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**Presentation**

**Dear teachers:**

These guidelines intend to provide English teachers of Module 46 with important information on how effectively write indicators and create assessment instruments for their Self-Study Guides (GTA) and the assessment promotion strategy or *estrategia de promoción* in Spanish. It includes sample rubrics and performance scales for summative and formative assessment in oral and written comprehension and oral and written production. All the indicators and instruments will help teachers to measure the goals and the three learnings (Learn to Know, Learn to Do, Learn to Be and Live in Community) set in the new English curriculum when designing tasks. As a result, learners can achieve the expected level of performance in the target language according to the CEFR. We believe that you know your students best and therefore we encourage you **to adapt and contextualize** what you find here so that it responds to the needs of your learners.

**Aims of this document:**

1. To give teachers a brief explanation on how to write indicators of learning for planning their Self-Study Guides (GTA in Spanish).
2. To recommend a list of suggested indicators of learning per unit and linguistic competence according to the CEFR levels for Module 46.
3. To offer some sample rubrics for the Self-Study Guides and sample rubrics and Performance Scales for Summative Assessment and Formative Assessment Instruments.

Best,

English Secondary National Advisors

**Important points to keep in mind when working with the indicators.**

The CEFR defines communication as a social act, where learners are social agents, developing a range of general and specific communicative language competences, moving from learning about the language to learning to communicate in the language in active, spontaneous, and authentic language interaction. Most of the tasks to be accomplished have a meaningful communication objective, for example, solving a problem in a given scenario.

The CEFR defines competences as “the sum of knowledge, skills and characteristics that allow a person to perform actions in society.” (p.9).They are comprised of general and specific competences as shown in the following graphic organizer. General competences consist of knowledge, skills, and abilities to learn and existential competence that are not language-specific, but learners use them when performing all kinds of actions including language activities.



**Tasks and their relationship with indicators of learning**

When working with the Action–Oriented Approach (AOA), teachers need to design tasks that reflect the interests, abilities, and learning styles of their students for each linguistic competence or when integrating two of them. These tasks must have a variety of authentic texts and models of language (e.g., music, video clips, stories and news media). In regard to the indicators of learning, they are used to assess the tasks proposed during the pedagogical mediation process. Indicators of learning are strictly related to the task achievement, and they help to provide specific and timely descriptive feedback to students.

**What is a task?**

**What are the task features?**

|  |  |  |
| --- | --- | --- |
| Task features | | |
| Simple  (*Looking for special events in town*)  Complex  (*Planning a weekend with friends*) | Authentic situations  Individually and /or peers | When will this task happen in real life?  What is the task purpose?  What will be accomplished? |

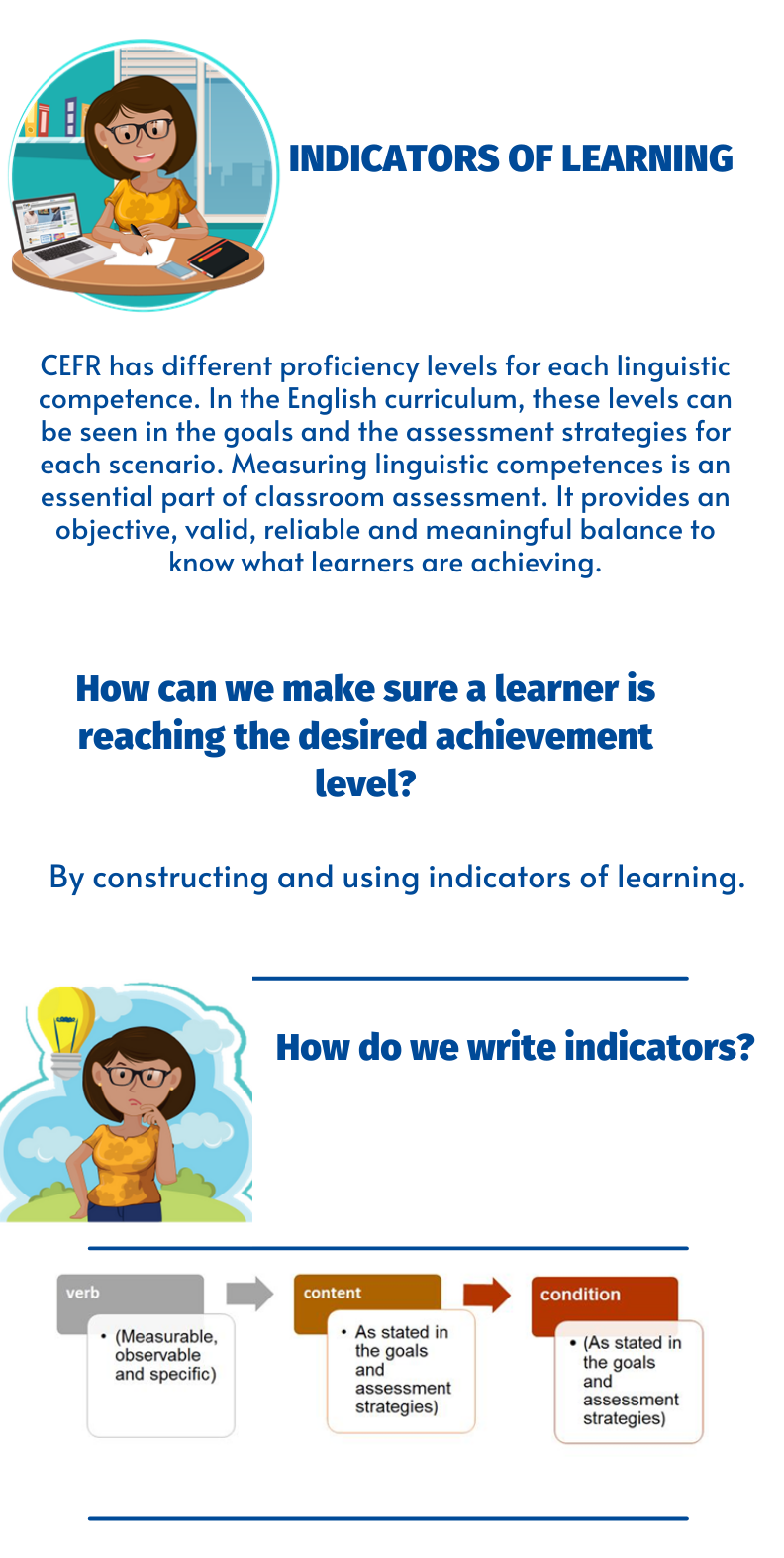
**Task Sample**

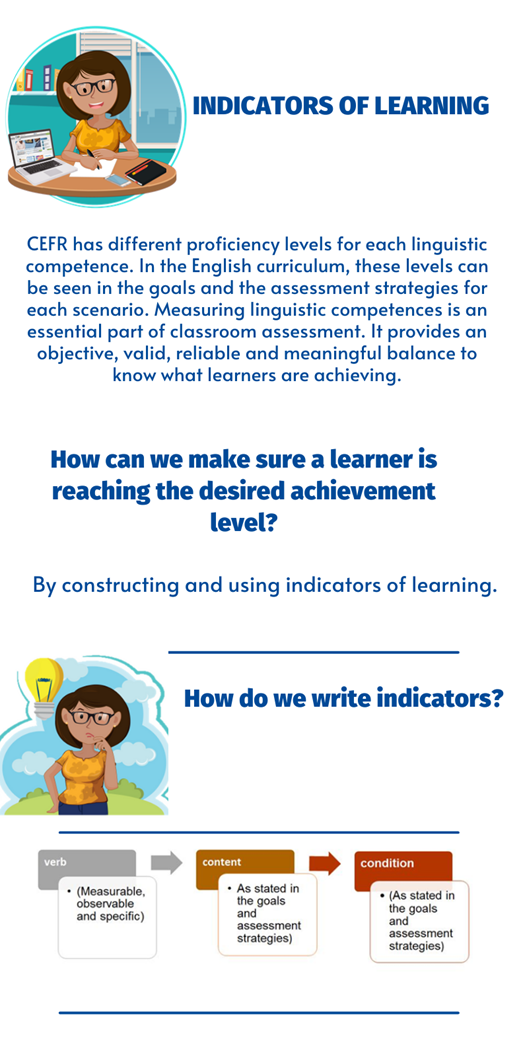
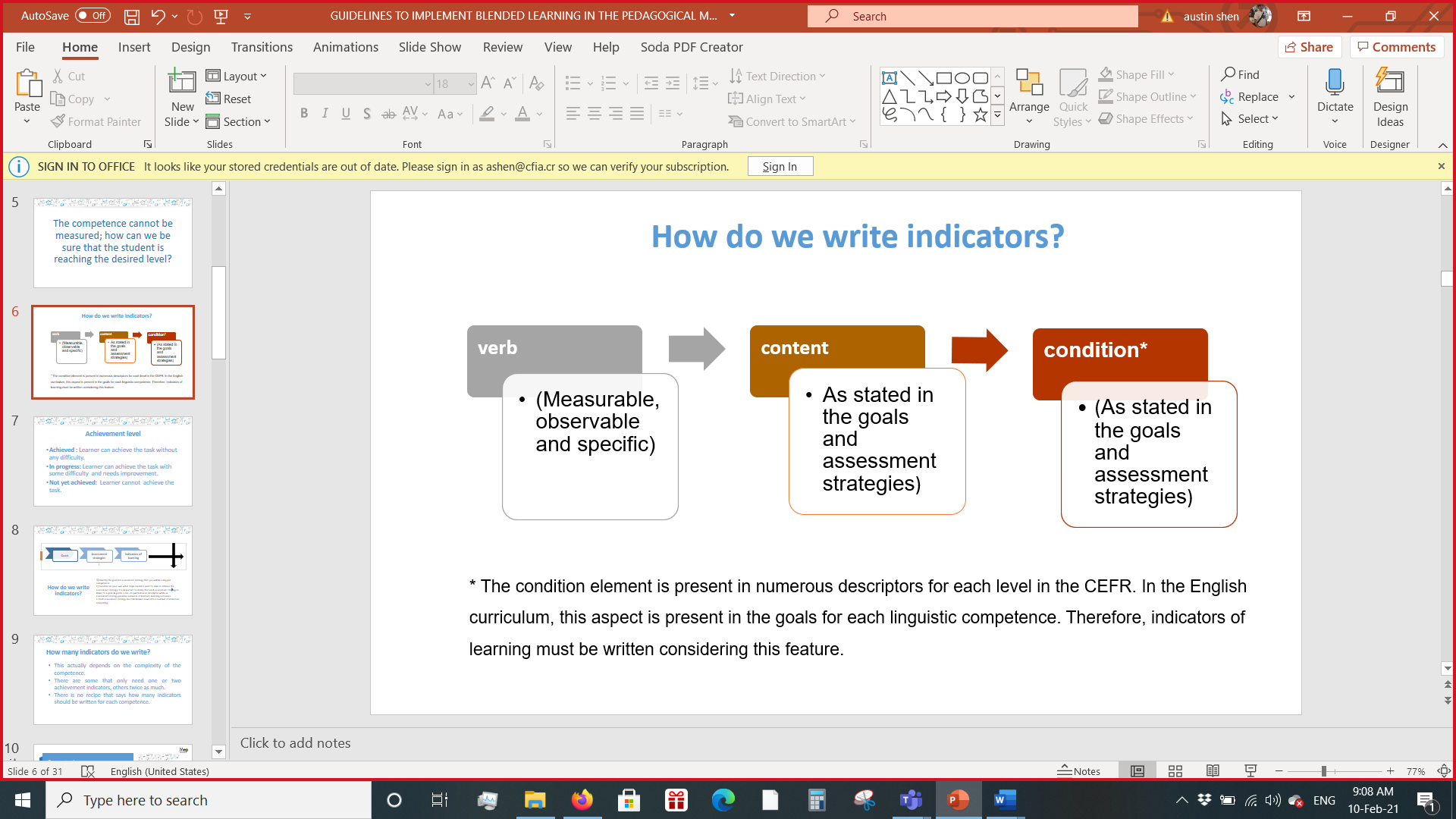
**Simple Action- Oriented Task**

|  |  |  |
| --- | --- | --- |
| Authentic situation | | |
| **Assessment Strategy** | ***When would this task occur in real life?*** | ***What is the task purpose? What will be accomplished?*** |
| SI.1. asks and tells others his/her desires about shopping prices, size and where to get things. | Buying things at a convenience store. | Good morning! Can you help me? Where can I get a bottle of water? |

**Complex Action- Oriented Task**

|  |  |  |
| --- | --- | --- |
| Authentic situation | | |
| **Assessment Strategy** | ***When would this task occur in real life?*** | ***What is the task purpose? What will be accomplished?*** |
| SI.1. asks and tells others his/her desires about shopping prices, size and where to get things. | Buying things at a convenience store. | You are driving to Liberia city for a family vacation, and you stop for gas on the way. Go into a convenience store and buy supplies for the journey. Ask the sales assistant for help finding these items. Discuss price, quantity, payment options. |

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**\*** The condition element is present in numerous descriptors for each level in the CEFR. In the English curriculum, this aspect is present in the goals for each linguistic competence. Therefore, indicators of learning must be written considering this feature.

**.**

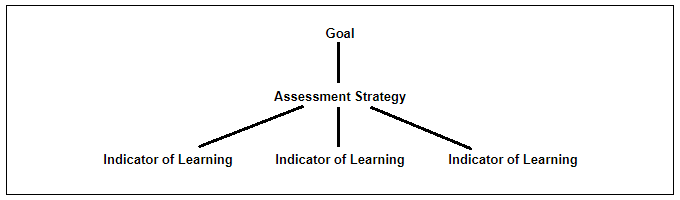


**Module 46 Indicators of Learning**

The English curriculum and the teachers’ guides provide student-can-do descriptors called goals, accompanied by assessment strategies. These assessment strategies are evidence that a teacher can record to show that students are achieving the unit goals.

As classroom teachers, however, we do not simply assess students´ progress. We must guide students step by step through activities that enable them to reach their goals.

This document breaks each assessment strategy down into a number of indicators of learning. They are the steps that learners follow to achieve the goals. Indicators of learning have the following characteristics: measurable, observable and specific.



**How to use this document:**

1) Identify the goal and assessment strategy that you will be using. Remember, a goal is a can- do performance descriptor while an assessment strategy provides evidence of learner’s learning outcomes.

2) Consider the steps or indicators learners need to follow to achieve each assessment strategy. It is important to clarify that each assessment strategy is linked to a goal. See the example below:

|  |  |  |
| --- | --- | --- |
| **Goal** | **Assessment Strategy** | **Indicators of Learning** |
| **L.2.** Understand classroom language. | **L.2.** discriminates classroom language within oral utterances. | L2.1 Gets the gist of short conversations related to classroom language.  L2.2 Distinguish basic classroom expressions related to classroom language, from aural/oral stimulus. |

3) Find the unit and assessment strategy in this document and consult the list of indicators of learning to check your own work.

4) While teaching (Oral Comprehension, Written Comprehension, Oral Production, Written Production), guide students to accomplish each of the indicators of learning along the way to achieving the goals and assessment strategies. Remember that there should be a connection between the assessment strategies, indicators of learning, and pedagogical mediation for each competence.

5) Use indicators of learning throughout each unit to monitor students’ progress and make the corresponding mediation changes if necessary.

**Important considerations:**

1. Indicators of learning are organized by unit, then by assessment strategy.
2. It is important to take into account the corresponding level of difficulty of the assessment strategy when writing the indicators.
3. In some of the indicators proposed, teachers have to include the content of those indicators. To do that, they will complete the idea after the word “about”. For example: “Identifies facts in clearly drafted print materials about leisure activities”.
4. In most of the cases, the indicators of learning for each assessment strategy are arranged in a suggested order for students to perform them appropriately.
5. It is always necessary to use an indicator of learning, such as the one suggested in this document. As educators, teachers must use their own professional judgement to identify the steps their students most need to take to achieve the learning goals and that is reflected in the pedagogical mediation.
6. During the face- to- face and/or distance pedagogical mediation process, and therefore, at the end of each self-study guide, the teacher will use the indicators of learning to create instruments (rubrics and /or performance scales) to assess students’ achievement level.
7. The mediation activities in the self-study guides must be coherent with the indicators of learning to be included in the corresponding achievement rubric.
8. Remember that the Pre-teaching Stage **must not** consider indicators of learning. They are strictly related to the suggested mediation sequence for each linguistic competence. Every step of the suggested mediation in the self-study guides must match with the indicators that are necessary to achieve the corresponding assessment strategy and learning goal for each linguistic competence.
9. Most of the tasks suggested in the teacher´s guide match the indicators of learning because they follow the mediation proposed for each competence. If you use the tasks proposed in the teacher’s guide for planning your self -study guides, make sure these tasks match with the steps proposed to mediate each competence and consequently the self-assessment section.
10. When revising the activities in the teacher’s guide or any other resource to plan your lessons, consider that you can follow the steps below as suggested by the Institute of Collaborative Learning:

* **S**elect the activity and leave it as it is.
* **A**dapt it or change it somehow.
* **R**eject it. Choose not to use it
* **S**upplement it. Enrich the activity with extra material to make it more appropriate.

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| II Level  I Period  Here I am! | | |
| Assessment Strategies | **Indicators of Learning** | |
| L.1. identifies basic greetings, farewells and common expressions of politeness. | L1.1 | Identifies basic greeting from an aural/oral stimulus. |
| L1.2 | Identifies basic farewells from an aural/oral stimulus. |
| L.2. discriminates classroom language within oral utterances. | L2.1 | Gets the gist of short conversations. |
| L2.2 | Distinguishes basic classroom expressions related to classroom language, from aural/oral stimulus. |
| L.3. recognizes simple personal questions when they hear them. | L.3.1 | Recognizes simple personal information questions from aural/oral stimulus. |
| R.1. identifies brief, simple instructions if encountered in similar form. | R.1 | Identifies brief, simple instructions if encountered in similar form. |
| R.2. discriminates English language sounds. | R2.1 | Discriminates English language sounds. |
| SI.1. spells out words. | SI.1.1 | Spells out words correctly. |
| R.3. recognizes some expressions and the main information about text (heard or read) with instructional support. | R3.1 | Recognizes the topic in texts about the family or short biographies. |
| R3.2 | Identifies some expressions in texts about the family or short biographies. |
| R3.3 | Distinguishes main information in texts about the family or short biographies. |
| SI.2. uses basic greeting and leave-taking expressions, farewell, and politeness and basic classroom language. | SI.2.1 | Uses basic greetings appropriately, orally. |
| SI.2.2 | Uses basic farewells appropriately, orally. |
| SI.3. asks personal information to others. | SI.3.1 | Asks personal information questions. |
| SP.1. introduces him/herself providing personal information | SP.1.1 | Selects the appropriate information and visuals to give a presentation about him/herself. |
| SP.1.2 | Organizes the information and visuals to give a presentation about him/herself. |
| SP.1.3 | Makes sentences with the information and the appropriate linkers or connecting words to give a well-organized presentation about him/herself following the sentence frames. |
| SP.1.4 | Gives a well-organized presentation about him/herself. |
| SP.2. describes his/her family simply. | SP2.1 | Selects the appropriate information to describe his/her family. |
| SP2.2 | Organizes the information and resources to describe his/her family. |
| SP2.3 | Describes his/her family using sentence frames. |
| W.1. writes labels on familiar objects in a picture or diagram. | W.1.1 | Writes labels on familiar objects in a picture or diagram. |
| W.2. writes straightforward information about him/herself in short sentences. | W.2.1 | Prewrites ideas about him/herself. |
| W.2.2 | Drafts sentences about him/herself by using sentence frames and the appropriate linkers or connecting words. |
| W.2.3 | Revises the sentences by paying attention to checking written sentences to look for mistakes related to subject-verb agreement, capitalization, spelling, and basic punctuation) and content. |
| W.2.4 | Edits the sentences by correcting the mistakes before publishing them. |

Propuesta elaborada por: Marianella Granados Sirias y Alfredo Ortega Cordero. Asesores Nacionales de Inglés. **Departamento de Tercer Ciclo y Educación Diversificada. Dirección de Desarrollo Curricular con colaboración de** Jason Steelman. *Response Volunteer.* ***Peace Corps Costa Rica***

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| --- | --- | --- |
| II Level  I Period  Enjoying Life | | |
| Assessment Strategies | Indicators of Learning | |
| L1. identifies the sound of words heard in context. | L1.1 | Identifies the sound of words heard in context. |
| L2. distinguishes simple phrases about daily routines, eating habits, hobbies and hanging out activities. | L2.1 | Distinguishes simple phrases about daily routines, eating habits, hobbies and hanging out activities. |
| R.1. recognizes by manipulating English language sounds using knowledge in phonics, syllabification and word parts. | R1.1 | Recognizes sounds in words. |
| R1.2 | Articulates the sounds. |
| R1.3 | Produces sentences in an oral or written form. |
| R.2. recognizes the main information on posters, brochures, signs, and invitations. | R2.1 | Recognizes the topic on posters, brochures, signs, and invitations. |
| R2.2 | Identifies facts on posters, brochures, signs, and invitations. . |
| R2.3 | Recognizes the main information on posters, brochures, signs, and invitations. |
| R.3. distinguishes brief, simple instructions and some expressions if encountered previously in the same or similar form. | R3.1 | Identifies the imperative construction. |
| R3.2. | Identifies key words. |
| R3.3 | Differentiates the instruction |
| SI.1. asks and answers in a predictable pattern simple questions about daily routines, eating habits, hobbies and hanging out activities if the other person speaks slowly and clearly. | SI.1.1 | Uses yes/no and wh-questions about daily routines, eating habits, hobbies and hanging out activities. |
| SI.1.2 | Uses correct question structure to ask about daily routines, eating habits, hobbies and hanging out activities |
| SI.1.3 | Makes complete sentences to answer what is being asked. |
| SI.2. expresses when he /she does not understand. | SI.2.1 | Uses survival language to express lack of understanding. Ex. I don’t understand. Can you repeat again, please? |
| S.P.1. describes how he/she enjoys life by using simple standard expressions. | SP1.1 | Selects the appropriate information to describe how he or she enjoys life. |
| SP1.2 | Makes sentences by using sentence frames and the appropriate linkers or connecting words to describe how he or she enjoys life. |
| SP1.3 | Describes how he or she enjoys life orally. |
| W1. writes labels on familiar objects in a picture or diagram. | W1.1 | Writes labels on familiar objects in a picture or diagram. |
| W2. writes straightforward information about themselves in short simple sentences or provides that information on a questionnaire. | W2.1 | Prewrites ideas about themselves. |
| W2.2 | Drafts sentences about themselves by using sentence frames and the appropriate linkers or connecting words. |
| W2.3 | Revises the sentences by paying attention to checking written sentences to look for mistakes related to subject-verb agreement, capitalization, spelling, and basic punctuation) and content. |
| W2.4 | Edits the sentences in the questionnaire by correcting the mistakes before publishing them. |

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|  |  |  |
| --- | --- | --- |
| II Level  I Period  Scenario: Getting Back to Nature | | |
| Assessment Strategies | **Indicators of Learning** | |
|
| L.1. identifies instructions for games and follows teacher or students’ modeling of the activity. | L1.1 | Identifies the instruction for games |
| L1.2 | Recognizes teacher’s or student’s instructions for games. |
| L.2. recognizes some isolated vocabulary, terms, and main ideas from specific subject areas. | L2.1 | Identifies the topic in oral advertisements or conversations. |
| L2.2 | Recognizes key words/phrases in oral advertisements or conversations. |
| L2.3 | Distinguishes important information in oral advertisements or conversations. |
| L.3. recognizes specific information about natural beauties and wonders. | L3.1 | Identifies the topic in oral texts about natural beauties and wonders. |
| L3.2 | Recognizes key words in oral texts about natural beauties and wonders. |
| L3.3 | Distinguishes important information in texts about natural beauties and wonders. |
| R.1. identifies English language sounds using knowledge in phonics, syllabification and word parts. | R1.1 | Recognizes sounds in words. |
| R1.2 | Articulates the sounds. |
| R1.3 | Produces sentences in an oral or written form. |
| R.2. identifies key words related to nature in texts. | R2.1 | Recognizes key words meanings related to nature in texts. |
| R2.2 | Identifies key words related to nature to use them in context. |
| R.3. recognizes main ideas in texts. | R3.1 | Recognizes the topic in texts about natural beauties and wonders. |
| R3.2 | Identifies facts in texts about natural beauties and wonders. |
| R3.3 | Distinguishes most important ideas/information in texts about natural beauties and wonders. |
| R.4. recognizes specific details in texts accompanied by illustrations. | R4.1 | Identifies the topic in texts related natural beauties and wonders. |
| R4.2 | Identifies main ideas in texts related natural beauties and wonders. |
| R4.3 | Extracts most relevant details in texts related natural beauties and wonders. |
| SI.1. talks about tours and plans briefly. | SI1.1 | Identifies the tour or place to visit by using sentence frames. |
| SI1.2 | Describes what people can see or do during the tour. |
| SI1.3 | Talks about his/her plan of activities to do during the tour. |
| SI.2. asks somebody to repeat what he or she said more slowly. | SI.2.1 | Uses survival language to ask for repetition. Ex. Can you repeat, please? |
| SI.3. asks people for information related to places, tours and plans. | SI3.1 | Uses yes/no questions to ask for places, tours and plans. |
| SI3.2 | Uses wh- questions to get information about places, tours and plans. |
| SP.1. provides basic information about favorite natural beauties in the country and wonders all over the world. | SP1.1 | Identifies a natural beauty. |
| SP1.2 | Provides information about the national beauty by using sentence frames, key words and the appropriate linkers or connecting words. |
| SP.2. describes what he/she likes about places and traveling plans. | SP2.1 | Selects the appropriate information to describe a place or a tour you like the most. |
| SP2.2 | Organizes the information and resources to describe a place or a tour by using sentence frames and the appropriate linkers or connecting words. |
| SP2.3 | Describes location, transportation, activities, prices and any other important information of different places and tours. |
| W.1. completes gapped sentences using a word list of familiar words. | W1.1 | Completes sentences by using the appropriate word according to the context. |
| W2. writes simple descriptions on traveling places and making plans, checking written sentences to look for mistakes (e.g., subject-verb agreement, capitalization, spelling, and basic punctuation). | W2.1 | Prewrites ideas for a description about a place, tour or plan using sentence frames. |
| W2.2 | Drafts a description about a place, tour or plan using the appropriate linkers or connecting words. |
| W2.3 | Revises the descriptions by paying attention to checking written sentences to look for mistakes related to subject-verb agreement, capitalization, spelling, and basic punctuation) and content. |
| W2.4 | Edits the description by correcting the mistakes before publishing it. |

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| II Level  I Period  Checking Things Off a Shopping List | | |
| Assessment Strategies | **Indicators of Learning** | |
| L.1. identifies specific information when communicated to directly, provided something is already known about the subject, and when the speech is accompanied by pictures or drawings. | L.1.1 | Identifies the topic in conversations about shopping for groceries and clothing accompanied by pictures or drawings. |
| L.1.2 | Distinguishes specific information in conversations about shopping for groceries and clothing accompanied by pictures or drawings. |
| L.2. recognizes what is being said about shopping for groceries and clothing. | L.2.1 | Identifies the topic of what is being said about shopping for groceries and clothing. |
| L.2.2 | Distinguishes specific information about shopping for groceries and clothing. |
| L.3. recognizes most of a story when read slowly and accompanied by pictures. | L.3.1 | Identifies the setting of a story when read slowly and accompanied by pictures. |
| L.3.2 | Identifies the characters of a story when read slowly and accompanied by pictures. |
| L.3.3 | Distinguishes a problem of a story when read slowly and accompanied by pictures. |
| L.3.4 | Distinguishes the ending of a story when read slowly and accompanied by pictures. |
| R.1. identifies English-language sounds using knowledge in phonics, syllabification, and word parts. | R1.1 | Recognizes sounds in words. |
| R1.2 | Articulates the sounds. |
| R1.3 | Produces sentences in an oral or written form. |
| R.2. recognizes previously encountered parts of words, prefixes, and suffixes. | R.2.1 | Identifies prefixes, and suffixes. |
| R.2.2 | Distinguishes the root word from prefixes, and suffixes. |
| R.3. distinguishes information related to groceries and clothing in posters, ads, catalogues and everyday signs and short texts. | R.3.1 | Identifies the topic in posters, ads, catalogues and everyday signs and short texts. |
| R.3.2 | Identifies key words in each part of the posters, ads, catalogues and everyday signs and short texts. |
| R.3.3 | Recognizes important information (price, size, quantity, and other characteristics) in each part of the in posters, ads, catalogues and everyday signs and short texts. |
| SI.1. asks and tells others his/her desires about shopping prices, size and where to get things. | SI.1.1 | Uses yes/no questions and wh- questions to ask others about desires regarding shopping prices, size and where to get things. |
| SI.1.2 | Makes complete sentences to answer what is being asked. |
| SI.1.3 | Tells others his/her desires about shopping prices, size and where to get things. |
| SI.2. asks somebody to speak more slowly when needed. | SI.2.1 | Uses survival language to ask somebody to speak more slowly when needed. Ex. Can you speak a little slower, please? / Can you speak a bit slower? |
| SI.3. buys things in shops by pointing or other gestures that can support what he/she says. | SI.3.1 | Identifies groceries, clothing and food at a store. |
| SI.3.2 | Asks for prices, e.g. How much is this? How much does it cost? |
| SI.3.3 | Answers questions about prices. |
| SI.3.4 | Asks for different payment options. |
| SI.3.5 | Answers questions about payment options. |
| SI.4. uses simple numbers in everyday conversations. (e.g. prices) | SI.4.1 | Identifies groceries, clothing and food at a store. |
| SI.4.2 | Asks for prices, e.g. How much is this? How much does it cost? |
| SI.4.3 | Answers questions about prices. |
| SP.1. gives basic information about shopping preferences and prices. (e.g. favorite clothing, favorite shops). | SP.1.1 | Selects the appropriate information to give basic information about shopping preferences and prices in a presentation. |
| SP.1.2 | Organizes the information and resources to give basic information about shopping preferences and prices in a presentation by using sentence frames and the appropriate linkers or connecting words. |
| SP.1.3 | Makes sentences to give basic information about shopping preferences and prices in a presentation by using sentence frames and the appropriate linkers or connecting words. |
| SP.1.4 | Describes shopping preferences and prices in a presentation. |
| SP.2. describes shopping items using simple words and sentence frames. (For example: their size, color, material, price). | SP.2.1 | Selects the appropriate information to describe shopping items using simple words and sentence frames. |
| SP.2.2 | Organizes the information and resources to describe shopping items by using sentence frames and the appropriate linkers or connecting words. |
| SP.2.3 | Makes sentences to describe shopping items by using sentence frames and the appropriate linkers or connecting words. |
| SP.2.4 | Describes shopping items using simple words and sentence frames. |
| W.1. writes simple descriptions of shopping lists and budget charts (e.g., I need some milk.) | W.1.1 | Prewrites ideas for a description of shopping lists and budget charts using sentence frames. |
| W.1.2 | Drafts a description of shopping lists and budget charts using the appropriate linkers or connecting words. |
| W.1.3 | Revises the descriptions by paying attention to checking written sentences to look for mistakes related to subject-verb agreement, capitalization, spelling, and basic punctuation) and content. |
| W.1.4 | Edits the description by correcting the mistakes before publishing it. |
| W.2. writes short, simple texts about shopping at grocery stores, clothing stores and supermarkets, checking written sentences to look for mistakes (e.g., subject-verb agreement, capitalization, spelling, basic punctuation etc.). | W.2.1 | Prewrites ideas for a short, simple text about shopping at grocery store, clothing stores and supermarkets. |
| W.2.2 | Drafts sentences for a short, simple text about shopping at grocery store, clothing stores and supermarkets using the appropriate linkers or connecting words. |
| W.2.3 | Revises a short, simple text by paying attention to checking written sentences to look for mistakes related to subject-verb agreement, capitalization, spelling, and basic punctuation) and content. |
| W.2.4 | Edits a short, simple text by correcting the mistakes before publishing it. |

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| II Level  II Period  Let’s Celebrate Costa Rican Culture! | | |
| Assessment Strategies | **Indicators of Learning** | |
| L.1. identifies basic phrases that denote facts about Costa Rican culture. | L.1.1 | Identifies basic phrases that denote facts about Costa Rican culture. |
| L.2. recognizes pieces of short information about holidays and celebrations. | L.2.1 | Recognizes pieces of short information about holidays and celebrations. |
| L.2. recognizes what is being said about holidays and celebrations. | L.2.2 | Recognizes what is being said about holidays and celebrations. |
| R.1. identifies and manipulates English language sounds using knowledge in phonics, syllabification and word parts. | R1.1 | Recognizes sounds in words. |
| R1.2 | Articulates the sounds. |
| R1.3 | Produces sentences in an oral or written form. |
| R.2. recognizes vocabulary and important information on basic promotional material. (e.g., date, place and activities, on poster). | R.2.1 | Identifies the topic on basic promotional material such as posters. |
| R.2.2 | Identifies key words on basic promotional material such as posters. |
| R.2.3 | Distinguishes important information on basic promotional material such as posters. |
| R.3. discriminates straightforward information, words and expressions on Costa Rican culture. | R.3.1 | Labels pictures with words related to Costa Rican culture. |
| R.3.2 | Identifies expressions on Costa Rican culture. |
| R.3.3 | Distinguishes straightforward information on Costa Rican culture. |
| SI.1. answers simple questions using individual words, expressions, or short  sentences. | SI.1.1 | Uses individual words or expressions to answer yes/no questions about holidays and celebrations. |
| SI.1.2 | Makes short sentences to answer wh- questions about holidays and celebrations. |
| SI.2. asks for specific information regarding holidays and celebrations. | SI.2.1 | Uses yes/no questions to ask for specific information regarding holidays and celebrations. |
| SI.2.2 | Uses wh- questions to ask for specific information regarding holidays and celebrations. |
| SI.3. interacts using basic language | SI.3.1 | Prepares yes/ no and wh- questions for a face-to-face interaction regarding holidays and celebrations. |
| SI.3.2 | Exchanges feelings and opinions regarding holidays and celebrations. |
| SP.1. talks about celebrations and holidays in Costa Rica briefly. | SP2.1 | Selects the appropriate information and illustrations to talk about celebrations and holidays in Costa Rica briefly. |
| SP2.2 | Organizes the information and illustrations to talk about celebrations and holidays in Costa Rica briefly. |
| SP2.3 | Makes sentences with the information and the appropriate linkers or connecting words about celebrations and holidays in Costa Rica. |
| SP2.4 | Describes celebrations and holidays in Costa Rica briefly using sentence frames and illustrations. |
| SP.2. very simply describes how he/she celebrates holidays and special occasions and inquiries about others. | SP2.1 | Selects the appropriate information to very simply describe how he/she celebrates holidays and special occasions |
| SP2.2 | Organizes the information and resources to very simply describes how he/she celebrates holidays and special occasions. |
| SP2.3 | Makes sentences with the information and the appropriate linkers or connecting words to describe how he/she celebrates holidays and special occasions. |
| SP2.4 | Describes how he/she celebrates holidays and special occasions using sentence frames and inquiries about others. |
| W.1. completes gapped sentences using a word list. | W.1. | Identifies the appropriate words using context clues. |
| W.2. | Fills in blanks with the appropriate words based on context clues. |
| W.2. writes simple descriptions of holidays and celebrations. | W2.1 | Prewrites a list of ideas for a simple description of a holiday or a celebration. |
| W2.2 | Drafts a simple description of a holiday or a celebration using the appropriate linkers or connecting words. |
| W2.3 | Revises the description by looking for mistakes related to subject-verb agreement, capitalization, content, spelling, basic punctuation and content. |
| W2.4 | Edits the description by correcting mistakes related to subject-verb agreement, capitalization, spelling, content and use of commas) before publishing. |
| W.2. writes cards for a holiday. | W2.1 | Prewrites a list of ideas for a card to give on a holiday. |
| W2.2 | Drafts a card to give on a holiday using the appropriate linkers or connecting words. |
| W2.3 | Revises a card to give on a holiday by looking for mistakes related to subject-verb agreement, capitalization, content, spelling, basic punctuation and content. |
| W2.4 | Edits a card to give on a holiday by correcting mistakes related to subject-verb agreement, capitalization, spelling, content and use of commas) before publishing. |
| W.2. writes invitations for a celebration. | W2.1 | Prewrites a list of ideas for an invitation. |
| W2.2 | Drafts an invitation using the appropriate linkers or connecting words. |
| W2.3 | Revises an invitation by looking for mistakes related to subject-verb agreement, capitalization, content, spelling, basic punctuation and content. |
| W2.4 | Edits an invitation by correcting mistakes related to subject-verb agreement, capitalization, spelling, content and use of commas) before publishing. |

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| **II Level**  **II Period**  **Getting from Here to There** | | |
| **Assessment Strategies** | **Indicators of Learning** | |
| **L.1.** follows simple directions on how to get from one place to another, on foot or by public transport. | L1. 1 | Recognizes simple directions on how to get from one place to another, on foot or by public transport. |
| L1. 2 | Distinguishes simple directions how to get from one place to another, on foot or by public transport |
| **L.2.** recognizes figures given in clear announcements, for example at the airport or at a bus station. | L.2.1 | Identifies figures given in clear announcements, for example at the airport or at a bus station. |
| **L.2.** recognizes times given in clear announcements, for example at the airport or at a bus station. | L.2.2 | Identifies times given in clear announcements, for example at the airport or at a bus station. |
| **L.3.** recognizes instructions for games and follows teacher/students’ modeling of the activity. | L.3.1 | Identifies the imperative construction of the instructions for games. |
| L.3.2 | Identifies key words of the instructions for games. |
| L.3.3 | Differentiates the instruction by following teacher/students’ modeling of the activity. |
| **L.4.** recognizes the main idea of presentations related to places, goods and services. | L.4.1 | Identifies the topic of presentations related to places, goods and services. |
| L.4.2 | Identifies facts in presentations related to places, goods and services. |
| L.4.3 | Distinguishes the most important ideas/information of presentations related to places, goods and services. |
| **R.1.** labels diagrams with appropriate pieces of familiar goods and services. | R1.1 | Labels diagrams with appropriate pieces of familiar goods and services. |
| **R.2.** identifies English language sounds using knowledge in phonics, syllabification and word parts. | R2.1 | Recognizes sounds in words. |
| R2.2 | Articulates the sounds. |
| R2.3 | Produces sentences in an oral or written form. |
| **R.3.** recognizes familiar names of places, goods and services in short and simple texts. | R3.1 | Identifies familiar names of places, goods and services in short and simple texts. |
| **R.4.** recognizes main ideas of text when accompanied by illustrations. | R4.1 | Recognizes the topic in short and simple texts about places, goods and services when accompanied by illustrations. |
| R4.2 | Identifies key words in texts about places, goods and services when accompanied by illustrations. |
| R4.3 | Distinguishes most important ideas/information in texts about places, goods and services when accompanied by illustrations. |
| **SI.1.1** expresses preferences about places to visit. | S.1.1 | Plans the language and content to express preferences about places to visit. For example: My favorite place is.., I don’t like … |
| S.1.2 | Makes sentences to express ideas about places to visit. |
| S.1.3 | Expresses ideas about places to visit. |
| **SI.1** expresses preferences about ways to move around. | SI.1.1 | Plans the language and content to express preferences about ways to move around. |
| SI.1.1.2 | Makes sentences to express ideas ways to move around. |
| SI.1.1.3 | Expresses ideas ways to move around. |
| **SI.2.** interacts in a simple way, asking and answering questions about places, where they are and how to get to them if they are articulated slowly and clearly. | SI.2.1 | Uses yes/no questions to ask about places, where they are and how to get to them if they are articulated slowly and clearly |
| SI.2.2 | Uses correct wh- questions to ask about places, where they are and how to get to them if they are articulated slowly and clearly. |
| SI.2.3 | Makes complete sentences to answer what is being asked about places, where they are and how to get to them if they are articulated slowly and clearly. |
| **SP.1.** uses simple words to tell where a place is and ways to get there. | SP.1.1 | Selects the appropriate information to tell where a place is and ways to get there. |
| SP.1.2 | Organizes the information and resources to tell where a place is and ways to get there. |
| SP.1.3 | Tells where a place is and ways to get there. |
| **SP.2.** describes places and ways to move around (towns, holiday resorts, car, plane, and bike). | SP2.1 | Selects the appropriate information to describe places and ways to move around (towns, holiday resorts, car, plane, and bike). |
| SP2.2 | Organizes the information and resources to describe places and ways to move around (towns, holiday resorts, car, plane, and bike). |
| SP2.3 | Makes complete sentences to describe places and ways to move around (towns, holiday resorts, car, plane, and bike). |
| SP2.4 | Describes places and ways to move around (towns, holiday resorts, car, plane, and bike) using sentence frames. |
| **SP.3.** describes briefly weekend or holiday plans. | SP3.1 | Selects the appropriate information to describe briefly weekend or holiday plans. |
| SP3.2 | Organizes the information and resources to describe briefly weekend or holiday plans. |
| SP3.3 | Makes complete sentences to describe briefly weekend or holiday plans. |
| SP3.4 | Describes briefly weekend or holiday plans using sentence frames. |
| W.1. fills in a hotel registration form with personal details. | W1.1 | Identifies each part of the hotel registration. |
| W1.2 | Completes the hotel registration form with personal details. |
| W1.3 | Revises there isn’t any field left blank in the hotel registration form. |
| W1.4 | Fills in missing blanks before publishing. |
| **W.2.** writes simple descriptions of places (e.g., location, direction, activities) | W2.1 | Prewrites a list of ideas for a simple description of a place. (e.g., location, direction, activities) |
| W2.2 | Drafts a simple description of a place. (e.g., location, direction, activities) using the appropriate linkers or connecting words. |
| W2.3 | Revises the description by looking for mistakes related to subject-verb agreement, capitalization, content, spelling, basic punctuation and content. |
| W2.4 | Edits the description by correcting mistakes related to subject-verb agreement, capitalization, spelling, content and use of commas) before publishing. |

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| II Level  II Period  Scenario: My High School…Our place | | |
| Assessment Strategies | **Indicators of Learning** | |
| L.1. identifies others’ expressions of interests regarding school activities (e.g. likes and dislikes, indicating preferences about subjects and school activities). | L1. 1 | Recognizes the topic in oral texts about likes and dislikes in school activities. |
| L1.2 | Identifies expressions of interest related to likes, dislikes and preferences in school activities. |
| L1.3 | Gets main points and ideas from different sources about school activities. |
| L.2. recognizes short, clear and simple instructions and explanations when delivered slowly. | L2.1 | Identifies instructions and short explanations about schedules at school |
| L2.2 | Distinguishes teachers' instructions and short explanations about schedules at school. |
| L2.3 | Gets specific information to ask and answer questions about schedules at school. |
| L.3. recognizes the main points in short, simple stories. | L3.1 | Restates orally the topic in simple short stories. |
| L3.2 | Labels illustrations in simple short stories. |
| L3.3 | Gets specific information in short stories. |
| L3.4 | Underlines main points in simple stories. |
| L3.5 | Gets meaning from short stories. |
| L3.6 | Extracts main points about situations in their schools |
| R.1. identifies English language sounds. | R1.1 | Recognizes sounds in words. |
| R1.2 | Articulates long vowel sounds. |
| R1.3 | Produces dialogues/rhymes in an oral or written form. |
| R.2. discriminates important information in simple texts. | R2.1 | Recognizes the topic in simple texts about school activities. |
| R2.2 | Distinguishes important/main information in texts about school activities. |
| R2.3 | Discriminates important information to answer questions about schedules. |
| R.3. extracts the gist of short articles and ads in age-appropriate magazines (print and/or electronic). | R3.1 | Recognizes the topic of short articles and ads in age- appropriate magazines. |
| R3.2 | Identifies position of the writer in of short articles and ads in age- appropriate magazines. |
| R3.3 | Summarizes the gist of short articles and ads in age- appropriate magazines. |
| SI.1. expresses common interests about school life. | SI1.1 | Plans the language and content to express common interests about school life. For example: My favorite is.., I don’t like … |
| SI1. 2 | Makes sentences to express common interests about school life. |
| SI 1.3 | Expresses ideas common interests about school life. |
| SI.2. says what exactly he/she does not understand and asks simply for clarification. | SI.2.1 | Expresses lack understanding using survival language. Ex. I don’t understand. Can you repeat again, please? |
| SI.3.1 asks straightforward questions in familiar situations. | SI3.1.1.1 | Plans a set of yes/no and wh- questions to ask for familiar situations such as school life. |
| SI3.1.1.2 | Uses yes/no and wh- questions to ask for familiar situations such as school life. |
| SI.3.1.2 answers straightforward questions in familiar situations. | SI3.1.2.1 | Plans a set of sentences to answer the questions about familiar situations such as school life. |
| SI3.1.2.2 | Makes complete sentences to answer yes/no and wh- questions about familiar situations such as school life. |
| SP.1. Describes common interests about school activities, the subjects and schedules he or she has at school. | SP.1.1 | Selects the appropriate information to describe common interests about school activities, the subjects and schedules he or she has at school. |
| SP1.2 | Organizes the information and resources to common interests about school activities, the subjects and schedules he or she has at school. |
| SP1.3 | Makes sentences with the information and the appropriate linkers or connecting words to provide a clear and complete description of common interests about school activities, the subjects and schedules he or she has at school. |
| SP1.4 | Describes common interests about school activities, the subjects and schedules he or she has at school. |
| SP.2. explains high school through his/her friends/ peers briefly. | SP2.1 | Notes down information to explain high school through his/her friends/ peers briefly. |
| SP2.2 | Organizes information and resources to explain high school through his/her friends/ peers briefly |
| SP2.3 | Makes sentences with information, resources and the appropriate linkers or connecting words about high school through my friend´s eyes. |
| SP2.4 | Describes in detail activities that allow others to know my peers ´school preferences including sequential first, then, after that, finally. |
| W.1. writes simple notices expressing interests, wants and preferences, either by hand or electronically. | W1.1 | Prewrites simple sentences about interests, wants and preferences. |
| W1.2 | Drafts a simple notice that includes heading (eye catcher) body (short sentences using key words and sentence frames, authority or contact person (person’s name, phone and e-mail) and the appropriate linkers or connecting words. |
| W1.3 | Revises the notice by checking written sentences to look for mistakes related to subject-verb agreement, capitalization, spelling, and basic punctuation) and content. |
| W1.4 | Edits the notice by correcting the mistakes before publishing it. |
| W.2. writes an explanation of what they do every day at school, with the help of illustrations. | W2.1 | Prewrites simple sentences about what they do every day at school. |
| W2.2 | Drafts an explanation with illustrations and the appropriate linkers or connecting words that includes a general statement, extra information about what they do, how and why they do it, and a conclusion. |
| W2.3 | Revises the explanation by checking written sentences to look for mistakes related to subject-verb agreement, capitalization, spelling, and basic punctuation) and content. |
| W2.4 | Edits the explanation by correcting the mistakes before publishing it. |

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| II Level  II Period  Scenario: Let the Good Times Roll! | | |
| Assessment Strategies | **Indicators of Learning** | |
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| L.1. recognizes isolated, familiar words and phrases when listening to clear, slow, and basic text read aloud. | L.1.1 | Relates words and phrases with their definitions, meanings or images. |
| L.2. recognizes important information from audio texts (e.g., sports announcements, sports scores) provided the message is delivered clearly. | L2.1 | Restates orally the topic from audio texts about sports or sports announcements. |
| L2.2 | Labels illustrations in a conversation or story about sports or sports announcements. |
| L2.3 | Gets specific information to complete sentences with keywords about sports. |
| L2.4 | Lists important information in a conversation or story about sports or sports announcements. |
| L.3. extracts the most important points in a straightforward conversation, story, account or presentation accompanied by drawings and/or diagrams. | L3.1 | Recognizes the topic in a conversation or story about sports or sports announcements. |
| L3.2 | Identifies facts in a conversation or story about sports or sports announcements. |
| L3.3 | Distinguishes the most important points in a conversation or story about sports or sports announcements. |
| R.1. identifies English language sounds using knowledge in phonics, syllabification and word parts. | R1.1 | Recognizes sounds in words. |
| R1.2 | Articulates the sounds. |
| R1.3 | Produces sentences or dialogues in an oral or written form. |
| R.2. discriminates some key terminology from subject areas (e.g., labels on sports equipment). | R2.1 | Identifies sports equipment. |
| R2.2 | Labels on sports equipment. |
| R.3. recognizes the main idea and two or three specific details. | R3.1 | Recognizes the topic in texts written in simple language. |
| R3.2 | Identifies facts in texts written in simple language. |
| R3.3 | Identifies main ideas in texts written in simple language. |
| R3.4 | Distinguishes specific details in texts written in simple language. |
| R.4. recognizes most of what occurs in a well-structured short story and the story’s main characters. | R4.1 | Identifies setting in a well-structured short story. |
| R4.2 | Names characters in a well-structured short story. |
| R4.3 | Describes characters in a well-structured short story. |
| R4.4 | Identifies main conflict/problem in a well-structured short story. |
| R4.5 | Recounts some of the characters’ efforts, and some of the obstacles in a well-structured short story. |
| R4.6 | Recounts the ending in a well-structured short story. |
| SI.1. invites others to practice or attend different sports. | SI.1.1 | Plans an invitation by using the appropriate sentence frames supported by physical or online resources. |
| SI.1.2 | Makes an invitation to a friend or classmate related to sports |
| SI.1.3 | Provides invitation details such as the time, place, people present at the activity and phrase of invitation (e.g. You should come!) |
| SI.1.4 | Gives additional details after the person accepts or declines the invitation. |
| SI.2. exchanges information about everyday matters using simple vocabulary. | SI.2.1 | Identifies topics about everyday matters and sources of information (e.g. the NYT article says...) |
| SI.2.2 | Gives information about everyday matters. |
| SI.2.3 | Explains relevance of information to the discussion |
| SI.2.4 | Asks for information about everyday matters |
| SI.2.5 | Asks questions about the information provided. |
| SI.3. asks questions about favorite sports, places to practice them, equipment needed, outstanding players and achievements. | SI.3.1 | Uses yes/no questions to ask for favorite sports, places to practice them, equipment needed, outstanding players and achievements. |
| SI.3.2 | Uses wh- questions to ask for favorite sports, places to practice them, equipment needed, outstanding players and achievements. |
| SI.3. answers questions about favorite sports, places to practice them, equipment needed, outstanding players and achievements. | SI.3.3 | Makes complete sentences to answer yes/no questions to ask for favorite sports, places to practice them, equipment needed, outstanding players and achievements. |
| SI.3.4 | Makes complete sentences to answer wh- questions about favorite sports, places to practice them, equipment needed, outstanding players and achievements. |
| SP.1. describes a day he/she will never forget in sports. | SP1.1 | Selects the appropriate information to describe about a day he/she will never forget in sports. |
| SP1.2 | Organizes the information and resources about a day he/she will never forget in sports. |
| SP1.3 | Makes sentences about a day he/she will never forget in sports |
| SP1.4 | Describes an event about a day he/she will never forget in sports. |
| SP.2. explains briefly a sport, a sports team, or a videogame he/she knows well. | SP2.1 | Notes down information to explain briefly a sport, a sports team, or a videogame he/she knows well. |
| SP2.2 | Organizes information and resources to briefly explain a sport, a sports team, or a videogame he/she knows well. |
| SP2.3 | Makes sentences with information, resources and the appropriate linkers or connecting words about a sport, a sports team, or a videogame he/she knows well. |
| SP2.4 | Describes briefly a sport, a sports team, or a videogame he/she knows well. |
| W.1. uses simple sentences and expressions to describe sports, videogames and leisure activities. | W1.1 | Prewrites simple sentences and expressions to describe sports, videogames and leisure activities. |
| W1.2 | Drafts a description about a sport, videogame or a leisure activity by following sentences frames learned in class and the appropriate linkers or connecting words. |
| W1.3 | Revises a description about a sport, videogame or a leisure activity by checking written sentences to look for mistakes related to subject-verb agreement, capitalization, spelling, and basic punctuation) and content. |
| W1.4 | Edits the description by correcting the mistakes before publishing it. |
| W.2. prepares simple reminders or notes regarding sports or videogames for personal use. | W2.1 | Prewrites simple sentences regarding sports or videogames for personal use. |
| W2.2 | Drafts a simple reminder or note regarding sports or videogames with the appropriate linkers or connecting words. |
| W2.3 | Revises the simple reminder or note regarding sports or videogames by checking written sentences to look for mistakes related to subject-verb agreement, capitalization, spelling, and basic punctuation) and content |
| W3.1 | Edits a simple reminder or note regarding sports or videogames by correcting the mistakes before publishing it. |
| W.3. writes an introduction or conclusion to a story with the help of a dictionary. | W3.1 | Prewrites simple sentences for an introduction or conclusion to a story. |
| W3.2 | Drafts an introduction that includes the main topic and what this is about or a conclusion saying the topic again and adding a meaningful final to a story and the appropriate linkers or connecting words. |
| W3.3 | Revises either the introduction or conclusion to a story by checking written sentences to look for mistakes related to subject-verb agreement, capitalization, spelling, and basic punctuation) and content. |
| W3.4 | Edits either the introduction or conclusion to a story before publishing it. |

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**Sample Rubrics for Self-Study Guides**

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| **II Level Scenario: Let the Good Times Roll!**  **Assessment Strategy L.2. Recognizes important information from audio texts (e.g., sports announcements, sports scores) provided if the message is delivered clearly.** | | | |
| **Indicators of Learning** | **Achievement level** | | |
| **Not yet achieved**  **1** | **In process**  **2** | **Achieved**  **3** |  |
| L.2.1 Restates orally the topic from audio texts about sports or sports announcements. | Learner cannot restate the topic from audio texts about sports or sports announcements correctly. | Learner can restate part of the topic from audio texts about sports or sports announcements with some difficulty and needs improvement. | Learner can restate the topic from audio texts about sports or sport announcements correctly and with no difficulty. |  |
| L.2.2 Labels illustrations in a conversation or story about sports or sports announcements. | Learner cannot label illustrations in a conversation or story about sports or sports announcements | Learner can label some of the illustrations in a conversations or story about sports or sports announcements with some difficulty and needs improvement. | Learner can label all illustrations in a conversation or story about sports or sports announcements correctly and with no difficulty. |  |
| L.2.3 Gets specific information to complete sentences with key words about sports | Learner cannot get any specific information to complete sentences with keywords about sports correctly. | Learner can get some specific information to complete sentences with keywords about sports with some difficulty and needs improvement. | Learner can get all the specific information to complete sentences with keywords about sports |  |
| L.2.4 Lists important information in a conversation or story about sports or sports announcements. | Learner cannot list information in a conversation or story about sports or sports announcements correctly. | Learner can list some important information in a conversation or story about sports or sports announcements with some difficulty and needs improvement. | Learner can list important information in a conversation or story about sports or sports announcements correctly and with no difficulty. |  |

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| **II Level Scenario: Let the Good Times Roll!**  **Assessment Strategy R.4. Recognizes most of what occurs in a well-structured short story and the story’s main characters.** | | | |
| **Indicators of Learning** | **Achievement level** | | |
| **Not yet achieved**  **1** | **In process**  **2** | **Achieved**  **3** |  |
| R4.1 identifies setting in a well-structured short story. | Learner cannot identify the setting in a well-structured short story correctly. | Learner can identify the setting in a well-structured short story with some difficulty and needs improvement. | Learner can identify the setting in a well-structured short story correctly and with no difficulty. |  |
| R4.2.1\* names characters in a well-structured short story. | Learner cannot name characters in a well-structured short story. | Learner can name some characters in a well-structured short story with some difficulty and needs improvement. | Learner can describe all the characters in a well-structured short story correctly and with no difficulty. |  |
| R4.2.2\* describes characters in a well-structured short story. | Learner cannot describe characters in a well-structured short story. | Learner can describe some characters in a well-structured short story with some difficulty and needs improvement. | Learner can describe characters in a well-structured short story correctly and with no difficulty. |  |
| R4.3 identifies main conflict/problem in a well-structured short story. | Learner cannot identify the main conflict/problem in a well-structured short story correctly. | Learner can identify the main conflict/problem in a well-structured short story with some difficulty and needs improvement. | Learner can identify the main conflict/problem in a well-structured short story correctly and with no difficulty. |  |
| R4.4.1\* recounts some of the characters’ efforts in a well-structured short story. | Learner cannot recount the characters’ efforts in a well-structured short story correctly. | Learner can recount some of the characters’ efforts in a well-structured short story with some difficulty and needs improvement. | Learner can recount some of the characters’ efforts in a well-structured short story correctly and with no difficulty. |  |
| R4.4.2 \* recounts some of the characters’ obstacles in a well-structured short story. | Learner cannot recount some of the obstacles in a well-structured short story correctly. | Learner can recount some of the obstacles in a well-structured short story with some difficulty and needs improvement. | Learner can recount some of the obstacles in a well-structured short story correctly and with no difficulty. |  |
| R4.5 summarizes the ending in a well-structured short story. | Learner cannot summarize the ending in a well-structured short story correctly. | Learner can summarize the ending in a well-structured short story with some difficulty and needs improvement. | Learner can summarize the ending in a well-structured short story correctly and with no difficulty. |  |

\* Notice that indicators R.4.2.1 and R.4.2.2 are subdivided from R.4.2, same case with R.4.4.1 and R.4.4.2.

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| **II Level Scenario: My High School…Our place.**  **Assessment Strategy SI.1. Expresses common interests about school life.** | | | |
| **Indicators of Learning** | **Achievement level** | | |
| **Not yet achieved**  **1** | **In process**  **2** | **Achieved**  **3** |  |
| SI1.1 Selects the language and content to express common interests about school life. For example: My favorite is.., I don’t like … | Learner cannot select the language and content to express common interests about school life. For example: My favorite is.., I don’t like… correctly. | Learner can select part of the language and content to express common interests about school life. For example: My favorite is.., I don’t like… with some difficulty and needs improvement. | Learner can select all the language and content to express common interests about school life. For example: My favorite is.., I don’t like… correctly with no difficulty. |  |
| SI1. 2 Elaborates sentences to express common interests about school life. | Learner cannot elaborate sentences to express common interests about school life correctly. | Learner can elaborate some sentences to express common interests about school life with some difficulty and needs improvement. | Learner can elaborate sentences to express common interests about school life correctly with no difficulty. |  |
| SI1. 3 Expresses common interests about school life. | Learner cannot express common interests about school life correctly. | Learner can express some common interests about school life with some difficulty and needs improvement. | Learner can express common interests about school life correctly with no difficulty. |  |
| SI 1.4 Asks questions about others’ schedules. | Learner cannot ask questions about others´ schedules correctly. | Learner can ask some questions about others´ schedules with some difficulty and needs improvement. | Learner can ask questions about others´ schedules correctly with no difficulty. |  |
| SI 1.5 Answers questions about their own schedules. | Learner cannot answer questions about their own schedules correctly. | Learner can answer some questions about their own schedules with some difficulty and needs improvement. | Learner can answer questions about their own schedules correctly with no difficulty. |  |
| Maintains appropriate communication strategies while answering the questions stated (uses of facial expressions and gestures, asks for repetition, indicates lack of understanding, repeats words. | Learner cannot maintain communication most of the time. Hard for him/her to use the communication strategies to overcome difficulties correctly. | Learner can make correct use of some of the communication strategies to maintain communication going with some difficulty, but not all the time and inconsistently. Learner needs improvement. | Learner can make use of many communication strategies to maintain communication going, which helps to keep the flow of the conversation correctly with no difficulty. |  |
| Pronounces the target language in the answers provided correctly | Learner makes constant mistakes in pronunciation during his/her answers. (More than 4 mistakes) | Learner´s pronunciation is understandable at most times. Occasional mispronunciation; some consistent mistakes in his/her answers. (3-4 mistakes) | Learner has clear and smooth pronunciation in his/her answers at this level. Few sporadic deviations. (1-2 mistakes) |  |
| Stresses words and uses appropriate intonation in sentences or answers provided correctly. | Learner cannot stress individual words correctly and use appropriate intonation when forming sentences. | Learner can stress some individual words correctly and use appropriate intonation when answering with some difficulty and needs improvement. | Learner can constantly stress individual words correctly and use appropriate intonation when answering with no difficulty. |  |
| Speaks at a normal speed during the period of the interaction (question/answer task) | Learner carries out the task with hesitation that interferes with the message. Some long pauses to recall meaning. | Learner can carry out the task adequately with some hesitation that seldom interferes with the message. Few short pauses to recall meaning. | Learner can carry out the task with confidence. Very sporadic short pauses to recall meaning. |  |
| Uses the appropriate register and politeness conventions according to the given context and task. (Sociolinguistic Appropriateness) | Learner cannot use the appropriate register (formal or informal) for the task given. Expressions and word choice are contextually inappropriate in terms of manners, politeness and tactfulness. | Learner can partially use one register (formal or informal) without considering the task given. Expressions and word choice are sometimes contextually appropriate in terms of manners, politeness and tactfulness. Learner needs improvement. | Learner can fully use the appropriate register (formal or informal) at all times depending on the task and context given. Expressions and word choice are always contextually appropriate in terms of manners and politeness. |  |

**\* Notice that the assessment strategy, that includes indicators for asking and answering, must be separated subdividing the indicator. Besides, the indicators in green were constructed to measure overall achievement in aspects related to pronunciation, fluency and sociolinguistic appropriateness**. **They must be present in all instruments related to Spoken Interaction, Spoken production and Written as required.**

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| **II Level Scenario: Something to celebrate.**  **Assessment Strategy SI.2 asks and answers about holidays and festivals in Latin America and around the world. \*** | | | |
| **Indicators of Learning** | **Achievement level** | | |
| **Not yet achieved**  **1** | **In process**  **2** | **Achieved**  **3** |  |
| SI.2.2 Asks questions about local holidays, celebrations and festivals in Latin America and around the world | Learner cannot ask questions about local holidays, celebrations and festivals in Latin America and around the world correctly. | Learner can partially ask questions about local holidays, celebrations and festivals in Latin America and around the World with some difficulty and needs improvement. | Learner can fully ask questions about local holidays, celebrations and festivals in Latin America and around the world. |  |
| SI.2.4. Answers questions about local holidays, celebrations and festivals in Latin America and around the world. | Learner cannot answer questions about local holidays, celebrations and festivals in Latin America and around the world correctly. | Learner can partially answer questions about local holidays, celebrations and festivals in Latin America and around the world with some difficulty and needs improvement. | Learner can fully answer questions about local holidays, celebrations and festivals in Latin America and around the world correctly with no difficulty. |  |
| Maintains appropriate communication strategies while answering the questions stated (uses of facial expressions and gestures, asks for repetition, indicates lack of understanding, repeats words. | Learner cannot maintain communication most of the time. Hard for him/her to use the communication strategies to overcome difficulties correctly. | Learner can make correct use of some of the communication strategies to maintain communication going with some difficulty, but not all the time and inconsistently. Learner needs improvement. | Learner can make use of many communication strategies to maintain communication going, which helps to keep the flow of the conversation correctly with no difficulty. |  |
| Pronounces the target language in the answers provided correctly | Learner makes constant mistakes in pronunciation during his/her answers. (More than 4 mistakes) | Learner´s pronunciation is understandable at most times. Occasional mispronunciation; some consistent mistakes in his/her answers. (3-4 mistakes) | Learner has clear and smooth pronunciation in his/her answers at this level. Few sporadic deviations. (1-2 mistakes) |  |
| Stresses words and uses appropriate intonation in sentences or answers provided correctly. | Learner cannot stress individual words correctly and use appropriate intonation when forming sentences. | Learner can stress some individual words correctly and use appropriate intonation when answering with some difficulty and needs improvement. | Learner can constantly stress individual words correctly and use appropriate intonation when answering with no difficulty. |  |
| Speaks at a normal speed during the period of the interaction (question/answer task) | Learner carries out the task with hesitation that interferes with the message. Some long pauses to recall meaning. | Learner can carry out the task adequately with some hesitation that seldom interferes with the message. Few short pauses to recall meaning. | Learner can carry out the task with confidence. Very sporadic short pauses to recall meaning. |  |
| Uses the appropriate register and politeness conventions according to the given context and task. (Sociolinguistic Appropriateness) | Learner cannot use the appropriate register (formal or informal) for the task given. Expressions and word choice are contextually inappropriate in terms of manners, politeness and tactfulness. | Learner can partially use one register (formal or informal) without considering the task given. Expressions and word choice are sometimes contextually appropriate in terms of manners, politeness and tactfulness. Learner needs improvement. | Learner can fully use the appropriate register (formal or informal) at all times depending on the task and context given. Expressions and word choice are always contextually appropriate in terms of manners and politeness. |  |

**\* Notice that the assessment strategy, that includes indicators for asking and answering, must be separated subdividing the indicator. Besides, the indicators in green were constructed to measure overall achievement in aspects related to pronunciation, fluency and sociolinguistic appropriateness**. **They must be present in all instruments related to Spoken Interaction, Spoken production and Written Production as required.**

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| **II Level Scenario: Something to celebrate.**  **Assessment Strategy SP.2 describes what he/she did on his /her last holiday.** | | | |
| **Indicators of Learning** | **Achievement level** | | |
| **Not yet achieved**  **1** | **In process**  **2** | **Achieved**  **3** |
| SP2.1 Notes down the appropriate information to describe the last holiday. | Learner cannot note down the appropriate information to describe the last holiday. | Learner can partially note down the appropriate information to describe the last holiday with some difficulty and needs improvement. | Learner can fully note down the appropriate information to describe the last holiday correctly with no difficulty. |
| SP2.2 Organizes the information and resources to describe the last holiday. | Learner cannot organize the information and resources to describe the last holiday  correctly. | Learner can partially organize the information and resources to describe the last holiday with some difficulty and needs improvement. | Learner can fully organize the information and resources to describe the last holiday correctly with no difficulty. |
| SP2.3 Makes sentences about the last holiday. | Learner cannot make sentences about the last holiday correctly. | Learner can partially make sentences about the last holiday with some difficulty and needs improvement. | Learner can fully make sentences about the last holiday correctly with no difficulty. |
| SP2.4 Describes the last holiday using sequential past time. | Learner cannot describe the last holiday using sequential past time: first, then, after that, finally correctly. | Learner can partially describe the last holiday, but does not use sequential past time: first, then, after that, finally with some difficulty and needs improvement. | Learner can fully describe the last holiday using sequential: past time first, then, after that, finally correctly with no difficulty. |
| Maintains appropriate  communication strategies to describe holidays (uses of facial expressions and gestures,   asks for repetition, indicates lack of understanding, repeats words). | Learner cannot maintain communication most of the time. Hard for him/her to use the communication strategies to overcome difficulties correctly. | Learner can make correct use of some of the communication strategies to maintain communication going with some difficulty, but not all the time and inconsistently. Learner needs improvement. | Learner can make use of many communication strategies to maintain communication going, which helps to keep the flow of the conversation correctly with no difficulty. |
| Pronounces the target language  about holidays correctly. | Learner makes constant mistakes in pronunciation. (More than 4 mistakes) | Learner pronunciation is understandable at most times. Occasional mispronunciation; some consistent mistakes. (3-4 mistakes) | Learner has clear and smooth pronunciation at this level. Few sporadic deviations. (1-2 mistakes) |
| SP.2.4.3 Stresses words and use appropriate intonation in sentences correctly. | Learner cannot stress individual words correctly and does not use appropriate intonation when making sentences. | Learner can stress individual words correctly and use appropriate intonation when making sentences with some difficulty and needs improvement. | Learner can constantly stress individual words correctly and use appropriate intonation when making sentences with no difficulty. |
| SP.2.4.4 Speaks at a normal speed during the production task | Learner carries out the task with hesitation that interferes with the message. Some long pauses to recall meaning. | Learner can carry out the task adequately with some hesitation that seldom interferes with the message. Few short pauses to recall meaning. | Learner can carry out the task with confidence. Very sporadic short pauses to recall meaning. |
| SP.2.4.5 Uses the appropriate register and politeness conventions according to the given context and task. (Sociolinguistic Appropriateness) | Learner cannot use the appropriate register (formal or informal) for the task given. Expressions and word choice are contextually inappropriate in terms of manners, politeness and tactfulness. | Learner can partially use one register (formal or informal) without considering the context given. Expressions and word choice are sometimes contextually appropriate in terms of manners, politeness and tactfulness. Learner needs improvement. | Learner can fully use the appropriate register (formal or informal) at all times depending on the task and context given. Expressions and word choice are always contextually appropriate in terms of manners and politeness. |

**\* The indicators in green were constructed to measure overall achievement in aspects related to pronunciation, fluency and sociolinguistic appropriateness**. **They must be present in all instruments related to Spoken Interaction, Spoken production and Written Production** as required.

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| **II Level Scenario: My High School…Our place**  **Assessment Strategy: W.2. Writes an explanation of what they do every day at school, with the help of illustrations.** | | | |
| **Indicators of Learning** | **Achievement level** | | |
| **Not yet achieved**  **1** | **In process**  **2** | **Achieved**  **3** |
| **W2.1** Drafts an explanation with illustrations about activities in a typical day at school, and a conclusion | Learner cannot draft an explanation with illustrations about a typical day at school, and a conclusion correctly. | Learner can partially draft an explanation with illustrations about a typical day at school, and a conclusion with some difficulty and needs improvement. | Learner can fully draft an explanation with illustrations about a typical day at school, and a conclusion correctly and with no difficulty. |
| **W2.2** Revises the explanation about a typical day at school. | Learner cannot revise the explanation about a typical day at school correctly. | Learner can partially revise the explanation about a typical day at school with some difficulty and needs improvement. | Learner can fully revise the explanation about a typical day at school correctly and with no difficulty. |
| **W2.2.1 \* Checks** written sentences to look for mistakes related to subject-verb agreement, capitalization, spelling, and basic punctuation). | Learner cannot check the written sentences presenting constant subject verb agreement, capitalization, spelling, and punctuation mistakes. | Learner can partially check the written sentences and some subject verb agreement, capitalization, spelling, and punctuation mistakes. | Learner can fully check the written sentences avoiding subject verb agreement, capitalization, spelling, and punctuation mistakes. |
| W2.2.2\*Arranges Linking words, groups of words, sentences, paragraphs, and texts in a well-organized and logical manner. (Coherence and Cohesion) | Learner‘s production cannot show sense of coherence & cohesion. No sense in the organization of its content and use of discourse markers. | Learners' production can partially show a sense through the organization of its content and use of discourse markers. | Learner's production can fully show reasonable sense through the organization of its content and use of discourse markers. |
| W2.2.3\* Uses the appropriate register and politeness conventions according to the given context. (Sociolinguistic Appropriateness | Learner cannot use the appropriate register (formal or informal) for the task given. Expressions and word choice are contextually inappropriate in terms of manners, politeness and tactfulness. | Learner can partially use one register (formal or informal) without considering the context given. Expressions and word choice are sometimes contextually appropriate in terms of manners, politeness and tactfulness. Learner needs improvement. | Learner can fully use the appropriate register (formal or informal) at all times depending on the task and context given. Expressions and word choice are always contextually appropriate in terms of manners and politeness. |
| **W2.3** Edits the explanation by correcting the mistakes before publishing it. | Learner cannot edit the explanation by correcting the mistakes before publishing it correctly. | Learner can partially edit the explanation by correcting the mistakes before publishing it with some difficulty and needs improvement. | Learner can fully edit the explanation by correcting the mistakes before publishing it correctly and with no difficulty. |
| Links words, groups of words, sentences, paragraphs, and texts in a well-organized and logical manner. (Coherence and Cohesion) | Learner‘s production cannot show sense of coherence & cohesion. No sense in the organization of its content and use of discourse markers. | Learners' production can partially show a limited sense through the organization of its content and use of discourse markers. | Learner's production can fully show reasonable sense through the organization of its content and use of discourse markers. |
| Uses the appropriate register and politeness conventions according to the given context. (Sociolinguistic Appropriateness | Learner cannot use the appropriate register (formal or informal) for the task given. Expressions and word choice are contextually inappropriate in terms of manners, politeness and tactfulness. | Learner can partially use one register (formal or informal) without considering the context given. Expressions and word choice are sometimes contextually appropriate in terms of manners, politeness and tactfulness. Learner needs improvement. | Learner can fully use the appropriate register (formal or informal) at all times depending on the task and context given. Expressions and word choice are always contextually appropriate in terms of manners and politeness. |

\* Notice that Indicator W2.2.1 comes from Indicator W2.2, and that W2.2.1, W2.2.2, and W2.2.3 are subdivided from Indicator W2.2. The indicators in green were constructed to measure overall achievement in aspects related to pronunciation, fluency and sociolinguistic appropriateness. They must be present in all instruments related to Spoken Interaction, Spoken production and Written Production as required.

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Sample Rubrics and Performance Scale for Summative Assessment Instruments and the Assessment Promotion Strategy

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| **Analytic Rubric**  CINDEA/ IPEC \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_                                 Score:\_\_\_\_\_\_\_\_\_\_\_\_\_  Summative Assessment Instrument                                                                  Total Points:  \_\_\_\_\_\_\_\_  Allotted Time: \_\_\_\_\_\_\_\_\_\_\_\_minutes       Gotten points: \_\_\_\_\_\_\_  Module 46: We can communicate in other foreign languages Percentage: \_\_\_\_\_\_\_\_\_\_%  Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_          Obtained Percentage: \_\_\_\_\_\_\_\_\_\_\_\_  Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: II Period  Student`s name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_                         Group:\_\_\_\_\_\_\_\_\_\_\_ | | | | | |
| **Scenario** | Let the Good Times Roll! | | | | |
| **Assessment Strategy** | R.4 Recognizes most of what occurs in a well-structured short story and the story´s main characters. | | | | |
| **Task** | Today is your birthday. Your best friend gave you a book with different short stories as a present. From the book, read the short story “A day I’ll never forget” and work on the following guide to make a summary for your mother.   * + - 1. Identify the setting of the story.       2. Name all characters in the story.       3. Describe each character of the story.       4. Identify the main conflict/problem of the story.       5. Recount some of the characters´ efforts.       6. Recount some of the characters´ obstacles.       7. Summarize the ending of the story. | | | | |
| **Indicator of Learning** | | **N/A**  **0** | **Achievement level** | | |
| **Not yet achieved**  **1** | **In process**  **2** | **Achieved**  **3** |
| R4.1 identifies setting in a well-structured short story. | |  | Learner cannot identify the setting in a well-structured short story correctly. | Learner can partially identify the setting in a well-structured short story with some difficulty and needs improvement. | Learner can fully identify the setting in a well-structured short story correctly and with no difficulty. |
| R4.2 names characters in a well-structured short story. | |  | Learner cannot name characters in a well-structured short story. | Learner can name some characters in a well-structured short story with some difficulty and needs improvement. | Learner can name all the characters in a well-structured short story correctly and with no difficulty. |
| R4.2 describes characters in a well-structured short story. | |  | Learner cannot describe characters in a well-structured short story. | Learner can partially describe some characters in a well-structured short story with some difficulty and needs improvement. | Learner can fully describe all the characters in a well-structured short story correctly and with no difficulty. |
| R4.3 identifies main conflict/problem in a well-structured short story. | |  | Learner cannot identify the main conflict/problem in a well-structured short story correctly. | Learner can partially identify the main conflict/problem in a well-structured short story with some difficulty and needs improvement. | Learner can fully identify the main conflict/problem in a well-structured short story correctly and with no difficulty. |
| R4.4 recounts some of the characters’ efforts in a well-structured short story. | |  | Learner cannot recount some of the characters’ efforts in a well-structured short story correctly. | Learner can partially recount some of the characters’ efforts in a well-structured short story with some difficulty and needs improvement. | Learner can fully recount all of the characters’ efforts in a well-structured short story correctly and with no difficulty. |
| R4.4 recounts some of the characters’ obstacles in a well-structured short story. | |  | Learner cannot recount some of the obstacles in a well-structured short story correctly. | Learner can partially recount some of the obstacles in a well-structured short story with some difficulty and needs improvement. | Learner can fully recount all of the obstacles in a well-structured short story correctly and with no difficulty. |
| R4.5 summarizes the ending in a well-structured short story. | |  | Learner cannot summarize the ending in a well-structured short story correctly. | Learner can partially summarize the ending in a well-structured short story with some difficulty and needs improvement. | Learner can fully summarize the ending in a well-structured short story correctly and with no difficulty. |

Propuesta elaborada por: Sandra Araya Acuña, Juan Solano Navarro. Asesores Regionales de Inglés y validada por Marianella Granados Sirias, Alfredo Ortega Cordero Asesores Nacionales de Inglés. Departamento de Tercer Ciclo y Educación Diversificada. Dirección de Desarrollo Curricular.

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| Oral Performance Scale-Sample (Oral Production)  CINDEA/ IPEC \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_                                 Score:\_\_\_\_\_\_\_\_\_\_\_\_\_  Summative Assessment Instrument                                                                  Total Points:  \_\_\_\_\_\_\_\_  Allotted Time: \_\_\_\_\_\_\_\_\_\_\_\_minutes       Gotten points: \_\_\_\_\_\_\_  Module 46: We can communicate in other foreign languages Percentage: \_\_\_\_\_\_\_\_\_\_%  Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_          Obtained Percentage: \_\_\_\_\_\_\_\_\_\_\_\_  Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period: III Period  Student`s name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_                         Group:\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | |
| **Scenario:** | | **Something to Celebrate!** | | | | | |
| **Assessment Strategy** | | **SI.2.** Asks and answers about holidays and festivals in Costa Rica, Latin America and around the World. | | | | | |
| **Description of linguistic task** | | **Information exchange (2 minutes)**  You are participating in an international school summer camp. You were asked to talk about favorite holidays or celebrations around the world. Choose one and talk about when and where it is celebrated, special food, activities. Use pictures to talk about it and ask questions to the teacher or classmates. Answer a couple of questions from your teacher or classmates. | | | | | |
| **Indicators\*** | **Points per indicator** | |  | | | | |
| **N/A**  **0** | **1** | **2** | **3** | **4** |
| **Asks questions about holidays and festivals in Costa Rica, Latin America and around the World.** | 3 | |  | Asks questions about holidays and festivals in Costa Rica, Latin America and around the World with a lot of difficulty. The student fails to ask for most of the information (He/she cannot control memorized language structures (question patterns), so it is hard to be understood. | Asks questions about holidays and festivals in Costa Rica, Latin America and around the World appropriately sometimes. The student asks information about some of the elements.  He/she can partially control memorized language structures                (question patterns), to be somehow understood. | Asks questions about holidays and festivals in Costa Rica, Latin America and around the World appropriately and with ease. The student gets to ask for information about all the elements. He/she can consistently control basic language structures (question patterns) |  |
| **Answers questions about holidays and festivals in Costa Rica, Latin America and around the World.** | 4 | |  | Answers were incomplete He/she hardly answers questions about holidays and festivals in Costa Rica, Latin America and around the World appropriately when asked.  He/she cannot identify the question word and helping verb to provide an answer with control of memorized language structures (sentence patterns), so it is hard to be understood. | Answers were partially accomplished. He/she sometimes answers questions about holidays and festivals in Costa Rica, Latin America and around the World appropriately when asked. He/she can partially identify the question word and helping verb to provide an answer with control of memorized language structures (sentence patterns) to be somehow understood. | Answers were accomplished. Most of the time, he/she answers questions about holidays and festivals in Costa Rica, Latin America and around the World appropriately when asked.  He/she can identify question words, helping verb and basic language structures (sentence patterns) at most times. | Answers were successfully accomplished. He/she, at all times, answers questions about holidays and festivals in Costa Rica, Latin America and around the World appropriately when asked.  He/she can consistently identify question words, helping verb and basic language structures (sentence patterns) |
| **Gives information about holidays and festivals in Costa Rica, Latin America and around the World.** | 3 | |  | The task was incomplete He/she hardly gives information about holidays and festivals in Costa Rica, Latin America and around the World. He/she cannot control memorized language structures (sentence patterns), so it is hard to be understood | The task was partially accomplished. He/she somewhat gives information about holidays and festivals in Costa Rica, Latin America and around the World by either talking about the holiday or festival name or date of celebration. He/she can partially control memorized language structures  (sentence pattern), to be somehow understood | The task was successfully accomplished. He/she gives information about holidays and festivals in Costa Rica, Latin America and around the World by talking about when and where they are celebrated, special food, activities.  He/she can consistently control basic language structures (sentence patterns) |  |
| **\*Uses appropriate**  **communication**  **strategies (uses of facial expressions**  **and gestures, asks for repetition, indicates lack of understanding,**  **repeats words).** | 3 | |  | Fails in maintaining communication most of the time. Hard for him/her to use the communication strategies to overcome difficulties. | Makes use of some of the communication strategies to maintain communication going, but not all the time and inconsistently. | Makes use of many communication strategies to maintain communication going, which helps to keep the flow of the conversation | . |
| **\*Pronounces the target language correctly** | 3 | |  | Difficulty at understanding. Constant mistakes in pronunciation  (More than 4 mistakes) | Understandable at most times. Occasional mispronunciation; some consistent mistakes.  (3-4 mistakes) | Clear and smooth pronunciation at this level. Few sporadic deviations.  (1-2 mistakes) |  |
| **\*Stresses words and sentences correctly** | 2 | |  | Sometimes  stresses individual words correctly and uses appropriate intonation when forming sentences | Constantly stresses individual words correctly and uses appropriate intonation when forming sentences |  |  |
| **\*Speaks at a**  **normal speed** | 3 | |  | Carried out with hesitation that sometimes interferes with the message. Some long pauses to recall meaning. | Carried out adequately with some hesitation that seldom interferes with the message. Few short pauses to recall meaning. | Carried out with confidence. Sporadic short pauses to recall meaning. |  |
| **Total:** | 23 | |  |  |  |  |  |
| **Comments:** | | | | | | | |

**\*The indicators related to pronunciation, fluency and sociolinguistic appropriateness were constructed to measure overall achievement**. **They must be present in all instruments related to Spoken Interaction and Spoken production as required.**

Propuesta elaborada por: Marianella Granados Sirias y Alfredo Ortega Cordero. Asesores Nacionales de Inglés. **Departamento de Tercer Ciclo y Educación Diversificada. Dirección de Desarrollo Curricular, 2021.**

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