my career if I had a bad crash. But I still like to do a three-hour mountain bike ride every week. And if I'm out cycling in the hills and see a rider ahead, I have to beat them to the top. As I go past I imagine how surprised they would be if they knew how old I am.

6

11 Peter enjoys mountain biking because

- A it gives him the opportunity to enjoy the views.
- B he can use the time to plan his work.
- C he is able to stop thinking about his problems.
- D it helps him to concentrate better.

12 What does Peter say about cycling during his childhood?

- A He is sorry he didn't take more care of his bike.
- B His friends always had better quality bikes than he did.
- C His bike wasn't suitable for the activities he was doing.
- D He was more interested in designing bikes than riding them.

13 Peter says he returned to cycling after several years

- A because he had become unfit.
- B so that he could enter races.
- C in order to meet new people
- D to replace an activity he had given up.

14 How does Peter feel about cycling now?

- A He is proud that he is still so fast.
- B He is keen to do less now that he is older.
- C He regrets the fact that he can no longer compete.
- D He wishes more people were involved in the sport.

15 What would be a good introduction to this article?

- |  |   |
|--|---|
| <p>A</p> <p>For Peter Fuller, nothing matters more than mountain biking, not even his career. Here, in his own words, he tells us why.</p> | <p>B</p> <p>Artist Peter Fuller takes mountain biking pretty seriously. Here he describes how it all began and what he gets out of it.</p>          |
| <p>C</p> <p>In this article, Peter Fuller explains how he became an artist only as a result of his interest in mountain biking.</p>        | <p>D</p> <p>After discovering mountain biking late in life, Peter Fuller gave up art for a while to concentrate on getting as good as possible.</p> |

7

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Paper 1

## Part 4

## Questions 16 – 20

Five sentences have been removed from the text below.

For each question, choose the correct answer.

There are three extra sentences which you do not need to use.

## A new life

I used to work as a college lecturer in the north of England, running photography courses. It wasn't a bad job and I really liked my students, but I began to feel tired of doing the same thing every day.

16

I'd always loved travelling, so one weekend I typed 'international volunteering' into an internet search engine. At the top of the results page was the opportunity to go and stay on an island in the Indian Ocean, thousands of miles away, and help to protect the beaches and the sea life. 17 I had some diving experience, and the more I talked about it, the more I wanted to do it. So I contacted the organisation. One week later they offered to send me to the island and I accepted. 18 After all, the volunteer job was only for two months during the summer holidays. I thought after I'd finished, I'd come home.

As soon as I got to the island, I was sure I'd done the right thing. My first dive was incredible.

19 I felt so lucky to be able to experience that every day.

In fact I loved it so much that I never came home! I've now been on the island for ten years and I have a permanent job. I'm working as a marine educator, teaching volunteers about the sea life and taking them snorkelling and diving. My desk is a picnic table 10 metres from the best beach on the island. Of course not everything about my new life is perfect. 20 However, I can't imagine going back to my old life.

- |   |  |
|---|--|
| A | That's why I knew it was a terrible plan.  |
| B | I had trained in icy water in the UK so the crystal clear warm water felt amazing. |
| C | They always ask lots of questions.   |
| D | I work far harder than I used to.  |
| E | I began joking to friends about sending in an application.                         |
| F | Afterwards, some people were surprised by my decision but I wasn't too worried.    |
| G | I decided I needed a break.  |
| H | I needed to explain that first.  |

Reading Sample paper

Part 5

Questions 21 – 26

For each question, choose the correct answer.

The Coconut Tree

The coconut tree is thought to be one of the most valuable trees in the world. It is mostly found by the sea where there is a hot and wet (21) ..... The coconuts often fall into the sea and float on the water until they (22) ..... another beach, where more trees then begin to grow.

Holiday makers often see the coconut tree as no more than an attractive sun umbrella that provides (23) ..... However, this amazing tree has hundreds of (24) ..... and more are still being discovered.

People have made houses, boats and baskets from the coconut tree's wood and leaves for centuries. Even today, if you take a (25) ..... in your cupboards, you will find coconut oil in products as (26) ..... as medicine and desserts.

21

A temperature

B condition

C climate

D weather

22

A reach

B go

C travel

D arrive

23

A cloud

B shade

C dark

D cold

24

A uses

B jobs

C roles

D things

25

A scene

B sight

C look

D view

26

A opposite

B separate

C strange

D different

Part 6

Questions 27 – 32

For each question, write the correct answer.  
Write one word for each gap.

The Natural History Museum

This is one of my favourite places to visit. I've learned a huge amount about animals and plants (27) ..... time I've visited. I've even seen bits of rock from the moon!

The building's really beautiful and it's easy to find your way around. There are hundreds of interesting things on display, but (28) ..... you like dinosaurs the best time (29) ..... see them is during term-time. I've been twice in the school holidays and the queue was (30) ..... long that I wasn't able to visit that part (31) ..... the museum.

You'll probably want something to eat while you're there. You can take (32) ..... own picnic and eat in the museum garden, or try one of the two museum cafés.

10

11

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Paper 1

## Anexo E. Hoja de respuestas Test B1-preliminary

Reading Answer sheet

Office Use Only - DO NOT WRITE OR MAKE ANY MARK ABOVE THIS LINE

Page 1 of 2

Cambridge Assessment English

Candidate Name: \_\_\_\_\_ Candidate Number: \_\_\_\_\_

Centre Name: \_\_\_\_\_ Centre Number: \_\_\_\_\_

Examination Title: \_\_\_\_\_ Examination Date: \_\_\_\_\_

Candidate Signature: \_\_\_\_\_ Assessment Date: \_\_\_\_\_

Supervisor: If the candidate is ABSENT or has WITHDRAWN shade here ☐

Preliminary for Schools Reading Candidate Answer Sheet

Instructions  
Use a PENCIL (B or HB)  
Rub out any answer you want to change with an eraser.  
For Parts 1, 2, 3, 4 and 5:  
Mark ONE letter for each answer.  
For example: If you think A is the right answer to the question, mark your answer sheet like this:

Part 1

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D

Part 2

6	A	B	C	D	E	F	G	H
7	A	B	C	D	E	F	G	H
8	A	B	C	D	E	F	G	H
9	A	B	C	D	E	F	G	H
10	A	B	C	D	E	F	G	H

Part 3

11	A	B	C	D	E	F	G	H
12	A	B	C	D	E	F	G	H
13	A	B	C	D	E	F	G	H
14	A	B	C	D	E	F	G	H
15	A	B	C	D	E	F	G	H

Part 4

16	A	B	C	D	E	F	G	H
17	A	B	C	D	E	F	G	H
18	A	B	C	D	E	F	G	H
19	A	B	C	D	E	F	G	H
20	A	B	C	D	E	F	G	H

Part 5

21	A	B	C	D	E	F	G	H
22	A	B	C	D	E	F	G	H
23	A	B	C	D	E	F	G	H
24	A	B	C	D	E	F	G	H
25	A	B	C	D	E	F	G	H
26	A	B	C	D	E	F	G	H

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Page 1 of 2

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Page 2 of 2

For Part 6:  
Write your answers clearly in the spaces next to the numbers (27 to 32) like this:

Write your answers in CAPITAL LETTERS.

Part 6

27	mad	PT 1	A	B	C	D
28	if	PT 1	A	B	C	D
29	from	PT 1	A	B	C	D
30	the	PT 1	A	B	C	D
31	or	PT 1	A	B	C	D
32	god	PT 1	A	B	C	D

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Page 2 of 2

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## Anexo F. Taller cooperativo

<p>1</p> <p style="text-align: center;"><b>Cooperative Learning Workshop: Let's Walk the Journey Together</b></p> <p style="text-align: center;"><b>Lesson for 11<sup>th</sup> Grade</b></p> <p><b>Deciding on the Lesson</b></p> <p><b>Subject Area:</b> English</p> <p><b>Grade Level:</b> 11<sup>th</sup> grade</p> <p><b>Workshop Summary:</b> In this workshop, students will work individually and in groups to share ideas about digital impact.</p> <p><b>Time Required:</b> 120 minutes (a class term)</p> <p style="text-align: center;"><b>Decisions</b></p> <p><b>Group Size:</b> 4 or 5 students per group</p> <p><b>Assignment of Students to Groups:</b> The teacher will assign groups with the intention of having variety in each group.</p> <p><b>Room Arrangement:</b> Students will have their desks facing each other when working in groups.</p> <p><u>For the "Warm up Exercise":</u> Before class, T posts statement posters ("Strongly Agree," and "Strongly Disagree") Ss will be showing beneath the statements with which they most agree for different questions regarding the class in the United States. For each of the statements below, read the statement aloud and allow students to move to the corners of the room that best express their views on the statement.</p> <ul style="list-style-type: none"> <li>-It is bad to move from poverty to the middle class.</li> <li>-Hard work alone determines success.</li> <li>-Being middle class is the American Dream.</li> <li>-Poverty equals unhappiness.</li> <li>-Money equals happiness.</li> <li>-You can never succeed if you are an undocumented citizen.</li> <li>-A stable family life is important to achieving success no matter what your legal status is in this country.</li> </ul> <p><b>Presenting the Content:</b> The jigsaw cooperative learning technique</p> <p>Ss are divided according to their roles to research the different reading techniques they can use to improve their performance in reading tasks as the ones they face in the B1-Preliminary test.</p> <p>Once students have their assignment they can go off on their own to research it by any means necessary. Each member of the jigsaw group will meet with another member from another group that is researching their exact topic. For example, students that researched "Part 1" would meet regularly to discuss information and share information on their topic. They are essentially the "expert" on their particular topic.</p> <p>Once students have completed their research on their topic, they return to their original jigsaw cooperative learning group. Then each "expert" will now teach the rest of their group everything that they learned, and so on. Each member listens carefully and takes notes on what each expert in their group discusses.</p> <p><b>Practice: Planning Instructional Materials to Promote Independence:</b> Students are expected to have their own pencils and paper. T will provide different color markers, sheets of color paper and copies of article "My</p>	<p>2</p> <p>Life as an Undocumented Immigrant" (attached). Visit to the school library will be as a class to use the computers to complete some of the online research required.</p> <p><b>Assignment Roles to Ensure Interdependence:</b> Students will read the article on their own and discuss it in their groups to share their thoughts. Each student will write down their own opinion on paper to share with the entire class.</p> <p>Students will work together in groups for 30 minutes to go over the article and write down their thoughts about it. They will also have the chance to ask questions to the other groups based on the B1-Preliminary format.</p> <p style="text-align: center;"><b>Task, Goal Structure, Learning Activity</b></p> <p><b>Explaining the Academic Task:</b> In this lesson, students share opinions about undocumented immigrants and class mobility. Students will create a timeline that chronicles milestones in their own lives and synthesize their learning by writing personal essays about their class status and aspirations for the future, making sure they include the type of difficulties they might run into.</p> <p>Students will consider the meaning of middle-class life and the possibilities for social advancement. By reading the article, students will learn about a young man that succeeded from being illegal and living in poverty to a college graduate that becomes a professional journalist that helps out his family.</p> <p>When students finish reading and discussing the article, they will be answering the following questions in their designated groups. One person in the group will be writing down the answers and the other one can share it with the entire class.</p> <ul style="list-style-type: none"> <li>-What were the conditions of his home life while he studied?</li> <li>-What did his parents do for a living?</li> <li>-What had happened in his life by the time she reached the age of getting an ID?</li> <li>-How do you think he felt when he found out he couldn't get an ID? How would you feel?</li> <li>- How did his life change after becoming a legal citizen?</li> <li>- Did he work extra hard while in school?</li> </ul> <p>- Does your legal status in this country make it difficult to climb the ladder in society?</p> <p>Students will work in groups and develop a timeline where they illustrate important milestones in their lives that is guiding them through the right path of success. By doing this, they will be able to compare successful accomplishments they have in common.</p> <p>The last assignment is to write a personal essay about themselves and their struggles in society (if any). Do you plan to go to college? If so, where and for what? If not, what are your plans after high school? Do people in your life (family, friends, neighbors) encourage you to continue your education? Have other people (grandparents, parents, siblings) in your family gone to and/or graduated from college? What career do you imagine for yourself? What steps must you take in order to achieve your career goals? How easy or difficult do you imagine it will be to achieve those goals? Why? Do you work now? If so, does your current job prepare you for your future career?</p> <p style="text-align: right;">Activar Windows</p> <p><b>Structuring Positive Goal Interdependence:</b> Each group will earn the same number of points (100 points possible) when completing the assignment. 20 points will be given for completing the questions and extra 10 points for reading them aloud to the class. 40 points for the personal essay and 30 points for the timeline.</p>
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**Structured Individual Accountability:** To ensure that every single student participates in sharing their work, they will share the timeline together. Timelines will be posted around the classroom walls to share with everybody.

**Structuring Intergroup Cooperation:** There are 26 students in the class; they will be in a minimum set of 4 or 5 per group. After reading the article, they will share opinions by answering the assigned questions. Each student will write down their own opinion and as a group vote and decide which is the best answer for each question to share it with the class. They will also work on the timeline together and share it with the rest of the class when it's done (everyone in the group should be included in the timeline).

**Specifying Desired Behaviors:** When working collaboratively in their group and presenting to the rest of the class, students will need to:

1. Listen to their peers
2. Respect other person's opinion
3. Share thoughts about immigration in this country with absolute respect.

#### Monitoring and Intervening

**Monitoring Students Behaviors:** Teacher will walk around the classroom to make sure everyone is working cooperatively and respectfully.

**Providing Task Assistance:** Teacher will be offering assistance to whoever he/she sees is struggling with the assignment. If too many students are having a difficult time with the assignment, then the teacher will review the lesson again.

**Intervening to Teach Collaborative Skills:** When the students are working in groups, the teacher will again monitor the students and make sure that not one person is being disrespectful and that every group is working collaboratively.

**Providing Content Closure to the Lesson:** When all groups are finished answering the questions of the article read and with the timeline, they will have to go up to the front of the class and share their findings and their illustrations. Each student will have to talk about their part of the timeline and about what they have in common with the rest of the people in the group.

#### Wrap-up: Evaluating and Processing

**Evaluating The Quality of Students' Learning:** When the students are done presenting their opinions and sharing their timelines, they will turn in their personal essays.

**Assessing How Well the Group Functioned:** The teacher will walk around the classroom and share examples from the timelines posted on the walls as being good examples of success as an immigrant in this country or simply moving up in the social ladder. The teacher will call out names if she/he thinks it is an excellent example.

The teacher will grade work by giving them the points earned and writing a note explaining how the points were earned.

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#### My Life as an Undocumented Immigrant By Jose Antonio Vamas June 22, 2011

One August morning nearly two decades ago, my mother woke me and put me in a cab. She handed me a jacket. "Baka malang don't" were among the few words she said. ("It might be cold there.") When I arrived at the Philippines' Ninoy Aquino International Airport with her, my aunt and a family friend, I was introduced to a man I'd never seen. They told me he was my uncle. He held my hand as I boarded an airplane for the first time. It was 1993, and I was 12.

My mother wanted to give me a better life, so she sent me thousands of miles away to live with her parents in America — my grandfather (Lolo in Tagalog) and grandmother (Lola). After I arrived in Mountain View, Calif., in the San Francisco Bay Area, I entered sixth grade and quickly grew to love my new home, family and culture. I discovered a passion for language, though it was hard to learn the difference between formal English and American slang. One of my early memories is of a freckled kid in middle school asking me, "What's up?" I replied, "The sky," and he and a couple of other kids laughed. I won the eighth-grade spelling bee by memorizing words I couldn't properly pronounce. (The winning word was "indefatigable.")

One day when I was 16, I rode my bike to the nearby D.M.V. office to get my driver's permit. Some of my friends already had their licenses, so I figured it was time. But when I handed the clerk my green card as proof of U.S. residency, she flipped it around, examining it. "This is fake," she whispered. "Don't come back here again."

Confused and scared, I pedaled home and confronted Lolo. I remember him sitting in the garage, cutting coupons. I dropped my bike and ran over to him, showing him the green card. "Peke ba ito?" I asked in Tagalog. ("Is this fake?") My grandparents were naturalized American citizens — he worked as a security guard, she as a food server — and they had begun supporting my mother and me financially when I was 3, after my father's wandering eye and inability to properly provide for us led to my parents' separation. Lolo was a proud man, and I saw the shame on his face as he told me he purchased the card, along with other fake documents, for me. "Don't show it to other people," he warned.

I decided then that I could never give anyone reason to doubt I was an American. I convinced myself that if I worked enough if I achieved enough, I would be rewarded with citizenship. I felt I could earn it.

I've tried. Over the past 14 years, I've graduated from high school and college and built a career as a journalist, interviewing some of the most famous people in the country. On the surface, I've created a good life. I've lived the American dream.

But I am still an undocumented immigrant. And that means living a different kind of reality. It means going about my day in fear of being found out. It means rarely trusting people, even those closest to me, with who I really am. It means keeping my family photos in a shoebox rather than displaying them on shelves in my home, so friends don't ask about them. It means reluctantly, even painfully, doing things I know are wrong and unlawful. And it has meant relying on a sort of 21st-century underground railroad of supporters, people who took an interest in my future and took risks for me.

Last year I read about four students who walked from Miami to Washington to lobby for the Dream Act, a nearly decade-old immigration bill that would provide a path to legal permanent residency for young people who have been educated in this country. At the risk of deportation — the Obama administration has deported almost 800,000 people in the last two years — they are speaking out. Their courage has inspired me.

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There are believed to be 11 million undocumented immigrants in the United States. We're not always who you think we are. Some pick your strawberries or care for your children. Some are in high school or college. And some, it turns out, write news articles you might read. I grew up here. This is my home. Yet even though I think of myself as an American and consider America my country, my country doesn't think of me as one of its own.

My first challenge was the language. Though I learned English in the Philippines, I wanted to lose my accent. During high school, I spent hours at a time watching television (especially "Frasier," "Home Improvement" and reruns of "The Golden Girls") and movies (from "Goodfellas" to "Anne of Green Gables"), pausing the VHS to try to copy how various characters enunciated their words. At the local library, I read magazines, books and newspapers — anything to learn how to write better. Kathy Dewar, my high-school English teacher, introduced me to journalism. From the moment I wrote my first article for the student paper, I convinced myself that having my name in print — writing in English, interviewing Americans — validated my presence here.

The debates over "illegal aliens" intensified my anxieties. In 1994, only a year after my flight from the Philippines, Gov. Pete Wilson was re-elected in part because of his support for Proposition 187, which prohibited undocumented immigrants from attending public school and accessing other services. (A federal court later found the law unconstitutional.) After my encounter at the D.M.V. in 1997, I grew more aware of anti-immigrant sentiments and stereotypes: they don't want to assimilate, they are a drain on society. They're not talking about me, I would tell myself. I have something to contribute.

To do that, I had to work — and for that, I needed a Social Security number. Fortunately, my grandfather had already managed to get one for me. Lolo had always taken care of everyone in the family. He and my grandmother emigrated legally in 1984 from Zambales, a province in the Philippines of rice fields and bamboo houses, following Lolo's sister, who married a Filipino-American serving in the American military. She petitioned for her brother and his wife to join her. When they got here, Lolo petitioned for his two children — my mother and her younger brother — to follow them. But instead of mentioning that my mother was a married woman, he listed her as single. Legal residents can't petition for their married children. Besides, Lolo didn't care for my father. He didn't want him coming here too.

But soon Lolo grew nervous that the immigration authorities reviewing the petition would discover my mother was married, thus derailing not only her chances of coming here but those of my uncle as well. So, he withdrew her petition. After my uncle came to America legally in 1991, Lolo tried to get my mother here through a tourist visa, but she wasn't able to obtain one. That's when she decided to send me. My mother told me later that she figured she would follow me soon. She never did.

The "uncle" who brought me here turned out to be a coyote, not a relative, my grandfather later explained. Lolo scraped together enough money — I eventually learned it was \$4,500, a huge sum for him — to pay him to smuggle me here under a fake name and fake passport. (I never saw the passport again after the flight and have always assumed that the coyote kept it.) After I arrived in America, Lolo obtained a new fake Filipino passport, in my real name this time, adorned with a fake student visa, in addition to the fraudulent green card.

Using the fake passport, we went to the local Social Security Administration office and applied for a Social Security number and card. It was, I remember, a quick visit. When the card came in the mail, it had my full, real name, but it also clearly stated: "Valid for work only with U.S. authorization."

When I began looking for work, a short time after the D.M.V. incident, my grandfather and I took the Social Security card to Kinko's, where he covered the "U.S. authorization" text with a silver of white tape. We then made photocopies of the card. At a glance, at least, the copies would look like copies of a regular, unrestricted Social Security card.

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Lolo always imagined I would work the kind of low-paying jobs that undocumented people often take. (Once I married an American, he said, I would get my real papers, and everything would be fine.) But even menial jobs require documents, so he and I hoped the doctored card would work for now. The more documents I had, he said, the better.

While in high school, I worked part time at Subway, then at the front desk of the local Y.M.C.A., then at a tennis club, until I landed an unpaid internship at The Mountain View Voice, my hometown newspaper. First I brought coffee and helped around the office; eventually I began covering city-hall meetings and other assignments for pay.

For more than a decade of getting part-time and full-time jobs, employers have rarely asked to check my original Social Security card. When they did, I showed the photocopied version, which they accepted. Over time, I also began checking the citizenship box on my federal I-9 employment eligibility forms. (Claiming full citizenship was actually easier than declaring permanent resident "green card" status, which would have required me to provide an alien registration number.)

This deceit never got easier. The more I did it, the more I felt like an impostor, the more guilt I carried — and the more I worried that I would get caught. But I kept doing it. I needed to live and survive on my own, and I decided this was the way.

Mountain View High School became my second home. I was elected to represent my school at school-board meetings, which gave me the chance to meet and befriend Rich Fischer, the superintendent for our school district. I joined the speech and debate team, acted in school plays and eventually became co-editor of The Oracle, the student newspaper. That drew the attention of my principal, Pat Hyland. "You're at school just as much as I am," she told me. Pat and Rich would soon become mentors, and over time, almost surrogate parents for me.

After a choir rehearsal during my junior year, Jill Denny, the choir director, told me she was considering a Japan trip for our singing group. I told her I couldn't afford it, but she said we'd figure out a way. I hesitated, and then decided to tell her the truth. "It's not really the money," I remember saying. "I don't have the right passport." When she assured me we'd get the proper documents, I finally told her. "I can't get the right passport," I said. "I'm not supposed to be here."

She understood. So the choir toured Hawaii instead, with me in tow. (Mrs. Denny and I spoke a couple of months ago, and she told me she hadn't wanted to leave any student behind.)

Later that school year, my history class watched a documentary on Harvey Milk, the openly gay San Francisco city official who was assassinated. This was 1999, just six months after Matthew Shepard's body was found tied to a fence in Wyoming. During the discussion, I raised my hand and said something like: "I'm sorry Harvey Milk got killed for being gay. . . . I've been meaning to say this. . . . I'm gay."

I hadn't planned on coming out that morning, though I had known that I was gay for several years. With that announcement, I became the only openly gay student at school, and it caused turmoil with my grandparents. Lolo kicked me out of the house for a few weeks. Though we eventually reconciled, I had disappointed him on two fronts. First, as a Catholic, he considered homosexuality a sin and was embarrassed about having "ang apo na bakla" ("a grandson who is gay"). Even worse, I was making matters more difficult for myself, he said. I needed to marry an American woman in order to gain a green card.

Tough as it was, coming out about being gay seemed less daunting than coming out about my legal status. I kept my other secret mostly hidden.

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While my classmates awaited their college acceptance letters, I hoped to get a full-time job at The Mountain View Voice after graduation. It's not that I didn't want to go to college, but I couldn't apply for state and federal financial aid. Without that, my family couldn't afford to send me.

But when I finally told Pat and Rich about my immigration "problem" — as we called it from then on — they helped me look for a solution. At first, they even wondered if one of them could adopt me and fix the situation that way, but a lawyer Rich consulted told him it wouldn't change my legal status because I was too old. Eventually they connected me to a new scholarship fund for high-potential students who were usually the first in their families to attend college. Most important, the fund was not concerned with immigration status. I was among the first recipients, with the scholarship covering tuition, lodging, books and other expenses for my studies at San Francisco State University.

As a college freshman, I found a job working part time at The San Francisco Chronicle, where I sorted mail and wrote some freelance articles. My ambition was to get a reporting job, so I embarked on a series of internships. First I landed at The Philadelphia Daily News, in the summer of 2001, where I covered a drive-by shooting and the wedding of the 76ers star Allen Iverson. Using those articles, I applied to The Seattle Times and got an internship for the following summer.

But then my lack of proper documents became a problem again. The Times's recruiter, Pat Foote, asked all incoming interns to bring certain paperwork on their first day: a birth certificate, or a passport, or a driver's license plus an original Social Security card. I panicked, thinking my documents wouldn't pass muster. So before starting the job, I called Pat and told her about my legal status. After consulting with management, she called me back with the answer I feared: I couldn't do the internship.

This was devastating. What good was college if I couldn't then pursue the career I wanted? I decided then that if I was to succeed in a profession that is all about truth-telling, I couldn't tell the truth about myself.

After this episode, Jim Strand, the venture capitalist who sponsored my scholarship, offered to pay for an immigration lawyer. Rich and I went to meet her in San Francisco's financial district.

I was hopeful. This was in early 2002, shortly after Senators Orrin Hatch, the Utah Republican, and Dick Durbin, the Illinois Democrat, introduced the Dream Act — Development, Relief and Education for Alien Minors. It seemed like the legislative version of what I'd told myself: If I work hard and contribute, things will work out.

But the meeting left me crushed. My only solution, the lawyer said, was to go back to the Philippines and accept a 10-year ban before I could apply to return legally.

If Rich was discouraged, he hid it well. "Put this problem on a shelf," he told me. "Compartmentalize it. Keep going."

And I did. For the summer of 2003, I applied for internships across the country. Several newspapers, including The Wall Street Journal, The Boston Globe and The Chicago Tribune, expressed interest. But when The Washington Post offered me a spot, I knew where I would go. And this time, I had no intention of acknowledging my "problem."

The Post internship posed a tricky obstacle: It required a driver's license. (After my close call at the California D.M.V., I'd never gotten one.) So I spent an afternoon at The Mountain View Public Library, studying various states' requirements. Oregon was among the most welcoming — and it was just a few hours' drive north.

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Again, my support network came through. A friend's father lived in Portland, and he allowed me to use his address as proof of residency. Pat, Rich and Rich's longtime assistant, Mary Moore, sent letters to me at that address. Rich taught me how to do three-point turns in a parking lot, and a friend accompanied me to Portland.

The license meant everything to me — it would let me drive, fly and work. But my grandparents worried about the Portland trip and the Washington internship. While Lola offered daily prayers so that I would not get caught, Lolo told me that I was dreaming too big, risking too much.

I was determined to pursue my ambitions. I was 22, I told them, responsible for my own actions. But this was different from Lolo's driving a confused teenager to Kinko's. I knew what I was doing now, and I knew it wasn't right. But what was I supposed to do?

I was paying state and federal taxes, but I was using an invalid Social Security card and writing false information on my employment forms. But that seemed better than depending on my grandparents or on Pat, Rich and Jim — or returning to a country I barely remembered. I convinced myself all would be O.K. if I lived up to the qualities of a "citizen": hard work, self-reliance, love of my country.

At the D.M.V. in Portland, I arrived with my photocopied Social Security card, my college I.D., a pay stub from The San Francisco Chronicle and my proof of state residence — the letters to the Portland address that my support network had sent. It worked. My license, issued in 2003, was set to expire eight years later, on my 30th birthday, on Feb. 3, 2011. I had eight years to succeed professionally, and to hope that some sort of immigration reform would pass in the meantime and allow me to stay.

It seemed like all the time in the world.

My summer in Washington was exhilarating. I was intimidated to be in a major newsroom but was assigned a mentor — Peter Perl, a veteran magazine writer — to help me navigate it. A few weeks into the internship, he printed out one of my articles, about a guy who recovered a long-lost wallet, circled the first two paragraphs and left it on my desk. "Great eye for details — awesome!" he wrote. Though I didn't know it then, Peter would become one more member of my network.

At the end of the summer, I returned to The San Francisco Chronicle. My plan was to finish school — I was now a senior — while I worked for The Chronicle as a reporter for the city desk. But when The Post beckoned again, offering me a full-time, two-year paid internship that I could start when I graduated in June 2004, it was too tempting to pass up. I moved back to Washington.

About four months into my job as a reporter for The Post, I began feeling increasingly paranoid, as if I had "illegal immigrant" tattooed on my forehead — and in Washington, of all places, where the debates over immigration seemed never-ending. I was so eager to prove myself that I feared I was annoying some colleagues and editors — and worried that any one of these professional journalists could discover my secret. The anxiety was nearly paralyzing. I decided I had to tell one of the higher-ups about my situation. I turned to Peter.

By this time, Peter, who still works at The Post, had become part of management as the paper's director of newsroom training and professional development. One afternoon in late October, we walked a couple of blocks to Lafayette Square, across from the White House. Over some 20 minutes, sitting on a bench, I told him everything: the Social Security card, the driver's license, Pat and Rich, my family.

Peter was shocked. "I understand you 100 times better now," he said. He told me that I had done the right thing by telling him, and that it was now our shared problem. He said he didn't want to do anything about it just yet. I had just been hired, he said, and I needed to prove myself. "When you've done enough," he said, "we'll tell Don

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and Len together." (Don Graham is the chairman of The Washington Post Company; Leonard Downie Jr. was then the paper's executive editor.) A month later, I spent my first Thanksgiving in Washington with Peter and his family.

In the five years that followed, I did my best to "do enough." I was promoted to staff writer, reported on video-game culture, wrote a series on Washington's H.I.V./AIDS epidemic and covered the role of technology and social media in the 2008 presidential race. I visited the White House, where I interviewed senior aides and covered a state dinner — and gave the Secret Service the Social Security number I obtained with false documents.

I did my best to steer clear of reporting on immigration policy but couldn't always avoid it. On two occasions, I wrote about Hillary Clinton's position on driver's licenses for undocumented immigrants. I also wrote an article about Senator Mel Martinez of Florida, then the chairman of the Republican National Committee, who was defending his party's stance toward Latinos after only one Republican presidential candidate — John McCain, the co-author of a failed immigration bill — agreed to participate in a debate sponsored by Univision, the Spanish-language network.

It was an odd sort of dance: I was trying to stand out in a highly competitive newsroom, yet I was terrified that if I stood out too much, I'd invite unwanted scrutiny. I tried to compartmentalize my fears, distract myself by reporting on the lives of other people, but there was no escaping the central conflict in my life. Maintaining a deception for so long distorts your sense of self. You start wondering who you've become, and why.

In April 2008, I was part of a Post team that won a Pulitzer Prize for the paper's coverage of the Virginia Tech shootings a year earlier. Lolo died a year earlier, so it was Lola who called me the day of the announcement. The first thing she said was, "Anong mangyayari kung malaman ng mga tao?"

What will happen if people find out?

I couldn't say anything. After we got off the phone, I rushed to the bathroom on the fourth floor of the newsroom, sat down on the toilet and cried.

In the summer of 2009, without ever having had that follow-up talk with top Post management, I left the paper and moved to New York to join The Huffington Post. I met Arianna Huffington at a Washington Press Club Foundation dinner I was covering for The Post two years earlier, and she later recruited me to join her news site. I wanted to learn more about Web publishing, and I thought the new job would provide a useful education.

Still, I was apprehensive about the move: many companies were already using E-Verify, a program set up by the Department of Homeland Security that checks if prospective employees are eligible to work, and I didn't know if my new employer was among them. But I'd been able to get jobs in other newsrooms, I figured, so I filled out the paperwork as usual and succeeded in landing on the payroll.

While I worked at The Huffington Post, other opportunities emerged. My H.I.V./AIDS series became a documentary film called "The Other City," which opened at the Tribeca Film Festival last year and was broadcast on Showtime. I began writing for magazines and landed a dream assignment: profiling Facebook's Mark Zuckerberg for The New Yorker.

The more I achieved, the more scared and depressed I became. I was proud of my work, but there was always a cloud hanging over it, over me. My old eight-year deadline — the expiration of my Oregon driver's license — was approaching.

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After slightly less than a year, I decided to leave The Huffington Post. In part, this was because I wanted to promote the documentary and write a book about online culture — or so I told my friends. But the real reason was, after so many years of trying to be a part of the system, of focusing all my energy on my professional life, I learned that no amount of professional success would solve my problem or ease the sense of loss and displacement I felt. I lied to a friend about why I couldn't take a weekend trip to Mexico. Another time I concocted an excuse for why I couldn't go on an all-expenses-paid trip to Switzerland. I have been unwilling, for years, to be in a long-term relationship because I never wanted anyone to get too close and ask too many questions. All the while, Lola's question was stuck in my head: What will happen if people find out?

Early this year, just two weeks before my 30th birthday, I won a small reprieve: I obtained a driver's license in the state of Washington. The license is valid until 2016. This offered me five more years of acceptable identification — but also five more years of fear, of lying to people I respect and institutions that trusted me, of running away from who I am.

I'm done running. I'm exhausted. I don't want that life anymore.

So I've decided to come forward, own up to what I've done, and tell my story to the best of my recollection. I've reached out to former bosses- and employers and apologized for misleading them — a mix of humiliation and liberation coming with each disclosure. All the people mentioned in this article gave me permission to use their names. I've also talked to family and friends about my situation and am working with legal counsel to review my options. I don't know what the consequences will be of telling my story.

I do know that I am grateful to my grandparents, my Lolo and Lola, for giving me the chance for a better life. I'm also grateful to my other family — the support network I found here in America — for encouraging me to pursue my dreams.

It's been almost 18 years since I've seen my mother. Early on, I was mad at her for putting me in this position, and then mad at myself for being angry and ungrateful. By the time I got to college, we rarely spoke by phone. It became too painful; after a while it was easier to just send money to help support her and my two half-siblings. My sister, almost 2 years old when I left, is almost 20 now. I've never met my 14-year-old brother. I would love to see them.

Not long ago, I called my mother. I wanted to fill the gaps in my memory about that August morning so many years ago. We had never discussed it. Part of me wanted to shove the memory aside, but to write this article and face the facts of my life, I needed more details. Did I cry? Did she? Did we kiss goodbye?

My mother told me I was excited about meeting a stewardess, about getting on a plane. She also reminded me of the one piece of advice she gave me for blending in: If anyone asked why I was coming to America, I should say I was going to Disneyland.

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## Anexo G. Rúbricas de evaluación individual, por roles y grupal.

### Quick Peer Evaluation Form

Name Urian Agudelo Class Period 4th Date November 8th

Write the names of your group members in the numbered boxes. Then, assign yourself a value for each listed attribute. Finally, do the same for each of your group members and total all of the values.

Values: 5=Superior 4=Above Average 3=Average 2=Below Average 1=Weak

Attribute	Myself	1. <u>Alfonso</u>	2. <u>Gomez</u>	3. <u>Castro</u>	4.
Participated in group discussions.	50	50	50	50	
Helped keep the group on task.	50	50	50	50	
Contributed useful ideas.	45	50	50	50	
How much work was done.	45	45	45	45	
Quality of completed work	40	40	40	40	
<b>Totals</b>	<b>46</b>	<b>47</b>	<b>47</b>	<b>47</b>	

### Group Self Evaluation Checklist

Name Sara Cañón - Juan Zamudio - Adres Bautista Class Period 4th Date November 8th  
Camila Fonseca, Mariana Sanchez, Arius Swan  
 Topic of Study Immigrants Group Members' Names \_\_\_\_\_

As a team, decide which answer best suits the way your team worked together. Then, complete the remaining sentences.

We finished our task on time, and we did a good job! ☒ YES ☐ NO

We encouraged each other and we cooperated with each other. ☒ YES ☐ NO

We used quiet voices in our communications. ☒ YES ☐ NO

We each shared our ideas, then listened and valued each other's ideas. ☒ YES ☐ NO

We did best at communication

Next time we could improve at finished the task complete