**Orientaciones para el Diagnóstico en inglés**

Centros educativos Académico Diurno y Nocturno

Departamento de Tercer Ciclo y Educación Diversificada

Asesoría Nacional de Inglés

Orientaciones para el Diagnóstico en inglés

**Centros educativos Académico Diurno y Nocturno**

**Orientaciones para el diagnóstico en 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. En inglés 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 Mini-proyecto 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.

A continuación, se brinda por nivel una lista de ejemplos de mini-proyectos tomados del programa de estudios y una rúbrica para observación.

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| **Nivel** | **Mini-proyectos sugeridos** |
| **Séptimo** | Storytelling using TPR in groups, Pictionary project - podcasts with scripts - advertisement of traveling to beautiful places − board games, - Simulated field trip to the supermarket, farmers market or a clothing store. - Creating a grocery store print ad and TV or radio commercial, inspirational posters about the meaning of culture -, A story board: “Our favorite place” − A digital or physical magazine |
| **Octavo** | Achievable weekly/monthly study schedule, including information about school activities, study periods and leisure activities. −  Survey report on findings about a typical school day in national / international school, describing subjects, schedules, and extracurricular activities. − High school survey and report back findings about favorite school subjects, teachers, best things about high school, lead into a class discussion to debrief activity, A glog (digital poster) on a favorite sport/star. − A storytelling of the most memorable holiday, An oral description of photomontage (or painted/ drawn mural) about national or worldwide events, Brochures about rural tourism − A dream vacation plan, making the itinerary, where to go, what to do, why to go there, where to stay. |
| **Noveno** | A digital discussion on the benefits, importance and/or advantages of using social media. − A video campaign against cyberbullying, using apps like Movie Maker, PowToon, Dvolver, Literary Talent Show: “Let the show begin” −  A recommendation chart to prevent emergencies at home/school |
| **Décimo** | A report, gathering information and insights into the job market and occupations offered in the community/province/ Costa Rica, including requirements, salaries and working conditions, statistical information collectively. –  − A cultural fair – “A Little Closer to Home” – (similar to what Culture Day is) including various cliques that can be found in their schools and others.  A sustainable school proposal for the high school authorities with ideas on how to promote sustainable practices among learners and staff (including easy-tofollow sustainable actions for the high school community). − |
| **Undécimo/ Duodécimo** | “A “Memory Box Treasure writing,  Reflective snapshots about technology. –  Reflective video clips about technology in everyday life (ethical use),  Environmental art and craft supporting ecology project for the high school or community. |

Se brinda una lista de cotejo sugerida que debe ser adaptada al proyecto seleccionado si el docente elige la estrategia del Mini-proyecto Integrador / 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** |

**Aprendizajes para el diagnóstico en Inglés**

**Curso lectivo 2023**

| **Seventh** | |
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| **Linguistic Competence** | **Assessment Strategies** |
|  | **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.2.** Follows verbal instructions for an activity when spoken clearly and slowly. |
|  | |
| H:\Reading icon.jpg | **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.1.** asks appropriate questions during a conversation to ensure the other person understands them.  **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.1.** Describes, using simple words, their opinion of a situation or event |
|  | |
| H:\writing icon.jpg | **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** | |
| --- | --- |
| **Linguistic Competence** | **Assessment Strategies** |
|  | L.2. recognizes times given in clear announcements, for example at the airport or at a bus station.  L.1. follows simple directions on how to get from one place to another, on foot or by public transport. |
|  | |
| H:\Reading icon.jpg | R.2. recognizes vocabulary and important information on basic promotional material. (e.g., date, place and activities, on poster).  R.3. recognizes familiar names of places, goods and services in short and simple texts. |
| H:\SI icon.jpg | 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. answers simple questions using individual words, expressions, or short sentences. |
|  | |
| H:\S P icon.jpg | SP.1. introduces him/herself providing personal information.  SP.2. describes his/her family simply.  . |
|  | |
| H:\writing icon.jpg | W.2. writes straightforward information about him/herself in short sentences.  W.2. writes invitations for a celebration. |

| **Ninth** | |
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| **Linguistic Competence** | **Assessment Strategies** |
|  | 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.3. recognizes the gist of a short text when read aloud clearly and slowly. |
|  | |
| H:\Reading icon.jpg | R.1. discriminates simple instructions with some visual support (e.g., safe use of social networks).  R.3. distinguishes chronological order within special sentence structures. |
|  | |
| H:\SI icon.jpg | SI.2. asks someone to say something more clearly, to explain something a different way, or to repeat what has been said.  SI.2. asks and answers questions about a personal, family, national or worldwide event. |
|  | |
| H:\S P icon.jpg | SP.2. describes experiences with media, apps, virtual communities and networks.  SP.2. describes what he/she did on his /her last holiday. |
|  | |
| H:\writing icon.jpg | W.3. writes an introduction or conclusion to a story with the help of a dictionary.  W.1. Writes short messages, for example to make or change an invitation or an appointment to meet on a holiday, a festival, or a celebration. |

| **Tenth** | |
| --- | --- |
| **Linguistic Competence** | **Assessment Strategies** |
|  | 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.3. retells small group discussion between two or more native speakers, if that conversation is unhurried and if the student is familiar with the topic under discussion in a video recording. |
| H:\Reading icon.jpg | R.4. discriminates the main idea and supporting details in straightforward letters and physical or electronic messages.  R.1. recognizes relevant information to draw conclusions. |
|  | |
| 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. |
| 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. |
|  | |
| H:\writing icon.jpg | W.2. writes an e-mail about media, apps, virtual communities or networks.  W.1. writes a narrative paragraph about a home emergency, everyday situation, appointments or something you made a complaint about. |

| **Eleventh** | |
| --- | --- |
| **Linguistic Competence** | **Assessment Strategies** |
|  | L3. distinguishes main ideas, key points and details on familiar topics when people speak at normal speed.  L.3. extracts main idea and specific details and gets the gist of audio texts, on familiar topics. |
|  | |
| H:\Reading icon.jpg | R.4. interprets textbooks or online explanations and examples.  R.3. interprets the important information in simple, clearly drafted print materials (newspaper, charts and graphs, diagrams). |
|  | |
| H:\SI icon.jpg | SI.2. expresses opinions about cultural identity and diversity.  SI.2. starts, sustains and closes a conversational exchange with a peer in the classroom when the topic is familiar. |
| 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. |
| 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.  W.2.writes a one-page report based on real events. |