**Orientaciones para el diagnóstico en Literatura en Lengua Inglesa 2023**

**Departamento de Tercer Ciclo**

**Asesoría Nacional de Inglés**

**Orientaciones para el diagnóstico en Literatura en Lengua Inglesa**

**Curso lectivo 2023**

En concordancia con la ruta pedagógica propuesta para el 2023, la evaluación diagnóstica en Literatura en Lengua Inglesa 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, 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 en esta asignatura.

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 caso de una producción oral puede realizarse de forma individual, binomios, equipos de tres o cuatro estudiantes máximo.
3. **Cabe mencionar que no se debe incorporar elementos aislados de vocabulario sin ningún propósito comunicativo.**
4. El instrumento seleccionado debe incluir los *performance indicators* que se presentan a continuación.

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| **Seventh- Literature**  |
| **Performance Indicators** |
|  * React to different oral and visual tasks (e.g., role plays, poems, songs, videos, dialogues and storytelling, etc.)
* Identify some elements of fiction (characters, plot, setting).
* Express ideas, feelings, likes and dislikes, preferences using appropriate vocabulary in oral and written forms.
* Apply collaborative work and learning strategies (outline, graphic organizers, etc.).
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| **Eighth- Literature** |
| **Performance Indicators** |
|  * React to different oral and visual tasks (e.g., role plays, poems, songs, videos, dialogues and storytelling, etc.)
* Identify some literary figures (metaphor, simile, imagery, and symbolism).
* Produce humorous passages, letters, diaries, journals, and insights to express personal emotions.
* Identify humor
* Identify some elements of fiction (characters, plot, setting, point of view).
* Express ideas, feelings, likes and dislikes, preferences, and opinions using appropriate vocabulary in oral and written forms.
* Apply collaborative work and learning strategies (outline, graphic organizers, etc.).
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| **Ninth- Literature** |
| **Performance Indicators** |
| * React to different oral and visual tasks (role plays, poems, songs, videos, dialogues and storytelling, etc.).
* Identify some elements of fiction (plot, setting, simile and metaphor, imagery, symbolism, point of view, character, conflict and resolution, theme, allusion, flashback, and personification).
* Identify some elements of poetry (extended metaphor and simile, recurring imagery and symbolism, theme, and author’s intention).
* Produce basic fiction.
* Understand main ideas and specific details in a variety of oral, visual, and written media.
* Understand meaning in context.
* Apply collaborative work and learning strategies (outline, graphic organizers, etc).
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| **Tenth- Literature** |
| **Performance Indicators** |
| * React to different oral and visual tasks (role plays, poems, songs, videos, dialogues and storytelling, etc.).
* Identify some elements of fiction (archetypes, irony, narrator’s point of view, and dialogue.)
* Produce simple cartoons.
* Write an integrated project based on a literary piece (short play).
* Express ideas, feelings, likes and dislikes, preferences, opinions, hypotheses, and defend arguments using appropriate vocabulary in oral and written oral forms.
* Demonstrate development of social strategies.
* Visualize, paraphrase, and summarize different literary passages.
* Appreciate and talk about other cultures.
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| **Eleventh - Literature** |
| **Performance Indicators** |
| * Produce poems (Sonnet-Sound Effects)
* Write an integrated project based on literary pieces (novel)
* Express ideas, feelings, likes, dislikes, preferences, opinions, hypotheses and defend arguments using appropriate vocabulary in oral and written oral forms.
* Value authors ‘literary contributions.
* Compare and contrast different literary passages (novels).
* Apply collaborative work and learning strategies (outline, graphic organizers, etc).
* Persuade audience.
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A continuación, se brinda una lista de cotejo sugerida que debe ser adaptada al proyecto seleccionado si el docente elige esta estrategia para el diagnóstico.

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| ***Criteria***  | ***Self-Assessment*** | ***Peer Assessment***  |
| 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**  |
| 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**  |
| 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**  |
| 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** |