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**Presentation**

**Dear teachers:**

These guidelines intend to provide English teachers of Module 71 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 71.
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? |

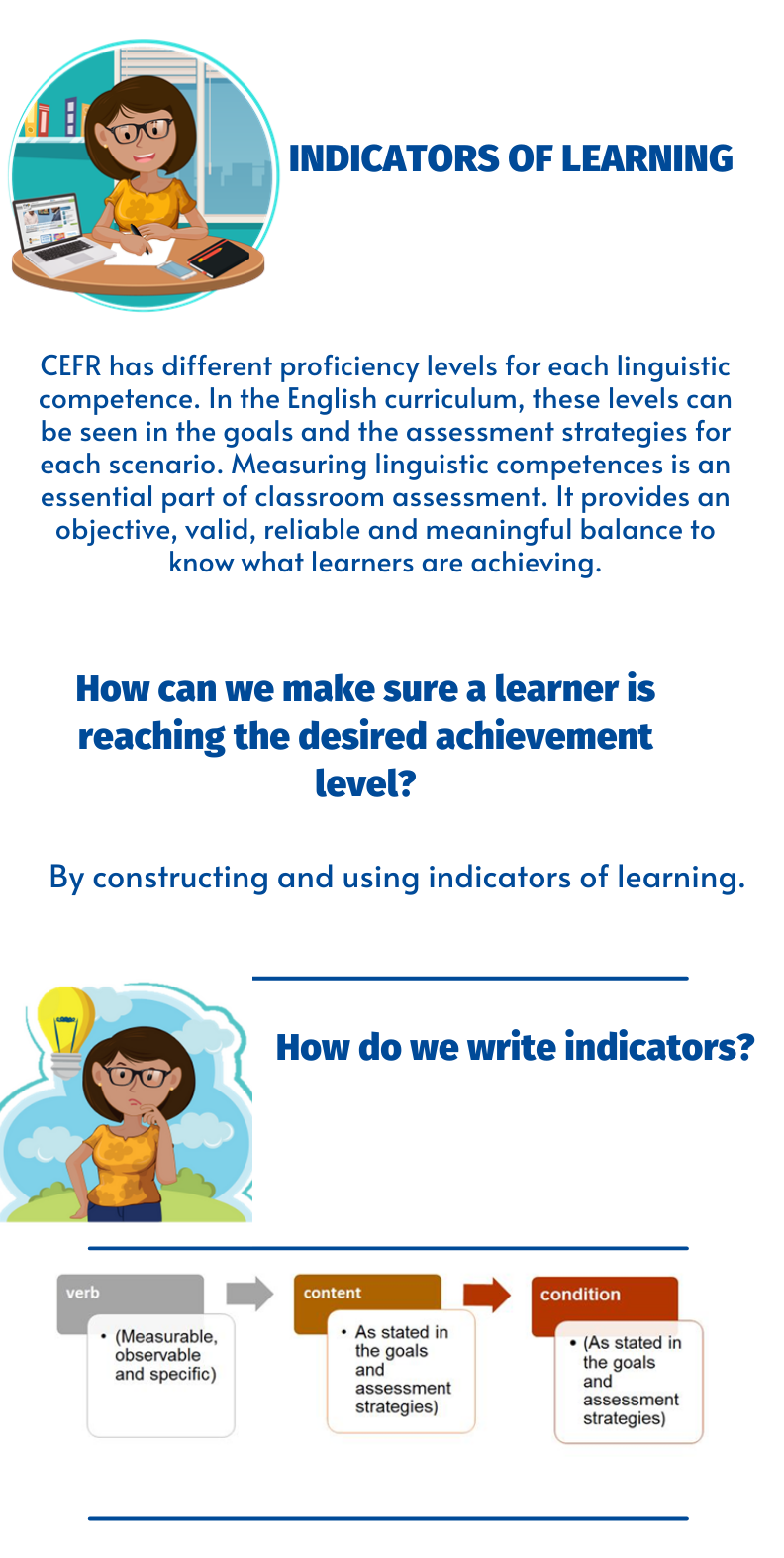
**Task Sample**

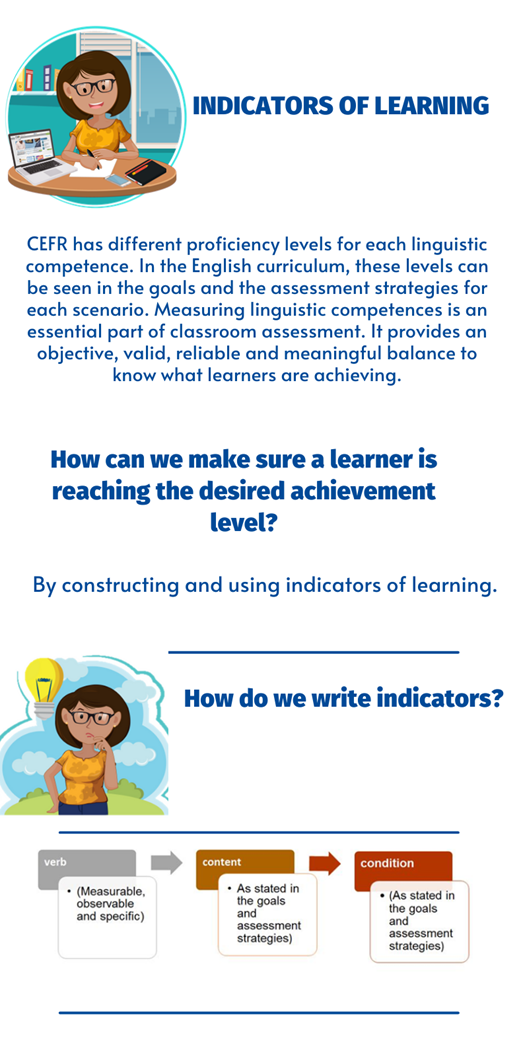
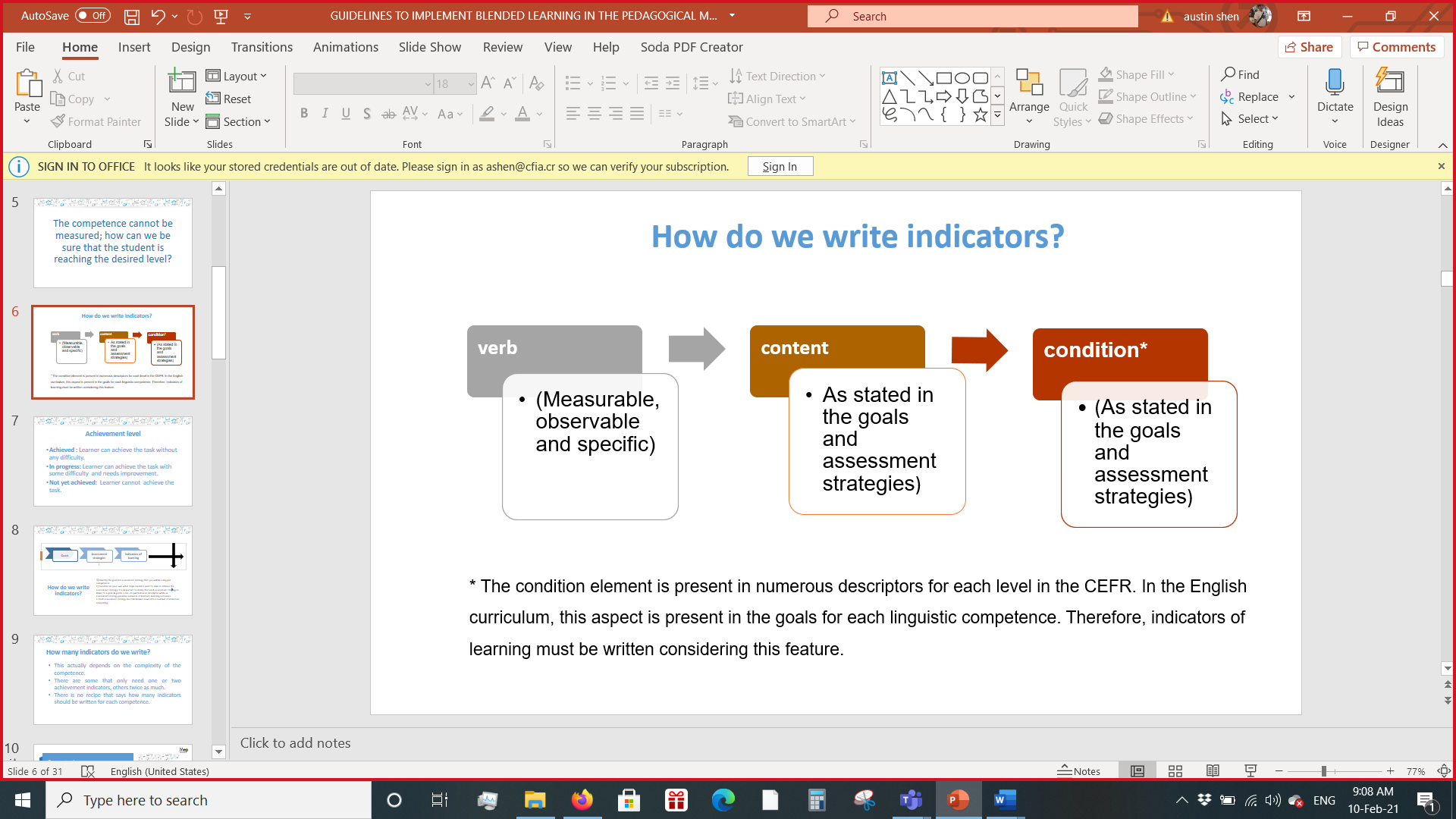
**Simple Action- Oriented Task**

|  |  |  |
| --- | --- | --- |
| 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.

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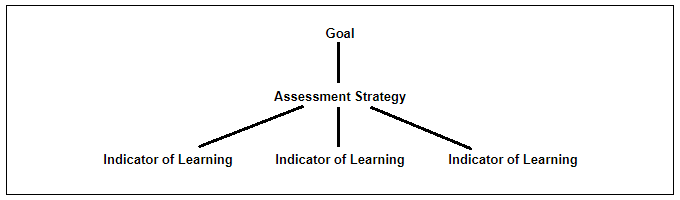


**Module 71 Indicators of Learning**

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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| III LEVEL  III PERIOD  Scenario: Recipes for Success | | |
| Assessment Strategies | **Indicators of Learning** | |
| L.1. distinguishes the main points and the important details of audio recordings. | L.1.1 | Gets main points of audio recordings about healthy living. |
| L.1.2 | Recognizes the topic of the conversation about recommendations to get a healthy lifestyle. |
| L.1.3 | Identifies supporting details in audio recordings about healthy living. |
| L.1.4 | Identifies key words in audio recordings about healthy living |
| L.2. distinguishes the important details in a relatively long conversation. | L.2.1 | Identifies key words about positive attitudes. |
| L.2.2 | Recognizes main ideas and details from an audio about positive attitudes |
| L.2.3. | Recognizes supporting details in audios about healthy habits. |
| L.2.4. | Recognizes main ideas from audios about healthy habits. |
| R.1. interprets the main conclusions from straightforward, factual texts. | R.1.1. | Identifies key words or phrases from multimedia resources about success. |
| R.1.2 | Jots down relevant information about success. |
| R.1.3 | Answers questions about success. |
| R.1.4. | Gets the gist from the straightforward, factual texts about success. |
| R.1.5 | Distinguishes statements that are related to success. |
| R.1.6 | Distinguishes relevant information about success. |
| R.1.7 | Answers questions related to success. |
| R.1.8 | Provides reasons that justify why people are successful. |
| R.2. extracts specific information in straightforward printed text. | R.2.1 | Recognizes subject specific words (healthy living) and their corresponding meaning. |
| R2.2 | Uses specific words to complete texts about healthy living. |
| R.2.3 | Identifies the topic in a text about healthy living. |
| R.2.4 | Uses context clues to understand the overall message of texts about healthy living. |
| R.2.5 | Identifies main ideas from texts about healthy living. |
| R.2.6 | Identifies supporting details in texts about healthy living. |
| SI.1. gives and asks personal opinions in an informal discussion. | S.I.1 | Makes statements about problematic situations in her/his life. |
| S.I.2 | Asks for opinions and/or advice about bad habits in her/his life. |
| S.I.3 | Gives opinions and/or advice about bad habits others have. |
| S.1.4 | Expresses agreement when advice or opinions are given about her/his lifestyle. |
| S.1.5 | Expresses disagreement when advice or opinions are given about her/his lifestyle. |
| S.1.6 | Reports final thoughts about received advice. |
| SI.2. starts, maintains and closes simple face-to-face conversation. | S.I.2.1 | Starts a conversation using greetings. |
| S.I.2.2. | Keeps a face-to-face conversation going about agreement and disagreement in positive attitudes. |
| S.I.2.3 | Continues with the conversation about opinions in positive attitudes. |
| S.I.2.4 | Asks for agreement and disagreement in given statements about positive attitudes. |
| S.I.2.5 | Answers questions about agreement and disagreement in given statements about positive attitudes. |
| S.I.2.6 | Closes the conversation about positive attitudes using a leave-taking. |
| SP.1. expresses feelings about healthy living, positive attitudes, plans for success, and stories of successful people. | S.P.1.1 | Expresses feelings about positive attitudes. |
| S.P.1.2 | Gives opinions about positive attitudes. |
| S.P.1.3 | Asks for common feelings about positive attitudes. |
| S.P.1.4 | Collects information about feelings in positive attitudes. |
| SP.1.5 | Reports findings about final thoughts, ideas, feelings and opinions about positive attitudes. |
| SP.2. expresses arguments about healthy living, positive attitudes, plans for success, and stories of successful people. | SP.2.1. | Takes a position in given cases using accurate information about being successful. |
| SP.2.2. | States possible actions in given cases about being successful. |
| S.P.2.3. | Gives evidence and reasons of his/her opinions about given cases. |
| S.P.2.4 | Expresses agreement or disagreement with classmates´ opinions about being successful. |
| W.1. writes his/her reflective letter (“dear me…) about own healthy living, attitudes and plans for a successful future. | W.1.1 | Brainstorms ideas about healthy living attitudes. |
| W.1.2. | Uses specific guidelines to draft a message. |
| W.1.3. | Drafts messages about own attitudes and plans for a successful future. |
| W.1.4. | Revises messages about own attitudes and plans for a successful future. |
| W.1.5 | Edits final version of the messages about own attitudes and plans for a successful future. |
| W.1.6. | Publishes messages about own attitudes and plans for a successful future. |
| W.2. writes an expository paragraph on healthy living, attitudes and plans for a successful future. | W.2.1. | Collects information about a successful person. |
| W.2.2. | Writes sequential and logical ideas about a successful person that include an introductory, main body and concluding paragraph. |
| W.2.3. | Revises paragraphs with instruments. |
| W.2.4. | Edits his/her first draft about a successful person. |
| W.2.5. | Publishes the final draft that includes background information and supporting details and examples of a successful person. |

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| III LEVEL  III PERIOD  Scenario: From the Wheel to the Drone | | |
| Assessment Strategies | **Indicators of Learning** | |
| L.1.distinguishes detailed oral instructions when supported by visuals. | L1.1 | Identifies key words and phrases of detailed oral instructions about technology. |
| L1.2 | Labels detailed oral instructions and visuals regarding technology. |
| L.2. extracts the main points of stories and other text read aloud in the classroom. | L2.1 | Identifies the topic of videos or conversations related to living in a tech world, safety, and the next wave of innovations. |
| L2.2 | Recognizes key words of videos or conversations related to living in a tech world, safety, and the next wave of innovations. |
| L2.3 | Gets main points of videos or conversations related to living in a tech world, safety, and the next wave of innovations. |
| R.1. follows simple instructions. | R1. 1 | Recognizes simple instructions related to technology. |
| R1. 2 | Distinguishes simple instructions related to technology. |
| R.2. interprets relations between main ideas and supporting ideas in topical articles and reports | R2. 1 | Identifies the topic in topical articles and reports about technological advances. |
| R2. 2 | Recognizes important ideas in topical articles and reports about technological advances. |
| R2. 3 | Distinguishes linking words in topical articles and reports about technological advances. |
| R2. 4 | Gets ideas that support a point of view in topical articles and reports about technological advances. |
| R2. 5 | Distinguishes ideas that go against a point of view in topical articles and reports about technological advances. |
| R2. 6 | Infers relations between main ideas and supporting ideas in topical articles and reports about technological advances. |
| SI.1. talks lengthy conversations with peers on subjects of common interest. | SI1.1 | Starts lengthy conversations with peers by checking understanding from the listener's point of view in topics related to technology, safety and technological advances. |
| SI1.2 | Interrupts the listener in a conversation related to technology, safety and technological advances by using phrases such as: Excuse me, May I say something? No, I'm sorry but… |
| SI1.3 | Keeps the conversation going with the conversation related to technology, safety and technological advances by using phrases such as: Really…, Right,… |
| SI1.4 | Closes the conversation related to technology, safety and technological advances by using a leave-taking. |
| SI.2. expresses opinions/makes suggestions while actively participating in-group work. | SI2. 1 | Plans the language and content to give opinions or make suggestions about inventions, living in a tech world, safety and the next wave of innovations while actively participating in-group work. |
| SI2. 2 | Makes sentences about inventions, living in a tech world, safety and the next wave of innovations while actively participating in-group work. |
| SI2.3 | Expresses ideas to give opinions/make suggestions about inventions, living in a tech world, safety and the next wave of innovations while actively participating in-group work. |
| SP.1. describes inventions, living in a tech world and the next wave of innovations in a comprehensible and fairly fluent manner. | SP1.1 | Plans the information and visuals to give a presentation about inventions, living in a tech world and the next wave of innovations. |
| SP1.2 | Organizes the information and visuals to give a presentation about inventions, living in a tech world and the next wave of innovations. |
| SP1.3 | Makes sentences with the information to give a well-organized presentation about inventions, living in a tech world and the next wave of innovations with the appropriate linkers or connecting words. |
| SP1.4 | Gives a well-organized presentation about inventions, living in a tech world and the next wave of innovations in a comprehensible and fairly fluent manner. |
| SP.2. explains how internet is used in a safe way. | SP2.1 | Plans the language, content and resources to explain how internet is used in a safe way in a well-organized presentation. |
| SP2.2 | Makes sentences to explain how internet is used in a safe way in a well-organized presentation with the appropriate linkers or connecting words. |
| SP2.3 | Expresses ideas to explain how internet is used in a safe way in a well-organized presentation. |
| W.1. writes short, detailed descriptions about objects of interest explaining the advantages and disadvantages involved. | W1. 1 | Prewrites a detailed description about objects of interest explaining the advantages and disadvantages involved. |
| W1. 2 | Drafts a detailed description about objects of interest explaining the advantages and disadvantages involved including connecting words to express cause, effect and contrast. |
| W1. 3 | Revises a detailed description about objects of interest explaining the advantages and disadvantages involved by checking subject-verb agreement, pronoun and article agreement, capitalization, sentence sense, text structure, word order, content, punctuation and use of commas. |
| W1. 4 | Edits a detailed description about objects of interest explaining the advantages and disadvantages involved before publishing. |
| W.2. writes expository essays. | W1. 1 | Prewrites an expository essay about safety while working online. |
| W1.2 | Drafts an expository essay about safety while working online that includes thesis statement, body paragraphs with supporting details and a conclusion with the appropriate linkers or connecting words. |
| W1. 3 | Revises an expository essay about safety while working online by checking subject-verb agreement, pronoun and article agreement, sentence sense, text structure, word order, content and use of commas. |
| W1. 4 | Edits an expository essay about safety while working online before publishing. |

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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| --- | --- | --- |
| III LEVEL  III PERIOD  Scenario: The Earth–Our Gift and Our Responsibility | | |
| Assessment Strategies | **Indicators of Learning** | |
| L.1. paraphrases main ideas/ concepts and key points. | L1.1 | Lists main ideas and important details in conversations about natural disasters, possible solutions, environmental problems, helping nature or Nonprofit NGO's. |
| L1.2 | Puts in order important details from conversations about natural disasters, possible solutions, environmental problems, helping nature or Nonprofit NGO's. |
| L1.3 | Recaps main ideas and important details from conversations about natural disasters, possible solutions, environmental problems, helping nature or Nonprofit NGO’s. |
| L.2. extracts specific details and getting the gist. | L2.1 | Identifies the topic in classroom talks and presentations about natural disasters, possible solutions, environmental problems, helping nature or Nonprofit NGO's in order. |
| L2.2 | Recognizes key words in classroom talks and presentations about natural disasters, possible solutions, environmental problems, helping nature or Nonprofit NGO's in order. |
| L2.3 | Gets main points in classroom talks and presentations about natural disasters, possible solutions, environmental problems, helping nature or Nonprofit NGO's in order. |
| L2.4 | Differentiates specific details in classroom talks and presentations about natural disasters, possible solutions, environmental problems, helping nature or Nonprofit NGO's in order. |
| L.3. extracts the gist of TV programs. | L3.1 | Identifies topic in TV programs about natural disasters, possible solutions, environmental problems, helping nature or Nonprofit NGO's**.** |
| L3.2 | Recognizes key words in TV programs about natural disasters, possible solutions, environmental problems, helping nature or Nonprofit NGO's. |
| L3.3 | Get main points in TV programs about natural disasters, possible solutions, environmental problems, helping nature or Nonprofit NGO's. |
| R.1. summarizes main idea and supporting details. | R1. 1 | Identifies main idea and supporting details in straight factual texts about natural disasters, possible solutions, environmental problems, helping nature or Nonprofit NGO's.. |
| R1. 2 | Organizes ideas main idea and supporting details by using linkers: sequential-past time about natural disasters, possible solutions, environmental problems, helping nature or Nonprofit NGO's straight factual texts. |
| R1. 3 | Recaps writers’ points of view about natural disasters, possible solutions, environmental problems, helping nature or Nonprofit NGO's in NGO's straight factual texts. |
| R.2. interprets most words in narrative and expository texts. | R2. 1 | Identifies key words or phrases from narrative and expository texts about natural disasters, possible solutions, environmental problems, helping nature or Nonprofit NGO's. |
| R2. 2 | Jots down relevant information about natural disasters, possible solutions, environmental problems, helping nature or Nonprofit NGO's. |
| R2. 3 | Gets the gist from narrative and expository texts about natural disasters, possible solutions, environmental problems, helping nature or Nonprofit NGO's. |
| R2. 4 | Answers questions from narrative and expository texts about natural disasters, possible solutions, environmental problems, helping nature or Nonprofit NGO's. |
| R2. 5 | Explains writer’s point of view from narrative and expository texts about natural disasters, possible solutions, environmental problems, helping nature or Nonprofit NGO's. |
| SI.1. expresses feelings and explains the reasons for them in simple face-to-face conversation. | SI.1.1 | Plans the language, content and resources to explain a position in given cases using accurate information about natural disasters, possible solutions, environmental problems, helping nature or Nonprofit NGO's. |
| SI.1.2 | Makes sentences to state possible actions in given cases about natural disasters, possible solutions, environmental problems, helping nature or Nonprofit NGO's. |
| SI.1.3 | Gives reasons with evidence of his/her opinions about natural disasters, possible solutions, environmental problems, helping nature or Nonprofit NGO's. |
|  | SI2.1 | Starts the simple face-to-face conversation with a greeting. |
| S.I.2. starts, maintains and closes simple face -to- face conversation on topics that are familiar or of personal interest regarding natural disasters, environmental problems, helping nature or nonprofit NGO's | SI2.2 | Keeps a face-to-face conversation going about natural disasters, environmental problems, helping nature or Nonprofit NGO's by checking understanding from the speaker's point of view or listener's point of view. |
| SI2.3 | Continues with the conversation about natural disasters, environmental problems, helping nature or Nonprofit NGO's by checking understanding from the speaker's point of view or listener's point of view. |
| SI2.4 | Asks for agreement and disagreement in given statements about natural disasters, environmental problems, helping nature or Nonprofit NGO's by checking understanding from the speaker's point of view or listener's point of view. |
| SI2.5 | Answers questions about natural disasters, environmental problems, helping nature or Nonprofit NGO's by checking understanding from the speaker's point of view or listener's point of view. |
| SI2.6 | Closes the conversation about natural disasters, environmental problems, helping nature or Nonprofit NGO's by checking understanding from the speaker's point of view or listener's point of view. |
| SP.1. makes announcements using simple words and phrasing in a presentation. | SP1.1 | Plans the information and visuals to make announcements using simple words and phrasing about natural disasters, possible solutions and organizations. |
| SP1.2 | Organizes the information and visuals to make announcements using simple words and phrasing about natural disasters, possible solutions and organizations. |
|
| SP1.3 | Makes sentences with the information and the appropriate linkers or connecting words to make announcements using simple words and phrasing about natural disasters, possible solutions and organizations. |
| SP1.4 | Gives well- organized announcements using simple words and phrasing about natural disasters, possible solutions and organizations. |
| SP.2. speaks in a comprehensible and fairly fluent manner using a large number of different words and expressions. | SP2.1 | Plans the information and visuals to give a presentation about natural disasters, possible solutions and organizations. |
| SP2.2 | Organizes the information and visuals to give a presentation about natural disasters, possible solutions and organizations. |
| SP2.3 | Makes sentences with the information and the appropriate linkers or connecting words to give a presentation about natural disasters, possible solutions and organizations. |
| SP2.4 | Gives well- organized presentation about natural disasters, possible solutions and organizations. |
| W.1. writes in simple sentences, an opinion on controversial issues. | W1. 1 | Prewrites an opinion on a controversial issue regarding natural disasters, environmental problems, helping nature or Nonprofit NGO's including a thesis statement (by using a phrase that tells the listener that he/she is in favor or against) and listing reasons or justifications. |
| W1. 2 | Drafts an opinion on a controversial issue regarding natural disasters, environmental problems, helping nature or Nonprofit NGO's using the appropriate linkers or connecting words. |
| W1. 3 | Revises an opinion on a controversial issue regarding natural disasters, environmental problems, helping nature or Nonprofit NGO's by checking subject-verb agreement, pronoun, capitalization and article agreement, sentence sense, text structure, word order, content and use of commas. |
| W1. 4 | Edits an opinion on a controversial issue regarding natural disasters, environmental problems, helping nature or Nonprofit NGO's before publishing. |
| W.2. writes a persuasive paragraph regarding environmental problems and helping nature. | W2. 1 | Prewrite a persuasive paragraph regarding environmental problems and helping nature. |
| W2. 2 | Drafts a persuasive paragraph regarding environmental problems and helping nature that includes thesis statement, arguments, facts and examples and a conclusion using the appropriate linkers or connecting words. |
| W2. 3 | Revises a persuasive paragraph regarding environmental problems and helping nature by checking subject-verb agreement, pronoun and article agreement, sentence sense, text structure, word order, content and use of commas. |
| W2. 4 | Edits a persuasive paragraph regarding environmental problems and helping nature before publishing. |

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| III LEVEL  IV PERIOD  Scenario: Get Ready. Get Set. Go! | | |
| Assessment Strategies | **Indicators of Learning** | |
| L.1. distinguishes the main point and the important details of audio recordings. | L1.1 | Identifies the topic of audio recordings about future plans regarding jobs and studies. |
| L1.2 | Recognizes main points of audio recordings about future plans regarding jobs and studies. |
| L1.3 | Gets important details of audio recordings about future plans regarding jobs and studies. |
| L.2. extracts the main points in a relatively long conversation. | L2.1 | Identifies the topic in a relatively long conversation about dreams and fears about the future. |
| L2.2 | Recognizes key words in a relatively long conversation about dreams and fears about the future. |
| L2.3 | Gets main points in a relatively long conversation about dreams and fears about the future. |
| R.1. reads short media reports on familiar events. | R1. 1 | Identifies the topic of short media reports on familiar events. |
| R1. 2 | Recognizes main points of short media reports on familiar events. |
| R.2.distinguishes between different text purposes (to inform, to argue a point, etc.). | R2. 1 | Identifies the form (Is it a book? a brochure? a flyer? booklet? a web page? an advertisement? junk mail? an editorial? a newspaper article? , a job application form? a survey? a short story? a comic strip?, a poem?, a recipe? a manual?, a DIY book? an email?, a travel guide?, bird spotter’s guide). |
| R2. 2 | Identifies the source of the text. (Is it to persuade? to inform? to find out?, to entertain ? to instruct ? to explain? to describe? |
| R2. 3 | Recognizes sentence structure. (short direct sentences, using the imperative; longer sentences using adjectives) |
| R2. 4 | Distinguishes the style of a text. (formal language with a business-like tone, informal language with lots of opinions, impersonal language) |
| R2. 5 | Distinguishes the vocabulary type. (easy to read, technical) |
| R.3. extracts the key ideas from  narrative and expository texts. | R.3.1 | Identifies the topic from narrative and expository texts about college and career decisions. |
| R.3.2 | Recognizes key words from narrative and expository texts about college and career decisions. |
| R.3.3 | Gets main points from narrative and expository texts about college and career decisions |
| SI.1. speaks in a comprehensible and fairly fluent manner using a large number of different words and expressions, though there may be pauses for self-correction. | SI1.1 | Starts fairly fluent conversations about college and career decisions with peers by using a large number of different words and expressions, though there may be pauses for self-correction and checking understanding from the listener's point of view. |
| SI1.2 | Interrupts the listener in a conversation related to college and career decisions by using phrases such as: Excuse me, May I say something? No, I'm sorry but… |
| SI1.3 | Keeps the conversation going by using phrases such as: Really…, Right,… |
| SI1.4 | Closes the conversation by using a leave-taking. |
| SI.2. participates in-group work, expressing opinions and making suggestions actively. | SI2. 1 | Plans a set of sentences to give opinions about soft skills needed to be successful in working life. |
| SI2. 2 | Makes complete sentences to give opinions about soft skills needed to be successful in working life. |
| SI2.3 | Provides suggestions on how to improve soft skills needed to be successful in working life. |
| SP.1. expresses an opinion on different topics. | SP1.1 | Plans the information to express an opinion about dreams and fears for the future. |
| SP1.2 | Organizes the information to express an opinion about dreams and fears for the future supported by sentence frames and illustrations. |
| SP1.3 | Makes sentences with the information to express an opinion about dreams and fears for the future with the appropriate linkers or connecting words supported by illustrations. |
| SP1.4 | Gives an opinion about dreams and fears for the future supported by sentence frames and illustrations. |
| SP.2. expresses an argument clearly enough to be understood most of the time. | SP2.1 | Plans the language, content and resources to express an argument clearly enough to be understood most of the time about future plans regarding jobs and studies, and college problems and dressing. |
| SP2.2 | Makes sentences to express an argument clearly enough to be understood most of the time in a well-organized presentation with the appropriate linkers or connecting words about future plans regarding jobs and studies, and college problems and dressing. |
| SP2.3 | Expresses an argument clearly enough to be understood most of the time in a well-organized presentation. |
| W.1. lists the advantages and disadvantages of things that are of personal concern (e.g., future goals, universities, majors, soft skills, careers, events). | W1. 1 | Prewrites an advantages and disadvantages list of things that are of personal concern (e.g., future goals, universities, majors, soft skills, careers, events. |
| W1. 2 | Drafts sentences to express advantages and disadvantages of things that are of personal concern (e.g., future goals, universities, majors, soft skills, careers, events. |
| W1. 3 | Revises sentences to express advantages and disadvantages of things that are of personal concern (e.g., future goals, universities, majors, soft skills, careers, events by checking subject-verb agreement, pronoun and article agreement, capitalization, sentence sense, text structure, word order, content, punctuation and use of commas. |
| W1. 4 | Edits sentences to express advantages and disadvantages of things that are of personal concern (e.g., future goals, universities, majors, soft skills, careers, events before publishing. |
| W.2. writes a descriptive paragraph about universities, majors or soft skills. | W1. 1 | Prewrites a descriptive paragraph about universities, majors or soft skills |
| W1.2 | Drafts a descriptive paragraph about universities, majors or soft skills that includes topic sentence (what you are writing about) supporting sentences (provide details explaining or supporting the topic sentence) concluding sentence (a sentence that summarizes the ideas expressed in the paragraph) with the appropriate linkers or connecting words. |
| W1. 3 | Revises a descriptive paragraph about universities, majors or soft skills by checking subject-verb agreement, capitalization, pronoun and article agreement, sentence sense, text structure, word order, content , spelling, use of commas, punctuation and cohesion. |
| W1. 4 | Edits a descriptive paragraph about universities, majors or soft skills before publishing. |

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| III LEVEL  IV PERIOD  Scenario: Really??? Controversial Issues | | |
| Assessment Strategies | **Indicators of Learning** | |
| L.1. interprets the main points of stories and other texts read aloud in the classroom. | L1.1 | Identifies the topic of stories and other texts read aloud in the classroom. |
| L1.2 | Identifies the intended audience of stories and other texts read aloud in the classroom. |
| L1.3 | Gets main ideas of stories and other texts read aloud in the classroom. |
| L.1.4 | Extracts supporting details of stories and other texts read aloud in the classroom. |
| L.1.5 | Analyses the author’s argument of stories and other texts read aloud in the classroom. |
| L.1.6 | Draws conclusions of stories and other texts read aloud in the classroom. |
| L.2. extracts the main points from classroom talks. | L2.1 | Identifies the topic from classroom talks about controversies from the law and stereotypes. |
| L2.2 | Recognizes key words from classroom talks about controversies from the law and stereotypes. |
| L2.3 | Gets main points from classroom talks about controversies from the law and stereotypes. |
| R.1. draws conclusions on short media reports. | R1.1 | Identifies the topic on short media reports. |
| R1.2 | Identifies the intended audience on short media reports. |
| R1.3 | Recognizes the text structure of short media reports. |
| R1.4 | Gets main idea in paragraphs or sections of short media reports. |
| R1.5 | Extracts supporting details in paragraphs or sections of short media reports. |
| R1.6 | Analyzes the author’s argument of short media reports. |
| R1.7 | Draws conclusions from of short media reports. |
| R.2. extracts key points in straightforward factual texts. | R2. 1 | Identifies the topic in straightforward factual texts about controversial topics. |
| R2. 2 | Recognizes key words in straightforward factual texts about controversial topics. |
| R2. 3 | Gets key points in straightforward factual texts about controversial topics. |
| SI.1. starts a conversation and helps to keep it going. | SI.1.1 | Starts fairly fluent conversations about past experiences stories and news about world international issues with peers by using a large number of different words and expressions, though there may be pauses for self-correction and checking understanding from the listener's point of view. |
| SI.1.2 | Interrupts, the listener in a conversation about past experiences stories and news about world international issues by using phrases such as: Excuse me, May I say something? No, I'm sorry but…, Changing topic… |
| SI.1.3 | Keeps the conversation going by using phrases such as: Really…, Right,… |
| SI.1.4 | Closes the conversation by using a leave-taking. |
| SI.2. takes part in long conversations with peers, if others make an effort as well. | SI.2.1 | Starts fairly fluent conversation to agree or disagree about health and medical facts related to law with peers by using a large number of different words and expressions, though there may be pauses for self-correction and checking understanding from the listener's point of view. |
| SI.2.2 | Interrupts the listener in a conversation about health and medical facts related to law by using phrases such as: Excuse me, May I say something? No, I'm sorry but…, Changing topic… |
| SI.2.3 | Keeps the conversation going by using phrases such as: Really…, Right,… |
| SI.2.4 | Closes the conversation by using a leave-taking. |
| SP.1. explains a process providing detailed, practical instructions. | SP.1.1 | Plans the language, content and resources to explain a previously selected process by providing detailed, practical instructions. |
| SP.1.2 | Organizes the content and resources by identifying the stages to carry out the process. |
| SP.1.3 | Makes sentences to describe in a detailed way each stage involved in the process using the appropriate linkers or connecting words. |
| SP.1.4 | Gives an oral presentation to describe in a detailed way each stage involved in the process. |
| SP.2. expresses opinions about world facts, issues from health and medicine, stereotypes and cultural differences. | SP.2.1 | Plans language content to express an opinion about world facts, issues from health and medicine, stereotypes or cultural differences. |
| SP.2.2 | Organizes the ideas to express an opinion about world facts, issues from health and medicine, stereotypes or cultural differences. |
| SP.2.3 | Makes sentences to express an opinion about world facts, issues from health and medicine, stereotypes or cultural differences. |
| SP.2.4 | Gives an opinion about world facts, issues from health and medicine, stereotypes or cultural differences. |
| W.1. writes a short summary of a piece of literature or audiovisual production. | W1.1 | Prewrites a list of a text main points and specific details of a piece of literature or audiovisual production about world facts, issues from health and medicine, stereotypes or cultural differences. |
| W1.2 | Drafts a short summary of a piece of literature or audiovisual production about world facts, issues from health and medicine, stereotypes or cultural differences including main points and giving specific details using the appropriate linkers or connecting words. |
| W1.3 | Revises a short summary of a piece of literature or audiovisual production about world facts, issues from health and medicine, stereotypes or cultural differences by checking subject-verb agreement; pronoun and article agreement, capitalization (at the beginning of sentences, proper nouns, the pronoun “I,” proper adjectives, titles, and abbreviations), sentence sense, word order, text structure, concrete ideas, using commas: (to punctuate items in a series, dates), spelling, punctuation and content. accurately in a pair-share activity. |
| W1.4 | Edits a short summary by correcting mistakes before publishing. |
| W.2. writes short persuasive paragraphs. | W2.1 | Prewrites a persuasive paragraph about a controversial issue. |
| W2.2 | Drafts a persuasive paragraph about a controversial issue that includes thesis statement (that states a position/claim), main reasons (arguments), facts and examples (evidence) conclusion (most important details of the argument and what you want the reader to do) while also acknowledging contrasting opinions with new structures (e.g., on the one hand, Yet on the other hand…) with the appropriate linkers or connecting words. |
| W2.3 | Revises a persuasive paragraph about a controversial issue by checking subject-verb agreement; pronoun and article agreement, capitalization (at the beginning of sentences, proper nouns, the pronoun “I,” proper adjectives, titles, and abbreviations), sentence sense, word order, text structure, concrete ideas, using commas: (to punctuate items in a series, dates), spelling, punctuation, content cohesion accurately in a pair-share activity. |
| W2.4 | Edits a persuasive paragraph about a controversial issue before publishing. |

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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.

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

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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 71: 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 71: 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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