

**Orientaciones para el diagnóstico en el Módulo 46 y el Módulo 71 para CINDEA-IPEC 2023**

Departamento de Tercer Ciclo y Educación Diversificada



**Asesoría Nacional de Inglés**

**Orientaciones para el diagnóstico Inglés Módulo 46 Módulo 71**

**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. El instrumento seleccionado debe incluir los assessment strategies que se presentan en las siguientes tablas.
5. **Cabe mencionar que no se debe incorporar elementos aislados de gramática y vocabulario sin ningún propósito comunicativo.**

**Aprendizajes previos Inglés Módulo 46**

**Curso lectivo 2023**

| **Module 46- I Period** | |
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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). |

| **Module 46- II Period** | |
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| **Linguistic Competence** | **Assessment Strategies** |
| Un dibujo de una persona  Descripción generada automáticamente con confianza baja | L.3. recognizes simple personal questions when they hear them.  L2. distinguishes simple phrases about daily routines, eating habits, hobbies and hanging out activities.  L.3. recognizes specific information about natural beauties and wonders. |
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| H:\Reading icon.jpg | R.3. recognizes some expressions and the main information about text (heard or read) with instructional support.  R.2. recognizes the main information on posters, brochures, signs, and invitations.  R.4. recognizes specific details in texts accompanied by illustrations. |
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| H:\SI icon.jpg | SI.3. asks personal information to others.  SI.1. asks and answers in a predictable pattern simple questions about daily routines, eating habits, hobbies and hanging out activities if the other person speaks slowly and clearly.  SI.1. talks about tours and plans briefly. |
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| H:\S P icon.jpg | SP.1. introduces him/herself providing personal information.  S.P.1. describes how he/she enjoys life by using simple standard expressions.  SP.2. describes what he/she likes about places and traveling plans. |
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| H:\writing icon.jpg | W.2. writes straightforward information about him/herself in short sentences.  W1. writes labels on familiar objects in a picture or diagram.  W.1. completes gapped sentences using a word list of familiar words. |

| **Module 46-III Period** | |
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| **Linguistic Competence** | **Assessment Strategies** |
| Un dibujo de una persona  Descripción generada automáticamente con confianza baja | L.2. recognizes pieces of short information and what is being said about holidays and celebrations.  L.4. recognizes the main idea of presentations related to places, goods and services.  L.1. identifies others’ expressions of interests regarding school activities (e.g. likes and dislikes, indicating preferences about subjects and school activities). |
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| H:\Reading icon.jpg | R.2. recognizes vocabulary and important information on basic promotional material. (e.g., date, place and activities, on poster).  R.4. recognizes main ideas of text when accompanied by illustrations.  R.3. extracts the gist of short articles and ads in ageappropriate magazines (print and/or electronic). |
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| H:\SI icon.jpg | SI.3. interacts using basic language.  SI.2. interacts in a simple way, asking questions about places, where they are and how to get to them and answering such questions if they are articulated slowly and clearly.  S.1. expresses preferences about places to visit and ways to move around.  SI.2. says what exactly he/she does not understand and asks simply for clarification. |
| H:\S P icon.jpg | SP.1. talks about celebrations and holidays in Costa Rica briefly.  SP.3. describes briefly weekend or holiday plans.  SP.2. explains high school through his/her friends/ peers briefly. |
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| H:\writing icon.jpg | W.2. writes cards, invitations and simple descriptions of holidays and celebrations.  W.1. fills in a hotel registration form with personal details.  W.2. writes an explanation of what they do every day at school, with the help of illustrations. |

| **Module 46-IV Period** | |
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| **Linguistic Competence** | **Assessment Strategies** |
| Un dibujo de una persona  Descripción generada automáticamente con confianza baja | L.1. recognizes main information in short, straightforward audio.  L.2. discriminates simple technical explanations if given slowly and clearly and opportunity is given for clarification.  L.3. recognizes the gist of a short text. |
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| H:\Reading icon.jpg | R.2. discriminates a set of clear-cut instructions (e.g., what to do if you attend a festival or celebration), especially if there are pictures.  R.3. discriminates directions for getting to a place, using everyday reference material (e.g., advertising material and city maps, GPS gadgets).  R.3. recognizes the main information and a few details in short articles and reports. |
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| H:\SI icon.jpg | SI.1. asks and answers about local holidays, celebrations and festivals.  SI.1. asks appropriate questions during a conversation to ensure that the other person understands points being made or information being given.  SI.1. asks for assistance (e.g., understanding textbook problems, asking for clarification of vocabulary, terminology). |
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| H:\S P icon.jpg | SP.2. describes what he/she did on his /her last holiday.  SP.2. tells a simple direction (e.g., how to get to a location) as well as offers simple explanations to others.  SP.1. uses simple words to give his/her opinion. |
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| H:\writing icon.jpg | W.2. writes a text message or a postcard/e-postcard to friends to give news about holidays, festivals or celebrations.  W.3. writes a summary sentence of a text’s main points, giving one or two details.  W.1 writes short dialogues about personal events. |

**Aprendizajes Inglés Modulo 71**

**Curso lectivo 2023**

| **Module 71- I Period** | |
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| **Linguistic Competence** | **Assessment Strategies** |
| Un dibujo de una persona  Descripción generada automáticamente con confianza baja | L.2. extracts the main idea and key points/details of audio text if the topic is familiar and the text can be replayed.  L.1. gets the gist of a dialogue in a movie, a trailer for a film, or the events in a news story when the visuals provide contextual support.  L.2. discriminates the main points of a relatively long discussion about unexpected situations. |
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| H:\Reading icon.jpg | R.1. discriminates simple instructions with some visual support (e.g., safe use of social networks).  R.1. identifies the important information in simple, clearly drafted print materials such as T.V. guides, newspapers provided.  R.4. discriminates the main idea and supporting details in straightforward letters and physical or electronic messages. |
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| H:\SI icon.jpg | SI.1. starts, sustains and closes simple face to face or telephone conversations with peers though there may be some difficulty in understanding and being understood from time to time.  SI.2. interviews others about nationally and internationally outstanding figures if the questions have been prepared beforehand. Sometimes, pose a further question without having to pause very long to formulate the question.  SI.1. offers suggestions in unexpected situations. |
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| H:\S P icon.jpg | SP.2. describes experiences with media, apps, virtual communities and networks.  SP.3. summarizes a simple story/information he/she read about media, apps, virtual communities and networks relying on language used in the story.  SP.1. describes personal and other people’s stories of success. |
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| H:\writing icon.jpg | W.1. writes about an event using simple, coherent, and well-written sentences.  W.2. writes an e-mail about media, apps, virtual communities or networks.  W.1. writes simple, short descriptions of TV programs, the best show, documentaries and news without using an aid, such as a dictionary. |

| **Module 71- II Period** | |
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| **Linguistic Competence** | **Assessment Strategies** |
| Un dibujo de una persona  Descripción generada automáticamente con confianza baja | L3. distinguishes main ideas, key points and details on familiar topics when people speak at normal speed.  L1. recognizes the main points of even a relatively long discussion on familiar topic, related to stories on standard English. |
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| H:\Reading icon.jpg | R.2. discriminates information of charts and graphs read.  R1. discriminates factual information from texts and simple reports on familiar topics.  R.3. interprets many subject specific words when encountered in text. |
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| H:\SI icon.jpg | SI.4. produces face to face conversations and interviews about personal experiences, feelings, opinions and reactions about a job or occupation.  SI.1. repeats what has been said and conveys this information to another person.  SI.2. expresses opinions about cultural identity and diversity. |
| H:\S P icon.jpg | SP.1. retells a simple story read or heard in class about a description of a job fair or job experience  SP1. describes what is occurring in tweets, blogs, short stories, videos, including his/her personal opinion about them.  SP.3. explains points of view, justifying assumptions, and plans, briefly. |
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| H:\writing icon.jpg | W.2. writes a cover letter for a dream job or occupation, using simple, coherent, and well-written sentences.  W2. summarizes simple text dealing with familiar subjects. (e.g., short stories, videos, blogs).  W.2.writes a simple, short descriptive narrative paragraph based on real or imagined event related to cultural diversity, including characters, plot, and setting. |

| **Module 71- III Period** | |
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| **Linguistic Competence** | **Assessment Strategies** |
| Un dibujo de una persona  Descripción generada automáticamente con confianza baja | L.1. paraphrases the main points of a relatively long discussion using standard English.  L.3. extracts main idea and specific details and getting the gist of audio texts, on familiar topics.  L.2. extracts the main idea of audio text if the topic is familiar and the text can be replayed. |
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| H:\Reading icon.jpg | R.3. interprets the important information in simple, clearly drafted print materials (newspaper, charts and graphs, diagrams).  R.3.interprets clear, simple instructions with some visual support (e.g., how to use an app). |
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| H:\SI icon.jpg | SI. 2. starts maintains and closes a conversational exchange with a peer in the classroom.  SI.1. asks questions about procedures. |
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| H:\S P icon.jpg | SP.1. expresses opinions about the fragile world and the way of mitigating effects responsibly, deriving questions for others’ opinions.  SP.2. gives explanations and justifications on points of view, briefly. |
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| H:\writing icon.jpg | W.2. describes events (e.g., sustainable practices at home or school) using complete sentences that are connected to each other within expository paragraphs.  W.2. writes expository paragraphs about tech tools (e.g., apps, video games, programs, tech tools), using complete sentences that are connected to each other. |

| **Module 71- IV Period** | |
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| **Linguistic Competence** | **Assessment Strategies** |
| Un dibujo de una persona  Descripción generada automáticamente con confianza baja | L.1. distinguishes the main points and the important details of audio recordings.  L.1.distinguishes detailed oral instructions when supported by visuals.  L.1. paraphrases main ideas/ concepts and key points. |
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| H:\Reading icon.jpg | R.1. interprets the main conclusions from straightforward, factual texts.  R.1. follows simple instructions.  R.1. summarizes main idea and supporting details. |
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| H:\SI icon.jpg | SI.2. starts, maintains and closes simple face-to-face conversation.  SI.2.expresses opinions/makes suggestions while actively participating in-group work.  SI.1. expresses feelings and explains the reasons for them in simple face-to-face conversation. |
| H:\S P icon.jpg | SP.2. expresses arguments about healthy living, positive attitudes, plans for success, and stories of successful people.  SP.2. explains how internet is used in a safe way.  SP.2. speaks in a comprehensible and fairly fluent manner using a large number of different words and expressions. |
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| H:\writing icon.jpg | W.2. writes an expository paragraph on healthy living, attitudes and plans for a successful future.  W.1. writes short, detailed descriptions about objects of interest explaining the advantages and disadvantages involved.  W.2. writes a persuasive paragraph regarding environmental problems and helping nature. |