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Department of Third Cycle and
Diversified Education

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46

SUGGESTED INDICATORS OF LEARNING FOR THE
PEDAGOGICAL MEDIATION OF THE ENGLISH
CURRICULUM AT CINDEAS & IPECs

Module 46

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46

MODULE

teachers

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Mag. Marianella Granados Sirias,

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

Mag. Andrea Cruz Badilla

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

Validación

Camille Ann Campbell

Voluntaria de respuesta Cuerpo de Paz

Diseño de portada

Noelia González Cascante

Dirección de informática de Gestión
Dirección Regional de Educación Guápiles

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Presentation

This booklet provides English teachers of Module 46 with important information about suggested indicators of learning for the pedagogical mediation. This school year, teachers must write their own indicators. This document intends to be another resource that teachers can or might use as a reference to write their own indicators for planning and assessment. It includes a sample instrument for registering In -Class Progress and performance scales for oral exams. All the suggested indicators will help teachers to measure the goals, assessment strategies and the three learning strands (Learn to Know, Learn to Do, Learn to Be and Live in Community) set in the English curriculum when designing their lesson plans. As a result, learners can achieve the expected level of performance in the target language according to the CEFR. Remember to visit the resource site for in which you can find videos, audios, and the teacher's Guides for this module.

<https://recursos.mep.go.cr/2022/cindeas/>

<https://recursos.mep.go.cr/2022/cindeas/#documents>

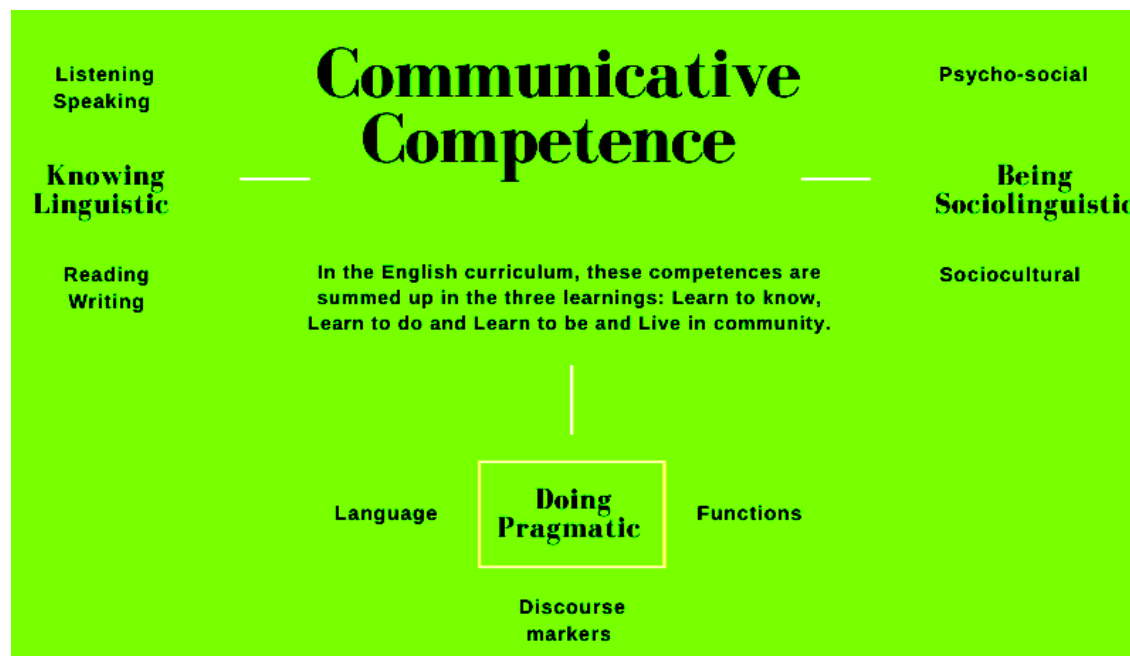
Aim of this document:

- a) To provide a list of indicators of learning per unit and for each linguistic competence for Module 46.

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 competences that are not language-specific, but learners use them when performing all kinds of actions including language activities.





INDICATORS OF LEARNING

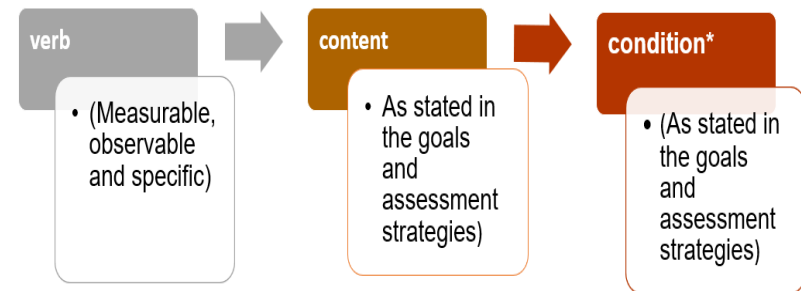
CEFR has different proficiency levels for each linguistic competence. In the English curriculum, these levels can be seen in the goals and the assessment strategies for each scenario. Measuring linguistic competences is an essential part of classroom assessment. It provides an objective, valid, reliable and meaningful balance to know what learners are achieving.

How can we make sure a learner is reaching the desired achievement level?

By constructing and using indicators of learning.



How do we write indicators?



* 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.



How many indicators do we write per assessment strategy?

- This actually depends on the complexity of the competence.
- There are some that only need one or two achievement indicators, others twice as much.
- There is no recipe that says how many indicators should be written for each competence.



How many achievement levels do we have? We have three levels: Achieved, In progress and Not yet achieved.

Not yet achieved: Learner cannot achieve the task.

In process: Learner can achieve the task with some difficulty and needs improvement.

Achieved: Learner can achieve the task without any difficulty.

How to use this document

- 1) Keep in mind that indicators have the following characteristics: measurable, observable and specific.
- 2) Indicators of learning are organized by unit, then by each assessment strategy from the curriculum.
- 3) 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.
- 4) Use indicators of learning throughout each unit to monitor students' progress and make the corresponding mediation changes if necessary.
- 5) The indicators of learning for each assessment strategy are arranged in sequential order for students to perform them appropriately.
- 6) Remember that the Pre-teaching Stage **must not** have indicators of learning. They are strictly related to the suggested mediation sequence for each linguistic competence.

How to incorporate the indicators of learning in your lesson plan

- a. While teaching (Oral Comprehension, Written Comprehension, Oral Production, Written Production), remember that there should be a connection between the goals, assessment strategies, indicators of learning, and pedagogical mediation for each competence.
- b. The written indicators for each assessment strategy and goal must be incorporated in your lesson plan. They are scaffolded to ensure the learner achieves the assessment strategy and ultimately develops competency.
- c. In the example below, with only one audio, all the indicators written for the assessment strategy were incorporated in the pedagogical mediation. This means you need to include all the indicators when planning, not only the ones you want to work with. They are written as small, essential steps that help to achieve the assessment strategy, the goal and finally to develop competency.
- d. See the following example to integrate the indicators to your lesson plans.

<p>Learner...</p> <p>L.1. distinguishes the main points and the important details of audio recordings.</p>	<p>Learner can ...</p> <p>L.1. understand the main points and the important details of audio recordings provided standard language is used regarding ingredients for healthy living, positive attitude, plans for success, and stories of successful people.</p>	<p style="text-align: center;"><u>Oral Comprehension</u></p> <p>Pre-listening Learners match words with their corresponding meaning in a copy given by the teacher. She/he explains that those words are going to be found in the next listening activity. Teacher asks learners for the pronunciation of the words and reinforces it if necessary. Teacher explains that they are going to listen to a conversation between a man and his wife, and they have to pay attention to what they are talking about.</p> <p>Pre listening Column A contains words from the next listening activity and Column B contains their corresponding definition. Match definitions in Column B with their corresponding word in Column A.</p> <table border="0" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">Column A</th> <th style="text-align: center;">Column B</th> </tr> </thead> <tbody> <tr> <td>cardiovascular system (<i>noun</i>) ()</td> <td>1. a word showing disbelief</td> </tr> <tr> <td>fridge (<i>noun</i>) ()</td> <td>2. begin or start</td> </tr> <tr> <td>hon (<i>pronoun</i>): ()</td> <td>3. a medical examination</td> </tr> <tr> <td>cut back on (<i>phrasal verb</i>): ()</td> <td>4. short for "refrigerator"</td> </tr> <tr> <td>take up (<i>phrasal verb</i>): ()</td> <td>5. your body's blood circulation system including your heart, veins, and arteries</td> </tr> <tr> <td>physical (<i>noun</i>) ()</td> <td>6. short for "honey"</td> </tr> <tr> <td>Humph (exclamation) ()</td> <td>7. to reduce</td> </tr> </tbody> </table> <p>Learners compare answers and teacher checks them out loud.</p> <p>Listening for the first time Learners listen to a conversation taken from https://www.esl-lab.com/intermediate/healthy-lifestyle/. Teacher can download the audio from https://www.esl-lab.com/quizzes/healthylifestyle-cloze.htm Learners listen to the conversation for the first time and complete the following</p>	Column A	Column B	cardiovascular system (<i>noun</i>) ()	1. a word showing disbelief	fridge (<i>noun</i>) ()	2. begin or start	hon (<i>pronoun</i>): ()	3. a medical examination	cut back on (<i>phrasal verb</i>): ()	4. short for "refrigerator"	take up (<i>phrasal verb</i>): ()	5. your body's blood circulation system including your heart, veins, and arteries	physical (<i>noun</i>) ()	6. short for "honey"	Humph (exclamation) ()	7. to reduce	<p style="text-align: center;">5'</p> <p style="text-align: center;">5'</p> <p style="text-align: center;">5'</p> <p style="text-align: center;">5'</p>
Column A	Column B																		
cardiovascular system (<i>noun</i>) ()	1. a word showing disbelief																		
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Humph (exclamation) ()	7. to reduce																		

<p><u>Indicator of learning:</u></p> <p>L.1.1 Gets main points of audio recordings about healthy living.</p>		<p>statements.</p> <p>Listen to the conversation and complete the statements.</p> <p>The man wants to _____.</p> <ul style="list-style-type: none"> <input type="checkbox"/> join a soccer club <input type="checkbox"/> run a mountain marathon <input type="checkbox"/> try out for the company basketball team <p>The woman is worried that _____.</p> <ul style="list-style-type: none"> <input type="checkbox"/> her husband's health isn't good <input type="checkbox"/> the man works too much <input type="checkbox"/> her husband is becoming a fitness freak <p>First, the woman suggests that her husband _____.</p> <ul style="list-style-type: none"> <input type="checkbox"/> visit with a fitness trainer <input type="checkbox"/> start with light workouts <input type="checkbox"/> see a doctor <p>Her husband should _____.</p> <ul style="list-style-type: none"> <input type="checkbox"/> consume less salt <input type="checkbox"/> eat more protein <input type="checkbox"/> eat less fatty foods <p>The man's wife recommend cycling because it _____.</p> <ul style="list-style-type: none"> <input type="checkbox"/> helps develop mental toughness <input type="checkbox"/> is good for improving muscle tone <input type="checkbox"/> helps strengthen the heart <p>Pair /Group feedback: Learners share answers with the rest of the class.</p> <p>With the information they got from the audio, learners, in pairs, have to choose the topic of the conversation. Teacher writes on the board the three options.</p> <ul style="list-style-type: none"> • My wife's recommendations • Recommendations to be a fitness freak • Loving diet and exercise <p>Orally, learners should give at least two supporting details that helped them to choose that topic.</p> <p>Pair/Group feedback: Learners share answers with the rest of the class.</p>	<p>10'</p> <p>22'</p>
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L.1.2 Recognizes the topic of the conversation about recommendations to get a healthy lifestyle.

L.1.3 Identifies some supporting details in audio recordings about healthy living.

L.1.4 Identifies key words in audio recordings about healthy living.

Listening for the second time

Learners listen to the conversation again and fill in all the missing words below.

Listening for the Second time.

Listen to the conversation again and fill in all the missing words below.

Man: Honey, the basketball game is about to _____. And could you bring some chips and a bowl of ice cream? And . . . uh . . . a slice of _____ from the **fridge**.

Woman: Anything else?

Man: Nope, that's all for now. Hey, **hon**, you know, they're organizing a company basketball team, and I'm thinking about joining. What do you think?

Woman: **Humph**

Man: "Humph" What do you mean "Humph." I was the star _____ in high school.

Woman: Yeah, twenty-five years ago. Look, I just don't want you having a heart attack running up and down the court.

Man: So, what are you suggesting? _____ I just **abandon** the idea? I'm not that **out of shape**.

Woman: Well . . . you ought to at least have a **physical** before you begin. I mean, it HAS been at least _____ years since you played at all.

Man: Well, okay, but . . .

Woman: And you need to watch your diet and **cut back on** the fatty foods, like ice cream. And you should try eating more fresh _____ and _____.

Man: Yeah, you're probably right.

Woman: And you should _____ a little weight training to strengthen your muscles or perhaps try cycling to build up your **cardiovascular system**. Oh, and you need to go to _____ early instead of watching TV half the night.

Man: Hey, you're starting to sound like my personal _____ instructor!

Woman: No, I just love you, and I want you to be around for a long, long time.

Learners check answers with their elbow partner.

Post-listening

Learners are asked to think about three things they need to change right now to have a healthy lifestyle. They should write their ideas on a piece of paper and stick it on the wall (as a reminder of things that need to be changed)

25'

5

I Period**Scenario: Here I Am!**

Assessment Strategies	Indicators of Learning	
L.1. identifies basic greetings, farewells and common expressions of politeness.	L1.1	Identifies basic greetings and farewells from an aural/oral prompt.
	L1.2	Identifies common expressions of politeness from an aural/oral prompt.
L.2. discriminates classroom language within oral utterances.	L2.1	Distinguishes among basic classroom expressions from aural/oral prompt.
L.3. recognizes simple personal questions when they hear them.	L.3.1	Recognizes simple personal information questions from aural/oral prompt
R.1. identifies brief, simple instructions if encountered in similar form.	R.1	Identifies brief, simple instructions if encountered in similar form.
R.2. discriminates English language sounds.	R2.1	Discriminates English language sounds.
R.3. recognizes some expressions and the main information in texts (heard or read) with instructional support.	R3.1	Recognizes some expressions on posters, brochures, signs, invitations, and simple texts.
	R3.2	Recognizes main information in on posters, brochures, signs, invitations, and simple texts.
SI.1. spells out words.	SI.1.1	Spells out words correctly.

I Period		
Scenario: Here I Am!		
Assessment Strategies	Indicators of Learning	
SI.2. uses basic greeting and leave-taking expressions, farewell, and politeness and basic classroom language.	SI.2.1	Recognizes and responds appropriately to basic greetings and farewells.
	SI.2.2	Recognizes and responds appropriately to basic classroom language.
SI.3. asks personal information to others.	SI.3.1	Asks and answers spoken personal information questions.
SP.1. introduces him/herself providing personal information	SP.1.1	Investigates and determines the appropriate information and visuals for a personal introduction in an oral presentation.
	SP.1.2	Organizes the information and visuals for a personal introduction in an oral presentation.
	SP.1.3	Constructs sentences with the information and the appropriate linkers or connecting words for a personal introduction in an oral presentation.
	SP.1.4	Introduces themselves in a well-organized oral presentation.
SP.2. describes his/her family simply.	SP2.1	Investigates and determines the appropriate information to describe their family.
	SP2.2	Organizes the information and resources to describe their family.
	SP2.3	Constructs sentences with the information and the appropriate linkers or connecting words to describe their family.
	SP2.4	Orally describes their family using prepared sentence frames.

I Period		
Scenario: Here I Am!		
Assessment Strategies	Indicators of Learning	
W.1. writes labels on familiar objects in a picture or diagram.	W.1.1	Labels familiar objects in a picture or diagram.
W.2. writes straightforward information about him/herself in short sentences.	W.2.1	Prewrites ideas about personal information.
	W.2.2	Drafts personal information sentences using sentence frames and appropriate linkers or connecting words.
	W.2.3	Revises personal information sentences with a focus on content and checking for errors in subject-verb agreement, capitalization, spelling, and basic punctuation).
	W.2.4	Edits the sentences before publishing them.

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I Period
Scenario: Enjoying Life

Assessment Strategies	Indicators of Learning	
L1. identifies the sound of words heard in context.	L1.1	Identifies the sound of words heard in context.
L2. distinguishes simple phrases about daily routines, eating habits, hobbies and hanging out activities.	L2.1	Distinguishes among simple phrases about daily routines, eating habits, hobbies and hanging out activities.
R.1. recognizes by manipulating English language sounds using knowledge in phonics, syllabification and word parts.	R1.1	Recognizes targeted sounds in words.
	R1.2	Articulates targeted sounds.
	R1.3	Produces targeted sounds in simple sentences.
R.2. recognizes the main information on posters, brochures, signs, and invitations.	R2.1	Recognizes the topic on posters, brochures, signs, and invitations.
	R2.2	Recognizes specific details on posters, brochures, signs, and invitations.
R.3. distinguishes brief, simple instructions and some expressions if encountered previously in the same or similar form.	R3.1	Recognizes simple instructions in texts.
	R3.2	Differentiates among instructional expressions in texts.
SI.1. asks and answers in a predictable pattern simple questions about daily routines, eating	SI.1.1	Uses information questions to ask simple questions about daily routines, eating habits, hobbies and hanging out activities.

I Period
Scenario: Enjoying Life

Assessment Strategies	Indicators of Learning	
habits, hobbies and hanging out activities if the other person speaks slowly and clearly.	SI.1.2	Constructs short sentences to answer information questions about daily routines, eating habits, hobbies and hanging out activities.
SI.2. expresses when he /she does not understand.	SI.2.1	Communicates lack of comprehension using simple phrases and memorized patterns. Ex. I don't understand. Can you repeat again, please?
S.P.1. describes how he/she enjoys life by using simple standard expressions.	SP1.1	Investigates and determines the appropriate information to describe how they enjoy life.
	SP1.2	Constructs sentences by using sentence frames and the appropriate linkers or connecting words to describe how they enjoy life.
	SP1.3	Orally describes how they enjoys life.
W1. writes labels on familiar objects in a picture or diagram.	W1.1	Writes labels on familiar objects in a picture or diagram.
W2. writes straightforward information about themselves in short simple sentences or provides that information on a questionnaire.	W2.1	Prewrites personal information sentences ideas about habits, hobbies, and enjoying life.
	W2.2	Drafts personal information sentences about habits, hobbies, and enjoying life using sentence frames and the appropriate linkers or connecting words.

I Period		
Scenario: Enjoying Life		
Assessment Strategies	Indicators of Learning	
	W2.3	Revises the personal information sentences with a focus on content and checking for errors in subject-verb agreement, capitalization, spelling, and basic punctuation.
	W2.4	Edits the sentences or the information in the questionnaire before publishing them.

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I Period

Scenario: Getting Back to Nature

Assessment Strategies	Indicators of Learning	
L.1. identifies instructions for games and follows teacher or students' modeling of the activity.	L1.1	Identifies and follows teacher's or student's instructions for games.
L.2. recognizes some isolated vocabulary, terms, and main ideas from specific subject areas.	L2.1	Recognizes targeted terms in oral advertisements or conversations.
	L2.2	Recognizes the main idea and specific details in oral advertisements or conversations.
L.3. recognizes specific information about natural beauties and wonders.	L3.1	Identifies the topic in oral texts about natural beauties and wonders.
	L3.2	Recognizes specific information in oral texts about natural beauties and wonders.
R.1. identifies English language sounds using knowledge in phonics, syllabification and word parts.	R1.1	Recognizes targeted sounds in words.
	R1.2	Articulates the targeted sounds.
	R1.3	Produces the targeted sound in sentences in an oral or written form.
R.2. identifies key words related to nature in texts.	R2.1	Identifies key words related to nature in texts.
R.3. recognizes main ideas in texts.	R3.1	Recognizes the topic in texts about natural beauties and wonders when accompanied by illustrations.

I Period

Scenario: Getting Back to Nature

Assessment Strategies	Indicators of Learning	
	R3.2	Recognizes the main ideas in texts about natural beauties and wonders when accompanied by illustrations.
R.4. recognizes specific details in texts accompanied by illustrations.	R4.1	Identifies the topic in texts related to natural beauties and wonders when accompanied by illustrations.
	R4.2	Recognizes specific details in texts related to natural beauties and wonders when accompanied by illustrations.
SI.1. talks about tours and plans briefly.	SI1.1	Briefly discusses a simple tour or place to visit using sentence frames and key words.
	SI1.2	Briefly discusses plans for the tour or place to visit using sentence frames and key words.
SI.2. asks somebody to repeat what he or she said more slowly.	SI.2.1	Asks for repetition and clarification using simple phrases and memorized patterns.
SI.3. asks people for information related to places, tours and plans.	SI3.1	Formulates basic yes/no questions to ask about places, tours and plans.
	SI3.2	Formulates basic wh- questions to get information about places, tours and plans.
SP.1. provides basic information about favorite natural beauties in the country and wonders all over the world.	SP1.1	Orally shares information about natural beauties in the country by using sentence frames, key words and the appropriate linkers or connecting words.

I Period		
Scenario: Getting Back to Nature		
Assessment Strategies	Indicators of Learning	
SP.2. describes what he/she likes about places and tours.	SP2.1	Investigates and determines the appropriate information to describe a favorite place or a tour.
	SP2.2	Organizes the information and resources to describe a place or a tour by using sentence frames and the appropriate linkers or connecting words.
	SP2.3	Orally describes the location, transportation, activities, prices and any other important information of different places or tours.
W.1. completes gapped sentences using a word list of familiar words.	W1.1	Completes sentences by using the appropriate word according to the context.
W2. writes simple descriptions on traveling places and making plans, checking written sentences to look for mistakes (e.g., subject-verb agreement, capitalization, spelling, and basic punctuation).	W2.1	Prewrites ideas for a description about a place, tour or plan using sentence frame and key words.
	W2.2	Drafts a description about a place, tour or plan using the appropriate linkers or connecting words.
	W2.3	Revises the description sentences with a focus on content and checking for errors in subject-verb agreement, capitalization, spelling, and basic punctuation).
	W2.4	Edits the description before publishing it.

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I Period
Checking Things of the Shopping List

Assessment Strategies	Indicators of Learning	
L.1. identifies specific information when communicated to directly, provided something is already known about the subject, and when the speech is accompanied by pictures or drawings.	L.1.1	Identifies the topic and key words in conversations about shopping for groceries and clothing when accompanied by pictures or drawings.
	L.1.2	Identifies specific details in conversations about shopping for groceries and clothing when accompanied by pictures or drawings.
L.2. recognizes what is being said about shopping for groceries and clothing.	L.2.1	Recognizes key words and specific details in conversations about shopping for groceries and clothing.
L.3. recognizes most of a story when read slowly and accompanied by pictures.	L.3.1	Recognizes the setting of a story when read slowly and accompanied by pictures.
	L.3.2	Recognizes the characters of a story when read slowly and accompanied by pictures.
	L.3.3	Recognizes the problem of a story when read slowly and accompanied by pictures.
	L.3.4	Recognizes the ending of a story when read slowly and accompanied by

I Period
Checking Things of the Shopping List

Assessment Strategies	Indicators of Learning	
		pictures.
R.1. identifies English-language sounds using knowledge in phonics, syllabification, and word parts.	R1.1	Recognizes targeted sounds in words.
	R1.2	Articulates the targeted sounds.
	R1.3	Produces the targeted sounds in sentences in an oral or written form.
R.2. recognizes previously encountered parts of words, prefixes, and suffixes.	R.2.1	Demonstrates recall of previously studied root word, prefixes, and suffixes in words.
R.3. distinguishes information related to groceries and clothing in posters, ads, catalogues and everyday signs and short texts.	R.3.1	Identifies key words in each part of the posters, ads, catalogues and everyday signs and short texts.
	R.3.2	Finds specific details (price, size, quantity, and other characteristics) in each part of the in posters, ads, catalogues and everyday signs and short texts.
SI.1. asks and tells others his/her desires about shopping prices, size and where to get things.	SI.1.1	Formulates basic yes/no questions and wh- questions to ask others about desires regarding shopping prices, size and where to get things.
	SI.1.2	Interacts with others to discuss shopping prices, size and where to get things.
SI.2. asks somebody to speak more slowly when needed.	SI.2.1	Asks speaker to adjust speed using simple phrases and memorized patterns.

I Period
Checking Things of the Shopping List

Assessment Strategies	Indicators of Learning	
SI.3. buys things in shops by pointing or other gestures that can support what he/she says.	SI.3.1	Asks for groceries, clothing or food at a store using short phrases and nonverbal cues.
	SI.3.2	Asks for prices, using short phrases and nonverbal cues.
	SI.3.4	Asks for different payment options to buy groceries, clothing or food using short phrases and nonverbal cues.
SI.4. uses simple numbers in everyday conversations. (e.g. prices)	SI.4.1	Asks for prices to get groceries, clothing, or food at a store
SP.1. gives basic information about shopping preferences and prices. (e.g. favorite clothing, favorite shops).	SP.1.1	Investigates and determines the appropriate information to give basic information about shopping preferences and prices in a presentation.
	SP.1.2	Organizes the information and resources to give basic information about shopping preferences and prices in a presentation by using sentence frames and the appropriate linkers or connecting words.
	SP.1.3	Constructs sentences to give basic information about shopping preferences and prices in a presentation by using sentence frames and the appropriate linkers or connecting words.
	SP.1.4	Orally presents basic information about shopping preferences and prices.
SP.2. describes shopping items	SP.2.1	Investigates and determines the appropriate information to describe shopping

I Period
Checking Things of the Shopping List

Assessment Strategies	Indicators of Learning	
using simple words and sentence frames. (For example: their size, color, material, price).		items using simple words and sentence frames.
	SP.2.2	Organizes the information and resources to describe shopping items by using sentence frames and the appropriate linkers or connecting words.
	SP.2.3	Constructs sentences to describe shopping items by using sentence frames and the appropriate linkers or connecting words.
	SP.2.4	Orally describes shopping items using simple words and sentence frames.
W.1. writes simple descriptions of shopping lists and budget charts (e.g., I need some milk.)	W.1.1	Prewrites ideas for a description of shopping lists and budget charts using sentence frames.
	W.1.2	Drafts a description of shopping lists and budget charts using the appropriate linkers or connecting words.
	W.1.3	Revises the descriptions with a focus on content and checking for errors in subject-verb agreement, capitalization, spelling, and basic punctuation.
	W.1.4	Edits the description before publishing it.
W.2. writes short, simple texts about shopping at grocery stores, clothing stores and supermarkets, checking written sentences to look for mistakes (e.g., subject-verb	W.2.1	Prewrites ideas for a short, simple text about shopping at grocery store, clothing stores and supermarkets.
	W.2.2	Drafts sentences for a short, simple text about shopping at grocery store, clothing stores and supermarkets using the appropriate linkers or connecting words.

I Period		
Checking Things of the Shopping List		
Assessment Strategies	Indicators of Learning	
agreement, capitalization, spelling, basic punctuation etc.).	W.2.3	Revises a short, simple text with a focus on content and checking for errors in subject-verb agreement, capitalization, spelling, and basic punctuation.
	W.2.4	Edits a short, simple text before publishing it.

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II Period		
Let's Celebrate Costa Rican Culture		
Assessment Strategies	Indicators of Learning	
L.1. identifies basic phrases that denote facts about Costa Rican culture.	L.1.1	Identifies key words and basic phrases that denote facts about Costa Rican culture in conversations.
L.2. recognizes pieces of short information about holidays and celebrations.	L.2.1	Recognizes specific details in pieces of short information about holidays and celebrations in conversations.
L.2.1 recognizes what is being said about holidays and celebrations.	L.2.1.1	Recognizes the gist or basic summary of what is being said about holidays and celebrations in conversations.
R.1. identifies and manipulates English language sounds using knowledge in phonics, syllabification and word parts.	R1.1	Recognizes targeted sounds in words.
	R1.2	Articulates the targeted sounds.
	R1.3	Produces the targeted sound in sentences in an oral or written form.
R.2. recognizes vocabulary and important information on basic promotional material. (e.g., date, place and activities, on poster).	R.2.1	Recognizes key words on basic promotional material such as posters.
	R.2.2	Recognizes specific details on basic promotional material such as posters.
R.3. discriminates straightforward information, words and expressions on Costa Rican culture.	R.3.1	Labels pictures with words related to Costa Rican culture.
	R.3.2	Recognizes expressions on Costa Rican culture in texts.
	R.3.3	Locates straightforward information on Costa Rican culture in texts.

II Period		
Let's Celebrate Costa Rican Culture		
Assessment Strategies	Indicators of Learning	
SI.1. answers simple questions using individual words, expressions, or short sentences.	SI.1.1	Uses individual words, expressions, or short sentences to answer questions about holidays and celebrations, orally.
SI.2. asks for specific information regarding holidays and celebrations.	SI.2.1	Formulates yes/no questions to ask for specific information regarding holidays and celebrations.
	SI.2.2	Formulates wh- questions to ask for specific information regarding holidays and celebrations.
SI.3. interacts using basic language.	SI.3.1	Interacts with others to exchange feelings and opinions regarding holidays and celebrations.
SP.1. talks about celebrations and holidays in Costa Rica briefly.	SP2.1	Investigates and determines the appropriate information and illustrations to talk about celebrations and holidays in Costa Rica briefly.
	SP2.2	Organizes the information and illustrations to talk about celebrations and holidays in Costa Rica briefly.
	SP2.3	Constructs sentences with the information and the appropriate linkers or connecting words about celebrations and holidays in Costa Rica.
	SP2.4	Describes celebrations and holidays in Costa Rica briefly using sentence frames and illustrations.
SP.2. very simply describes how he/she	SP2.1	Investigates and determines the appropriate information to very simply

II Period

Let's Celebrate Costa Rican Culture

Assessment Strategies	Indicators of Learning	
<p>celebrates holidays and special occasions and inquiries about others.</p>		describe how he/she celebrates holidays and special occasions
	SP2.2	Organizes the information and resources to very simply describes how he/she celebrates holidays and special occasions.
	SP2.3	Constructs sentences with the information and the appropriate linkers or connecting words to describe how he/she celebrates holidays and special occasions.
	SP2.4	Describes how he/she celebrates holidays and special occasions using sentence frames and inquiries about others.
<p>W.1. completes gapped sentences using a word list.</p>	W.1.	Identifies the appropriate words to complete gapped sentences by using context clues.
<p>W.2. writes simple descriptions of holidays and celebrations.</p>	W2.1	Prewrites a list of ideas for a simple description of a holiday or a celebration.
	W2.2	Drafts a simple description of a holiday or a celebration using the appropriate linkers or connecting words.
	W2.3	Revises the description with a focus on content and checking for errors in subject-verb agreement, capitalization, content, spelling, basic punctuation.
	W2.4	Edits the description by correcting mistakes before publishing.

II Period		
Let's Celebrate Costa Rican Culture		
Assessment Strategies	Indicators of Learning	
W.2. writes cards for a holiday.	W2.1	Prewrites a list of ideas for a card to give on a holiday.
	W2.2	Drafts a card to give on a holiday using the appropriate linkers or connecting words.
	W2.3	Revises a card to give on a holiday with a focus on content and checking subject-verb agreement, capitalization, content, spelling, basic punctuation and content.
	W2.4	Edits a card to give on a holiday by correcting mistakes before publishing.
W.2. writes invitations for a celebration.	W2.1	Prewrites a list of ideas for an invitation.
	W2.2	Drafts an invitation using the appropriate linkers or connecting words.
	W2.3	Revises an invitation with a focus on content and checking subject-verb agreement, capitalization, content, spelling, basic punctuation, and content.
	W2.4	Edits an invitation before publishing.

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II Period

Getting from Here to There

Assessment Strategies	Indicators of Learning	
L.1. follows simple directions on how to get from one place to another, on foot or by public transport.	L1. 1	Follows simple directions on how to get from one place to another, on foot or by public transport in conversations.
L.2. recognizes figures given in clear announcements, for example at the airport or at a bus station.	L.2.1	Recognizes numbers given in clear announcements, for example at the airport or at a bus station.
L.2. recognizes times given in clear announcements, for example at the airport or at a bus station.	L.2.2	Recognizes times given in clear announcements, for example at the airport or at a bus station.
L.3. recognizes instructions for games and follows teacher/students' modeling of the activity.	L.3.1	Identifies key words in game's instructions.
	L.3.2	Reproduces the instruction by following teacher/students' modeling of the activity.
L.4. recognizes the main idea of presentations related to places, goods and services.	L.4.1	Recognizes the main ideas of presentations related to places, goods and services.
R.1. labels diagrams with appropriate pieces of familiar goods and services.	R1.1	Labels diagrams with appropriate pieces of familiar goods and services.

II Period		
Getting from Here to There		
Assessment Strategies	Indicators of Learning	
R.2. identifies English language sounds using knowledge in phonics, syllabification and word parts.	R2.1	Recognizes targeted sounds in words.
	R2.2	Articulates the targeted sounds.
	R2.3	Produces targeted sounds in sentences in an oral or written form.
R.3. recognizes familiar names of places, goods and services in short and simple texts.	R3.1	Recognizes familiar names of places, goods and services in short and simple texts.
R.4. recognizes main ideas of text when accompanied by illustrations.	R4.1	Recognizes the gist in texts about places, goods and services when accompanied by illustrations.
SI.1.1 expresses preferences about places to visit.	S.1.1	Orally expresses preferences about places to visit, orally. For example: My favorite place is.., I like ..., I love I prefer..., I don't like
SI.1 expresses preferences about ways to move around.	SI.1.1	Orally expresses preferences about ways to move around.
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.2.1	Formulates yes/no questions to ask about places, where they are and how to get to them if they are articulated slowly and clearly
	SI.2.2	Correctly formulates wh- questions to ask about places, where they are and how to get to them.
	SI.2.3	Interacts by making complete sentences to answer what is being asked about

II Period

Getting from Here to There

Assessment Strategies	Indicators of Learning	
		places, where they are and how to get to them.
<p>SP.1. uses simple words to tell where a place is and ways to get there.</p>	SP.1.1	Investigates and determines the appropriate information to tell where a place is and ways to get there.
	SP.1.2	Tells where a place is and ways to get there.
<p>SP.2. describes places and ways to move around (towns, holiday resorts, car, plane, and bike).</p>	SP2.1	Investigates and determines the appropriate information to describe places and ways to move around (towns, holiday resorts, car, plane, and bike).
	SP2.2	Organizes the information and resources to describe places and ways to move around (towns, holiday resorts, car, plane, and bike).
	SP2.3	Constructs complete sentences to describe places and ways to move around (towns, holiday resorts, car, plane, and bike).
	SP2.4	Describes places and ways to move around (towns, holiday resorts, car, plane, and bike) using sentence frames.
<p>SP.3. describes briefly weekend or holiday plans.</p>	SP3.1	Investigates and determines the appropriate information to describe briefly weekend or holiday plans.
	SP3.2	Organizes the information and resources to describe briefly weekend or holiday plans.

II Period		
Getting from Here to There		
Assessment Strategies	Indicators of Learning	
	SP3.3	Constructs complete sentences to describe briefly weekend or holiday plans.
	SP3.4	Briefly describes weekend or holiday plans using sentence frames.
W.1. fills in a hotel registration form with personal details.	W1.1	Fill in a hotel registration form with personal details.
W.2. writes simple descriptions of places (e.g., location, direction, activities)	W2.1	Prewrites a list of ideas for a simple description of a place. (e.g., location, direction, activities)
	W2.2	Drafts a simple description of a place. (e.g., location, direction, activities) using the appropriate linkers or connecting words.
	W2.3	Revises the description with a focus on subject-verb agreement, capitalization, content, spelling, basic punctuation.
	W2.4	Edits the description before publishing.

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II Period		
Scenario: My High School...Our place		
Assessment Strategies	Indicators of Learning	
L.1. identifies others' expressions of interests regarding school activities (e.g. likes and dislikes, indicating preferences about subjects and school activities).	L1.1	Identifies expressions of interest related to likes and dislikes about subjects in conversations.
	L1.2	Identifies expressions of interest related to preferences in school activities.
L.2. recognizes short, clear and simple instructions and explanations when delivered slowly.	L2.1	Recognizes short, clear, and simple instructions learners need to follow regarding the schedule at school.
	L2.2	Recognizes short, clear, and simple explanations or descriptions regarding a schedule at school.
L.3. recognizes the main points in short, simple stories.	L3.1	Recognizes specific details in short simple stories.
R.1. identifies English language sounds.	R1.1	Recognizes targeted sounds in words.
	R1.2	Articulates long vowel sounds.
	R1.3	Produces dialogues/rhymes in an oral or written form.

II Period

Scenario: My High School...Our place

Assessment Strategies	Indicators of Learning	
R.2. discriminates important information in simple texts.	R2.1	Decodes the main idea and specific details to answer questions about school activities and schedules.
R.3. extracts the gist of short articles and ads in age-appropriate magazines (print and/or electronic).	R3.1	Identifies the topic of short articles and ads in age- appropriate magazines.
	R3.2	Recognizes the writer's message in short articles and ads in age- appropriate magazines.
SI.1. expresses common interests about school life.	SI1.1	Formulates questions related to common interests about school life in short conversations.
	SI1. 2	Answers questions related to common interests about school life in short conversations.
SI.2. says what exactly he/she does not understand and asks simply for clarification.	SI.2.1	Expresses lack of understanding using survival language, orally. Ex. I don't understand. Can you repeat again, please?
SI.3.1 asks and answers straightforward questions in familiar situations.	SI3.1.1	Formulates yes/no and wh- questions to ask for familiar situations about school life.

II Period

Scenario: My High School...Our place

Assessment Strategies	Indicators of Learning	
	SI3.1.2	Answers yes/no and wh- questions related to familiar situations about school life.
SP.1. Describes common interests about school activities, the subjects and schedules he or she has at school.	SP.1.1	Investigates and determines the appropriate information to describe common interests about school activities, subjects, and schedules.
	SP1.2	Organizes the information and resources to describe common interests about school activities, subjects, and schedules.
	SP1.3	Makes sentences with the information and the appropriate linkers or connecting words to provide a clear and complete description of common interests about school activities, subjects, and schedules.
	SP1.4	Describes common interests about school activities, subjects, and schedules.
SP.2. explains high school through his/her friends/ peers briefly.	SP2.1	Investigates and determines information to briefly explain high school through their friends/ and peers.
	SP2.2	Organizes information and resources to briefly explain high school through friends/ and peers.

II Period**Scenario: My High School...Our place**

Assessment Strategies	Indicators of Learning	
	SP2.3	Constructs sentences with information, resources and the appropriate linkers or connecting words to briefly explain high school through a friend's eyes.
	SP2.4	Relates brief, explanatory description of school preference.
W.1. writes simple notices expressing interests, wants and preferences, either by hand or electronically.	W1.1	Prewrites simple sentences in a notice about interests, wants and preferences.
	W1.2	Drafts a simple notice that includes heading (eye catcher) body (short sentences using key words and sentence frames, authority or contact person (person's name, phone, and e-mail) and the appropriate linkers or connecting words.
	W1.3	Revises the notice by checking written sentences to look for mistakes related to subject-verb agreement, capitalization, spelling, and basic punctuation) and content.
	W1.4	Edits the notice by correcting the mistakes before publishing it.
W.2. writes an explanation of what they	W2.1	Prewrites simple sentences about school day activities.

II Period		
Scenario: My High School...Our place		
Assessment Strategies	Indicators of Learning	
do every day at school, with the help of illustrations.	W2.2	Drafts an explanation about school day activities that includes a general statement and descriptive details. Includes an illustration and the appropriate linkers or connecting words.
	W2.3	Revises the explanation by checking content and for mistakes related to subject-verb agreement, capitalization, spelling, and basic punctuation.
	W2.4	Edits the explanation before publishing it.

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II Period

Scenario: Let the Good Times Roll!

Assessment Strategies	Indicators of Learning	
<p>L.1. recognizes isolated, familiar words and phrases when listening to clear, slow, and basic text read aloud.</p>	L.1.1	Recognizes familiar words and phrases in texts read aloud.
<p>L.2. recognizes important information from audio texts (e.g., sports announcements, sports scores) provided the message is delivered clearly.</p>	L2.1	Recognizes important information to complete sentences with keywords about sports.
<p>L.3. extracts the most important points in a straightforward conversation, story, account or presentation accompanied by drawings and/or diagrams.</p>	L3.1	Extracts the main idea and specific details in a conversation or story accompanied by drawings and/or diagrams about sports or sports announcements.
<p>R.1. identifies English language sounds using knowledge in phonics, syllabification and word parts.</p>	R1.1	Recognizes targeted sounds in words.
	R1.2	Articulates the targeted sounds.
	R1.3	Produces the targeted sound in sentences or dialogues in an oral or written form.

II Period

Scenario: Let the Good Times Roll!

Assessment Strategies	Indicators of Learning	
R.2. discriminates some key terminology from subject areas (e.g., labels on sports equipment).	R2.1	Identifies sports equipment by using illustrations.
R.3. recognizes the main idea and two or three specific details.	R3.1	Identifies main ideas in texts written in simple language.
	R3.2	Distinguishes specific details in texts written in simple language.
R.4. recognizes most of what occurs in a well-structured short story and the story's main characters.	R4.1	Identifies the setting in a well-structured short story.
	R4.2	Identifies the characters in a well-structured short story.
	R4.3	Recognizes the main conflict/problem in a well-structured short story.
	R4.4	Recognizes the ending in a well-structured short story.
SI.1. invites others to practice or attend different sports.	SI.1.1	Makes an invitation to a friend or classmate related to sports
	SI.1.2	Provides invitation details such as the time, place, people present at the activity and phrase of invitation (e.g. You should come!)
SI.2. exchanges information about everyday matters using simple vocabulary.	SI.2.1	Gives information about everyday matters in short conversations.
	SI.2.2	Asks for information about everyday matters in short conversations.

II Period

Scenario: Let the Good Times Roll!

Assessment Strategies	Indicators of Learning	
SI.3. asks questions about favorite sports, places to practice them, equipment needed, outstanding players and achievements.	SI.3.1	Formulates yes/no and wh- questions to ask for favorite sports, places to practice them, equipment needed, outstanding players and achievements in short conversations.
SI.3. answers questions about favorite sports, places to practice them, equipment needed, outstanding players and achievements.	SI.3.2	Constructs complete sentences to answer questions about favorite sports, places to practice them, equipment needed, outstanding players and achievements in short conversations.
SP.1. describes a day he/she will never forget in sports.	SP1.1	Investigates and determines the appropriate information to describe an unforgettable day in sports.
	SP1.2	Organizes the information and resources about an unforgettable day in sports.
	SP1.3	Makes sentences about an unforgettable day in sports.
	SP1.4	Describes an event in an unforgettable day in sports.
SP.2. explains briefly a sport, a sports team, or a videogame he/she knows well.	SP2.1	Investigates and determines information to briefly explain a sport, a sports team, or a videogame they know well.
	SP2.2	Organizes information and resources to briefly explain a sport, a sports team, or a videogame they know well.
	SP2.3	Makes sentences with information, resources and the appropriate linkers or connecting words about a sport, a sports team, or a videogame they know well.

II Period

Scenario: Let the Good Times Roll!

Assessment Strategies	Indicators of Learning	
	SP2.4	Briefly describes a sport, a sports team, or a videogame they know well.
W.1. uses simple sentences and expressions to describe sports, videogames and leisure activities.	W1.1	Prewrites simple sentences and expressions to describe sports, videogames, and leisure activities.
	W1.2	Drafts a description about a sport, videogame, or a leisure activity by following sentences frames learned in class and the appropriate linkers or connecting words.
	W1.3	Revises a description about a sport, videogame or a leisure activity focusing on content and mistakes related to subject-verb agreement, capitalization, spelling, and basic punctuation.
	W1.4	Edits the description before publishing it.
W.2. prepares simple reminders or notes regarding sports or videogames for personal use.	W2.1	Prewrites simple sentences regarding sports or videogames for personal use.
	W2.2	Drafts a simple reminder or note regarding sports or videogames with the appropriate linkers or connecting words.
	W2.3	Revises the simple reminder or note regarding sports or videogames focusing on content and mistakes related to subject-verb agreement, capitalization, spelling, and basic punctuation.

II Period

Scenario: Let the Good Times Roll!

Assessment Strategies	Indicators of Learning	
	W3.1	Edits a simple reminder or note regarding sports or videogames before publishing it.
W.3. writes an introduction or conclusion to a story with the help of a dictionary.	W3.1	Prewrites simple sentences for an introduction or conclusion to a story.
	W3.2	Drafts an introduction which includes an attention grabber and topic sentence with appropriate linkers or connecting words. Or Drafts a conclusion which restates the topic and adds a meaningful final to the story with appropriate linkers or connecting words.
	W3.3	Revises either the introduction or conclusion to a story focusing on content and mistakes related to subject-verb agreement, capitalization, spelling, and basic punctuation.
	W3.4	Edits either the introduction or conclusion to a story before publishing it.

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III Period		
Scenario: Something to Celebrate!		
Assessment Strategies	Indicators of Learning	
L.1. recognizes main information in short, straightforward audio.	L1. 1	Recognizes the main idea in audios/videos about holidays, celebrations, and festivals.
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.	L2.1	Recognizes specific details of an advertisement related to holidays, celebrations, or festivals.
L.3. recognizes the gist of overheard conversations generally.	L3.1	Recognizes the gist of the overheard conversations about festivals or celebrations.
R.1. identifies English language sounds using knowledge in phonics, syllabification and word parts.	R1.1	Recognizes targeted sounds in words.
	R1.2	Articulates the targeted sounds.
	R1.3	Produces the targets sounds in sentences in an oral or written form.
R.2. discriminates a set of clear-cut instructions (e.g., what to do if you attend a festival or celebration), especially if there are pictures.	R2.1	Follows the instructions by using pictures or sentences about festivals or celebrations.

III Period		
Scenario: Something to Celebrate!		
Assessment Strategies	Indicators of Learning	
R.3. distinguishes chronological order within special sentence structures.	R3.1	Identifies the events about festivals or celebrations.
	R3.2	Recognizes sequence words (e.g., first, then, finally) in texts related to a holiday, a festival, or a celebration.
SI.1. asks about local holidays, celebrations, and festivals in in Costa Rica, Latin America and around the world	SI1.1	Formulates yes/no wh- questions to ask about local holidays, celebrations, and festivals in in Costa Rica, Latin America and around the world.
SI.2. answers about holidays and festivals in Latin America and around the world.	SI.2.1	Makes complete sentences to answer questions about local holidays, celebrations, and festivals in in Costa Rica, Latin America and around the world.
SI.3. accepts or refuses invitations politely.	SI3.1	Makes a polite oral invitation.
	SI3. 2	Accepts/refuses invitations using appropriate phrases. (I would love that!) (I'd love to go but I can't.)
SP.1. describes holidays, celebrations, and festivals in general.	SP1.1	Investigates and determines the appropriate information to describe a specific holiday, celebration, or festival in an oral presentation.
	SP1.2	Organizes the information and resources to describe a specific holiday, celebration, or festival in an oral presentation.

III Period		
Scenario: Something to Celebrate!		
Assessment Strategies	Indicators of Learning	
	SP1.3	Constructs sentences to describe a specific holiday, celebration or festival with the appropriate linkers or connecting words in an oral presentation.
	SP1.4	Describes a specific holiday, celebration, or festival in an oral presentation.
SP.2. describes what he/she did on his /her last holiday.	SP2.1	Investigates and determines appropriate information to describe the most recent holiday in an oral presentation.
	SP2.2	Organizes the information and resources to describe the most recent holiday in an oral presentation.
	SP2.3	Makes sentences with the information, resources and the appropriate linkers or connecting words about the most recent holiday in an oral presentation.
	SP2.4	Describes the most recent holiday using sequential-words and the past tense. (first, then, after that, finally) in an oral presentation.
W.1. Writes short messages, for example to make or change an invitation or an appointment to meet on a holiday, a festival, or a	W1.1	Prewrites a message to make or change an invitation or an appointment.
	W1.2	Drafts a polite message that includes the activity, a necessary change, details and any other important information along with appropriate linkers or connecting words.

III Period		
Scenario: Something to Celebrate!		
Assessment Strategies	Indicators of Learning	
celebration.	W1.3	Revises the message focusing on content and mistakes related to subject-verb agreement, capitalization, spelling, and basic punctuation.
	W1.4	Edits the messages before publishing.
W.2 Writes a text message, or a postcard/e-postcard to friends to give news about holidays, festivals, or celebrations.	W2.1	Prewrites simple sentences for a text message or a postcard/e-postcard about holidays, festivals, or celebrations.
	W2.2	Drafts simple sentences for a text message or a postcard/e-postcard about holidays, festivals or celebrations with the appropriate linkers or connecting words.
	W2.3	Revises simple sentences for a text message or postcard/e-postcard about holidays, festivals, or celebrations focusing on content and mistakes related to subject-verb agreement, capitalization, spelling, and basic punctuation.
	W2.4	Edits simple sentences before publishing.

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III Period Going Shopping!		
Assessment Strategies	Indicators of Learning	
L.1. recognizes the main idea of a presentation on a topic when the subject is familiar to them, and it is delivered slowly.	L1.1	Recognizes main ideas of a presentation on a topic when the subject is familiar, and it is delivered slowly.
L.2. discriminates simple technical explanations if given slowly and clearly and opportunity is given for clarification.	L2.1	Recalls simple technical explanations if given slowly and clearly and opportunity is given for clarification.
R.1. identifies English language sounds using knowledge in phonics, syllabification and word parts.	R1.1	Recognizes targeted sounds in words.
	R1.2	Articulates the targeted sounds.
	R1.3	Produces the targeted sounds in sentences in an oral or written form.
R.2. discriminates short instructions illustrated through step-by-step visuals (e.g., following simple map's directions).	R2.1	Follows short instructions illustrated through step-by-step visuals (e.g., following simple map's directions).
R.3. discriminates directions for getting to a place, using everyday reference material (e.g., advertising material and city maps, GPS gadgets).	R3.1	Follows directions for getting to a place, using everyday reference materials (e.g., advertising material and city maps, GPS gadgets).

III Period
Going Shopping!

Assessment Strategies	Indicators of Learning	
SI.1. asks appropriate questions during a conversation to ensure that the other person understands points being made or information being given.	SI.1.1	Formulates yes/no and wh- questions to ask about shopping events and experiences.
SI.2. asks someone to say something more clearly, to explain something a different way, or to repeat what has been said.	SI.2.1	Expresses lack of understanding using survival language, orally. Ex. I don't understand. Can you repeat again, please? Can you explain it in a different way, please?
SP.1. gives recommendations about convenient places to buy something.	SP.1.1	Investigates and determines the appropriate information and visuals to give recommendations about convenient places to buy something in a well-organized presentation.
	SP.1.2	Organizes the information and visuals to give recommendations about convenient places to buy something in a well-organized presentation.
	SP.1.3	Constructs sentences with the information and with the appropriate linkers or connecting words to recommendations about convenient places to buy something in a well-organized presentation.
	SP.1.4	Delivers a well-organized presentation with recommendations about convenient places to buy

**III Period
Going Shopping!**

Assessment Strategies	Indicators of Learning	
		something.
SP.2. tells a simple direction (e.g., how to get to a location) as well as offers simple explanations to others.	SP.2.1	Investigates and determines the appropriate information and visuals to give a simple direction (e.g., how to get to a location) as well as to offer simple explanations to others.
	SP.2.2	Organizes the information and visuals to give a simple direction (e.g., how to get to a location) as well as to offer simple explanations to others.
	SP.2.3	Constructs sentences with the information and the appropriate linkers or connecting words to give a simple direction (e.g., how to get to a location) as well as to offer simple explanations to others.
	SP.2.4	Gives simple direction (e.g., how to get to a location) as well as offers simple explanations to others.
W.1. writes recommendations about going shopping wisely.	W1.1	Prewrites a list of ideas for giving recommendations about going shopping wisely.
	W1.2	Drafts recommendations about going shopping wisely using the appropriate linkers or connecting words.
	W1.3	Revises the recommendations about going shopping wisely by looking for mistakes related to subject-verb

III Period
Going Shopping!

Assessment Strategies	Indicators of Learning	
		agreement, capitalization, content, spelling, basic punctuation, and content.
	W1.4	Edits recommendations about going shopping wisely before publishing.
W.2. writes straightforward text on topics familiar to them.	W2.1	Prewrites a list of ideas about shopping events and experiences.
	W2.2	Drafts a straightforward text about shopping events and experiences using the appropriate linkers or connecting words.
	W2.3	Revises a straightforward text about shopping events and experiences by looking for mistakes related to subject-verb agreement, capitalization, content, spelling, basic punctuation, and content.
	W2.4	Edits a straightforward text about shopping events and experiences before publishing.
W.3. writes a summary sentence of a text's main points, giving one or two details.	W3.1	Prewrites a list of a text's main idea and one or two specific details.
	W3.2	Drafts a summary sentence of a text main points, idea

III Period Going Shopping!	
Assessment Strategies	Indicators of Learning
	giving one or two details using the appropriate linkers or connecting words.
	W3.3 Revises a summary sentence of a text by looking for mistakes related to subject-verb agreement, capitalization, content, spelling, basic punctuation, and content.
	W3.4 Edits a summary sentence of a text before publishing.

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III Period		
Unforgettable Events		
Assessment Strategies	Indicators of Learning	
L.1. identifies learners' contributions in class, and uses these responses as models for their own.	L.1. 1	Identifies learners' contributions in class, orally.
	L.1. 2	Uses learners' contributions in class as models for their own, orally.
L.2. distinguishes the main points of an age-appropriate audio-visual presentation, news items, reporting events, accidents.	L.2.1	Recognizes main idea and specific details of an age-appropriate audio-visual presentation, news items, reporting events or accidents.
L.3. recognizes the gist of a short text when read aloud clearly and slowly.	L.3.1	Recognizes the gist of a short text when read aloud clearly and slowly about unforgettable events (who is the text aimed at? Where does the text come from?).
R.1. identifies English language sounds using knowledge in phonics, syllabification and word parts.	R.1.1	Recognizes targeted sounds in words.
	R.1.2	Articulates the targeted sounds.
	R.1.3	Produces the targeted sounds in dialogues in an oral or written form.
R.2. extracts main ideas from diagrams, with accompanying text to answer questions if given lead-in phrases.	R.2.1	Selects the main idea from a diagram with accompanying text about unforgettable events to answer questions if when given lead-in phrases.

III Period
Unforgettable Events

Assessment Strategies	Indicators of Learning	
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.	R.3.1	Recognizes the main idea in short articles and reports (e.g., a national or world event) if they deal with familiar subjects
	R.3.2	Recognizes a few specific details in short articles and reports (e.g., a national or world event) if they deal with familiar subjects
SI.1. asks for assistance (e.g., understanding textbook problems, asking for clarification of vocabulary, terminology).	SI.1.1	Communicates the need for assistance, using simple phrases and memorized patterns orally. Ex. Can you help me? Can you give me a hand with this? Could you help me for a second?
SI.2.1 asks questions about a personal, family, national or worldwide event.	SI.2.1.1	Formulates yes/no and wh- questions to ask about a personal, family, national or worldwide event, orally.
SI.2.2 answers questions about a personal, family, national or worldwide event.	SI.2. 2.1	Constructs complete sentences to answer questions about a personal, family, national or worldwide event, orally.
SP.1. uses simple words to give his/her opinion about a personal, family, national or worldwide event.	SP.1.1	Prepares ideas to give opinions about a personal, family, national or worldwide event, orally.
	SP.1.2	Constructs complete sentences to give opinions about a personal, family, national or worldwide event, orally.
SP.2. describes events using simple	SP.2.1	Investigates and determines the appropriate information to describe a

III Period

Unforgettable Events

Assessment Strategies	Indicators of Learning	
<p>words or sentences frames about a personal, family, national or worldwide event.</p>		<p>personal, family, national or worldwide event in a well-organized presentation.</p>
	<p>SP.2. 2</p>	<p>Organizes the information and resources to describe a personal, family, national or worldwide event in a well-organized presentation.</p>
	<p>SP.2.3</p>	<p>Constructs complete sentences to describe a personal, family, national or worldwide event by using simple words or sentences frames in a well-organized presentation.</p>
	<p>SP.2. 4</p>	<p>Describes a personal, family, national or worldwide event in a well-organized presentation.</p>
<p>SP.3. explains reasons for an event briefly (electronic device, pet, new bridge in the town, a flood, airport, human rights).</p>	<p>SP.3.1</p>	<p>Investigates and determines information to explain reasons for an event briefly in a well-organized presentation.</p>
	<p>SP.3.2</p>	<p>Organizes information and resources to explain reasons for an event briefly in a well-organized presentation.</p>
	<p>SP.3. 3</p>	<p>Constructs sentences with information, resources and the appropriate linkers or connecting words to explain reasons for an event briefly in a well-organized presentation.</p>
	<p>SP.3.4</p>	<p>Gives reasons for an event briefly in a well-organized presentation.</p>
<p>W.1 writes short dialogues about</p>	<p>W.2.1</p>	<p>Prewrites ideas for a short dialogue about personal events by using a</p>

III Period Unforgettable Events		
Assessment Strategies	Indicators of Learning	
personal events by using a text as a stimulus.		text as a stimulus.
	W.2.2	Drafts sentences for a short dialogue about personal events using the appropriate linkers or connecting words.
	W.2.3	Revises a short dialogue about personal events focusing on content and mistakes related to subject-verb agreement, capitalization, spelling, and basic punctuation.
	W.2.4	Edits a short dialogue about personal events before publishing it.
W.2. gives personal reactions to a piece of age-appropriate literature related to personal, family, national or worldwide event, checking written sentences to look for mistakes (e.g. subject verb-agreement, capitalization, spelling, basic punctuation)	W.2.1	Prewrites ideas reacting to a piece of age-appropriate literature related to personal, family, national or worldwide event.
	W.2.2	Drafts sentences reacting to a piece of age-appropriate literature related to personal, family, national or worldwide event using the appropriate linkers or connecting words.
	W.2.3	Revises sentences reacting to a piece of age-appropriate literature related to personal, family, national or worldwide event focusing on content and mistakes related to subject-verb agreement, capitalization, spelling, and basic punctuation.

III Period

Unforgettable Events

Assessment Strategies	Indicators of Learning	
	W.2.4	Edits sentences reacting to a piece of age-appropriate literature related to personal, family, national or worldwide event before publishing it.

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III Period
Amazing Costa Rica

Assessment Strategies	Indicators of Learning	
L.1. recognizes verbal instructions related to the topic.	L.1.1	Recognizes, verbal instruction in conversations.
L.2. discriminates key words related to the topic when a text is being read aloud.	L.2.1	Selects key words related to the same topic in conversations.
L.3. retells the main idea of media presentations on familiar events or places.	L.3.1	Identifies the topic of media presentations on familiar events or places.
	L.3.2	Recognizes the main idea of media presentations on familiar events or places.
	L.3.3	Recaps events presented in a sequential order including the main idea and specific details.
R.1. identifies English language sounds using knowledge in phonics, syllabification and word parts.	R1.1	Recognizes targeted sounds in words.
	R1.2	Articulates the targeted sounds.
	R1.3	Produces the targeted sounds in sentences or dialogues in an oral or written form.
R.2. distinguishes the most important information in short narratives with	R.2.1	Recognizes the main idea, and specific details in short narratives with some illustrations as support.

III Period
Amazing Costa Rica

Assessment Strategies	Indicators of Learning	
some illustrations as support.		
R.3. recognizes links and connections between events related to traveling in e-mails, web chats, postcards, or short letters.	R.3.1	Identifies similarities or differences related to travel events in e-mails, web chats, postcards, or short letters.
	R.3.2	Recognizes causes and effects related to travel events in e-mails, web chats, postcards, or short letters.
	R.3.3	Recognizes time sequence in e-mails, web chats, postcards, or short letters.
Sl.1. suggests different things to do, places to go in his/her country.	Sl.1.	Recommends things to do and places to go in his/her country, orally.
Sl.2.1 asks simple questions about different tourist attractions.	Sl.2.1.1	Formulates yes/no and wh- questions to ask about different tourist attractions in short conversations.
Sl.2.2 answers simple questions about different tourist attractions.	Sl.2.2.1	Constructs complete sentences to answer yes/no and wh- questions about different tourist attractions in short conversations.
Sl.3. asks simple questions about vacation plans and provides some brief indications of reasons for their opinions.	Sl.3.1.1	Formulates yes/no and wh- questions to ask about vacation plans in short conversations.

III Period
Amazing Costa Rica

Assessment Strategies	Indicators of Learning	
SI.3. answers simple questions about vacation plans and provides some brief indications of reasons for their opinions.	SI.3.2.1	Constructs complete sentences to answer yes/no and wh- questions about vacation plans and briefly provides reasons for their opinions in short conversations.
SP.1. summarizes a short story expressed in a simple sequence of events.	SP1.1	Investigates and determines the appropriate information and visuals to summarize a short story expressed in a simple sequence of events in a well-organized presentation.
	SP1.2	Organizes the information and visuals to summarize a short story expressed in a simple sequence of events in a well-organized presentation.
	SP1.3	Constructs sentences to summarize a short story expressed in a simple sequence of events in a well-organized presentation.
	SP1.4	Presents a summary of a short story expressed in a simple sequence of events in a well-organized presentation.
SP.2. describes simple steps to enjoy a touristic activity (e.g., “Then, wear a life jacket and a pair of comfortable shoes.”, “Take a cold shower after	SP.2.1	Investigates and determines information and visuals to describe how to enjoy a touristic activity.
	SP.2. 2	Organizes the information and visuals to describe how to enjoy a touristic activity.

III Period
Amazing Costa Rica

Assessment Strategies	Indicators of Learning	
enjoying the hot springs.”	SP.2.3	Constructs sentences with the information and with the appropriate linkers or connecting words to describe how to enjoy a touristic activity in a well-organized presentation.
	SP.2.4	Presents a well-organized description about how to enjoy a touristic activity.
SP.3. describes familiar places and tourist attractions using simple vocabulary and language constructions.	SP.3.1	Investigates and determines the appropriate information and visuals to describe familiar places and tourist attractions in a well-organized presentation.
	SP.3.2	Organizes the information and visuals to describe familiar places and tourist attractions in a well-organized presentation.
	SP.3.3	Constructs sentences using simple vocabulary and language constructions to describe familiar places and tourist attractions.
	SP.3.4	Presents a well-organized description about familiar places and tourist attractions using simple vocabulary and language constructions.
W.1. writes a timeline of a dream vacation.	W.2.1	Prewrites ideas for a timeline of a dream vacation.
	W.2.2	Drafts sentences for a timeline of a dream vacation using the appropriate linkers or connecting words.
	W.2.3	Revises the sentences for a timeline of a dream vacation focusing on

III Period

Amazing Costa Rica

Assessment Strategies	Indicators of Learning	
		content and mistakes related to subject-verb agreement, capitalization, spelling, and basic punctuation.
	W.2.4	Edits the timeline of a dream vacation before publishing it.
W.2. writes a brochure with the aid of a writing frame, checking written sentences to look for mistakes (e.g. subject-verb agreement, capitalization, spelling, basic punctuation, etc.)	W.2.1	Prewrites ideas for a brochure about a Costa Rica’s tourist attraction.
	W.2.2	Drafts sentences for a brochure using a writing frame about a Costa Rica’s tourist attraction and the appropriate linkers or connecting words.
	W.2.3	Revises the brochure focusing on content and by paying attention to mistakes related to subject-verb agreement, capitalization, spelling, and basic punctuation.
	W.2.4	Edits the brochure before publishing it.

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III Period
Scenario: Time to Have Fun!

Assessment Strategies	Indicators of Learning	
L.1. recognizes specific information when people speak at normal speed about leisure activities.	L.1.1	Recognizes the main idea and supporting details from a conversation about leisure activities in conversations.
L.2. discriminates main ideas and key points.	L.2.1	Recognizes the main idea in audio announces or teacher explanations about leisure activities.
	L.2.2	Recognizes supporting details in audio announces or teacher explanations about leisure activities.
R.1. extracts the important information in simple, clearly drafted print materials.	R1.1	Extracts the main idea and supporting details in simple, clearly drafted print materials about leisure activities.
R.2. identifies English language sounds using knowledge in phonics, syllabification and word parts	R2.1	Recognizes targeted sounds in words.
	R2.2	Articulates the targeted sounds in sounds.
	R2.3	Produces the targeted sounds in dialogues in an oral or written form.
R.3. distinguishes important information.	R3.1	Recognizes important information on the label of packages (directions for use or instructions for preparation).
R.4. extracts the main points and supporting details in simple, clearly drafted print	R4.1	Extracts the main idea in clearly drafted print materials (school handouts, brochures, letters and messages or newspapers).

III Period
Scenario: Time to Have Fun!

Assessment Strategies	Indicators of Learning	
materials.	R4.2	Demonstrates comprehension of supporting details by answering literal questions in clearly drafted print materials (school handouts, brochures, letters and messages or newspapers).
SI.1. discusses different things to do for fun.	SI.1.1	Asks and answers questions about free time activities in short conversations.
	SI.1.2	Uses verbal and nonverbal cues to ensure equal participation by all members in short conversations.
SI.2. asks questions about experiences, events, past experiences	SI.2.1.1	Formulates yes/no and wh- questions to ask about experiences, events, past experiences in short exchanges.
SI.2. answers questions about experiences, events, past experiences.	SI.2.2.2	Constructs complete sentences to answer yes/no and wh- questions about experiences, events, past experiences in short exchanges.
SP.1. describes experiences, events and storytelling related to exercise, sports and games.	SP1.1	Investigates and determines the appropriate information, visuals to give a presentation about experiences, events and storytelling related to exercise, sports, and games.
	SP1.2	Organizes the information and visuals to give a presentation about experiences, events and storytelling related to exercise, sports, and games.
	SP1.3	Constructs sentences with the information and with the appropriate linkers or connecting words to give a well-organized presentation about

III Period
Scenario: Time to Have Fun!

Assessment Strategies	Indicators of Learning	
		experiences, events and storytelling related to exercise, sports, and games.
	SP1.4	Presents a well-organized description about experiences, events and storytelling related to exercise, sports, and games.
SP.2. describes what is occurring in a film or book and indicates his/her personal opinion.	SP2.1	Investigates and determines the appropriate information and visuals to give a presentation about what is occurring in a film or book and indicates opinion.
	SP2.2	Organizes the information and visuals to give a presentation about what is occurring in a film or book and indicates opinion.
	SP2.3	Constructs sentences with the information and the appropriate linkers or connecting words to give a well-organized presentation about what is occurring in a film or book and indicates opinion.
	SP2.4	Presents a well-organized description about what is occurring in a film or book and indicates opinion.
W.1. writes a short description of personal experiences without using an aid, such as a dictionary.	W1.1	Prewrites a list of ideas that include personal experiences-
	W1.2	Drafts a description with the listed ideas and with the appropriate linkers or connecting words about personal experiences.
	W1.3	Revises the description by looking for mistakes related to subject-verb agreement, capitalization, spelling, use of commas and content.

III Period		
Scenario: Time to Have Fun!		
Assessment Strategies	Indicators of Learning	
	W1.4	Edits the description before publishing.

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IV Period		
Scenario: Online & Connected		
Assessment Strategies	Indicators of Learning	
L.1. identifies some colloquial expressions related to media, virtual communities, apps and media safety.	L.1.1	Identifies colloquial expressions in audio texts related to media, virtual communities, apps, and media safety by using pictures or drawings.
L.2. extracts the main idea and key points/details of audio text if the topic is familiar and the text can be replayed	L.2.1	Extracts the main idea of audio texts about media, virtual communities, apps, and media safety by using pictures or drawings.
	L.2.2	Selects supporting details in audio texts about media, virtual communities, apps, and media safety by using pictures or drawings.
R.1. discriminates simple instructions with some visual support (e.g., safe use of social networks).	R1.1	Recognizes simple instructions with some visual support about the safe use of social networks.
R.2. manipulates English language sounds using knowledge in phonics, syllabification and word parts.	R2.1	Recognizes targeted sounds in words.
	R2.2	Articulates the targeted sounds.
	R2.3	Produces the targeted sounds in dialogues in an oral or written form.

IV Period		
Scenario: Online & Connected		
Assessment Strategies	Indicators of Learning	
R.3. distinguishes between factual and fictional text.	R3.1	Distinguishes information related to facts or fiction from a text about media, virtual communities, apps, and media safety.
SI.1.1 asks for opinions about the latest media, virtual communities, and apps.	SI.1.1.1	Formulates yes/no and wh- questions to ask for opinions about the latest media, virtual communities, and apps.
SI.1.2 gives opinions about the latest media, virtual communities, and apps.	SI.1.2.1	Constructs complete sentences to give opinions about the latest media, virtual communities, and apps.
SI.2. expresses comments about media, virtual communities, apps and safety and otherwise contributes, in a small group situation.	SI.2.1	Expresses ideas to comment on media, virtual communities, apps, and safety in a small group situation.
SP.1. describes media, apps, virtual communities and networks.	SP1.1	Investigates and determines the appropriate information and visuals to give a presentation about media, apps, virtual communities, and networks.
	SP1.2	Organizes the information and visuals to give a presentation about media, apps, virtual communities, and networks.
	SP1.3	Constructs sentences with the information and with the appropriate linkers or connecting words to give a well-organized

IV Period		
Scenario: Online & Connected		
Assessment Strategies	Indicators of Learning	
		presentation about media, apps, virtual communities, and networks.
	SP1.4	Presents a well-organized description about media, apps, virtual communities, and networks.
SP.2. describes experiences with media, apps, virtual communities and networks.	SP2.1	Investigates and determines the appropriate information and visuals to give a presentation about experiences with media, apps, virtual communities, and networks.
	SP2.2	Organizes the information and visuals to give a presentation about experiences with media, apps, virtual communities, and networks.
	SP2.3	Constructs sentences with the information and with the appropriate linkers or connecting words to give a well-organized presentation about experiences with media, apps, virtual communities, and networks.
	SP2.4	Presents a well-organized description about experiences with media, apps, virtual communities, and networks.

IV Period**Scenario: Online & Connected**

Assessment Strategies	Indicators of Learning	
<p align="center">SP.3. summarizes a simple story/information he/she read about media, apps, virtual communities and networks relying on language used in the story.</p>	SP3.1	Investigates and determines the appropriate information and visuals to summarize a simple story/information he/she read about media, apps, virtual communities, and networks.
	SP3.2	Organizes the information and visuals to summarize a simple story/information he/she read about media, apps, virtual communities, and networks
	SP3.3	Constructs sentences with the information and with the appropriate linkers or connecting words to give a well-organized presentation to summarize a simple story/information he/she read about media, apps, virtual communities, and networks.
	SP4.4	Presents a well-organized summary of a simple story/information he/she read about media, apps, virtual communities, and networks.
<p align="center">W.1. writes about an event using simple, coherent, and well-written sentences.</p>	W1.1	Prewrites a list of ideas about an event that include characters, plot and setting.
	W1.2	Drafts a narrative paragraph with the listed ideas about an event including linkers: sequential-past time and discourse markers. (on

IV Period		
Scenario: Online & Connected		
Assessment Strategies	Indicators of Learning	
		the other hand, however)
	W1.3	Revises a narrative paragraph about an event with a focus on subject-verb agreement, capitalization, content, spelling, use of commas, use of linkers: sequential-past time and discourse markers. (on the other hand, however.
	W1.4	Edits a narrative paragraph about an event before publishing.
W.2. writes an e-mail about media, apps, virtual communities, or networks.	W2.1	Prewrites a list of ideas for an e-mail about media, apps, virtual communities, or networks.
	W2.2	Drafts an e-mail about media, apps, virtual communities, or networks including subject, sender, date and time, received (on), reply- to, recipient to, recipient email address, body with the appropriate linkers or connecting words and attachments.
	W2.3	Revises an e-mail about media, apps, virtual communities, or networks with a focus on subject-verb agreement, pronouns and article agreement, capitalization, content, spelling, use of commas to punctuate, abbreviations.

IV Period		
Scenario: Online & Connected		
Assessment Strategies	Indicators of Learning	
	W2.4	Edits an e-mail about media, apps, virtual communities, or networks before publishing.

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IV Period		
Scenario: Lights, Camera & Action		
Assessment Strategies	Indicators of Learning	
L.1. gets the gist of a dialogue in a movie, a trailer for a film, or the events in a news story when the visuals provide contextual support.	L1.1	Identifies the topic of a dialogue in a movie, a trailer for a film or in a news story supported by visuals.
	L1.2	Summarizes the events in a movie, a trailer for a film or in a news story supported by visuals.
L.2. recognizes the main idea of an age-appropriate audio-visual presentation.	L2.1	Recognizes the main idea in audio-visual presentations about a movie, a trailer for a film or the events in a news story.
L.3. distinguishes the main idea in media presentations on familiar events or places delivered clearly, and at a slow pace.	L3.1	Recognizes the main idea in media presentations on familiar events or places.
R.1. identifies the important information in simple, clearly drafted print materials such as T.V. guides, newspapers provided.	R1.1	Identifies the specific details in T.V. guides, newspapers to answer literal questions such as who, why, what, when, which and how.
R.2. manipulates English language sounds using knowledge in phonics,	R2.1	Recognizes targeted sounds in words.
	R2.2	Articulates the targeted sounds.

IV Period		
Scenario: Lights, Camera & Action		
Assessment Strategies	Indicators of Learning	
syllabification and word parts.	R2.3	Produces the targeted sounds in sentences in an oral or written form
R.3. extracts subject specific words when encountered in text.	R3.1	Extracts subject specific words when encountered in text.
R.4.discriminates the main idea and supporting details in straightforward letters and physical electronic messages.	R4.1	Recognizes the main idea in straightforward letters and physical or electronic messages.
	R4.2	Recognizes supporting details in straightforward letters and physical or electronic messages.
SI.1. starts, sustains and closes simple face to face or telephone conversations with peers though there may be some difficulty in understanding and being understood from time to time.	SI1.1	Initiates a telephone conversation by greeting and making a statement.
	SI1.2	Sustains the telephone conversation by checking understanding from the speaker's point of view or listener's point of view.
	SI1.3	Sustains the telephone conversation by adding a new topic.
	SI1.4	Closes the telephone conversation by using a leave-taking.
SP.1. describes what is occurring in a film or book and indicates his/her personal opinion about it.	SP1.1	Investigates and determines the appropriate information and visuals to give a presentation about what is occurring in a film or book and indicates an opinion.

IV Period		
Scenario: Lights, Camera & Action		
Assessment Strategies	Indicators of Learning	
	SP1.2	Organizes the information and visuals to give a presentation about what is occurring in a film or book and indicates an his/her opinion about it.
	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 a film or book and indicates an opinion about it.
	SP1.4	Gives a well-organized presentation about what is occurring in a film or book and indicates an opinion about it.
SP.2. gives a short, prepared presentation dramatizing a TV show/news.	SP2.1	Investigates and determines the appropriate information and visuals to dramatize a TV show/news.
	SP2.2	Organizes the information and visuals to dramatize a TV show/news.
	SP2.3	Constructs sentences with the information and with the appropriate linkers or connecting words to dramatize a TV show/news.
	SP2.4	Gives a well-organized presentation about a TV show/news.
W.1. writes simple, short descriptions of TV programs, the best show,	W1.1	Prewrites a list of ideas that include personal experiences related to TV programs, the best show, documentaries, and news.

IV Period		
Scenario: Lights, Camera & Action		
Assessment Strategies	Indicators of Learning	
documentaries and news without using an aid, such as a dictionary.	W1.2	Drafts a description with the listed ideas about TV programs, the best show, documentaries, and news using the appropriate linkers or connecting words.
	W1.3	Revises the description focusing on content and mistakes related to subject-verb agreement, capitalization, content, spelling, and basic punctuation.
	W1.4	Edits the description before publishing.
W.2. writes personal reactions to film reviews.	W2.1	Prewrites a list of ideas for a personal reaction to film reviews.
	W2.2	Drafts a personal reaction with the listed ideas to film reviews using the appropriate linkers or connecting words.
	W2.3	Revises a personal reaction to film reviews focusing on content and by looking for mistakes related to subject-verb agreement, capitalization, spelling, and use of commas.
	W2.4	Edits a personal reaction to film reviews before publishing.

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IV Period In the Public Eye		
Assessment Strategies	Indicators of Learning	
L.1. identifies information in small group discussions between two or more native speakers if that conversation is unhurried and if the student is familiar with the topic under discussion in a video recording.	L.1. 1	Identifies the position of each speaker from a small group discussion between two or more native speakers in a video recording.
L.2. summarizes the main points of a relatively long discussion if it concerns a familiar topic and if the people involved use Standard English and do not speak too quickly.	L.2. 1	Identifies the main idea and supporting details of a relatively long discussion if it concerns a familiar topic and if the people involved use Standard English and do not speak too quickly.
	L.2.2	Summarizes the main idea and supporting details of a relatively long discussion with the appropriate linkers or connecting words.
L.3. retells main ideas/concepts and key points/details in a news broadcast (television, Internet) when visuals support the message.	L.3.1	Recognizes the main idea and supporting details in a news broadcast supported by visuals.
	L.3. 2	Summarizes events presented in a sequential order including the main idea and supporting details.
R.1. identifies relevant information	R.1.1	Identifies the main idea in news.

IV Period In the Public Eye		
Assessment Strategies	Indicators of Learning	
and draws conclusions.	R.1.2	Draws conclusions from news.
R.2. Recognizes English language sounds using knowledge in phonics, syllabification and word parts.	R.2.1	Recognizes targeted sounds in words.
	R.2.2	Articulates the targeted sounds.
	R.2.3	Produces the targeted sounds in sentences in an oral or written form
R.3. Discriminates information in factual texts and simple reports on familiar topics (e.g., charts and graphs, movie review, and interviews).	R.3. 1	Recognizes the main idea and supporting details in factual texts, simple reports, charts, graphs, movie review or interviews about national role models or outstanding figures to society.
SI.1. offers an opinion and comments about outstanding figures' positive and questionable actions in readings, texts, reports, and breaking news examined in class in a small group situation.	SI.1. 1	Gives opinions about outstanding figures' positive and questionable actions in readings, texts, reports, and breaking news examined in class in a small group situation.
SI.2. interviews others about	SI.2.1	Formulates yes/no and wh questions for an interview about nationally

IV Period In the Public Eye		
Assessment Strategies	Indicators of Learning	
<p>nationally and internationally outstanding figures if the questions have been prepared beforehand. Sometimes, pose a further question without having to pause very long to formulate the question.</p>		and internationally outstanding figures.
	SI.2.2	Exchanges personal experiences, feelings, opinions, and reactions about nationally and internationally outstanding figures by participating in an interview.
	SI.2.3	Asks further questions to expand the interview.
<p>SP.1. describes personal and other people’s stories of success.</p>	SP.1.1	Investigates and determines the appropriate information to describe personal and other people’s stories of success in a well-organized presentation.
	SP.1.2	Organizes the information and resources to describe personal and other people’s stories of success by using sentence frames and the appropriate linkers or connecting words in a well-organized presentation.
	SP.1.3	Presents the description of personal and other people’s stories of success in a well-organized presentation.
<p>SP.2. describes contributions of nationally and internationally outstanding figures.</p>	SP.2.1	Investigates and determines the appropriate information to describe contributions of nationally and internationally outstanding figures in a well-organized presentation.

IV Period In the Public Eye		
Assessment Strategies	Indicators of Learning	
	SP.2.2	Organizes the information and resources to describe contributions of nationally and internationally outstanding figures by using sentence frames and the appropriate linkers or connecting words in a well-organized presentation.
	SP.2.3	Presents the description of contributions of nationally and internationally outstanding figures in a well-organized presentation.
W.1. writes a narrative paragraph of personal and other people’s stories of success, checking written sentences to look for mistakes (e.g., subject-verb agreement, capitalization, spelling, basic punctuation, etc.).	W.2.1	Prewrites ideas for a narrative paragraph of personal and other people’s stories of success.
	W.2.2	Drafts sentences for a narrative paragraph of personal and other people’s stories of success
	W.2.3	Revises a narrative paragraph of personal and other people’s stories of success focusing on content and mistakes related to subject-verb agreement, capitalization, spelling, and basic punctuation).
	W.2.4	Edits a narrative paragraph of personal and other people’s stories of success before publishing it.

Propuesta revisada y actualizada por: Marianella Granados Sirias y Andrea Cruz Badilla. Asesoras Nacionales de Inglés. **Departamento de Tercer Ciclo y Educación Diversificada. Dirección de Desarrollo Curricular** con la colaboración de Camille Campbell. *Response Volunteer. Peace Corps Costa Rica*

IV Period
Unexpected Situations

Assessment Strategies	Indicators of Learning	
L.1. recognizes main ideas and some key details in television, radio, and web-based broadcasts /announcements.	L.1.1	Recognizes the main idea in conversations on television, radio, and web-based broadcasts /announcements.
	L.1.2	Recognizes key details in conversations on television, radio, and web-based broadcasts /announcements.
L.2. discriminates the main points of a relatively long discussion about unexpected situations.	L.2.1	Recognizes the main idea and supporting details of a relatively long discussion about unexpected situations.
L.3. retells main ideas/concepts and key points/details.	L.3.1	Recognizes the main idea in long discussions of unexpected situations.
	L.3.2	Recognizes key points/details in long discussions of unexpected situations.
	L.3.3	Summarizes what happened in long discussions of unexpected situations.
R.1. distinguishes main ideas and some key details in texts of various lengths.	R.1.1	Recognizes the main idea in texts of various lengths.
	R.1.2	Identifies key details in texts of various lengths.
R.2. distinguishes English language sounds using knowledge in phonics, syllabification and word parts.	R.2.1	Recognizes targeted sounds in words.
	R.2.2	Articulates the targeted sounds.
	R.2.3	Produces the targeted sounds in dialogues in an oral or written form.
R.3.interprets academic explanations.	R.3.1	Identifies the topic of an academic explanation.

IV Period

Unexpected Situations

Assessment Strategies	Indicators of Learning	
	R.3.2	Recognizes the main idea in paragraphs or sections of an academic explanation
	R.3.3	Extracts supporting details in paragraphs or sections of an academic explanation.
	R.3.4	Draws conclusions from an academic explanation.
SI.1. offers suggestions in unexpected situations.	SI.1.1	Uses expressions to give advice such as: “You should ____” , “Why don’t you _____.”, “Have you considered _____?” , “How about _____?” in unexpected situations.
SI.2.1 makes complaints.	SI.2.1.1	Initiates a conversation politely with one of these phrases: “I’m sorry to bother you, but I ………” or “Excuse me, I wonder if you can help me”
	SI.2.1.2	Explains the problem using polite, respectful language in conversations.
	SI.2.1.3	Asks for action to be taken on the complaint in conversations.
SI.2.2 makes appointments.	SI.2.2.1	Greet the person who answers and asks to speak with someone.
	SI.2.2.2	Expresses the purpose for the call.
	SI.2.2.3	Agrees on the most convenient day and time for both parties.
SI.3. interviews others about unexpected situations if the questions have been	SI.3.1	Formulates yes/no and wh- questions for an interview about unexpected situations.

IV Period		
Unexpected Situations		
Assessment Strategies	Indicators of Learning	
prepared beforehand.	SI.3.2	Interviews others about personal experiences, feelings, opinions, or reactions from unexpected situations.
SP.1. describes personal unexpected situations.	SP.1.1	Investigates and determines the appropriate information and visuals to prepare a presentation to describe personal unexpected situations.
	SP.1.2	Organizes the information and visuals to give a presentation to describe personal unexpected situations.
	SP.1.3	Constructs sentences with the information and with the appropriate linkers or connecting words to give a presentation to describe personal unexpected situations.
	SP.1.4	Gives a well- organized presentation to describe personal unexpected situations.
SP.2. retells an unexpected situations read/heard in class.	SP.2.1	Investigates and determines the appropriate information and visuals to prepare a presentation to retell an unexpected situation read/heard in class.
	SP.2.2	Organizes the information and visuals to give a presentation to retell an unexpected situation read/heard in class.
	SP.2.3	Constructs sentences with the information and with the appropriate linkers or connecting words to give a presentation to retell an unexpected

IV Period	
Unexpected Situations	
Assessment Strategies	Indicators of Learning
	situation read/heard in class.
	SP.2.4 Gives a well- organized presentation to retell an unexpected situation read/heard in class.
W.1. writes a narrative paragraph about a home emergency, everyday situation, appointments, or something you made a complaint about.	W.1.1 Prewrites ideas for a narrative paragraph about a home emergency, everyday situation, appointments, or a complaint.
	W.1.2 Drafts sentences for a narrative paragraph about a home emergency, everyday situation, appointments, or a complaint using the appropriate linkers or connecting words.
	W.1.3 Revises a narrative paragraph about a home emergency, everyday situation, appointments, or a complaint focusing on content and mistakes related to subject-verb agreement, phrases, clauses, capitalization, spelling, compound sentences, basic punctuation.
	W.1.4 Edits a narrative paragraph about a home emergency, everyday situation, appointments, or a complaint before publishing it.

Propuesta revisada y actualizada por: Marianella Granados Sirias y Andrea Cruz Badilla. Asesoras Nacionales de Inglés. **Departamento de Tercer Ciclo y Educación Diversificada. Dirección de Desarrollo Curricular** con la colaboración de Camille Campbell. *Response Volunteer. Peace Corps Costa Rica*

IV Period

Open a Book, Open Your Mind

Assessment Strategies	Indicators of Learning	
L.1. distinguishes the main points of a relatively long discussion if it concerns a familiar topic and if the people involved use Standard English and do not speak too quickly.	L.1.1	Recognizes the main idea and supporting details of a relatively long discussion if it concerns a familiar topic and if the people involved use Standard English and do not speak too quickly.
L.2. summarizes the most important information about poems, comic strips, biographies and the moral of the story when visuals support the message.	L.2. 1	Recognizes the main idea and supporting details in poems, comic strips, biographies, and the moral of the story when visuals support the message.
	L.2.2	Recognizes the moral in poems, comic strips, biographies, and stories when visuals support the message.
	L.2.3	Summarizes the most important information about poems, comic strips, biographies, and stories when visuals support the message.
L.3. retells small group discussion between two or more native speakers, if that conversation is unhurried and if the student is familiar with the topic under discussion in a video recording.	L.3.1	Selects the appropriate information from a video recording to recap a small group discussion between two or more native speakers, if that conversation is unhurried and if the student is familiar with the topic under discussion.
	L.3. 2	Organizes the information from a video recording to recap a small group

IV Period

Open a Book, Open Your Mind

Assessment Strategies	Indicators of Learning	
		discussion between two or more native speakers, if that conversation is unhurried and if the student is familiar with the topic under discussion.
	L.3. 3	Formulates sentences from a video recording to recap a small group discussion between two or more native speakers, if that conversation is unhurried and if the student is familiar with the topic under discussion.
	L.3.4	Summarizes a small group discussion between two or more native speakers, if that conversation is unhurried and if the student is familiar with the topic.
R.1. recognizes relevant information to draw conclusions.	R.1.1	Demonstrates comprehension of the main idea in paragraphs or sections of textbooks.
	R.1.2	Recognizes supporting details in paragraphs or sections of textbooks.
	R.1.3	Draws conclusions from paragraphs or sections of textbooks.
R.2. recognizes English language sounds using knowledge in phonics, syllabification and word parts.	R.2.1	Recognizes targeted sounds in words.
	R.2.2	Articulates the targeted sounds.
R.3. discriminates information in factual texts and simple reports on familiar topics.	R.3.1	Recognizes the main idea and supporting details in factual texts or simple reports on familiar topics.

IV Period

Open a Book, Open Your Mind

Assessment Strategies	Indicators of Learning	
SI.1. offers an opinion about Haikus, comic strips, biographies and Costa Rican legends examined in class.	SI.1.1	Gives opinions with complete sentences about Haikus, comic strips, biographies or Costa Rican legends examined in class.
SI.2. interviews others about biographies and Costa Rican legends if the questions have been prepared beforehand.	SI.2.1	Formulates yes/no and wh questions for an interview about biographies or Costa Rican legends.
	SI.2.2	Interviews others about personal experiences, feelings, opinions or reactions about biographies or Costa Rican legends.
SP.1. describes his/her favorite comic strips.	SP.1.1	Investigates and determines the appropriate information, visuals to talk about his/her favorite comic strips in a well-organized description.
	SP.1.2	Organizes the information and visuals to give a well-organized description about his/her favorite comic strips.
	SP.1.3	Constructs sentences with the information and with the appropriate linkers or connecting words to give a well-organized description about his/her favorite comic strips.
	SP.1.4	Presents a well-organized description of his/her favorite comic strips.
SP.2. describes biographies of national and international writers.	SP.2.1	Investigates and determines the appropriate information, visuals to give a presentation about national and international writers.
	SP.2.2	Organizes the information and visuals to give a presentation about

IV Period

Open a Book, Open Your Mind

Assessment Strategies	Indicators of Learning	
		national and international writers.
	SP.2.3	Constructs sentences with the information and with the appropriate linkers or connecting words to give a description of national and international writers in a presentation.
	SP.2.4	Gives a well-organized presentation to describe national and international writers' biographies.
SP.3. retells a Costa Rican legend read/heard in class.	SP.3.1	Identifies characters in a Costa Rican legend read/heard in class.
	SP.3.2	Recognizes specific characteristics of characters in a Costa Rican legend read/heard in class.
	SP.3.3	Recognizes the main problem/ conflict in a Costa Rican legend read/heard in class.
	SP.3.4	Describes the problem/ conflict' solution in a Costa Rican legend read/heard in class.
	SP.3.5	Summarizes the events from a legend read/heard in class including characters, problem/ conflict, and the problem/ conflict' solution.
W.1. writes narrative paragraphs of famous Costa Rican legends.	W.1.1	Prewrites ideas for a narrative paragraph of a famous Costa Rican legend.
	W.1.2	Drafts sentences for a narrative paragraph of a famous Costa Rican

IV Period

Open a Book, Open Your Mind

Assessment Strategies	Indicators of Learning	
		legend by using the appropriate linkers or connecting words.
	W.1.3	Revises the narrative paragraph focusing on content and mistakes related to subject-verb agreement, capitalization, spelling, and basic punctuation.
	W.1.4	Edits the narrative paragraph before publishing it.
W.2. writes biographies of famous Costa Rican or international writers or authors.	W.2.1	Prewrites ideas for a biography of a famous Costa Rican or international writer or author.
	W.2.2	Drafts sentences for a biography of a famous Costa Rican or international writer or author using the appropriate linkers or connecting words.
	W.2.3	Revises the biography focusing on content and subject-verb agreement, capitalization, spelling, and basic punctuation.
	W.2.4	Edits the biography before publishing it.

Propuesta revisada y actualizada por: Marianella Granados Sirias y Andrea Cruz Badilla. Asesoras Nacionales de Inglés. **Departamento de Tercer Ciclo y Educación Diversificada. Dirección de Desarrollo Curricular** con la colaboración de Camille Campbell. *Response Volunteer. Peace Corps Costa Rica*

Samples for In-Class Progress and Performance Scale Instruments

Instrumento 7°,8°,9° y 10° 11° años académico y bilingüe / Módulo 46, Módulo 71 -CINDEA/ IPEC / INCO

Instrument for Registering In -Class Progress

Grade/ Level ____ Unit ____	Performance Measure	Student name	Student name	Student name	Student name	Student name	Student name	Student name	Student name	Student name	Student name	Student name	Student name	Student name	Student name	Student name	Student name	Student name
	3= Achieved: Learner can achieve the task without any difficulty.																	
	2= In process: Learner can achieve the task with some difficulty and needs improvement.																	
	1= Not yet achieved: Learner cannot achieve the task.																	
Assessment Strategy	Indicators of learning	Student name	Student name	Student name	Student name	Student name	Student name	Student name	Student name	Student name	Student name	Student name	Student name	Student name	Student name	Student name	Student name	Student name
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Total																		
Porcentaje																		

Oral Performance Scale-Sample (Oral Production)

_____ High School

Summative instrument

Allotted Time: _____ minutes

Level: Seventh Grade

Teacher: _____

Date: _____

Student's name: _____

Score: _____

Total Points: _____

Gotten points: _____

Percentage: _____ %

Obtained Percentage: _____

Group: _____

Scenario:	Scenario: Enjoying Life					
Assessment Strategy	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.					
Description of linguistic task	Information exchange (2 minutes) You met a friend online. He / she lives in a rural part of the country. You both would like to know more about each other's daily routines, eating habits, hobbies or hanging out activities. So, you both agreed to have a virtual call to share some information. Choose one topic. And ask and answer questions to each other. You can use pictures to talk about it.					
Indicators*	Points per indicator	N/A	1	2	3	4
Uses information questions to ask about daily routines, eating habits, hobbies and hanging out activities.	3		Asks questions about daily routines, eating habits, hobbies or hanging out activities. 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 daily routines, eating habits, hobbies or hanging out activities 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 daily routines, eating habits, hobbies or hanging out activities 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)	
Makes complete sentences to answer information questions about daily routines, eating habits, hobbies and hanging out activities.	4		Answers were incomplete He/she hardly answers questions about daily routines, eating habits, hobbies or hanging out activities 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 daily routines, eating habits, hobbies or hanging out activities 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 daily routines, eating habits, hobbies or hanging out activities 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 daily routines, eating habits, hobbies or hanging out activities appropriately when asked. He/she can consistently identify question words, helping verb and 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:						

Propuesta revisada y actualizada por: Marianella Granados Sirias y Andrea Cruz Badilla. Asesoras Nacionales de Inglés. Departamento de Tercer Ciclo y Educación Diversificada. Dirección de Desarrollo Curricular.

Oral Performance Scale-Sample (Oral Production)

Dos Cercas High School

Summative instrument

Allotted Time: _____ minutes

Level: Eighth Grade

Teacher: _____

Date: _____

Student's name: _____

Score: _____

Total Points: _____

Gotten points: _____

Percentage: _____ %

Obtained Percentage: _____

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	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)

					times.	
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.**

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