**Departamento de Tercer Ciclo y Educación Diversificada**

**Orientaciones para el diagnóstico en el Taller de Inglés para la Conversación ( INCO) 2023**

**Asesoría Nacional de Inglés**

**Orientaciones para el diagnóstico en Taller de inglés para la Conversación (INCO)**

**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. Debe coordinar la elaboración del diagnóstico con la persona docente del área académica.
3. La estrategia utilizada debe tener un énfasis principal en el comprensión oral y producción oral y escrita sin dejar de lado la comprensión escrita.
4. 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.**
5. La producción oral puede realizarse de forma individual, binomios, equipos de tres o cuatro estudiantes máximo.
6. **Cabe mencionar que no se debe incorporar elementos aislados de gramática y vocabulario sin ningún propósito comunicativo.**
7. El instrumento seleccionado debe incluir los *assessment strategies* que se presentan a continuación en las siguientes tablas.
8. 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.

| **Seventh (INCO)** | |
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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.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.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. |
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| 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. |
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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’ |

| **Eighth (INCO)** | |
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| **Linguistic Competence** | **Assessment Strategies** |
|  | L.2. recognizes what is being said about shopping for groceries and clothing.  L.2. recognizes what is being said about holidays and celebrations.  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.  L.3. recognizes specific information about natural beauties and wonders.  L.3. recognizes instructions for games and follows teacher/students’ modeling of the activity. |
|  | |
| H:\Reading icon.jpg | R.3. distinguishes information related to groceries and clothing in posters, ads, catalogues and everyday signs and short texts.  R.2. recognizes vocabulary and important information on basic promotional material. (e.g., date, place and activities, on poster). |
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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. answers simple questions using individual words, expressions, or short sentences.  SI.2. interacts in a simple way, asking and answering questions about places, where they are and how to get to them if they are articulated slowly and clearly.  SI.3. asks people for information related to places, tours and plans.  SI.1. asks and tells others his/her desires about shopping prices, size and where to get things. |
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| H:\S P icon.jpg | SP.1. introduces him/herself providing personal information.  SP.2. describes his/her family simply.  SP.2. describes what he/she likes about places and traveling plans.  SP.3. describes briefly weekend or holiday plans.  S.P.1. describes how he/she enjoys life by using simple standard expressions.  SP.2. very simply describes how he/she celebrates holidays and special occasions and inquiries about others. |
| H:\writing icon.jpg | W.2. writes straightforward information about him/herself in short sentences.  W.2. writes invitations for a celebration. |

| **Ninth (INCO)** | |
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| **Linguistic Competence** | **Assessment Strategies** |
|  | L.2. distinguishes specific details in an audio advertisement if it is delivered clearly and concerns a product and/or service of interest to the student.  L.3. recognizes the gist of a short text when read aloud clearly and slowly.  L.3. extracts the most important points in a straightforward conversation, story, account or presentation accompanied by drawings and/or diagrams.  L.1. recognizes the main idea of a presentation on a topic when the subject is familiar to them and it is delivered 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.  R.3. recognizes the main information and a few details in short articles and reports (E.g. a national or world event) if they deal with familiar subjects. |
|  | |
| H:\SI icon.jpg | SI.3. asks questions about favorite sports, places to practice them, equipment needed, outstanding players and achievements.  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.  SI.3. asks and answers simple questions about vacation plans and provides some brief indications of reasons for their opinions.  SI.2. answers about holidays and festivals in Latin America and around the world.  SI.1. suggests different things to do, places to go in his/her country. |
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| 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.  SP.2. describes events using simple words or sentences frames about a personal, family, national or worldwide event.  SP.3. describes familiar places and tourist attractions using simple vocabulary and language constructions.  SP.1. gives recommendations about convenient places to buy something.  SP.2. describes what is occurring in a film or book and indicates his/her personal opinion. |
|  | |
| H:\writing icon.jpg | W.1. uses simple sentences and expressions to describe sports, videogames and leisure activities.  W.3. writes an introduction or conclusion to a story with the help of a dictionary. |

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 |

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** |