**Orientaciones para el diagnóstico en las Secciones Bilingües Español-Inglés 2023**

**Departamento de tercer ciclo y educación diversificada**

**Asesoría Nacional de Inglés**

**Orientaciones para el diagnóstico en las Secciones Bilingües Español –Inglés**

**Curso lectivo 2023**

En concordancia con la ruta pedagógica propuesta para el 2023, la evaluación diagnóstica en Inglés nos permite obtener información y evidencias sobre el nivel de logro de los estudiantes en las competencias de la comprensión y la producción oral / la comprensión y la producción escrita para establecer una línea base sobre la cual empezar y continuar con el fin de determinar acciones y apoyos requeridos.

La evaluación diagnóstica de aula le brinda la oportunidad al docente de explorar aspectos y condiciones del estudiante relevantes que inciden en el aprendizaje del inglés, tales como: los socio-afectivos, los cognitivos, los psicomotrices y los socioculturales.

Es importante tener en cuenta previo a la elaboración del diagnóstico,

1. los resultados en la prueba dominio lingüístico de Inglés 2023 de su centro educativo.
2. los estudiantes que aplicaron la estrategia de promoción, la estrategia de alerta temprana y los estudiantes que en su Informe Descriptivo de Logro 2022 alcanzaron un nivel aún no logrado o en proceso.

Algunas estrategias pedagógicas de evaluación diagnóstica incluyen:

* instrumento para identificar los estilos de aprendizaje
* ejercicios de atención y concentración
* juegos colaborativos,
* juegos de socialización
* explorar la conformación del grupo: con respecto a niveles de lengua adquirido por medio de actividades orales tales como juegos, contexto sociocultural , socioeconómico, intereses y actitudes de los estudiantes,
* contratos de aprendizaje construidos de manera colaborativa que definen normas y consecuencias para la convivencia en el aula y roles de los actores.
* Mini-proyectos
* Pruebas

**Recomendaciones para el diagnóstico de aula**

1. **Se debe realizar un diagnóstico a partir de los lineamientos emanados por el Departamento de Evaluación de los Aprendizajes.**
2. El diagnóstico debe incluir tareas para determinar nivel de logro de **todas las competencias lingüísticas** (comprensión y producción oral y escrita; entiéndase escucha, habla, lectura y escritura) **sin ninguna excepción.**
3. La producción oral puede realizarse de forma individual, binomios, equipos de tres o cuatro estudiantes máximo.
4. **Cabe mencionar que no se debe incorporar elementos aislados de gramática y vocabulario sin ningún propósito comunicativo.**
5. El instrumento seleccionado debe incluir los *assessment strategies* que se presentan en las siguientes tablas.
6. El Proyecto Integrador potencia el desarrollo de la competencia lingüística a su vez que permite fortalecer la ciudadanía responsable, las competencias para la vida y las competencias para la empleabilidad digna y puede también ser otra estrategia para el diagnóstico.

| **Seventh (SEBIS)** | |
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| **Linguistic Competence** | **Assessment Strategies** |
| Un dibujo de una persona  Descripción generada automáticamente con confianza baja | **L.2** Gets the gist of a presentation on a topic when the subject is familiar to them and it is delivered slowly and clearly.  **L.1.** Recognizes the general idea of overheard conversations.  **L.2.** Recognizes simple procedural explanations if given slowly and clearly.  **L.2.** Follows verbal instructions for an activity when spoken clearly and slowly. |
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| H:\Reading icon.jpg | **R.2.** Reads patterned and predictable text.  **R.1.** comprehends reading, analyzes and enjoys texts.  **R.3.** Recognizes short instructions illustrated through step-by-step visuals.  **R.1.** Recognizes the main information in short articles and reports. |
| H:\SI icon.jpg | **SI.2.** Asks for information as well as offer simple explanations to others.  **SI.1.** asks appropriate questions during a conversation to ensure the other person understands them.  **SI.1.** Asks other students to confirm solutions to problems.  **SI.2.** Takes part in simple social interactions asking people about uses of technology. |
| H:\S P icon.jpg | **SP.1.** Provides a short, simple account of something experienced.  **SP.2.** Produces a summary of a short story expressed in a simple sequence of events.  **SP.1.** Describes, using simple words, their opinion of a situation or event.  **SP.2.** Provides a simple description of a studied object. |
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| H:\writing icon.jpg | **W.2.** Describes various aspects of life and achievements of different types of heroes.  **W.1.** Exchanges useful information with friends in emails or short notes/texts.  **W.1.** Writes straightforward text on topics familiar to them using appropriate transitional words such as ‘and’, ‘but’ and’ because’  **W.3.** Applies conventions of standard English (e.g., advertisement, labeling a photo essay). |

| **Eighth (SEBIS)** | |
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| **Linguistic Competence** | **Assessment Strategies** |
|  | L.1. identifies basic greetings, farewells, common expressions of politeness (e.g., hello, goodbye, sorry) and personal information.  L.3. recognizes familiar words and very basic phrases concerning his/her family, everyday activities, when people speak slowly, clearly and with significant pauses.  L.4. recognizes simple information such as name, age, and perhaps country of origin, when that information is given slowly and clearly.  L.1. follows instructions and short simple directions. (e.g., on the second floor, near the bus stop, third door on the left).  L.6. identifies details, sequence of events, differences, similarities, causes and effects in short conversations. |
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| H:\Reading icon.jpg | R.5. recognizes straightforward forms in order to insert personal information.  R.6. recognizes simple short messages and greetings.  R.8. recognizes the general idea, familiar names, words, and very simple sentences and paragraphs, containing pictures when reading simple, short texts slowly.  R.1. identifies brief, simple classroom instructions.  R.4. locates important information in simple text in newspaper or magazine articles.  R.8. reads diagrams, with accompanying text, and uses information to answer questions if given lead-in phrases.  R.7. distinguishes causes and effects. |
| H:\SI icon.jpg | SI.4 asks and answers simple questions about familiar things, if the other person speaks slowly and clearly.  SI.7. expresses a sequence of events or actions by placing them in some sort of order.  SI.10. interacts in a simple way with others repeating or rephrasing ideas at a slower rate of speech.  SI.4 asks and answers simple questions about different activities, directions, prices, schedules), if the other person speaks slowly and clearly.  SI.7. uses common, familiar everyday expressions to meet specific practical needs in community setting, e.g. asking for assistance with maps, directions, money times, schedules, timetables.  SI.8. uses simple statements related to daily/ weekend routines.  SI.10. interacts in simple phone conversations. |
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| H:\S P icon.jpg | SP.1 talks about himself/herself very briefly, for example stating name, where s/he is from, and what school s/he attends, including information about his/her family.  SP.2 describes his/her daily and weekend routines to the class using simple phrases and formulaic expressions.  SP.3. expresses how they are feeling using simple, standard expressions.  SP.5. produces some spoken texts such as role-plays, interviews, and oral presentations, recounting recent experiences and giving compliments.  SP.4. expresses preferences about sports, tourism, and holidays and celebrations his/her community, Costa Rica, Latin America and around the world.  SP.5 describes sports, tourism, holidays and celebrations in his/her community, Costa Rica, Latin America and around the world. |
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| H:\writing icon.jpg | W.2. writes words or phrases on registration forms and questionnaires with personal details.  W.6. writes brief messages like birthday, holiday greetings, invitations, postcards, a tweet, and notes to friends.  W.3. writes simple information about hobbies and fun activities and check written sentences to look for mistakes (e.g., subject-verb agreement, capitalization, spelling, basic punctuation etc.).  W.5. writes short simple postcards, messages, a tweet, and notes to friends or sending holiday greetings. |

| **Ninth (SEBIS)** | |
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| **Linguistic Competence** | **Assessment Strategies** |
| Un dibujo de una persona  Descripción generada automáticamente con confianza baja | L.3. recognizes phrases and expressions related to meeting concrete needs in everyday life.  L.6. compares and contrasts information.  L.7. interprets information from routine exchanges, short descriptions and narratives, anecdotes, the main points of view in short conversations in recorded passages about past experiences.  L.6. distinguishes the gist of overheard conversations.  L.9. distinguishes the main idea of a short text when read aloud clearly and slowly and of audiovisual or other media presentations on familiar topics.  L.5. recognizes teacher explanations of processes, experiences, etc. when delivered slowly, supported by textbook illustrations. |
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| H:\Reading icon.jpg | R.1. recognizes sequence details, main idea and the gist of short simple texts in print and/or electronic articles and ads in age-appropriate magazines on familiar topics.  R.5. compares and contrasts information.  R.7. identifies English Language sounds.  R.4. distinguishes between factual texts or implied meanings and fictional texts on familiar topics (e.g., movie reviews, interviews).  R.6. interprets charts and diagrams, with accompanying text, and uses information to answer questions if given lead-in phrases.  R.7. distinguishes most of what occurs in a well-structured short story identifying the story’s main characters and details.  R.8. draws conclusions from the gist/main idea and key details. |
| H:\SI icon.jpg | SI.4. asks for and give opinions, agrees and disagrees in a simple way about topics such as personal experiences, lifestyle and healthy habits.  SI.5. interacts in short telephone conversations with someone known in order to exchange e.g. news, tell about experiences, accidents, healthy habits, using learned phrases, questions, and responses. SI.6. provides basic information about past experiences, entertainment, lifestyle and healthy habits.  SI.3. interacts - ordering foods and drinks, shopping, using banks and shops.  SI.4. exchanges information about news, discusses plans and arranges to meet with someone.  SI.5. asks for and gives opinions, agrees and disagrees in a simple way about topics in a conversation.  SI.4. sustains a conversational exchange with a peer in the classroom when the topic is familiar, though there may be some difficulty in understanding and being understood from time to time. |
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| H:\S P icon.jpg | SP.3. describes places, routines, plans, arrangements, past activities, last weekend or last holiday and experiences using simple vocabulary and language structures.  SP.5. summarizes simple stories that have been expressed in a simple sequence of past events.  SP.3. describes his/her goals and intentions about wants, needs and plans using budget and making choices to buy things.  SP.4. describes what is occurring in a film or book, and indicates his/her personal opinion.  SP5. retells a simple story s/he has read or heard in class.  SP.3. offers an opinion of a short story, play, essay, or poem examined in class. |
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| H:\writing icon.jpg | W.2. writes, telling a simple story (e.g., the best holiday ever or life in the future write short), simple notes, short basic descriptions of events and activities, and reminders.  W.3. describes an aspect of daily life, an event, or a personal experience very briefly in simple language (e.g., a hobby, a party, a celebration, an accident), using simple grammatical structures accurately.  W.4. describes plans, arrangements, likes and dislikes, schooling, past activities and personal experiences, including concrete details such as what, where, and when.  W.7. writes short explanations about books, music, leisure activities, sports, movies and TV programs, including concrete details such as what, where.  W.3. describes an everyday event on topics with which s/he is familiar with, using linking words (such as ‘and’, ‘but’, ‘because’, ‘then’, ‘after’, ‘later), simple correctly grammatical structured sentences, connected to each other, spelling and basic punctuation well enough to be understood most of the time. |

| **Tenth (SEBIS)** | |
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| **Linguistic Competence** | **Assessment Strategies** |
| Un dibujo de una persona  Descripción generada automáticamente con confianza baja | L.2. recognizes the most important information in news broadcasts (television, radio, Internet) when visuals support the message and if speech is not too rapid and related to teen life, interpersonal relationships, addictions, causes and consequences.  L.3. distinguishes some colloquial expressions related to teen life, interpersonal relationships, addictions, causes and consequences.  L.4. extracts the main idea in an informal conversation or a presentation related to teen life, interpersonal relationships, addictions, causes and consequences.  L.2. recognizes straightforward, factual information in a relatively long conversation that is overheard about natural phenomena, environmental concerns, natural disasters and ecological footprint.  L.5. distinguishes specific information from the majority of recorded or broadcast audio material about natural phenomena, environmental concerns, natural disasters and ecological footprint.  L.7. gets the gist of classroom talks and presentations about natural phenomena, environmental concerns, natural disasters and ecological footprint. |
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| H:\Reading icon.jpg | R.2. identifies links and connections between events related to teen life, interpersonal relationships, addictions, causes and consequences.  R.4. identifies problem-solution in a text related to teen life, interpersonal relationships, addictions, causes and consequences (e.g., by linking an issue to its problem source).  R.6. distinguishes information in charts and graphs with some understanding related to teen life, interpersonal relationships, addictions, causes and consequences.  R.8. interprets texts of various lengths as long as the words used are related to teen life, interpersonal relationships, addictions, causes and consequences.  R.3. identifies specific information in straightforward, factual text on natural phenomena, environmental concerns, natural disasters and ecological footprint.  R.5. recognizes main idea, supporting idea, new information, given information in messages, emails, memos, reports, letters, brochures, newspaper articles. |
| H:\SI icon.jpg | SI.2. interviews others if the questions have been prepared beforehand and sometimes asks a further question.  SI.5. asks for, follows and gives practical detailed directions on how to deal with teen life, interpersonal relationships, addictions, causes and consequences.  SI.6. explains why something is a problem when talking about teen life, interpersonal relationships, addictions, causes and consequences.  SI.7. makes effective complaints in topics related to teen life, interpersonal relationships, addictions, causes and consequences.  SI.2. indicates that something is causing a problem and explains why.  SI.3. expresses opinions, suggestions, attitudes and advice about natural phenomena, environmental concerns, natural disasters, and ecological footprint.  SI.8. starts, maintains, and closes simple face-to-face conversation on about natural phenomena, environmental concerns, natural disasters and ecological footprint. |
| H:\S P icon.jpg | SP.1. offers an opinion of a short story, play, essay, or poem examined in class.  SP.2. narrates what is occurring in a film or book and indicates their personal opinion about it.  SP.4. gives descriptions (incidents, accidents for example) related to teen life, interpersonal relationships, addictions, causes and consequences.  SP.6. gives arguments about situations related to teen life, interpersonal relationships, addictions, causes and consequences.  SP.2. expresses feelings and the reasons for natural phenomena, environmental concerns, natural disasters and ecological footprint.  SP.3. makes announcements using simple words and phrasing about natural phenomena, environmental concerns, natural disasters and ecological footprint.  concerns, natural disasters and ecological footprint. |
| H:\writing icon.jpg | W.3. writes a very simple personal letter.  W.4. writes a brief report on an important personal experience.  W.3. lists the advantages and disadvantages about natural phenomena, environmental concerns, natural disasters and ecological footprint.  W.4. describes objects of interest (e.g., a digital game, a fashion trend, or a particular sport), explaining the advantages and disadvantages involved.  W.7. writes about the plot of a book or film and describes reactions.  W.8. writes descriptions including specific details of situations such as natural disasters.  W.9. replies in writing to an advertisement and asks for more information.  W.2. expresses in writing his/her personal opinions and give detailed accounts of feelings and experiences about fashion, values, and beliefs in micro / macro cultures.  W.3. writes different types of paragraphs (descriptive, definition, narrative, process expository, comparison and contrast and persuasive) about fashion, values, and beliefs in micro / macro cultures. |

| **Eleventh (SEBIS)** | |
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| **Linguistic Competence** | **Assessment Strategies** |
| Un dibujo de una persona  Descripción generada automáticamente con confianza baja | L.1. identifies detailed instructions well enough to be able to follow them successfully.  L.3. distinguishes in detail what is said to him/her in standard spoken language even in a noisy environment.  L.5. follows chronological sequence in extended informal speech, e.g. in a story, anecdote or news.  L.5. generally follows the main points of extended discussion around him/her, if people talk clearly. L.6. distinguishes the main ideas of complex speech on concrete and abstract topics delivered in a standard speech, including technical discussions in his/her field of specialization.  L.2. identifies the main reasons for and against an argument or idea in a discussion conducted in clear standard speech. |
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| H:\Reading icon.jpg | R.3. distinguishes what is said in a personal email or posting even where some colloquial language is used.  R.3. identifies the main conclusions in texts which clearly argue a point of view.  R.3.recognizes different structures in discursive text: contrasting arguments, problem-solution presentation and cause effect relationships.  R.4. distinguishes lengthy, complex instructions in his/her field, including details on conditions and warnings, provided he/she can reread difficult sections. |
| H:\SI icon.jpg | SI.1. interacts with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with speakers of the target language quite possible without imposing strain on either party.  SI.5. takes initiatives in an interview, expands and develops ideas with little help or prodding from an interviewer.  SI.6. outlines an issue or a problem clearly, speculating about causes or consequences, and weighting advantages and disadvantages of different approaches.  SI.10. contributes to collaborative decision making and problem solving, expressing and codeveloping ideas, explaining details and making suggestions for future actions.  SI.4. engages in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.  SI.8. expresses himself/herself fluently and spontaneously with a good command of lexical repertoire.  SI.11. highlights the main issue that needs to be solved in a complex task.  SI.2. sustains his/her opinions in discussion by providing relevant explanations, arguments and comments. |
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| H:\S P icon.jpg | SP.1. describes the personal significance of events and experiences in detail.  SP.3. explains the details of an event or problem reliably.  SP.4. links what s/he says into clear well-organized text though s/he may not always do smoothly; some “jumps” may appear.  SP.1. gives a clear, detailed description of how to carry out a procedure.  SP.2. gives clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.  SP.5. delivers announcements on most general topics with a degree of clarity, fluency and spontaneity which causes no strain or inconvenience to the listener.  SP.1. gives a clear, prepared presentation, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options. |
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| H:\writing icon.jpg | W.2. writes a review of a film, book or play.  W.4. takes notes to summarize key points of complex discussions.  W.7. simplifies a source text by excluding non-relevant or repetitive information and taking into consideration the intended audience.  W.3. synthesizes information and arguments from a number of sources.  W.5. writes formal correspondence such as letters of clarification, application, recommendation, reference, complaint, apologies, sympathy and condolence.  W.4. writes an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options. |

Se brinda una lista de cotejo sugerida que debe ser adaptada al proyecto seleccionado si el docente elige la estrategia del Proyecto Integrador para la evaluación diagnóstica.

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| ***Criteria*** | ***Self-Assessment*** | | ***Peer Assessment*** | |
| ***Participating to Negotiate***  I participated by / we participated by   * sharing my/our own ideas and interests with my classmates. * respecting my/our classmates’ opinions. * communicating respectfully. * making responsible decisions. * working collaboratively. | **Yes** | **No** | **Yes** | **No** |
| ***Thinking****:*  I planned my part of the project by / we planned our project by   * looking for information and resources. * thinking of a design for the project´s presentation. * interacting with my/our classmates. * making informed decisions. | **Yes** | **No** | **Yes** | **No** |
| ***Acting out:***  I contributed to our project by / we contributed to our project by   * reviewing the information. * improving my part of the project /our project. * correcting the information. * rehearsing and working on pronunciation, intonation, fluency and other aspects. | **Yes** | **No** | **Yes** | **No** |
| ***Responding and Sharing:***  I demonstrated I was well prepared in delivering the information by /  We demonstrated we were well prepared in delivering the information by   * responsibly presenting my/ our part of the project during classroom exchange. * answering questions from the audience respectfully. * self and peer assessing the final oral and written product. | **Yes** | **No** | **Yes** | **No** |