

**Autoridades**

**Giselle Cruz Maduro**

Ministro de Educación Pública

**Melania Brenes Monge**

Viceministra Académica de Educación

**María Alexandra Ulate Espinoza**

Directora de la Dirección de Desarrollo Curricular

**Rigoberto Corrales Zúñiga**

Jefe del Departamento de Tercer Ciclo y Educación Diversificada

**Comisión redactora**

**Mag. Marianella Granados Sirias,**

Asesora Nacional de Inglés, Departamento de Tercer Ciclo y Educación Diversificada

**Mag. Alfredo Ortega Cordero**,

Asesor Nacional de Inglés, Departamento de Tercer Ciclo y Educación Diversificada

**Comisión validadora**

|  |  |  |
| --- | --- | --- |
| **Séptimo año** | **Ezequiel Rojas Gutiérrez**  **Diana Sanchún Orozco** | **Asesor Regional DRE San José Central**  **Asesora Regional DRE Nicoya** |
| **Octavo año** | **Sandra Araya Acuña**  **Juan Solano Navarro** | **Asesora Regional DRE Guápiles**  **Asesor Regional DRE Sarapiquí** |
| **Noveno año** | **Ronald Vargas Chavarria**  **Yazmín Mayorga Leal** | **Asesor Regional DRE Alajuela**  **Asesora Regional DRE Santa Cruz** |
| **Décimo año** | **Randall Centeno Hernández**  **Shirley Rojas Leiva** | **Asesor Regional DRE San José Norte**  **Asesora Regional DRE Norte -Norte** |
| **Undécimo año** | **Carmen Jiménez Vásquez**  **Freddy Garita González** | **Asesora Regional DRE Aguirre**  **Asesor Regional DRE Grande de Térraba** |

**Diseño de portada**

**Noelia González Cascante**

Dirección Regional de Educación Guápiles

**Table of Contents**

1. Presentation …………………………………………………………………………………………………………………….….…4
2. Aims of the document ……………………………………………………………………………………………………….….……4
3. Important points to keep in mind when working with the indicators……………………………………………………………..5
4. Tasks and their relationship with indicators of learning ……..……….……………………………………………………….….6
5. Indicators of Learning ………..............................................................................................................................................7
6. 10th Grade Indicators of Learning ………………………………………………………………………………………..……… 10
7. Indicators of Learning Unit 1…………………………………………………………………………..…………………………...14
8. Indicators of Learning Unit 2 ……………………….…………………………………………………………………….……......19
9. Indicators of Learning Unit 3 ………………………………………………………………………………………………..……..23
10. Sample Rubrics for Self-Study Guides ………………………………………………………….………………………...…...…27
11. Rubrics for Oral & Written Comprehension……………………………………………………………………………….…..28-29
12. Rubrics for and Oral & Written Production……………………………………………………………………………….…...30-35
13. Sample Rubrics and Performance Scale for Summative Assessment Instruments and the Assessment Promotion Strategy ………………………………………………………………………………………………………………..…………36-40
14. References ………………………………………………………………………………………………………… ………………41

**Presentation**

**Dear teachers:**

These guidelines intend to provide English teachers of tenth grade with important information on how effectively write indicators and create assessment instruments for their Self-Study Guides (GTA) and the assessment promotion strategy or *estrategia de promoción* in Spanish. It includes sample rubrics and performance scales for summative and formative assessment in oral and written comprehension and oral and written production. All the indicators and instruments will help teachers to measure the goals and the three learnings (Learn to Know, Learn to Do, Learn to Be and Live in Community) set in the new English curriculum when designing tasks. As a result, learners can achieve the expected level of performance in the target language according to the CEFR. We believe that you know your students best and therefore we encourage you **to adapt and contextualize** what you find here so that it responds to the needs of your learners. Remember to visit the following link which has scripts and the teacher’s guide for 10th Grade.

https://recursos.mep.go.cr/2020/sitio\_decimo\_ingles/

**Aims of this document:**

1. To give teachers a brief explanation on how to write indicators of learning for planning their Self-Study Guides (GTA in Spanish).
2. To recommend a list of suggested indicators of learning per unit and linguistic competence according to the CEFR levels for Tenth Grade.
3. To offer some sample rubrics for the Self-Study Guides and sample rubrics and Performance Scales for Summative Assessment and Formative Assessment Instruments.

Best,

English Secondary National Advisors

**Important points to keep in mind when working with the indicators.**

The CEFR defines communication as a social act, where learners are social agents, developing a range of general and specific communicative language competences, moving from learning about the language to learning to communicate in the language in active, spontaneous, and authentic language interaction. Most of the tasks to be accomplished have a meaningful communication objective, for example, solving a problem in a given scenario.

The CEFR defines competences as “the sum of knowledge, skills and characteristics that allow a person to perform actions in society.” (p.9). They are comprised of general and specific competences as shown in the following graphic organizer. General competences consist of knowledge, skills, and abilities to learn and existential competence that are not language-specific, but learners use them when performing all kinds of actions including language activities.



**Tasks and their relationship with indicators of learning**

When working with the Action–Oriented Approach (AOA), teachers need to design tasks that reflect the interests, abilities, and learning styles of their students for each linguistic competence or when integrating two of them. These tasks must have a variety of authentic texts and models of language (e.g., music, video clips, stories and news media). In regards to the indicators of learning, they are used to assess the tasks proposed during the pedagogical mediation process. Indicators of learning are strictly related to the task achievement, and they help to provide specific and timely descriptive feedback to students.

**What is a task?**

**What are the task features?**

|  |  |  |
| --- | --- | --- |
| Tasks features | | |
| Simple  (*Looking for special events in town*)  Complex  (*Planning a weekend with friends*) | Authentic situations  Individually and /or peers | When will this task happen in real life?  What is the task purpose?  What will be accomplished? |

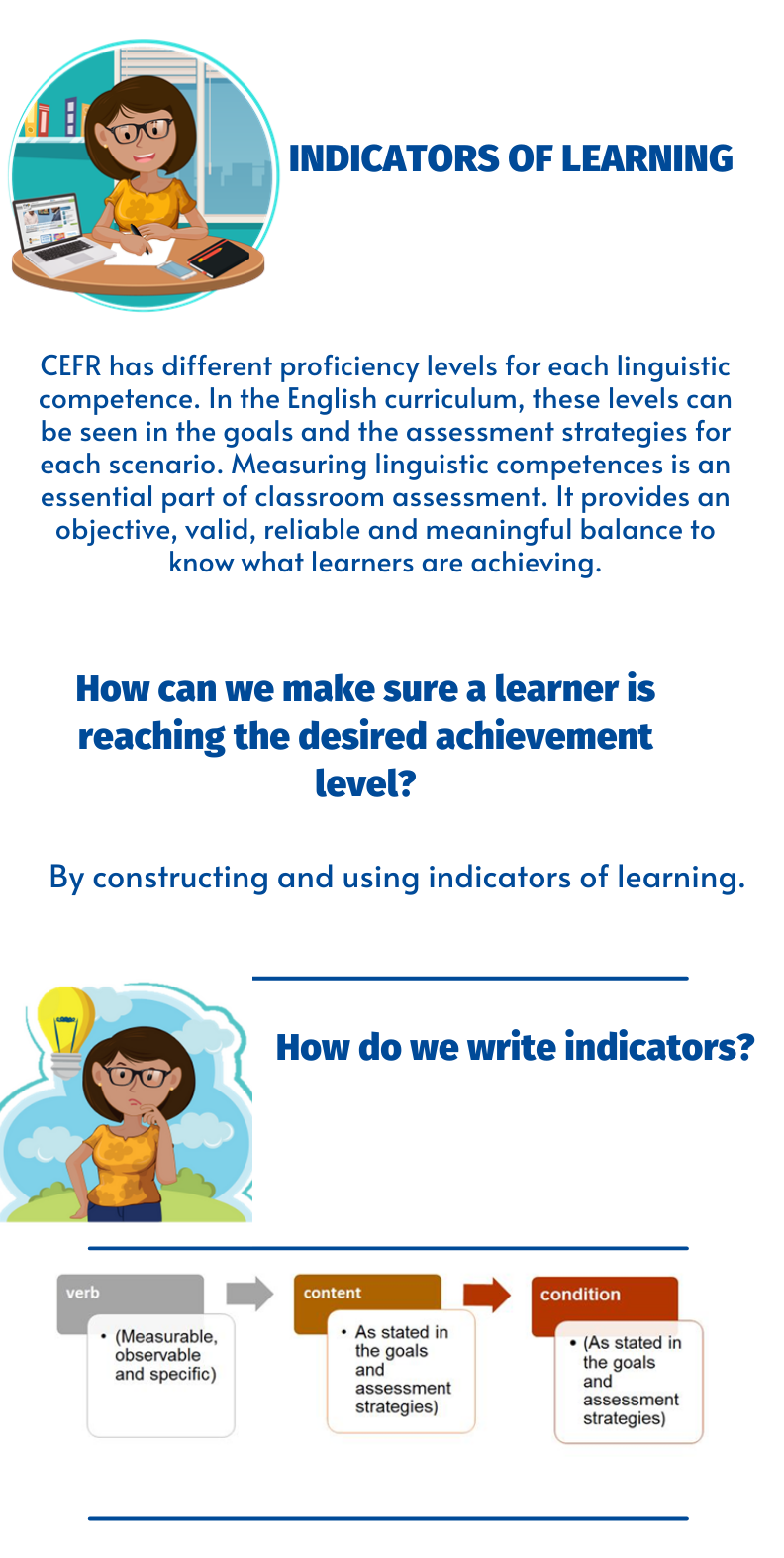
**Task Sample:**

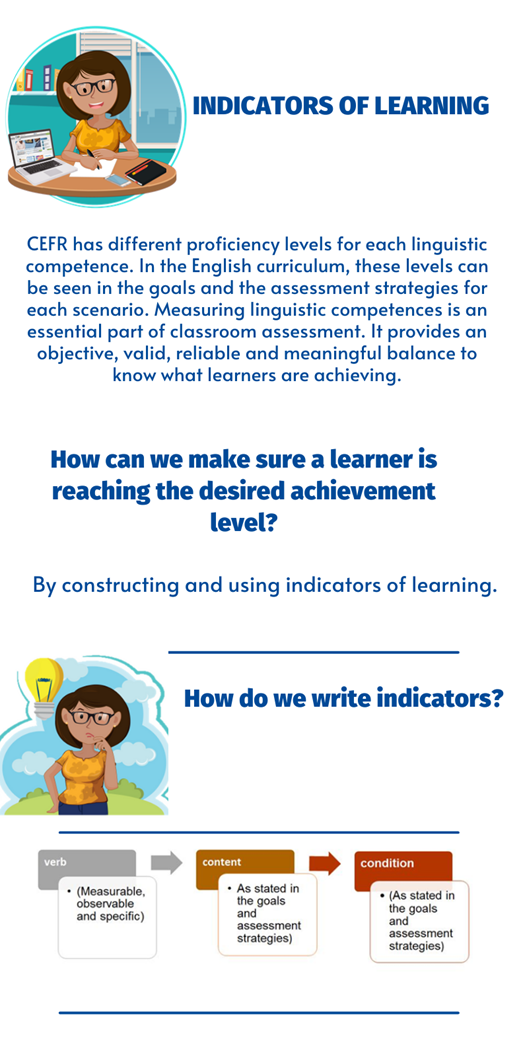
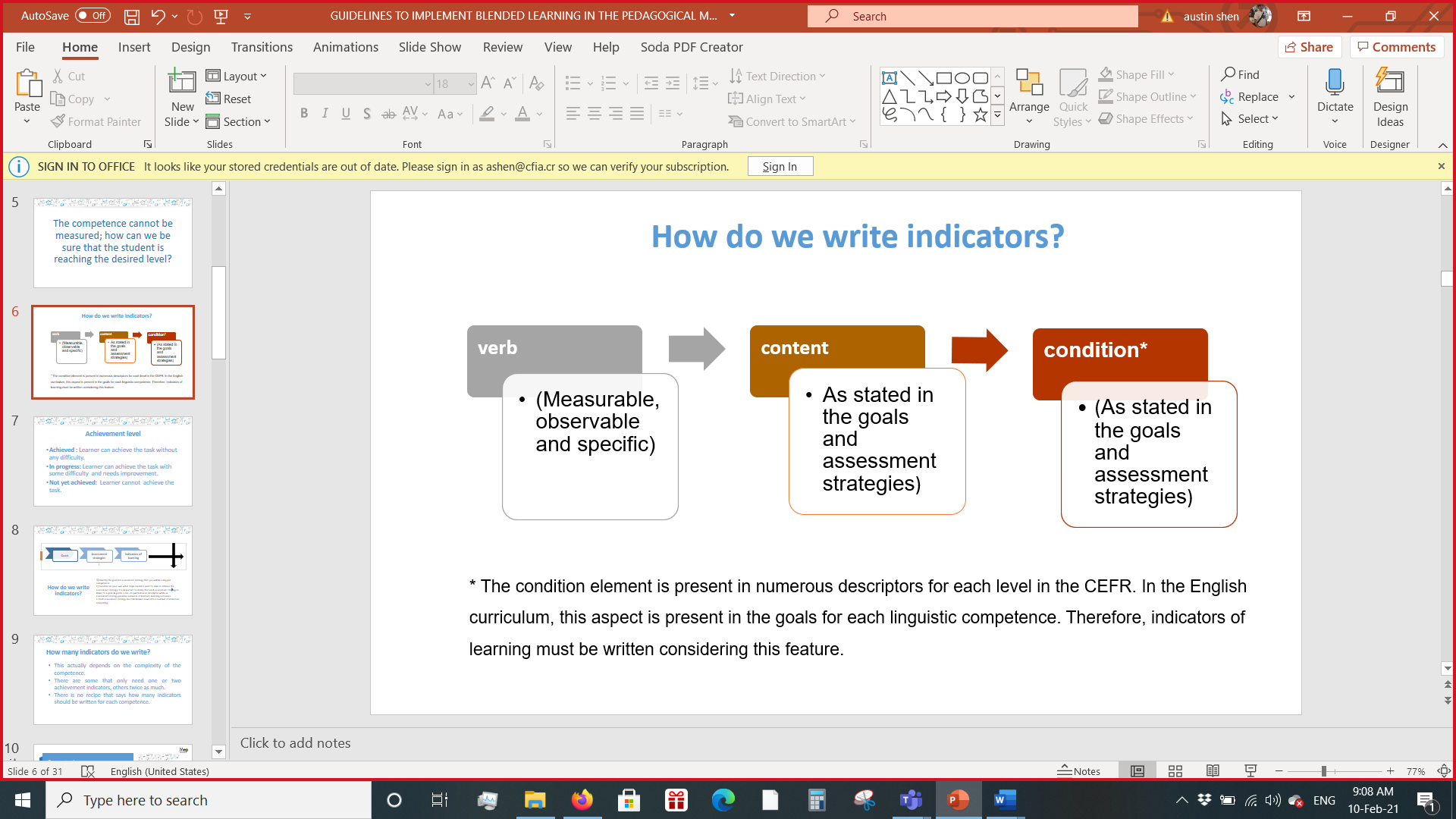
**Simple Action- Oriented Task**

|  |  |  |
| --- | --- | --- |
| Authentic situation | | |
| **Assessment Strategy** | ***When would this task occur in real life?*** | ***What is the task purpose? What will be accomplished?*** |
| SI.1. asks and tells others his/her desires about shopping prices, size and where to get things. | Buying things at a convenience store. | Good morning! Can you help me? Where can I get a bottle of water? |

**Complex Action- Oriented Task**

|  |  |  |
| --- | --- | --- |
| Authentic situation | | |
| **Assessment Strategy** | ***When would this task occur in real life?*** | ***What is the task purpose? What will be accomplished?*** |
| SI.1. asks and tells others his/her desires about shopping prices, size and where to get things. | Buying things at a convenience store. | You are driving to Liberia city for a family vacation, and you stop for gas on the way. Go into a convenience store and buy supplies for the journey. Ask the sales assistant for help finding these items. Discuss price, quantity, payment options. |

****



**\*** The condition element is present in numerous descriptors for each level in the CEFR. In the English curriculum, this aspect is present in the goals for each linguistic competence. Therefore, indicators of learning must be written considering this feature.

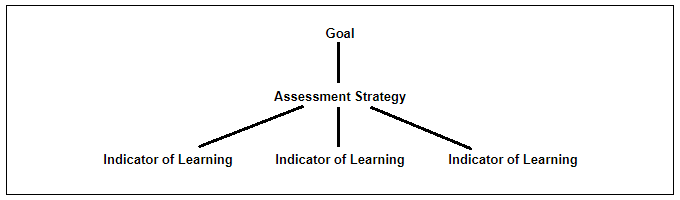
****

**10th Grade Indicators of Learning**

The 10th Grade curriculum and the teachers’ guide provide student-can-do descriptors called goals, accompanied by assessment strategies. These assessment strategies are evidence that a teacher can record to show that students are achieving the unit goals.

As classroom teachers, however, we do not simply assess students´ progress. We must guide students step by step through activities that enable them to reach their goals.

This document breaks each assessment strategy down into a number of indicators of learning. They are the steps that learners follow to achieve the goals. Indicators of learning have the following characteristics: measurable, observable and specific.



**How to use this document:**

1) Identify the goal and assessment strategy that you will be using. Remember, a goal is a can- do performance descriptor while an assessment strategy provides evidence of learner’s learning outcomes.

2) Consider the steps or indicators learners need to follow to achieve each assessment strategy. It is important to clarify that each assessment strategy is linked to a goal. See the example below:

|  |  |  |
| --- | --- | --- |
| **Goal** | **Assessment Strategy** | **Indicators of Learning** |
| **L.2.** Understand classroom language. | **L.2.** discriminates classroom language within oral utterances. | L2.1 Gets the gist of short conversations related to classroom language.  L2.2 Distinguish basic classroom expressions related to classroom language, from aural/oral stimulus. |

3) Find the unit and assessment strategy in this document and consult the list of indicators of learning to check your own work.

4) While teaching (Oral Comprehension, Written Comprehension, Oral Production, Written Production), guide students to accomplish each of the indicators of learning along the way to achieving the goals and assessment strategies. Remember that there should be a connection between the assessment strategies, indicators of learning, and pedagogical mediation for each competence.

5) Use indicators of learning throughout each unit to monitor students’ progress and make the corresponding mediation changes if necessary.

**Important considerations:**

1. Indicators of learning are organized by unit, then by assessment strategy.
2. It is important to take into account the corresponding level of difficulty of the assessment strategy when writing the indicators.
3. In some of the indicators proposed, teachers have to include the content of those indicators. To do that, they will complete the idea after the word “about”. For example: “Identifies facts in clearly drafted print materials about leisure activities”.
4. In most of the cases, the indicators of learning for each assessment strategy are arranged in a suggested order for students to perform them appropriately.
5. It is always necessary to use an indicator of learning, such as the one suggested in this document. As educators, teachers must use their own professional judgement to identify the steps their students most need to take to achieve the learning goals and that is reflected in the pedagogical mediation.
6. During the face- to- face and/or distance pedagogical mediation process, and therefore, at the end of each self-study guide, the teacher will use the indicators of learning to create instruments (rubrics and /or performance scales) to assess students’ achievement level.
7. The mediation activities in the self-study guides must be coherent with the indicators of learning to be included in the corresponding achievement rubric.
8. Remember that the Pre-teaching Stage **must not** consider indicators of learning. They are strictly related to the suggested mediation sequence for each linguistic competence. Every step of the suggested mediation in the self-study guides must match with the indicators that are necessary to achieve the corresponding assessment strategy and learning goal for each linguistic competence.
9. Most of the tasks suggested in the teacher‘s guide match the indicators of learning because they follow the mediation proposed for each competence. If you use the tasks proposed in the teacher’s guide for planning your self -study guides, make sure these tasks match with the steps proposed to mediate each competence and consequently the self-assessment section.
10. When revising the activities in the teacher´s guide or any other resource to plan your lessons, consider that you can follow the steps below as suggested by the Institute of Collaborative Learning:

* **S**elect the activity and leave it as it is
* **A**dapt it or change it somehow
* **R**eject it. Choose not to use it
* **S**upplement it. Enrich the activity with extra material to make it more appropriate.

|  |  |  |
| --- | --- | --- |
| UNIT 1  Scenario: Love What We Do! | | |
| Assessment Strategies | **Indicators of Learning** | |
| L1. recognizes key points in television programs, radio, and web-based broadcasts/ announcements, video/audio recordings, discussions and social conversations about jobs and occupations. | L1.1 | Identifies the topic in television programs, radio, and web-based broadcasts/ announcements, video/audio recordings or discussions and social conversations about jobs and occupations. |
| L1.2 | Distinguishes key points in television programs, radio, and web-based broadcasts/ announcements, video/audio recordings or discussions and social conversations about jobs and occupations. |
| L.2. discriminates main points, concepts, key points and details from television programs, radio, and web-based broadcasts/ announcements, small group discussion, between two or more native speakers, in a video/audio recording at normal speed. | L.2.1 | Recognizes the topic in television programs, radio, and web-based broadcasts/ announcements or a small group discussion between two or more native speakers, in a video/audio recording, about jobs and occupations. |
| L.2.2 | Identifies main points in television programs, radio, and web-based broadcasts/ announcements, small group discussion between two or more native speakers, in a video/audio recording, about jobs and occupations. |
| L.2.3 | Distinguishes key points and important details in television programs, radio, and web-based broadcasts/ announcements, small group discussion between two or more native speakers, in a video/audio recording, about jobs and occupations. |
| L3. distinguishes main ideas, key points and details on familiar topics when people speak at normal speed. | L3.1 | Recognizes the topic in conversations when people speak at normal speed about jobs and occupations. |
| L3.2 | Identifies main ideas in conversations when people speak at normal speed about jobs and occupations. |
| L3.3 | Distinguishes key points and details in conversations when people speak at normal speed about jobs and occupations. |
| R.1. recognizes factual texts and simple report to answer literal questions about a text about jobs and occupations. | R.1. 1 | Identifies the topic in factual texts and simple reports about jobs and occupations. |
| R.1. 2 | Identifies main ideas in factual texts and simple reports about jobs and occupations. |
| R.1. 3 | Distinguishes supporting details in factual texts and simple reports about jobs and occupations. |
| R.2. discriminates information of charts and graphs read. | R.2.1 | Identifies the topic of charts and graphs read about jobs and occupations. |
| R.2.2 | Recognizes information about what, where, and when in charts and graphs read jobs and occupations. |
| R.2.3 | Distinguishes information about the trends in charts and graphs read about jobs and occupations. |
| R.3. manipulates English language words sound using knowledge in phonics, syllabification. | R.3.1 | Recognizes prosodic features (stress, intonation, rhythm) to support the message intended to convey. |
| R.3.2 | Articulates prosodic features (stress, intonation, rhythm) in the message intended to convey. |
| R.3.3 | Produces the message intended to convey with prosodic features (stress, intonation, rhythm). |
| R.4. interprets textbooks or online explanations and examples. | R.4.1 | Identifies topic in textbooks or online explanations. |
| R.4.2 | Identifies the intended audience in textbooks or online explanations by using context clues. |
| R.4.3 | Recognizes the text structure (heading, tittles, illustrations, glossary, end of chapter summary). |
| R.4.4 | Gets main idea in paragraphs or sections of textbooks or online explanations as she/he reads. |
| R.4.5 | Extracts supporting details in paragraphs or sections of textbooks or online explanations. |
| R.4.6 | Analyzes the author’s argument in textbooks or online explanations. |
| R.4.7 | Draws conclusions from textbooks or online explanations by answering questions. |
| SI.1. summarizes what has been said on modeled sentence frames to convey information to another. | SI1.1 | Identifies key details of what has been said about jobs and occupations. |
| SI1.2 | Organizes ideas by using linkers: sequential-past time about jobs and occupations. |
| SI1.3 | Characterizes speakers’ points of view about jobs and occupations. |
| SI1.4 | Recaps speakers’ points of view about jobs and occupations. |
| SI.2. explains what he/she means with another word when he/she can’t think of the exact word. | SI.2.1 | Identifies related words to refer to the word he/she means. |
| SI.2.2 | Makes sentences to explain the word. |
| SI.2.3 | Asks for help to a listener if needed. |
| SI.3. asks someone for clarification or for confirmation that a form is correct in some basic mistakes. | SI.3.1 | Asks questions to request information clarification or confirmation. e.g. Sorry, what was that? What did you say? , Could you say that again? |
| SI.3.2 | Checks for understanding, e.g. Did you mean ….? |
| SI.4. produces face to face conversations and interviews about personal experiences, feelings, opinions and reactions about a job or occupation. | SI.4.1 | Prepares questions for a face-to-face conversation and interview about personal experiences, feelings, opinions and reactions about a job or occupation. |
| SI.4.2 | Exchanges personal experiences, feelings, opinions and reactions about jobs or occupations by participating in a face-to-face conversation or an interview. |
| SP.1. retells a simple story read or heard in class about a description of a job fair or job experience. | SP1.1 | Selects the appropriate information and visuals to give a well-organized presentation about a simple story read or heard in class related to a job experience. |
| SP1.2 | Organizes the information and visuals to give a well-organized presentation about a simple story read or heard in class related to a job experience. |
| SP1.3 | Makes sentences with the information and with the appropriate linkers or connecting words to give a well-organized presentation about a simple story read or heard in class related to a job experience. |
| SP1.4 | Gives a well-organized presentation about a simple story read or heard in class related to a job experience. |
| SP.2. describes in detail, about a personal job experience and information at job fairs supported with online/physical information | SP2.1 | Selects the appropriate online information and visuals to give a presentation about job fairs. |
| SP2.2 | Organizes the online information and visuals to give a presentation about job fairs. |
| SP2.3 | Makes sentences with the online information and with the appropriate linkers or connecting words to give a well-organized presentation about job fairs. |
| SP2.4 | Gives a well-organized presentation about job fairs. |
| W.1. writes a resume for requesting a job, based on an ad (newspaper, internet, radio). | W1. 1 | Prewrites a resume for requesting a job which includes objective, experience, education and references. |
| W1. 2 | Drafts a resume for requesting a job which includes objective, experience, education and references |
| W1. 3 | Revises a resume for requesting a job which includes objective, experience, education and references by checking subject-verb agreement, pronoun and article agreement, sentence sense, text structure, word order, punctuation and content. |
| W1. 4 | Edits a resume for requesting a job before publishing. |
| W.2. writes a cover letter for a dream job or occupation, using simple, coherent, and well-written sentences. | W2. 1 | Prewrites a cover letter for a dream job or occupation that includes salutation, opening, hook, knowledge and close. |
| W2. 2 | Drafts a cover letter for a dream job or occupation that includes salutation, opening, hook, and knowledge, close with the appropriate linkers or connecting words. |
| W2. 3 | Revises a cover letter for a dream job by checking subject-verb agreement, pronoun and article agreement, sentence sense, text structure, word order and punctuation and content. |
| W2. 4 | Edits a cover letter for a dream job before publishing. |

Propuesta elaborada por: Marianella Granados Sirias y Alfredo Ortega Cordero. Asesores Nacionales de Inglés. **Departamento de Tercer Ciclo y Educación Diversificada. Dirección de Desarrollo Curricular con colaboración de** Jason Steelman. *Response Volunteer.* ***Peace Corps Costa Rica***

|  |  |  |
| --- | --- | --- |
| UNIT 2  Scenario: Stories Come in All Shapes and Sizes | | |
| Assessment Strategies | **Indicators of Learning** | |
| L1. recognizes the main points of even a relatively long discussion on familiar topic, related to stories on standard English. | L1.1 | Identifies topic in a relatively long discussion on familiar topic or related to stories about memes, blogs, tweets, posts, reviews, literary analysis. |
| L1.2 | Distinguishes important details in a relatively long discussion on familiar topic or related to stories about memes, blogs, tweets, posts, reviews, literary analysis. |
| L2. extracts specific details from many web-based broadcasts/ memes, comics, posts, poems. | L2.1 | Identifies topic from many web-based broadcasts/ memes, comics, posts, poems. |
| L2.3 | Recognizes main points from many web-based broadcasts/ memes, comics, posts, poems. |
| L2.2 | Gets specific details from many web-based broadcasts/ memes, comics, posts, poems. |
| R1. discriminates factual information from texts and simple reports on familiar topics. | R1.1 | Identifies topic from texts and simple reports on familiar topics. |
| R1.2 | Recognizes key words or phrases that precede facts from texts and simple reports on familiar topics. |
| R1.3 | Distinguishes provable statements from texts and simple reports on familiar topics. |
| R2. manipulates English language sounds using knowledge in phonics, | R2.1 | Recognizes sounds in words. |
| R2.2 | Articulates sounds. |
| R2.3 | Produces sentences in an oral form with the sounds. |
| R.3. recognizes information from texts of various lengths. | R3.1 | Identifies the topic from movie reviews, interviews, tweets, posts of various lengths supported by diagrams and illustrations. |
| R3.2 | Identifies key words from movie reviews, interviews, tweets, posts of various lengths supported by diagrams and illustrations. |
| R3.3 | Distinguishes gist from movie reviews, interviews, tweets, posts of various lengths supported by diagrams and illustrations. |
| SI.1. repeats what has been said and conveys this information to another person. | SI1. 1 | Identifies key details of what has been said. |
| SI1. 2 | Organizes ideas by using linkers: sequential-past time. |
| SI1.3 | Expresses the ideas to another person. |
| SI.2. interacts in a face-to-face conversation talking in detail about tweets, memes, poems, posts, blogs, comics, short stories, videos when interacting in pairs or small groups. | SI.2.1 | Prepares questions for a face-to-face conversation and interview about tweets, memes, poems, posts, blogs, comics, short stories, videos. |
| SI.2.2 | Exchanges personal experiences, feelings, opinions and reactions about tweets, memes, poems, posts, blogs, comics, short stories, videos. |
| SP1. describes what is occurring in tweets, blogs, short stories, videos, including his/her personal opinion about them. | SP1.1 | Plans the information and visuals to give a presentation about what is occurring in tweets, blogs, short stories, videos, including his/her personal opinion about them. |
| SP1.2 | Organizes the information and visuals to give a presentation about what is occurring in tweets, blogs, short stories, videos, including his/her personal opinion about them. |
| SP1.3 | Makes sentences with the information and with the appropriate linkers or connecting words to give a well-organized presentation about what is occurring in tweets, blogs, short stories, videos, including his/her personal opinion about them. |
| SP1.4 | Gives a well-organized presentation about what is occurring in tweets, blogs, short stories, videos, including his/her personal opinion about them. |
| SP2. sustains a conversational exchange with peers. | SP2.1 | Answers questions in a conversational exchange, after a well-organized presentation, about a tweet, blog, short story or video. |
| SP3. expresses opinions of a short story, play, essay, or poem examined in class. | SP3.1 | Plans the language, content and resources to give an opinion of a short story, play, essay, or poem examined in class. |
| SP3.2 | Makes sentences to give opinions of a short story, play, essay, or poem examined in class with the appropriate linkers or connecting words. |
| SP3.3 | Expresses ideas to give opinions of a short story, play, essay, or poem examined in class. |
| W1. expresses what has been learned, how it has been learned, and learning goals for the future. | W1. 1 | Prewrites a narrative paragraph about what has been learned, how it has been learned, and learning goals for the future. |
| W1. 2 | Drafts a narrative paragraph about what has been learned, how it has been learned, and learning goals for the future including topic sentence, supporting sentences, a concluding sentence and discourse markers. |
| W1. 3 | Revises a narrative paragraph about what has been learned, how it has been learned, and learning goals for the future by checking subject-verb agreement , pronoun and article agreement, sentence sense, text structure, word order, punctuation and content. |
| W1. 4 | Edits a narrative paragraph about what has been learned, how it has been learned, and learning goals for the future before publishing. |
| W2. summarizes simple text dealing with familiar subjects. (e.g., short stories, videos, blogs). | W1. 2 | Prewrites important details about a short story, video or blog dealing with familiar subjects. |
| W2. 2 | Drafts a summary with important details and with the appropriate linkers or connecting words about a short story, video or blog dealing with familiar subjects. |
| W2. 3 | Revises a summary with important details about a short story, video or blog dealing with familiar subjects by checking subject-verb agreement, pronoun and article agreement, capitalization, indentation, sentence sense, text structure, word order, punctuation and content. |
| W2. 4 | Edits the summary with important details about a short story, video or blog dealing with familiar subjects before publishing. |

Propuesta elaborada por: Marianella Granados Sirias y Alfredo Ortega Cordero. Asesores Nacionales de Inglés. **Departamento de Tercer Ciclo y Educación Diversificada. Dirección de Desarrollo Curricular con colaboración de** Jason Steelman. *Response Volunteer.* ***Peace Corps Costa Rica***

|  |  |  |
| --- | --- | --- |
| Unit 3  A World of Differences | | |
| Assessment Strategies | **Indicators of Learning** | |
| L.1. distinguishes many television, radio, and web-based broadcasts/ announcements. | L1. 1 | Recognizes topic in many television, radio and web-based broadcasts/ announcements. |
| L1. 2 | Identifies key words in many television, radio and web-based broadcasts/ announcements. |
| L1. 3 | Distinguishes main points in many television, radio and web-based broadcasts/ announcements. |
| L.2. extracts main idea of audio texts in many television, radio, and web-based broadcasts/ announcements. | L2. 1 | Identifies topic in audio texts in many television, radio and web-based broadcasts/ announcements. |
| L2. 2 | Recognizes key words in audio texts in many television, radio and web-based broadcasts/ announcements. |
| L2. 3 | Gets main points in audio texts in many television, radio and web-based broadcasts/ announcements. |
| R.1. recognizes textbook explanations and examples. | R1. 1 | Identifies the topic of the textbook by using typographical clues. |
| R1. 2 | Identifies subject specific words in textbook explanations and examples. |
| R1. 3 | Distinguishes main idea in textbook explanations and examples. |
| R1. 4 | Gets supporting details in textbook explanations and examples. |
| R.2. manipulates English language sounds using prior knowledge in phonics, syllabification and word parts. | R2. 1 | Recognizes words. |
| R2. 2 | Articulates words. |
| R2. 3 | Produces sentences in an oral form with words. |
| R.3. interprets many subject specific words when encountered in text. | R3. 1 | Identifies specific words when encountered in text about different cultures, ethnicity, diversity and gender. |
| R3. 2 | Categorizes the words (noun, verb, adjective, adverb) related different cultures, ethnicity, diversity and gender. |
| R3. 3 | Gets the meaning of specific words by using context clues and illustrations related to different cultures, ethnicity, diversity and gender. |
| R3. 4 | Distinguishes the use of the word. (formal, informal) related to different cultures, ethnicity, diversity and gender. |
| R3. 5 | Deduces the meaning of specific words related to different cultures, ethnicity, diversity and gender in a given context. |
| SI.1. repeats what has been said and conveys this information to another person. | SI1. 1 | Identifies key details of what has been said about different cultures, ethnicity, diversity and gender. |
| SI1. 2 | Organizes ideas of what has been said about different cultures, ethnicity, diversity and gender. |
| SI1.3 | Makes sentences of what has been said about different cultures, ethnicity, diversity and gender. |
| SI1. 4 | Expresses ideas to another person about different cultures, ethnicity, diversity and gender. |
| SI.2. expresses opinions about cultural identity and diversity. | SI2. 1 | Plans the language, content and resources to give an opinion about cultural identity and diversity. |
| SI2. 2 | Makes sentences to give opinions about cultural identity and diversity. |
| SI2.3 | Expresses ideas to give opinions about cultural identity and diversity. |
| SP.1. expresses opinions on familiar subjects and asks for others’ opinions. | SP1. 1 | Plans the language, content and resources to give an opinion about different cultures, ethnicity, diversity and gender. |
| SP1. 2 | Makes sentences to give opinions about different cultures, ethnicity, diversity and gender with the appropriate linkers or connecting words. |
| SP1. 3 | Expresses ideas to give opinions about different cultures, ethnicity, diversity and gender. |
| SP1. 4 | Asks for other’s opinions about different cultures, ethnicity, diversity and gender. |
| SP.2. asks question to others if the questions have been prepared beforehand. | SP2.1 | Plans a set of yes/no and wh- questions to ask about cultures, subcultures, cliques, cultural norms and storms. |
| SP2.2 | Uses yes/no and wh- questions to ask about cultures, subcultures, cliques, cultural norms and storms. |
| SP.3. explains points of view, justifying assumptions, and plans, briefly. | SP3. 1 | Plans the language, content and resources to explain points of view, justifying assumptions and plans, briefly about cultures, subcultures, cliques, cultural norms and storms in a well-organized presentation. |
| SP3. 2 | Makes sentences to explain points of view, justifying assumptions and plans, briefly about cultures, subcultures, cliques, cultural norms and storms with the appropriate linkers or connecting words in a well-organized presentation. |
| SP3. 3 | Expresses ideas to explain points of view, justifying assumptions and plans, briefly about cultures, subcultures, cliques, cultural norms and storms in a well-organized presentation. |
| W.1. writes completing specific graphic organizers and sentence frames aimed at monitoring comprehension. | W1. 1 | Prewrites ideas about what has been learned, how it has been learned, and future goals about cultural diversity. |
| W1. 2 | Drafts sentences about something learned related to cultural diversity by following a graphic organizer's information. |
| W1. 3 | Completes a graphic organizer about what has been learned, how it has been learned, and future goals about cultural diversity. |
| W1. 4 | Revises sentences about something learned related to cultural diversity by checking subject-verb agreement, pronoun and article agreement, sentence sense, text structure, word order and punctuation and content. |
| W1.5 | Edits the graphic organizer before publishing. |
| W.2.writes a simple, short descriptive narrative paragraph based on real or imagined event related to cultural diversity, including characters, plot, and setting | W2. 1 | Prewrites a simple, short descriptive or narrative paragraph based on real or imagined event related to cultural diversity, including characters, plot, setting, based on real or imagined event related to cultural diversity. |
| W2. 2 | Drafts a simple, short descriptive or narrative paragraph related to cultural diversity, including characters, plot, setting, topic sentence, supporting details and signal words based on real or imagined event related to cultural diversity with the appropriate linkers or connecting words. |
| W2. 3 | Revises a short descriptive /or narrative paragraph by checking subject-verb agreement, pronoun and article agreement, sentence sense, text structure, word order and punctuation. |
| W2. 4 | Edits a short descriptive / narrative paragraph before publishing. |

Propuesta elaborada por: Marianella Granados Sirias y Alfredo Ortega Cordero. Asesores Nacionales de Inglés. **Departamento de Tercer Ciclo y Educación Diversificada. Dirección de Desarrollo Curricular con colaboración de** Jason Steelman. *Response Volunteer.* ***Peace Corps Costa Rica***

****

**Sample Rubrics for Self-Study Guides**

|  |  |  |  |
| --- | --- | --- | --- |
| **Eighth Grade. Unit 2 Scenario: Let the Good Times Roll!**  **Assessment Strategy L.2. Recognizes important information from audio texts (e.g., sports announcements, sports scores) provided if the message is delivered clearly.** | | | |
| **Indicators of Learning** | **Achievement level** | | |
| **Not yet achieved**  **1** | **In process**  **2** | **Achieved**  **3** |  |
| L.2.1 Restates orally the topic from audio texts about sports or sports announcements. | Learner cannot restate the topic from audio texts about sports or sports announcements correctly. | Learner can restate part of the topic from audio texts about sports or sports announcements with some difficulty and needs improvement. | Learner can restate the topic from audio texts about sports or sport announcements correctly and with no difficulty. |  |
| L.2.2 Labels illustrations in a conversation or story about sports or sports announcements. | Learner cannot label illustrations in a conversation or story about sports or sports announcements | Learner can label some of the illustrations in a conversations or story about sports or sports announcements with some difficulty and needs improvement. | Learner can label all illustrations in a conversation or story about sports or sports announcements correctly and with no difficulty. |  |
| L.2.3 Gets specific information to complete sentences with key words about sports | Learner cannot get any specific information to complete sentences with keywords about sports correctly. | Learner can get some specific information to complete sentences with keywords about sports with some difficulty and needs improvement. | Learner can get all the specific information to complete sentences with keywords about sports |  |
| L.2.4 Lists important information in a conversation or story about sports or sports announcements. | Learner cannot list information in a conversation or story about sports or sports announcements correctly. | Learner can list some important information in a conversation or story about sports or sports announcements with some difficulty and needs improvement. | Learner can list important information in a conversation or story about sports or sports announcements correctly and with no difficulty. |  |

Propuesta elaborada por: Marianella Granados Sirias, Alfredo Ortega Cordero Asesores Nacionales de Inglés. **Departamento de Tercer Ciclo y Educación Diversificada. Dirección de Desarrollo Curricular** con colaboración de Sandra Araya Acuña, Juan Solano Navarro. Asesores Regionales de Inglés.

|  |  |  |  |
| --- | --- | --- | --- |
| **Eighth Grade. Unit 2 Scenario: Let the Good Times Roll!**  **Assessment Strategy R.4. Recognizes most of what occurs in a well-structured short story and the story’s main characters.** | | | |
| **Indicators of Learning** | **Achievement level** | | |
| **Not yet achieved**  **1** | **In process**  **2** | **Achieved**  **3** |  |
| R4.1 identifies setting in a well-structured short story. | Learner cannot identify the setting in a well-structured short story correctly. | Learner can identify the setting in a well-structured short story with some difficulty and needs improvement. | Learner can identify the setting in a well-structured short story correctly and with no difficulty. |  |
| R4.2.1\* names characters in a well-structured short story. | Learner cannot name characters in a well-structured short story. | Learner can name some characters in a well-structured short story with some difficulty and needs improvement. | Learner can describe all the characters in a well-structured short story correctly and with no difficulty. |  |
| R4.2.2\* describes characters in a well-structured short story. | Learner cannot describe characters in a well-structured short story. | Learner can describe some characters in a well-structured short story with some difficulty and needs improvement. | Learner can describe characters in a well-structured short story correctly and with no difficulty. |  |
| R4.3 identifies main conflict/problem in a well-structured short story. | Learner cannot identify the main conflict/problem in a well-structured short story correctly. | Learner can identify the main conflict/problem in a well-structured short story with some difficulty and needs improvement. | Learner can identify the main conflict/problem in a well-structured short story correctly and with no difficulty. |  |
| R4.4.1\* recounts some of the characters’ efforts in a well-structured short story. | Learner cannot recount the characters’ efforts in a well-structured short story correctly. | Learner can recount some of the characters’ efforts in a well-structured short story with some difficulty and needs improvement. | Learner can recount some of the characters’ efforts in a well-structured short story correctly and with no difficulty. |  |
| R4.4.2 \* recounts some of the characters’ obstacles in a well-structured short story. | Learner cannot recount some of the obstacles in a well-structured short story correctly. | Learner can recount some of the obstacles in a well-structured short story with some difficulty and needs improvement. | Learner can recount some of the obstacles in a well-structured short story correctly and with no difficulty. |  |
| R4.5 summarizes the ending in a well-structured short story. | Learner cannot summarize the ending in a well-structured short story correctly. | Learner can summarize the ending in a well-structured short story with some difficulty and needs improvement. | Learner can summarize the ending in a well-structured short story correctly and with no difficulty. |  |

\* Notice that indicators R.4.2.1 and R.4.2.2 are subdivided from R.4.2, same case with R.4.4.1 and R.4.4.2.

Propuesta elaborada por: Marianella Granados Sirias, Alfredo Ortega Cordero Asesores Nacionales de Inglés. **Departamento de Tercer Ciclo y Educación Diversificada. Dirección de Desarrollo Curricular** con colaboración de Sandra Araya Acuña, Juan Solano Navarro. Asesores Regionales de Inglés.

|  |  |  |  |
| --- | --- | --- | --- |
| **Eighth Grade. Unit 1 Scenario: My High School…Our place.**  **Assessment Strategy SI.1. Expresses common interests about school life.** | | | |
| **Indicators of Learning** | **Achievement level** | | |
| **Not yet achieved**  **1** | **In process**  **2** | **Achieved**  **3** |  |
| SI1.1 Selects the language and content to express common interests about school life. For example: My favorite is.., I don’t like … | Learner cannot select the language and content to express common interests about school life. For example: My favorite is.., I don’t like… correctly. | Learner can select part of the language and content to express common interests about school life. For example: My favorite is.., I don’t like… with some difficulty and needs improvement. | Learner can select all the language and content to express common interests about school life. For example: My favorite is.., I don’t like… correctly with no difficulty. |  |
| SI1. 2 Elaborates sentences to express common interests about school life. | Learner cannot elaborate sentences to express common interests about school life correctly. | Learner can elaborate some sentences to express common interests about school life with some difficulty and needs improvement. | Learner can elaborate sentences to express common interests about school life correctly with no difficulty. |  |
| SI1. 3 Expresses common interests about school life. | Learner cannot express common interests about school life correctly. | Learner can express some common interests about school life with some difficulty and needs improvement. | Learner can express common interests about school life correctly with no difficulty. |  |
| SI 1.4 Asks questions about others’ schedules. | Learner cannot ask questions about others´ schedules correctly. | Learner can ask some questions about others´ schedules with some difficulty and needs improvement. | Learner can ask questions about others´ schedules correctly with no difficulty. |  |
| SI 1.5 Answers questions about their own schedules. | Learner cannot answer questions about their own schedules correctly. | Learner can answer some questions about their own schedules with some difficulty and needs improvement. | Learner can answer questions about their own schedules correctly with no difficulty. |  |
| Maintains appropriate communication strategies while answering the questions stated (uses of facial expressions and gestures, asks for repetition, indicates lack of understanding, repeats words. | Learner cannot maintain communication most of the time. Hard for him/her to use the communication strategies to overcome difficulties correctly. | Learner can make correct use of some of the communication strategies to maintain communication going with some difficulty, but not all the time and inconsistently. Learner needs improvement. | Learner can make use of many communication strategies to maintain communication going, which helps to keep the flow of the conversation correctly with no difficulty. |  |
| Pronounces the target language in the answers provided correctly | Learner makes constant mistakes in pronunciation during his/her answers. (More than 4 mistakes) | Learner´s pronunciation is understandable at most times. Occasional mispronunciation; some consistent mistakes in his/her answers. (3-4 mistakes) | Learner has clear and smooth pronunciation in his/her answers at this level. Few sporadic deviations. (1-2 mistakes) |  |
| Stresses words and uses appropriate intonation in sentences or answers provided correctly. | Learner cannot stress individual words correctly and use appropriate intonation when forming sentences. | Learner can stress some individual words correctly and use appropriate intonation when answering with some difficulty and needs improvement. | Learner can constantly stress individual words correctly and use appropriate intonation when answering with no difficulty. |  |
| Speaks at a normal speed during the period of the interaction (question/answer task) | Learner carries out the task with hesitation that interferes with the message. Some long pauses to recall meaning. | Learner can carry out the task adequately with some hesitation that seldom interferes with the message. Few short pauses to recall meaning. | Learner can carry out the task with confidence. Very sporadic short pauses to recall meaning. |  |
| Uses the appropriate register and politeness conventions according to the given context and task. (Sociolinguistic Appropriateness) | Learner cannot use the appropriate register (formal or informal) for the task given. Expressions and word choice are contextually inappropriate in terms of manners, politeness and tactfulness. | Learner can partially use one register (formal or informal) without considering the task given. Expressions and word choice are sometimes contextually appropriate in terms of manners, politeness and tactfulness. Learner needs improvement. | Learner can fully use the appropriate register (formal or informal) at all times depending on the task and context given. Expressions and word choice are always contextually appropriate in terms of manners and politeness. |  |

**\* Notice that the assessment strategy, that includes indicators for asking and answering, must be separated subdividing the indicator. Besides, the indicators in green were constructed to measure overall achievement in aspects related to pronunciation, fluency and sociolinguistic appropriateness**. **They must be present in all instruments related to Spoken Interaction, Spoken production and Written as required.**

Propuesta elaborada por: Marianella Granados Sirias, Alfredo Ortega Cordero Asesores Nacionales de Inglés. **Departamento de Tercer Ciclo y Educación Diversificada. Dirección de Desarrollo Curricular** con colaboración de Sandra Araya Acuña, Juan Solano Navarro. Asesores Regionales de Inglés.

|  |  |  |  |
| --- | --- | --- | --- |
| **Eighth Grade. Unit 3 Scenario: Something to celebrate.**  **Assessment Strategy SI.2 asks and answers about holidays and festivals in Latin America and around the world. \*** | | | |
| **Indicators of Learning** | **Achievement level** | | |
| **Not yet achieved**  **1** | **In process**  **2** | **Achieved**  **3** |  |
| SI.2.2 Asks questions about local holidays, celebrations and festivals in Latin America and around the world | Learner cannot ask questions about local holidays, celebrations and festivals in Latin America and around the world correctly. | Learner can partially ask questions about local holidays, celebrations and festivals in Latin America and around the World with some difficulty and needs improvement. | Learner can fully ask questions about local holidays, celebrations and festivals in Latin America and around the world. |  |
| SI.2.4. Answers questions about local holidays, celebrations and festivals in Latin America and around the world. | Learner cannot answer questions about local holidays, celebrations and festivals in Latin America and around the world correctly. | Learner can partially answer questions about local holidays, celebrations and festivals in Latin America and around the world with some difficulty and needs improvement. | Learner can fully answer questions about local holidays, celebrations and festivals in Latin America and around the world correctly with no difficulty. |  |
| Maintains appropriate communication strategies while answering the questions stated (uses of facial expressions and gestures, asks for repetition, indicates lack of understanding, repeats words. | Learner cannot maintain communication most of the time. Hard for him/her to use the communication strategies to overcome difficulties correctly. | Learner can make correct use of some of the communication strategies to maintain communication going with some difficulty, but not all the time and inconsistently. Learner needs improvement. | Learner can make use of many communication strategies to maintain communication going, which helps to keep the flow of the conversation correctly with no difficulty. |  |
| Pronounces the target language in the answers provided correctly | Learner makes constant mistakes in pronunciation during his/her answers. (More than 4 mistakes) | Learner´s pronunciation is understandable at most times. Occasional mispronunciation; some consistent mistakes in his/her answers. (3-4 mistakes) | Learner has clear and smooth pronunciation in his/her answers at this level. Few sporadic deviations. (1-2 mistakes) |  |
| Stresses words and uses appropriate intonation in sentences or answers provided correctly. | Learner cannot stress individual words correctly and use appropriate intonation when forming sentences. | Learner can stress some individual words correctly and use appropriate intonation when answering with some difficulty and needs improvement. | Learner can constantly stress individual words correctly and use appropriate intonation when answering with no difficulty. |  |
| Speaks at a normal speed during the period of the interaction (question/answer task) | Learner carries out the task with hesitation that interferes with the message. Some long pauses to recall meaning. | Learner can carry out the task adequately with some hesitation that seldom interferes with the message. Few short pauses to recall meaning. | Learner can carry out the task with confidence. Very sporadic short pauses to recall meaning. |  |
| Uses the appropriate register and politeness conventions according to the given context and task. (Sociolinguistic Appropriateness) | Learner cannot use the appropriate register (formal or informal) for the task given. Expressions and word choice are contextually inappropriate in terms of manners, politeness and tactfulness. | Learner can partially use one register (formal or informal) without considering the task given. Expressions and word choice are sometimes contextually appropriate in terms of manners, politeness and tactfulness. Learner needs improvement. | Learner can fully use the appropriate register (formal or informal) at all times depending on the task and context given. Expressions and word choice are always contextually appropriate in terms of manners and politeness. |  |

**\* Notice that the assessment strategy, that includes indicators for asking and answering, must be separated subdividing the indicator. Besides, the indicators in green were constructed to measure overall achievement in aspects related to pronunciation, fluency and sociolinguistic appropriateness**. **They must be present in all instruments related to Spoken Interaction, Spoken production and Written Production as required.**

Propuesta elaborada por: Marianella Granados Sirias, Alfredo Ortega Cordero Asesores Nacionales de Inglés. **Departamento de Tercer Ciclo y Educación Diversificada. Dirección de Desarrollo Curricular** con colaboración de Sandra Araya Acuña, Juan Solano Navarro. Asesores Regionales de Inglés.

|  |  |  |  |
| --- | --- | --- | --- |
| **Eighth Grade. Unit 3 Scenario: Something to celebrate.**  **Assessment Strategy SP.2 describes what he/she did on his /her last holiday.** | | | |
| **Indicators of Learning** | **Achievement level** | | |
| **Not yet achieved**  **1** | **In process**  **2** | **Achieved**  **3** |
| SP2.1 Notes down the appropriate information to describe the last holiday. | Learner cannot note down the appropriate information to describe the last holiday. | Learner can partially note down the appropriate information to describe the last holiday with some difficulty and needs improvement. | Learner can fully note down the appropriate information to describe the last holiday correctly with no difficulty. |
| SP2.2 Organizes the information and resources to describe the last holiday. | Learner cannot organize the information and resources to describe the last holiday  correctly. | Learner can partially organize the information and resources to describe the last holiday with some difficulty and needs improvement. | Learner can fully organize the information and resources to describe the last holiday correctly with no difficulty. |
| SP2.3 Makes sentences about the last holiday. | Learner cannot make sentences about the last holiday correctly. | Learner can partially make sentences about the last holiday with some difficulty and needs improvement. | Learner can fully make sentences about the last holiday correctly with no difficulty. |
| SP2.4 Describes the last holiday using sequential past time. | Learner cannot describe the last holiday using sequential past time: first, then, after that, finally correctly. | Learner can partially describe the last holiday, but does not use sequential past time: first, then, after that, finally with some difficulty and needs improvement. | Learner can fully describe the last holiday using sequential: past time first, then, after that, finally correctly with no difficulty. |
| Maintains appropriate  communication strategies to describe holidays (uses of facial expressions and gestures,   asks for repetition, indicates lack of understanding, repeats words). | Learner cannot maintain communication most of the time. Hard for him/her to use the communication strategies to overcome difficulties correctly. | Learner can make correct use of some of the communication strategies to maintain communication going with some difficulty, but not all the time and inconsistently. Learner needs improvement. | Learner can make use of many communication strategies to maintain communication going, which helps to keep the flow of the conversation correctly with no difficulty. |
| Pronounces the target language  about holidays correctly. | Learner makes constant mistakes in pronunciation. (More than 4 mistakes) | Learner pronunciation is understandable at most times. Occasional mispronunciation; some consistent mistakes. (3-4 mistakes) | Learner has clear and smooth pronunciation at this level. Few sporadic deviations. (1-2 mistakes) |
| SP.2.4.3 Stresses words and use appropriate intonation in sentences correctly. | Learner cannot stress individual words correctly and does not use appropriate intonation when making sentences. | Learner can stress individual words correctly and use appropriate intonation when making sentences with some difficulty and needs improvement. | Learner can constantly stress individual words correctly and use appropriate intonation when making sentences with no difficulty. |
| SP.2.4.4 Speaks at a normal speed during the production task | Learner carries out the task with hesitation that interferes with the message. Some long pauses to recall meaning. | Learner can carry out the task adequately with some hesitation that seldom interferes with the message. Few short pauses to recall meaning. | Learner can carry out the task with confidence. Very sporadic short pauses to recall meaning. |
| SP.2.4.5 Uses the appropriate register and politeness conventions according to the given context and task. (Sociolinguistic Appropriateness) | Learner cannot use the appropriate register (formal or informal) for the task given. Expressions and word choice are contextually inappropriate in terms of manners, politeness and tactfulness. | Learner can partially use one register (formal or informal) without considering the context given. Expressions and word choice are sometimes contextually appropriate in terms of manners, politeness and tactfulness. Learner needs improvement. | Learner can fully use the appropriate register (formal or informal) at all times depending on the task and context given. Expressions and word choice are always contextually appropriate in terms of manners and politeness. |

**\* The indicators in green were constructed to measure overall achievement in aspects related to pronunciation, fluency and sociolinguistic appropriateness**. **They must be present in all instruments related to Spoken Interaction, Spoken production and Written Production** as required.

Propuesta elaborada por: Marianella Granados Sirias, Alfredo Ortega Cordero Asesores Nacionales de Inglés. **Departamento de Tercer Ciclo y Educación Diversificada. Dirección de Desarrollo Curricular** con colaboración de Sandra Araya Acuña, Juan Solano Navarro. Asesores Regionales de Inglés.

|  |  |  |  |
| --- | --- | --- | --- |
| **Eighth Grade Unit 1 Scenario: My High School…Our place**  **Assessment Strategy: W.2. Writes an explanation of what they do every day at school, with the help of illustrations.** | | | |
| **Indicators of Learning** | **Achievement level** | | |
| **Not yet achieved**  **1** | **In process**  **2** | **Achieved**  **3** |
| **W2.1** Drafts an explanation with illustrations about activities in a typical day at school, and a conclusion | Learner cannot draft an explanation with illustrations about a typical day at school, and a conclusion correctly. | Learner can partially draft an explanation with illustrations about a typical day at school, and a conclusion with some difficulty and needs improvement. | Learner can fully draft an explanation with illustrations about a typical day at school, and a conclusion correctly and with no difficulty. |
| **W2.2** Revises the explanation about a typical day at school. | Learner cannot revise the explanation about a typical day at school correctly. | Learner can partially revise the explanation about a typical day at school with some difficulty and needs improvement. | Learner can fully revise the explanation about a typical day at school correctly and with no difficulty. |
| **W2.2.1 \* Checks** written sentences to look for mistakes related to subject-verb agreement, capitalization, spelling, and basic punctuation). | Learner cannot check the written sentences presenting constant subject verb agreement, capitalization, spelling, and punctuation mistakes. | Learner can partially check the written sentences and some subject verb agreement, capitalization, spelling, and punctuation mistakes. | Learner can fully check the written sentences avoiding subject verb agreement, capitalization, spelling, and punctuation mistakes. |
| W2.2.2\*Arranges Linking words, groups of words, sentences, paragraphs, and texts in a well-organized and logical manner. (Coherence and Cohesion) | Learner‘s production cannot show sense of coherence & cohesion. No sense in the organization of its content and use of discourse markers. | Learners' production can partially show a sense through the organization of its content and use of discourse markers. | Learner's production can fully show reasonable sense through the organization of its content and use of discourse markers. |
| W2.2.3\* Uses the appropriate register and politeness conventions according to the given context. (Sociolinguistic Appropriateness | Learner cannot use the appropriate register (formal or informal) for the task given. Expressions and word choice are contextually inappropriate in terms of manners, politeness and tactfulness. | Learner can partially use one register (formal or informal) without considering the context given. Expressions and word choice are sometimes contextually appropriate in terms of manners, politeness and tactfulness. Learner needs improvement. | Learner can fully use the appropriate register (formal or informal) at all times depending on the task and context given. Expressions and word choice are always contextually appropriate in terms of manners and politeness. |
| **W2.3** Edits the explanation by correcting the mistakes before publishing it. | Learner cannot edit the explanation by correcting the mistakes before publishing it correctly. | Learner can partially edit the explanation by correcting the mistakes before publishing it with some difficulty and needs improvement. | Learner can fully edit the explanation by correcting the mistakes before publishing it correctly and with no difficulty. |
| Links words, groups of words, sentences, paragraphs, and texts in a well-organized and logical manner. (Coherence and Cohesion) | Learner‘s production cannot show sense of coherence & cohesion. No sense in the organization of its content and use of discourse markers. | Learners' production can partially show a limited sense through the organization of its content and use of discourse markers. | Learner's production can fully show reasonable sense through the organization of its content and use of discourse markers. |
| Uses the appropriate register and politeness conventions according to the given context. (Sociolinguistic Appropriateness | Learner cannot use the appropriate register (formal or informal) for the task given. Expressions and word choice are contextually inappropriate in terms of manners, politeness and tactfulness. | Learner can partially use one register (formal or informal) without considering the context given. Expressions and word choice are sometimes contextually appropriate in terms of manners, politeness and tactfulness. Learner needs improvement. | Learner can fully use the appropriate register (formal or informal) at all times depending on the task and context given. Expressions and word choice are always contextually appropriate in terms of manners and politeness. |

\* Notice that Indicator W2.2.1 comes from Indicator W2.2, and that W2.2.1, W2.2.2, and W2.2.3 are subdivided from Indicator W2.2. The indicators in green were constructed to measure overall achievement in aspects related to pronunciation, fluency and sociolinguistic appropriateness. They must be present in all instruments related to Spoken Interaction, Spoken production and Written Production as required.

Propuesta elaborada por: Marianella Granados Sirias, Alfredo Ortega Cordero Asesores Nacionales de Inglés. Departamento de Tercer Ciclo y Educación Diversificada. Dirección de Desarrollo Curricular con colaboración de Sandra Araya Acuña, Juan Solano Navarro. Asesores Regionales de Inglés.



Sample Rubrics and Performance Scale for Summative Assessment Instruments and the Assessment Promotion Strategy

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Analytic Rubric**  High School:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_                                 Score:\_\_\_\_\_\_\_\_\_\_\_\_\_  Summative instrument                                                                  Total Points:  \_\_\_\_\_\_\_\_  Allotted Time: \_\_\_\_\_\_\_\_\_\_\_\_minutes       Gotten points: \_\_\_\_\_\_\_  Level: Eighth Grade Percentage: \_\_\_\_\_\_\_\_\_\_%  Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_          Obtained Percentage: \_\_\_\_\_\_\_\_\_\_\_\_  Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Student`s name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_                         Group:\_\_\_\_\_\_\_\_\_\_\_ | | | | | |
| **Scenario** | Let the Good Times Roll! | | | | |
| **Assessment Strategy** | R.4 Recognizes most of what occurs in a well-structured short story and the story´s main characters. | | | | |
| **Task** | Today is your birthday. Your best friend gave you a book with different short stories as a present. From the book, read the short story “A day I’ll never forget” and work on the following guide to make a summary for your mother.   * + - 1. Identify the setting of the story.       2. Name all characters in the story.       3. Describe each character of the story.       4. Identify the main conflict/problem of the story.       5. Recount some of the characters´ efforts.       6. Recount some of the characters´ obstacles.       7. Summarize the ending of the story. | | | | |
| **Indicator of Learning** | | **N/A** | **Achievement level** | | |
| **Not yet achieved**  **1** | **In process**  **2** | **Achieved**  **3** |
| R4.1 identifies setting in a well-structured short story. | |  | Learner cannot identify the setting in a well-structured short story correctly. | Learner can partially identify the setting in a well-structured short story with some difficulty and needs improvement. | Learner can fully identify the setting in a well-structured short story correctly and with no difficulty. |
| R4.2 names characters in a well-structured short story. | |  | Learner cannot name characters in a well-structured short story. | Learner can name some characters in a well-structured short story with some difficulty and needs improvement. | Learner can name all the characters in a well-structured short story correctly and with no difficulty. |
| R4.2 describes characters in a well-structured short story. | |  | Learner cannot describe characters in a well-structured short story. | Learner can partially describe some characters in a well-structured short story with some difficulty and needs improvement. | Learner can fully describe all the characters in a well-structured short story correctly and with no difficulty. |
| R4.3 identifies main conflict/problem in a well-structured short story. | |  | Learner cannot identify the main conflict/problem in a well-structured short story correctly. | Learner can partially identify the main conflict/problem in a well-structured short story with some difficulty and needs improvement. | Learner can fully identify the main conflict/problem in a well-structured short story correctly and with no difficulty. |
| R4.4 recounts some of the characters’ efforts in a well-structured short story. | |  | Learner cannot recount some of the characters’ efforts in a well-structured short story correctly. | Learner can partially recount some of the characters’ efforts in a well-structured short story with some difficulty and needs improvement. | Learner can fully recount all of the characters’ efforts in a well-structured short story correctly and with no difficulty. |
| R4.4 recounts some of the characters’ obstacles in a well-structured short story. | |  | Learner cannot recount some of the obstacles in a well-structured short story correctly. | Learner can partially recount some of the obstacles in a well-structured short story with some difficulty and needs improvement. | Learner can fully recount all of the obstacles in a well-structured short story correctly and with no difficulty. |
| R4.5 summarizes the ending in a well-structured short story. | |  | Learner cannot summarize the ending in a well-structured short story correctly. | Learner can partially summarize the ending in a well-structured short story with some difficulty and needs improvement. | Learner can fully summarize the ending in a well-structured short story correctly and with no difficulty. |

Propuesta elaborada por: Sandra Araya Acuña, Juan Solano Navarro. Asesores Regionales de Inglés y validada por Marianella Granados Sirias, Alfredo Ortega Cordero Asesores Nacionales de Inglés. Departamento de Tercer Ciclo y Educación Diversificada. Dirección de Desarrollo Curricular.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Oral Performance Scale-Sample (Oral Production)**  **Dos Cercas High School                                        Score:\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Summative instrument                                                                  Total Points:  \_\_\_\_\_\_\_\_**  **Allotted Time: \_\_\_\_\_\_\_\_\_\_\_\_minutes       Gotten points: \_\_\_\_\_\_\_**  **Level: Eighth Grade Percentage: \_\_\_\_\_\_\_\_\_\_%**  **Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_          Obtained Percentage: \_\_\_\_\_\_\_\_\_\_\_\_**  **Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Student`s name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_                         Group:\_\_\_\_\_\_\_\_\_\_\_** | | | | | | | |
| **Scenario:** | | **Something to Celebrate!** | | | | | |
| **Assessment Strategy** | | **SI.2.** Asks and answers about holidays and festivals in Costa Rica, Latin America and around the World. | | | | | |
| **Description of linguistic task** | | **Information exchange (2 minutes)**  You are participating in an international school summer camp. You were asked to talk about favorite holidays or celebrations around the world. Choose one and talk about when and where it is celebrated, special food, activities. Use pictures to talk about it and ask questions to the teacher or classmates. Answer a couple of questions from your teacher or classmates. | | | | | |
| **Indicators\*** | **Points per indicator** | |  | | | | |
| **N/A** | **1** | **2** | **3** | **4** |
| **Asks questions about holidays and festivals in Costa Rica, Latin America and around the World.** | 3 | |  | Asks questions about holidays and festivals in Costa Rica, Latin America and around the World with a lot of difficulty. The student fails to ask for most of the information (He/she cannot control memorized language structures (question patterns), so it is hard to be understood. | Asks questions about holidays and festivals in Costa Rica, Latin America and around the World appropriately sometimes. The student asks information about some of the elements.  He/she can partially control memorized language structures                (question patterns), to be somehow understood. | Asks questions about holidays and festivals in Costa Rica, Latin America and around the World appropriately and with ease. The student gets to ask for information about all the elements. He/she can consistently control basic language structures (question patterns) |  |
| **Answers questions about holidays and festivals in Costa Rica, Latin America and around the World.** | 4 | |  | Answers were incomplete He/she hardly answers questions about holidays and festivals in Costa Rica, Latin America and around the World appropriately when asked.  He/she cannot identify the question word and helping verb to provide an answer with control of memorized language structures (sentence patterns), so it is hard to be understood. | Answers were partially accomplished. He/she sometimes answers questions about holidays and festivals in Costa Rica, Latin America and around the World appropriately when asked. He/she can partially identify the question word and helping verb to provide an answer with control of memorized language structures (sentence patterns) to be somehow understood. | Answers were accomplished. Most of the time, he/she answers questions about holidays and festivals in Costa Rica, Latin America and around the World appropriately when asked.  He/she can identify question words, helping verb and basic language structures (sentence patterns) at most times. | Answers were successfully accomplished. He/she, at all times, answers questions about holidays and festivals in Costa Rica, Latin America and around the World appropriately when asked.  He/she can consistently identify question words, helping verb and basic language structures (sentence patterns) |
| **Gives information about holidays and festivals in Costa Rica, Latin America and around the World.** | 3 | |  | The task was incomplete He/she hardly gives information about holidays and festivals in Costa Rica, Latin America and around the World. He/she cannot control memorized language structures (sentence patterns), so it is hard to be understood | The task was partially accomplished. He/she somewhat gives information about holidays and festivals in Costa Rica, Latin America and around the World by either talking about the holiday or festival name or date of celebration. He/she can partially control memorized language structures  (sentence pattern), to be somehow understood | The task was successfully accomplished. He/she gives information about holidays and festivals in Costa Rica, Latin America and around the World by talking about when and where they are celebrated, special food, activities.  He/she can consistently control basic language structures (sentence patterns) |  |
| **\*Uses appropriate**  **communication**  **strategies (uses of facial expressions**  **and gestures, asks for repetition, indicates lack of understanding,**  **repeats words).** | 3 | |  | Fails in maintaining communication most of the time. Hard for him/her to use the communication strategies to overcome difficulties. | Makes use of some of the communication strategies to maintain communication going, but not all the time and inconsistently. | Makes use of many communication strategies to maintain communication going, which helps to keep the flow of the conversation | . |
| **\*Pronounces the target language correctly** | 3 | |  | Difficulty at understanding. Constant mistakes in pronunciation  (More than 4 mistakes) | Understandable at most times. Occasional mispronunciation; some consistent mistakes.  (3-4 mistakes) | Clear and smooth pronunciation at this level. Few sporadic deviations.  (1-2 mistakes) |  |
| **\*Stresses words and sentences correctly** | 2 | |  | Sometimes  stresses individual words correctly and uses appropriate intonation when forming sentences | Constantly stresses individual words correctly and uses appropriate intonation when forming sentences |  |  |
| **\*Speaks at a**  **normal speed** | 3 | |  | Carried out with hesitation that sometimes interferes with the message. Some long pauses to recall meaning. | Carried out adequately with some hesitation that seldom interferes with the message. Few short pauses to recall meaning. | Carried out with confidence. Sporadic short pauses to recall meaning. |  |
| **Total:** | 23 | |  |  |  |  |  |
| **Comments:** | | | | | | | |

**\*The indicators related to pronunciation, fluency and sociolinguistic appropriateness were constructed to measure overall achievement**. **They must be present in all instruments related to Spoken Interaction and Spoken production as required.**

Propuesta elaborada por: Marianella Granados Sirias y Alfredo Ortega Cordero. Asesores Nacionales de Inglés. **Departamento de Tercer Ciclo y Educación Diversificada. Dirección de Desarrollo Curricular, 2021.**

**References**

Curriculum Services Canada, A Guide to Reflective Practice for Core French Teachers, The Action-Oriented Approach. Module 3. Ministry of Education and the Government of Canada through the Department of Canadian Heritage.

Common European Framework of Reference for Languages: Learning, Teaching, Assessment (2003). Cambridge, U.K.: Press Syndicate of the University of Cambridge.

Common European Framework of Reference for Languages: Learning, Teaching, Assessment (2018). Cambridge, U.K.: Press Syndicate of the University of Cambridge.

Frade, L. (2009) Desarrollo de Competencias en Educación. Inteligencia Educativa. 2 edición (295-402)

Ministerio de Educación Pública (2021). Lineamientos técnicos para el proceso de evaluación, curso lectivo 2021. San José, Costa Rica: MEP.

Ministerio de Educación Pública (2021). Mediación Pedagógica para la Educación Combinada, curso lectivo 2021. San José, Costa Rica: MEP.

Ministerio de Educación Pública (2016). Programa de Estudio de Inglés Tercer Ciclo y Educación Diversificada Académico. San José, Costa Rica: MEP.

Ministerio de Educación Pública (2017). Programa de Estudio de Inglés Plan de Estudios Liceo Bilingüe Secciones Bilingües español –Inglés Tercer Ciclo. San José, Costa Rica: MEP.

Ministerio de Educación Pública (2020). Programa de Estudio de Inglés Plan de Estudios Liceo Bilingüe Secciones Bilingües español –Inglés Educación Diversificada. San José, Costa Rica: MEP.

https://www.orientacionandujar.es/2016/11/06/taxonomia-robert-marzano-verbos-recomendados-indicadores-niveles-cognitivos/