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71

MODULE

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

Module 71

REVISED & UPDATED EDITION

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Presentation

This booklet provides English teachers of Module 71 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/#modulo71

Aim of this document:

a) To provide a list of indicators of learning per unit and for each linguistic competence for Module 71.

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.
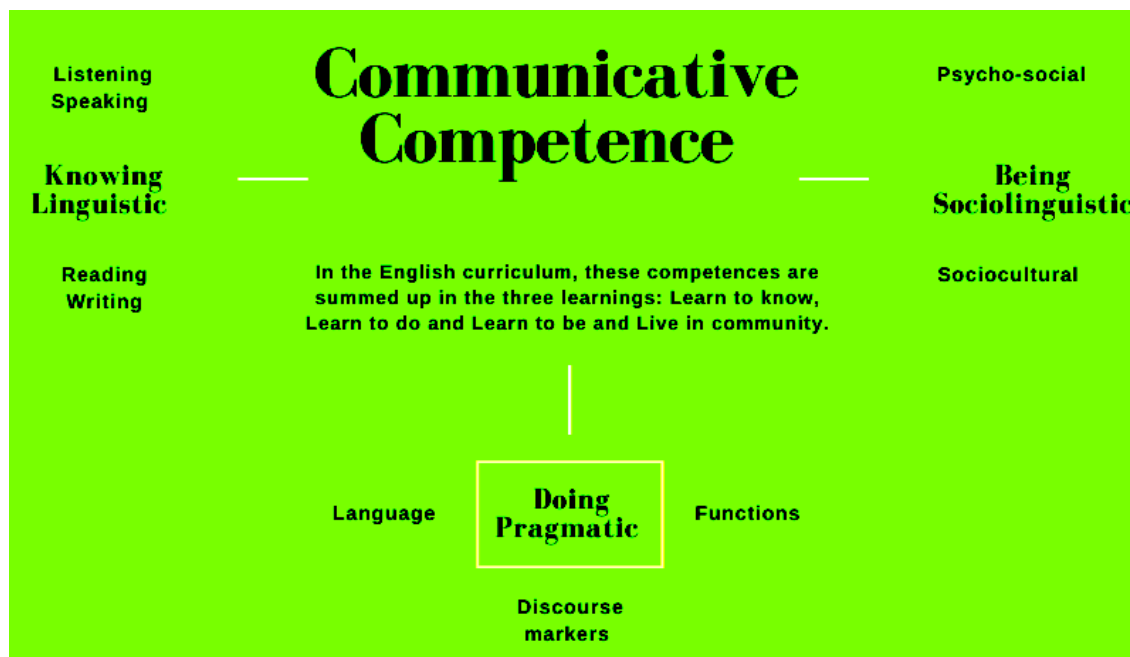
INDICATORS OF LEARNING

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?

verb	content	condition*
• (Measurable, observable and specific)	• As stated in the goals and assessment strategies)	• (As stated in the goals and assessment strategies)
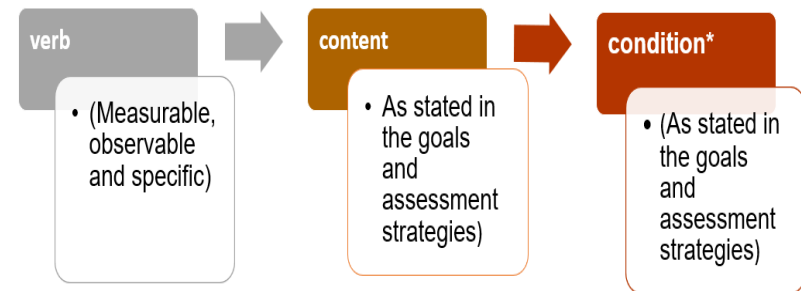
* The condition element is present in numerous descriptors for each level in the CEFR. In the English curriculum, this aspect is present in the goals for each linguistic competence. Therefore, indicators of learning must be written considering this feature.

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.

Learner…	Learner can …	Oral Comprehension	5´
L.1. distinguishes the main points and the important details of audio recordings.	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.	**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. 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. **Column A** **Column B** **cardiovascular system** (*noun*) ( ) 1. a word showing disbelief **fridge** (*noun*) ( ) 2. begin or start **hon** (*pronoun*): ( ) 3. a medical examination **cut back on** (*phrasal verb*): ( ) 4. short for "refrigerator" **take up** (*phrasal verb*): ( ) 5. your body`s blood circulation system including your heart, veins, and arteries **physical** (*noun*) ( ) 6. short for "honey" **Humph** (*exclamation*) ( ) 7. to reduce Learners compare answers and teacher checks them out loud. **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	5' 5' 5´ 5´

Indicator of learning:		statements.	
		Listen to the conversation and complete the statements.	10´
L.1.1 Gets main points of audio recordings about healthy living.		The man wants to _____. ☐ join a soccer club ☐ run a mountain marathon ☐ try out for the company basketball team The woman is worried that _____. ☐ her husband's health isn't good ☐ the man works too much ☐ her husband is becoming a fitness freak First, the woman suggests that her husband _____. ☐ visit with a fitness trainer ☐ start with light workouts ☐ see a doctor Her husband should _____. ☐ consume less salt ☐ eat more protein ☐ eat less fatty foods The man's wife recommend cycling because it _____. ☐ helps develop mental toughness ☐ is good for improving muscle tone ☐ helps strengthen the heart	
		Pair /Group feedback: Learners share answers with the rest of the class.	
		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. • My wife´s recommendations • Recommendations to be a fitness freak • Loving diet and exercise	22´
		Orally, learners should give at least two supporting details that helped them to choose that topic. **Pair/Group feedback:** Learners share answers with the rest of the class.	

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: Love What We Do!		
Assessment Strategies	**Indicators of Learning**	
L1. recognizes key points in television programs, radio, and web-based broadcasts/ announcements, video/audio recordings, discussions and social conversations about jobs and occupations.	L1.1	Recognizes the main idea and specific details in television programs, radio, and web-based broadcasts/ announcements, video/audio recordings or discussions and social conversations about jobs and occupations.
L.2. discriminates main points, concepts, key points and details from television programs, radio, and web-based broadcasts/ announcements, small group discussion, between two or more native speakers, in a video/audio recording at normal speed.	L.2.1	Recognizes the main idea in television programs, radio, and web-based broadcasts/ announcements, small group discussion between two or more native speakers, in a video/audio recording, about jobs and occupations.
	L.2.2	Recognizes specific details in television programs, radio, and web-based broadcasts/ announcements, small group discussion between two or more native speakers, in a video/audio recording, about jobs and occupations.
L3. distinguishes main ideas, key points and details on familiar topics when people speak at normal speed.	L3.1	Recognizes the main idea in conversations when people speak at normal speed about jobs and occupations.
	L3.2	Recognizes specific details in conversations when people speak at normal speed about jobs and occupations.
R.1. recognizes factual texts and simple report to answer literal questions about a	R.1. 1	Recognizes a factual text or a simple report about jobs and occupations.
	R.1. 2	Answers yes/ no and wh-questions from texts about jobs and occupations.

I Period	
Scenario: Love What We Do!	
Assessment Strategies	**Indicators of Learning**

Assessment Strategies	Indicators of Learning	
text about jobs and occupations.		
R.2. discriminates information of charts and graphs read.	R.2.1	Lists information about what, where, and when in charts and graphs about jobs and occupations.
	R.2.2	Recognizes information about the trends in charts and graphs about jobs and occupations.
R.3. manipulates English language words sound using knowledge in phonics, syllabification.	R.3.1	Recognizes prosodic features (stress, intonation, rhythm) to support the message intended to convey.
	R.3.2	Articulates prosodic features (stress, intonation, rhythm) in the message intended to convey.
	R.3.3	Produces the message intended to convey with prosodic features (stress, intonation, rhythm) orally.
R.4. interprets textbooks or online explanations and examples.	R.4.1	Identifies topic in textbooks or online explanations.
	R.4.2	Recognizes the text structure (heading, tittles, illustrations, glossary, end of chapter summary).
	R.4.3	Selects the main idea in paragraphs or sections of textbooks or online explanations as she/he reads.
	R.4.4	Extracts supporting details in paragraphs or sections of textbooks or online explanations.

I Period
Scenario: Love What We Do!

Assessment Strategies	Indicators of Learning	
	R.4.5	Draws conclusions from textbooks or online explanations by answering questions.
SI.1. summarizes what has been said on modeled sentence frames to convey information to another.	SI1.1	Identifies the main idea and supporting details of what has been said about jobs and occupations.
	SI1.2	Organizes the main idea and supporting details by using linkers: sequential-past time about jobs and occupations.
	SI1.3	Summarizes speakers' points of view about jobs and occupations.
SI.2. explains what he/she means with another word when he/she can't think of the exact word.	SI.2.1	Practices circumlocution to explain a targeted word with related words.
	SI.2.2	Constructs sentences to explain the targeted word.
SI.3. asks someone for clarification or for confirmation that a form is correct in some basic mistakes.	SI.3.1	Formulates questions to request information clarification or confirmation. e.g. Sorry, what was that? What did you say? , Could you say that again?
	SI.3.2	Checks for understanding, e.g. Did you mean ….?
SI.4. produces face to face conversations and interviews about personal experiences, feelings, opinions and reactions about a job or occupation.	SI.4.1	Exchanges personal experiences, feelings, opinions and reactions about jobs or occupations by participating in a face-to-face conversation or an interview.
SP.1. retells a simple story read or heard in class about a description of a job fair or job	SP1.1	Investigates and determines the appropriate information and visuals to give a well-organized presentation about a simple story read or heard in class related

	I Period	
	Scenario: Love What We Do!	
Assessment Strategies	**Indicators of Learning**	
experience.		to a job experience.
	SP1.2	Organizes the information and visuals to give a well-organized presentation about a simple story read or heard in class related to a job experience or job fair.
	SP1.3	Constructs sentences with the information and with the appropriate linkers or connecting words to give a well-organized presentation about a simple story read or heard in class related to a job experience or job fair.
	SP1.4	Gives a well-organized presentation about a simple story read or heard in class related to a job experience or job fair.
SP.2. describes in detail, about a personal job experience and information at job fairs supported with online/physical information	SP2.1	Investigates and determines the appropriate online information and visuals to give a presentation about a personal job experience or a job fairs.
	SP2.2	Organizes the online information and visuals to give a presentation about a personal job experience or a job fairs.
	SP2.3	Constructs sentences with the online information and with the appropriate linkers or connecting words to give a well-organized presentation about a personal job experience or a job fairs.
	SP2.4	Gives a well-organized presentation about job fairs.
W.1. writes a resume for requesting a job,	W1. 1	Prewrites a resume requesting a job which includes objective, experience,

	I Period
	Scenario: Love What We Do!

Assessment Strategies	Indicators of Learning	
based on an ad (newspaper, internet, radio).		education, and references.
	W1. 2	Drafts a resume requesting a job which includes objective, experience, education, and references
	W1. 3	Revises a resume requesting a job which includes objective, experience, education, and references with a focus on subject-verb agreement, pronoun and article agreement, sentence sense, text structure, word order, punctuation and content.
	W1. 4	Edits a resume requesting a job before publishing.
W.2. writes a cover letter for a dream job or occupation, using simple, coherent, and well-written sentences.	W2. 1	Prewrites a cover letter for a dream job or occupation that includes salutation, opening, hook, skills, and a closing.
	W2. 2	Drafts a cover letter for a dream job or occupation that includes salutation, opening, hook, skills, and a closing with the appropriate linkers or connecting words.
	W2. 3	Revises a cover letter for a dream job with a focus on subject-verb agreement, pronoun and article agreement, sentence sense, text structure, word order and punctuation and content.
	W2. 4	Edits a cover letter for a dream job before publishing.

I Period	
Scenario: Stories Come in All Shapes and Sizes	
Assessment Strategies	**Indicators of Learning**
L1. recognizes the main points of even a relatively long discussion on familiar topic, related to stories on standard English.	L1.1 Recognizes the main idea and specific details in a relatively long discussion on familiar topic or related to stories about memes, blogs, tweets, posts, reviews, literary analysis.
L2. extracts specific details from many web-based broadcasts/ memes, comics, posts, poems.	L2.1 Locates specific details from many web-based broadcasts/ memes, comics, posts, poems.
R1. discriminates factual information from texts and simple reports on familiar topics.	R1.1 Recognizes key words or phrases that precede facts from texts and simple reports on familiar topics. (e.g. according to, as discussed in)
	R1.2 Recognizes provable statements from texts and simple reports on familiar topics.
R2. manipulates English language sounds using knowledge in phonics,	R2.1 Recognizes targeted sounds in words.
	R2.2 Articulates targeted sounds.
	R2.3 Produces targeted sounds in sentences in an oral form with the sounds.
R.3. recognizes information from texts of various lengths.	R3.1 Identifies gist from movie reviews, interviews, tweets, posts of various lengths supported by diagrams and illustrations.

<table>
<tr><th colspan="3">I Period
Scenario: Stories Come in All Shapes and Sizes</th></tr>
<tr><th colspan="1">Assessment Strategies</th><th colspan="2">Indicators of Learning</th></tr>
<tr><td></td><td>R3.2</td><td>Identifies key words from movie reviews, interviews, tweets, posts of various lengths supported by diagrams and illustrations.</td></tr>
<tr><td rowspan="2">SI.1. repeats what has been said and conveys this information to another person.</td><td>SI1. 1</td><td>Identifies the main idea and specific details of what has been said.</td></tr>
<tr><td>SI1. 2</td><td>Summarizes the ideas to another person by using linkers: sequential-past time.</td></tr>
<tr><td>SI.2. interacts in a face-to-face conversation talking in detail about tweets, memes, poems, posts, blogs, comics, short stories, videos when interacting in pairs or small groups.</td><td>SI.2.1</td><td>Exchanges personal experiences, feelings, opinions and reactions about tweets, memes, poems, posts, blogs, comics, short stories, videos in a face-to-face conversation in pairs or small groups.</td></tr>
<tr><td rowspan="2">SP1. describes what is occurring in tweets, blogs, short stories, videos, including his/her personal opinion about them.</td><td>SP1.1</td><td>Investigates and determines the information and visuals to give a presentation about what is occurring in tweets, blogs, short stories, videos, including an opinion about them.</td></tr>
<tr><td>SP1.2</td><td>Organizes the information and visuals to give a presentation about what is occurring in tweets, blogs, short stories, videos, including an opinion about them.</td></tr>
</table>

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Scenario: Stories Come in All Shapes and Sizes	
Assessment Strategies	**Indicators of Learning**
	SP1.3 Constructs sentences with the information and with the appropriate linkers or connecting words to give a well-organized presentation about what is occurring in tweets, blogs, short stories, videos, including an opinion about them.
	SP1.4 Gives a well-organized presentation about what is occurring in tweets, blogs, short stories, videos, including an opinion about them.
SP2. sustains a conversational exchange with peers.	SP2.1 Asks and answers questions in a conversational exchange, after a well-organized presentation, about a tweet, blog, short story or video.
SP3. expresses opinions of a short story, play, essay, or poem examined in class.	SP3.1 Investigates and determines the language, content, and resources to give an opinion of a short story, play, essay, or poem examined in class.
	SP3.2 Constructs sentences to give opinions of a short story, play, essay, or poem examined in class with the appropriate linkers or connecting words.
	SP3.3 Expresses ideas to give opinions of a short story, play, essay, or poem examined in class.

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Scenario: Stories Come in All Shapes and Sizes

Assessment Strategies	Indicators of Learning	
W1. expresses what has been learned, how it has been learned, and learning goals for the future.	W1. 1	Prewrites a narrative paragraph about what has been learned, how it has been learned, and learning goals for the future.
	W1. 2	Drafts a narrative paragraph about what has been learned, how it has been learned, and learning goals for the future including topic sentence, supporting sentences, a concluding sentence and discourse markers.
	W1. 3	Revises a narrative paragraph about what has been learned, how it has been learned, and learning goals for the future with a focus on subject-verb agreement, pronoun and article agreement, sentence sense, text structure, word order, punctuation, and content.
	W1. 4	Edits a narrative paragraph about what has been learned, how it has been learned, and learning goals for the future before publishing.
W2. summarizes simple text dealing with familiar subjects. (e.g., short stories, videos, blogs).	W1. 2	Prewrites important details about a short story, video or blog dealing with familiar subjects.
	W2. 2	Drafts a summary with important details and with the appropriate linkers or connecting words about a short story, video or blog dealing

I Period	
Scenario: Stories Come in All Shapes and Sizes	
Assessment Strategies	**Indicators of Learning**
	with familiar subjects.
	W2. 3 Revises a summary with important details about a short story, video or blog dealing with familiar subjects with a focus on subject-verb agreement, pronoun and article agreement, capitalization, indentation, sentence sense, text structure, word order, punctuation, and content.
	W2. 4 Edits the summary with important details about a short story, video or blog dealing with familiar subjects before publishing.

	I Period	
	A World of Differences	
Assessment Strategies	**Indicators of Learning**	
L.1. distinguishes many television, radio, and web-based broadcasts/ announcements.	L1. 1	Recognizes topic in many television, radio, and web-based broadcasts/ announcements.
	L1. 2	Recognizes the main idea and specific details in many television, radio, and web-based broadcasts/ announcements.
L.2. extracts main idea of audio texts in many television, radio, and web-based broadcasts/ announcements.	L2. 1	Extracts the main idea and specific details in audio texts in many television, radio, and web-based broadcasts/ announcements.
R.1. recognizes textbook explanations and examples.	R1. 1	Recognizes explanations and examples in textbooks.
R.2. manipulates English language sounds using prior knowledge in phonics, syllabification and word parts.	R2. 1	Recognizes targeted words.
	R2. 2	Articulates targeted words.
	R2. 3	Produces the targeted words in sentences in an oral form with words.
R.3. interprets many subject specific words when encountered in text.	R3. 1	Categorizes the words (noun, verb, adjective, adverb) related different cultures, ethnicity, diversity, and gender.
	R3. 2	Demonstrates understanding of specific words by using context clues and illustrations related to different cultures, ethnicity, diversity, and

| I Period | | |
| A World of Differences | | |
Assessment Strategies	**Indicators of Learning**	
		gender
	R3. 3	Recognizes the use of the word. (formal, informal) related to different cultures, ethnicity, diversity and gender.
SI.1. repeats what has been said and conveys this information to another person.	SI1. 1	Retells details of what has been said about different cultures, ethnicity, diversity, and gender.
	SI1. 2	Expresses ideas to another person about different cultures, ethnicity, diversity, and gender.
SI.2. expresses opinions about cultural identity and diversity.	SI2. 1	Constructs sentences to give opinions about cultural identity and diversity.
	SI2. 2	Expresses ideas to give opinions about cultural identity and diversity.
SP.1. expresses opinions on familiar subjects and asks for others' opinions.	SP1. 1	Investigates and determines the language, content, and resources to give an opinion about different cultures, ethnicity, diversity and gender.
	SP1. 2	Constructs sentences to give opinions about different cultures, ethnicity, diversity, and gender with the appropriate linkers or connecting words.

I Period	
A World of Differences	
Assessment Strategies	**Indicators of Learning**
	SP1. 3 — Expresses ideas to give opinions about different cultures, ethnicity, diversity and gender.
	SP1. 4 — Asks for other's opinions about different cultures, ethnicity, diversity and gender.
SP.2. asks questions to others if the questions have been prepared beforehand.	SP2.1 — Formulates yes/no and wh- questions to ask about cultures, subcultures, cliques, cultural norms and storms.
	SP2.2 — Asks and answers yes/no and wh- questions to ask about cultures, subcultures, cliques, cultural norms and storms.
SP.3. explains points of view, justifying assumptions, and plans, briefly.	SP3. 1 — Plans the language, content, and resources to explain points of view, justifying assumptions and plans, briefly about cultures, subcultures, cliques, cultural norms, and storms in a well-organized presentation.
	SP3. 2 — Constructs sentences to explain points of view, justifying assumptions and plans, briefly about cultures, subcultures, cliques, cultural norms and storms with the appropriate linkers or connecting words in a well-organized presentation.

| | I Period |
| A World of Differences |||

Assessment Strategies		Indicators of Learning
	SP3. 3	Expresses ideas to explain points of view, justifying assumptions and plans, briefly about cultures, subcultures, cliques, cultural norms and storms in a well-organized presentation.
W.1. writes completing specific graphic organizers and sentence frames aimed at monitoring comprehension.	W1. 1	Prewrites ideas about what has been learned, how it has been learned, and future goals about cultural diversity.
	W1. 2	Drafts sentences about what has been learned related to cultural diversity by following a graphic organizer's information.
	W1. 3	Completes a graphic organizer about what has been learned, how it has been learned, and future goals about cultural diversity.
	W1. 4	Revises sentences about what has been learned related to cultural diversity with a focus on subject-verb agreement, pronoun and article agreement, sentence sense, text structure, word order and punctuation and content.
	W1.5	Edits the graphic organizer before publishing.
W.2.writes a simple, short descriptive narrative paragraph based on real or	W2. 1	Prewrites a simple, short descriptive or narrative paragraph based on a real or imagined event related to cultural diversity, including characters,

<table>
<tr><td colspan="3" align="center">I Period
A World of Differences</td></tr>
<tr><td align="center">Assessment Strategies</td><td colspan="2" align="center">Indicators of Learning</td></tr>
<tr><td>imagined event related to cultural diversity, including characters, plot, and setting</td><td></td><td>plot, setting, based on real or imagined event related to cultural diversity.</td></tr>
<tr><td></td><td>W2. 2</td><td>Drafts a simple, short descriptive or narrative paragraph related to cultural diversity, including characters, plot, setting, topic sentence, supporting details and signal words based on a real or imagined event related to cultural diversity with the appropriate linkers or connecting words.</td></tr>
<tr><td></td><td>W2. 3</td><td>Revises a short descriptive /or narrative paragraph with a focus on subject-verb agreement, pronoun and article agreement, sentence sense, text structure, word order and punctuation.</td></tr>
<tr><td></td><td>W2. 4</td><td>Edits a short descriptive / narrative paragraph before publishing.</td></tr>
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Caution: Fragile World -- Handle with Care	
Assessment Strategies	***Indicators of Learning**

Assessment Strategies		Indicators of Learning
L.1. paraphrases the main points of a relatively long discussion using standard English.	L1. 1	Lists the main idea and supporting details of a relatively long discussion using standard English.
	L1. 2	Summarizes the main idea and supporting details of a relatively long discussion using standard English.
L.2. extracts the main points of audio texts.	L2. 1	Selects the main idea and supporting details in audio texts in many television, radio, and web-based broadcasts/ announcements.
L.3. extracts the most important information in news broadcasts (television, internet).	L3.1	Identifies topic in news broadcasts. (television, internet).
	L3.2	Selects the main idea and supporting details in news broadcasts (television, internet).
R.1. discriminates key words, diagrams, and illustrations to support reading comprehension.	R1. 1	Recognizes key words, diagrams, and illustrations to support reading comprehension.
	R1. 2	Recognizes key words, diagrams, and illustrations to support reading comprehension.
R.2. manipulates English language sounds using knowledge in phonics, syllabification and word parts.	R2. 1	Recognizes targeted words.
	R2. 2	Articulates targeted words.
	R2. 3	Produces the targeted words in sentences in an oral form with words.

II Period	
Caution: Fragile World -- Handle with Care	
Assessment Strategies	***Indicators of Learning**

Assessment Strategies		Indicators of Learning
R.3. interprets the important information in simple, clearly drafted print materials (newspaper, charts and graphs, diagrams).	R3.1	Identifies topic in simple, clearly drafted print materials (newspaper, charts and graphs, diagrams).
	R3.2	Identifies the text structure (heading, tittles, illustrations, glossary, end of chapter summary).
	R3.3	Recognizes the main idea from simple, clearly drafted print materials (newspaper, charts and graphs, diagrams) as she/he reads.
	R3.4	Extracts supporting details from paragraphs or sections in simple, clearly drafted print materials (newspaper, charts and graphs, diagrams).
	R3.5	Draws conclusions from simple, clearly drafted print materials (newspaper, charts and graphs, diagrams) by answering questions.
SI.1. indicates verbally willingness to participate in activities.	SI1. 1	Constructs sentences agreeing to participate in sustainability activities.
SI. 2. starts, maintains, and closes a conversational exchange with a peer in the classroom.	SI2. 1	Initiates a simple face-to-face conversation with a greeting.
	SI2. 2	Keeps a face-to-face conversation going.
	SI2. 3	Asks and answers about participating in sustainability activities.
	SI2. 4	Closes the conversation about participating in sustainability activities.

II Period
Caution: Fragile World -- Handle with Care

Assessment Strategies	*Indicators of Learning	
SP.1. expresses opinions about the fragile world and the way of mitigating effects responsibly, deriving questions for others' opinions.	SP1. 1	Investigates and determines the language, content, and resources to give an opinion about the fragile world and the way of mitigating effects responsibly, deriving questions for others' / other opinions.
	SP1. 2	Constructs sentences to give opinions about the fragile world and the way of mitigating effects responsibly, deriving questions for others' opinions.
	SP1. 3	Expresses ideas to give opinions about the fragile world and the way of mitigating effects responsibly, deriving questions for others' opinions.
SP.2. explains and justify points of view briefly about the topic.	SP2.1	Investigates and determines the language, content, and resources to explain points of view briefly about products and practices in Costa Rica in a well-organized presentation.
	SP2.2	Constructs sentences to explain points of view briefly about products and practices in Costa Rica in a well-organized presentation.
	SP2.3	Expresses ideas to explain points of view briefly about products and practices in Costa Rica in a well-organized presentation.
SP.2.1 justifies points of view briefly about the topic.	SP.2.1.1	Investigates and determines the language, content, and resources to justify points of view briefly about products and practices around the world.

II Period		
Caution: Fragile World -- Handle with Care		
Assessment Strategies	***Indicators of Learning**	
	SP.2.1.2	Constructs sentences to justify points of view briefly about products and practices around the world.
	SP.2.1.3	Justifies opinions with explanations and examples about products and practices around the world.
W.1. summarizes simple text dealing with the subject. (e.g., short stories, videos, blogs).	W1. 1	Prewrites important details about a short story, video or blog dealing with familiar subjects.
	W1. 2	Drafts a summary with important details about a short story, video or blog dealing with familiar subjects.
	W1. 3	Revises a summary with important details about a short story, video or blog dealing with familiar subjects with a focus on subject-verb agreement, pronoun and article agreement, capitalization, indentation, sentence sense, text structure, word order, punctuation, and content.
	W1. 4	Edits the summary with important details about a short story, video or blog dealing with familiar subjects before publishing.
W.2. describes events (e.g., sustainable practices at home or school) using	W2.1	Prewrites an expository paragraph about sustainable practices at home or school.

II Period	
Caution: Fragile World -- Handle with Care	
Assessment Strategies	***Indicators of Learning**
complete sentences that are connected to each other within expository paragraphs.	W2.2 Drafts an expository paragraph about sustainable practices at home or school.
	W2.3 Revises an expository paragraph about sustainable practices at home or school with a focus on subject-verb agreement, pronoun and article agreement, sentence sense, text structure, word order and punctuation.
	W2.4 Edits an expository paragraph about sustainable practices at home or school before publishing.

II Period #High Tech High Touch		
Assessment Strategies	***Indicators of Learning**	
L.1. recognizes many television, radio, and web-based broadcasts/ announcements.	L.1. 1	Identifies the topic in many television, radio, and web-based broadcasts/ announcements dealing with subjects of interest if the people talk clearly.
	L.1. 2	Recognizes the main idea and specific details in many television, radio, and web-based broadcasts/ announcements dealing with subjects of interest if the people talk clearly.
L.2. recognizes information from spoken interactions spoken at normal speed.	L.2. 1	Identifies the topic when people speak at normal speed on familiar topics.
	L.2. 2	Recognizes specific details when people speak at normal speed on familiar topics.
L.3. extracts the main idea and specific details and getting the gist of audio texts, on familiar topics.	L.3.1	Extracts the main idea of audio text if the topic is familiar and the text can be replayed.
	L.3.2	Recognizes specific details of audio text if the topic is familiar and the text can be replayed.
	L.3.3	Extracts the gist of audio text if the topic is familiar and the text can be replayed.
R.1. recognizes factual text and simple	R.1. 1	Recognizes different types of factual texts on familiar topics.

II Period #High Tech High Touch		
Assessment Strategies	***Indicators of Learning**	
reports on familiar topics (e.g., movie review, interviews, meeting agendas).	R.1. 2	Recognizes the parts of a simple report on familiar topics.
R.2. manipulates English language sounds using knowledge in phonics, syllabification and word parts	R.2. 1	Recognizes targeted words.
	R.2. 2	Articulates targeted words.
	R.2. 3	Produces the targeted words in sentences in an oral form with words.
R.3.interprets clear, simple instructions with some visual support (e.g., how to use an app).	R.3.1	Identifies specific clear, simple instructions with some visual support (e.g., how to use an app).
	R.3.2	Interprets specific clear, simple instructions (e.g., how to use an app). by using context clues and illustrations.
SI.1. asks questions about procedures.	SI.1. 1	Formulates yes/no and wh- questions to ask about procedures.
SI.2. starts, sustains and closes a conversational exchange with a peer in the classroom when the topic is familiar.	SI.2. 1	Initiates a conversation using greetings.
	SI.2. 2	Sustains a conversation about social networks at work by using rejoinders, non-verbal cues and asking questions.
	SI.2. 3	Asks and answers for agreement and disagreement in given statements about social networks at work
	SI.2. 4	Closes the conversation about social networks at work.
SP.1. expresses opinions and asks for	SP.1. 1	Constructs sentences to give opinions about the digital world.

II Period
#High Tech High Touch

Assessment Strategies	*Indicators of Learning	
others' opinions about the digital world.	SP.1. 2	Expresses ideas to give opinions about the digital world.
SP.2. gives explanations and justifications on points of view, briefly.	SP.2.1	Investigates and determines the language, content, and resources to explain or justify a point of view related to a software company in a well-organized presentation.
	SP.2.2	Constructs sentences to explain or justify a point of view related to a software company in a well-organized presentation.
	SP.2.3	Expresses ideas to explain or justify a point of view related to a software company in a well-organized presentation.
W.1. summarizes simple text dealing with familiar subjects.	W1. 1	Prewrites details about a simple text dealing with familiar subjects.
	W1. 2	Drafts a summary with details about simple text dealing with familiar subjects.
	W1. 3	Revises a summary with details about simple text dealing with familiar subjects with a focus on subject-verb agreement, pronoun and article agreement, capitalization, indentation, sentence sense, text structure, word order, punctuation, and content.

II Period		
#High Tech High Touch		
Assessment Strategies	***Indicators of Learning**	
	W1. 4	Edits the summary with details about simple text dealing with familiar subjects before publishing.
W.2. writes expository paragraphs about tech tools (e.g., apps, video games, programs, tech tools), using complete sentences that are connected to each other.	W2.1	Collects information about a mobile hot app, a video game, a program, or a tech tool.
	W2.2	Writes sequential and logical ideas about a mobile hot app, a video game, a program, or a tech tool that includes an introductory, main body and concluding paragraph.
	W2.3	Revises the paragraph about a mobile hot app, a video game, a program, or a tech tool with a focus on subject-verb agreement, pronoun and article agreement, capitalization, indentation, sentence sense, text structure, word order, punctuation, and content..
	W2.4	Edits his/her paragraph about a mobile hot app, a video game, a program, or a tech tool before publishing.

II Period	
What Comes Next?	
Assessment Strategies	***Indicators of Learning**
L.1. recognizes when people speak at normal speed on familiar topics. There may be a need to repeat particular words and phrases.	L1. 1 Recognizes the topic when people speak at normal speed on familiar topics.
	L1. 2 Recognizes the main idea and supporting details when people speak at normal speed on familiar topics.
L.2. extracts the main idea of audio text if the topic is familiar and the text can be replayed.	L2.1 Identifies the topic of audio text if the topic is familiar and the text can be replayed.
	L2.2 Chooses the main idea and supporting details of audio text if the topic is familiar and the text can be replayed
R.1. recognizes factual text and simple reports on familiar topics.	R.1.1 Recognizes different types of factual texts on familiar topics.
	R.1.2 Recognizes the parts of a simple report on familiar topics.
R.2. manipulates English language sounds using knowledge in phonics, syllabification and word parts.	R2. 1 Recognizes targeted words.
	R2. 2 Articulates targeted words.
	R2. 3 Produces the targeted words in sentences in an oral form with words.
R.3. uses texts of various lengths as long as the words used are familiar.	R.3.1 Identifies the topic of texts of various lengths as long as the words used are familiar.
	R.3.2 Identifies key words of texts of various lengths as long as the words used are familiar.
	R.3.3 Chooses the main idea and specific details in texts of various lengths

II Period	
What Comes Next?	
Assessment Strategies	***Indicators of Learning**

Assessment Strategies		Indicators of Learning
		as long as the words used are familiar.
R.4. interprets texts of various lengths as long as the words used are familiar and/ or concern areas of student interest.	R.4.1	Identifies the topic in texts of various lengths as long as the words used are familiar and/ or concern areas of student interest.
	R.4.2	Recognizes the text structure in texts of various lengths as long as the words used are familiar and/ or concern areas of student interest.
	R.4.3	Chooses the main idea in paragraphs or sections of texts of various lengths as long as the words used are familiar and/ or concern areas of student interest.
	R.4.4	Extracts supporting details in paragraphs or sections of texts of various lengths as long as the words used are familiar and/ or concern areas of student interest.
	R.4.5	Draws conclusions from texts of various lengths as long as the words used are familiar and/ or concern areas of student interest.
SI.1. interviews others if the questions have been prepared beforehand.	SI.1. 1	Prepares questions for an interview about studying in Costa Rica or abroad.
	SI.1.2	Exchanges personal experiences, feelings, opinions, and reactions about studying in Costa Rica or abroad in an interview.
SI.2. starts, sustains and closes a	SI.2. 1	Initiates a simple face-to-face conversation with a greeting.

II Period	
What Comes Next?	
Assessment Strategies	***Indicators of Learning**
conversational exchange with a peer in the classroom when the topic is familiar.	SI.2. 2 Sustains a conversation about studying in Costa Rica or abroad using rejoinders, non-verbal communication and asking questions.
	SI.2. 3 Asks and answers for agreement and disagreement in given statements about studying in Costa Rica or abroad.
	SI.2. 4 Closes the conversation about studying in Costa Rica or abroad.
SP.1. describes personal goals and intentions	SP.1. 1 Selects the appropriate online information and visuals to give a well-organized presentation about personal goals and intentions.
	SP.1. 2 Organizes the online information and visuals to give a well-organized about personal goals and intentions.
	SP.1. 3 Constructs sentences with the online information and with the appropriate linkers or connecting words to give a well-organized presentation about personal goals and intentions.
	SP.1. 4 Gives a well-organized presentation about personal goals and intentions.
SP.2. expresses and asks for others´ opinions and needs.	SP.2.1 Investigates and determines the language and content to express opinions about studying in Costa Rica or abroad.
	SP.2.2 Expresses ideas to give opinions about studying in Costa Rica or abroad.
	SP.2.3 Asks for others' opinions about studying in Costa Rica or abroad.

II Period	
What Comes Next?	
Assessment Strategies	***Indicators of Learning**

Assessment Strategies		Indicators of Learning
SP.3. explains and justifies points of view, assumptions, and plans, briefly.	SP.3.1	Investigates and determines the language and content to explain or justify points of view, assumptions and plans briefly about products and practices in Costa Rica.
	SP.3.2	Constructs sentences to explain to explain or justify points of view, assumptions and plans briefly about products and practices in Costa Rica.
	SP.3.3	Expresses ideas to explain points of view briefly about products and practices in Costa Rica.
W.1. restates a main idea in a few words.	W.1. 1	Prewrites a paraphrase of a main idea dealing with familiar subjects.
	W.1. 2	Drafts a paraphrase of a main idea using the appropriate linkers or connecting words.
	W.1. 3	Revises a paraphrase of a main idea with a focus on subject-verb agreement, pronoun and article agreement, sentence sense, text structure, word order and punctuation.
	W1. 4	Edits a paraphrase of a main idea before publishing.
W.2.writes a one-page report based on real events.	W.2.1	Prewrites ideas based on a real event for a one-page report about graduating from school, getting interviewed or choosing a career.
	W.2.2	Drafts the report based on a real event for a one-page report about

II Period What Comes Next?		
Assessment Strategies	***Indicators of Learning**	
		graduating from school, getting interviewed or choosing a career.
	W.2.3	Revises the report based on a real event for a one-page report about graduating from school, getting interviewed or choosing a career with a focus on subject-verb agreement, pronoun and article agreement, sentence sense, text structure, word order and punctuation and content.
	W.2.4	Edits the report before publishing.

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*

III Period	
Scenario: Recipes for Success	
Assessment Strategies	**Indicators of Learning**
L.1. distinguishes the main points and the important details of audio recordings.	L.1.1 Demonstrates comprehension of the main idea of audio recordings about healthy living.
	L.1.2 Identifies supporting details in audio recordings about healthy living.
L.2. distinguishes the important details in a relatively long conversation.	L.2.1 Recognizes the main idea from an audio about positive attitudes
	L.2.2 Recognizes supporting details in audios about healthy habits.
R.1. interprets the main conclusions from straightforward, factual texts.	R.1.1. Identifies key words or phrases from multimedia resources about success.
	R.1.2 Records relevant information about success.
	R.1.3 Gets the gist from straightforward, factual texts about success.
	R.1.4. Chooses relevant information about success.
	R.1.5 Justifies the reasons why people are successful.
R.2. extracts specific information in straightforward printed text.	R.2.1 Recognizes subject specific words (healthy living) and their corresponding meaning.
	R2.2 Identifies the topic in a text about healthy living.
	R.2.3 Uses context clues to understand the overall message of texts about healthy living.

III Period		
Scenario: Recipes for Success		
Assessment Strategies	**Indicators of Learning**	
	R.2.4	Identifies supporting details in texts about healthy living.
SI.1. gives and asks personal opinions in an informal discussion.	S.I.1	Asks for opinions and/or advice about bad habits in her/his life.
	S.I.2	Gives opinions and/or advice about bad habits others have.
	S.I.3	Expresses agreement with advice or opinions are given about her/his lifestyle.
	S.1.5	Expresses disagreement with advice or opinions are given about her/his lifestyle.
SI.2. starts, maintains and closes simple face-to-face conversation.	S.I.2.1	Initiates a conversation using greetings.
	S.I.2.2.	Sustains the conversation about positive attitudes by using rejoinders, and non-verbal communication.
	S.I.2.3	Asks and answers for agreement and disagreement in given statements about positive attitudes.
	S.I.2.4	Closes the conversation about positive attitudes using a leave-taking.
SP.1. expresses feelings about healthy living, positive attitudes, plans for success, and stories of successful people.	S.P.1.1	Expresses feelings about positive attitudes in oral form.
	S.P.1.2	Gives opinions about positive attitudes in oral form.
	S.P.1.3	Asks for common feelings about positive attitudes in oral form.
	S.P.1.4	Collects information about feelings in positive attitudes in oral form.

III Period		
Scenario: Recipes for Success		
Assessment Strategies	**Indicators of Learning**	
	SP.1.5	Reports findings about final thoughts, ideas, feelings, and opinions about positive attitudes in oral form.
SP.2. expresses arguments about healthy living, positive attitudes, plans for success, and stories of successful people.	SP.2.1.	Takes a position in given cases using accurate information about being successful.
	SP.2.2.	States possible actions in given cases about being successful.
	S.P.2.3.	Supports opinions with evidence about being successful.
	S.P.2.4	Expresses agreement or disagreement with classmates' opinions about being successful.
W.1. writes his/her reflective letter ("dear me...) about own healthy living, attitudes and plans for a successful future.	W.1.1	Brainstorms ideas about healthy living attitudes.
	W.1.2.	Follows specific guidelines to draft a reflective letter ("dear me...) about his/her healthy living, attitudes and plans for a successful future.
	W.1.3.	Drafts a reflective letter ("dear me...) about his/her healthy living, attitudes and plans for a successful future.
	W.1.4.	Revises a reflective letter ("dear me...) about his/her healthy living, attitudes and plans for a successful future with a focus on content and checking for errors in subject-verb agreement, capitalization, spelling, and basic punctuation.

III Period	
Scenario: Recipes for Success	
Assessment Strategies	**Indicators of Learning**
	W.1.5 Edits the final version a reflective letter ("dear me…) about his/her healthy living, attitudes and plans for a successful future.
	W.1.6. Publishes a reflective letter ("dear me…) about his/her healthy living, attitudes and plans for a successful future.
W.2. writes an expository paragraph on healthy living, attitudes and plans for a successful future.	W.2.1. Collects information about a successful person.
	W.2.2. Writes an expository paragraph that includes sequential and logical ideas, an introductory, main body and concluding paragraph.
	W.2.3. Revises paragraphs focusing on content and structure.
	W.2.4. Edits first draft about a successful person.
	W.2.5. Publishes the final draft.

III Period		
Scenario: From the Wheel to the Drone		
Assessment Strategies	**Indicators of Learning**	
L.1.distinguishes detailed oral instructions when supported by visuals.	L1.1	Recognizes key words and phrases of detailed oral instructions supported by visuals about technology.
	L1.2	Labels detailed oral instructions supported by visuals about technology.
L.2. extracts the main points of stories and other text read aloud in the classroom.	L2.1	Identifies the topic of videos or conversations related to living in a tech world, safety, and the next wave of innovations.
	L2.2	Demonstrates comprehension of the main idea and supporting details of videos or conversations related to living in a tech world, safety, and the next wave of innovations.
R.1. follows simple instructions.	R1. 1	Follows simple instructions related to technology.
R.2. interprets relations between main ideas and supporting ideas in topical articles and reports	R2. 1	Identifies the topic in topical articles and reports about technological advances.
	R2. 2	Recognizes the main idea in topical articles and reports about technological advances.
	R2. 3	Recognizes linking words in topical articles and reports about technological advances.

<table>
<tr><td colspan="3" align="center">**III Period**
Scenario: From the Wheel to the Drone</td></tr>
<tr><td align="center">**Assessment Strategies**</td><td colspan="2" align="center">**Indicators of Learning**</td></tr>
<tr><td rowspan="3"></td><td>R2. 4</td><td>Recognizes ideas that support a point of view (pro) in topical articles and reports about technological advances.</td></tr>
<tr><td>R2. 5</td><td>Recognizes ideas that go against a point of view (con) in topical articles and reports about technological advances.</td></tr>
<tr><td>R2. 6</td><td>Infers relations between main ideas and supporting ideas in topical articles and reports about technological advances.</td></tr>
<tr><td rowspan="3">**SI.1. talks lengthy conversations with peers on subjects of common interest.**</td><td>SI1.1</td><td>Initiates a lengthy discussion with peers by checking understanding from the listener's point of view in topics related to technology, safety, and technological advances.</td></tr>
<tr><td>SI1.2</td><td>Sustains the conversation about technology, safety, and technological advances by using rejoinders and non-verbal communication.</td></tr>
<tr><td>SI1.3</td><td>Closes the conversation related to technology, safety and technological advances by using a leave-taking.</td></tr>
<tr><td>**SI.2. expresses opinions/makes suggestions while actively participating**</td><td>SI2. 1</td><td>Expresses opinions about inventions, living in a tech world, safety and the next wave of innovations while actively participating in-</td></tr>
</table>

III Period		
Scenario: From the Wheel to the Drone		
Assessment Strategies	**Indicators of Learning**	
in-group work.		group work.
	SI2. 2	Expresses suggestions about inventions, living in a tech world, safety and the next wave of innovations while actively participating in-group work.
SP.1. describes inventions, living in a tech world and the next wave of innovations in a comprehensible and fairly fluent manner.	SP1.1	Investigates and determines the information and visuals to give a well-organized presentation about inventions, living in a tech world and the next wave of innovations.
	SP1.2	Organizes the information and visuals to give a well-organized presentation about inventions, living in a tech world and the next wave of innovations.
	SP1.3	Constructs sentences with the information to give a well-organized presentation about inventions, living in a tech world and the next wave of innovations with the appropriate linkers or connecting words.
	SP1.4	Gives a well-organized presentation about inventions, living in a tech world and the next wave of innovations in a comprehensible

III Period	
Scenario: From the Wheel to the Drone	
Assessment Strategies	**Indicators of Learning**
	and fairly fluent manner.
SP.2. explains how internet is used in a safe way.	SP2.1 Investigates and determines the language, content, and resources to explain how internet is used in a safe way in a well-organized presentation.
	SP2.2 Constructs sentences to explain how internet is used in a safe way in a well-organized presentation with the appropriate linkers or connecting words.
	SP2.3 Gives an explanatory presentation about how internet is used in a safe way in a well-organized presentation.
W.1. writes short, detailed descriptions about objects of interest explaining the advantages and disadvantages involved.	W1. 1 Prewrites a detailed description about objects of interest explaining the advantages and disadvantages involved.
	W1. 2 Drafts a detailed description about objects of interest explaining the advantages and disadvantages involved including connecting words to express cause, effect, and contrast.

III Period	
Scenario: From the Wheel to the Drone	
Assessment Strategies	**Indicators of Learning**
	W1. 3 — Revises a detailed description about objects of interest explaining the advantages and disadvantages involved with a focus on content and subject-verb agreement, pronoun and article agreement, capitalization, sentence sense, text structure, word order, punctuation, and use of commas.
	W1. 4 — Edits a detailed description about objects of interest explaining the advantages and disadvantages involved before publishing.
W.2. writes expository essays.	W1. 1 — Prewrites an expository essay about safety while working online.
	W1.2 — Drafts an expository essay about safety while working online that includes thesis statement, body paragraphs with supporting details and a conclusion with the appropriate linkers or connecting words.
	W1. 3 — Revises an expository essay about safety while working online with a focus on content and subject-verb agreement, pronoun and article agreement, sentence sense, text structure, word order, and use of commas.

III Period	
Scenario: From the Wheel to the Drone	
Assessment Strategies	**Indicators of Learning**
	W1. 4	Edits an expository essay about safety while working online before publishing.

III Period	
Scenario: The Earth–Our Gift and Our Responsibility	
Assessment Strategies	**Indicators of Learning**	
L.1. paraphrases main ideas/ concepts and key points.	L1.1	Lists the main idea and supporting details in conversations about natural disasters, possible solutions, and environmental problems, helping nature or Nonprofit NGO's.
	L1.2	Summarizes the main idea and supporting details from conversations about natural disasters, possible solutions, and environmental problems, helping nature or Nonprofit NGO's.
L.2. extracts specific details and getting the gist.	L2.1	Recognizes specific details in classroom talks and presentations about natural disasters, possible solutions, and environmental problems, helping nature or Nonprofit NGO's in order.
	L2.2	Gets the gist in classroom talks and presentations about natural disasters, possible solutions, and environmental problems, helping nature or Nonprofit NGO's in order.
L.3. extracts the gist of TV programs.	L3.1	Extracts the gist in TV programs about natural disasters, possible solutions, and environmental problems, helping nature or Nonprofit NGO's**.**
R.1. summarizes main ideas and supporting details.	R1. 1	Identifies the main idea and supporting details in straight factual texts about natural disasters, possible solutions, and environmental problems, helping nature or Nonprofit NGO's.
	R1. 2	Organizes the main idea and supporting details by using linkers:

III Period	
Scenario: The Earth–Our Gift and Our Responsibility	
Assessment Strategies	**Indicators of Learning**
		sequential-past time about natural disasters, possible solutions, and environmental problems, helping nature or Nonprofit NGO's straight factual texts.
	R1. 3	Summarizes the writers' points of view about natural disasters, possible solutions, and environmental problems, helping nature or Nonprofit NGO's in NGO's straight factual texts.
R.2. interprets most words in narrative and expository texts.	R2. 1	Records relevant information about natural disasters, possible solutions, environmental problems, helping nature or Nonprofit NGO's
	R2. 2	Gets the gist from narrative and expository texts about natural disasters, possible solutions, and environmental problems, helping nature or Nonprofit NGO's.
	R2. 3	Answers questions from narrative and expository texts about natural disasters, possible solutions, and environmental problems, helping nature or Nonprofit NGO's.
	R2. 4	Explains the writer's point of view from narrative and expository texts about natural disasters, possible solutions, and environmental problems, helping nature or Nonprofit NGO's.
SI.1. expresses feelings and explains the reasons for them in	SI.1.1	Constructs sentences to state possible actions in given cases about natural disasters, possible solutions, and environmental problems, helping

III Period		
Scenario: The Earth–Our Gift and Our Responsibility		
Assessment Strategies	**Indicators of Learning**	
simple face-to-face conversation.		nature or Nonprofit NGO's.
	SI.1.2	Supports opinions with evidence about natural disasters, possible solutions, environmental problems, helping nature or Nonprofit NGO's.
S.I.2. starts, maintains and closes simple face -to- face conversation on topics that are familiar or of personal interest regarding natural disasters, environmental problems, helping nature or nonprofit NGO's	SI2.1	Initiates a simple face-to-face conversation with a greeting.
	SI2.2	Sustains the conversation by checking understanding from the speaker's point of view or listener's point of view about natural disasters, environmental problems, helping nature or Nonprofit NGO's
	SI2.3	Asks and answers for agreement and disagreement in given statements about natural disasters, environmental problems, helping nature or Nonprofit NGO's.
	SI2.4	Closes the conversation about natural disasters, environmental problems, helping nature or Nonprofit NGO's.
SP.1. makes announcements using simple words and phrasing in a presentation.	SP1.1	Investigates and determines the information and visuals to make an announcement about natural disasters, possible solutions and organizations.
	SP1.2	Organizes the information and visuals to make an announcement about natural disasters, possible solutions and organizations.

III Period		
Scenario: The Earth–Our Gift and Our Responsibility		
Assessment Strategies	**Indicators of Learning**	
	SP1.3	Constructs sentences with the information and the appropriate linkers or connecting words to make an announcement about natural disasters, possible solutions and organizations.
	SP1.4	Gives a well- organized announcements using simple words and phrasing about natural disasters, possible solutions and organizations.
SP.2. speaks in a comprehensible and fairly fluent manner using a large number of different words and expressions.	SP2.1	Investigates and determines the information and visuals to give a presentation about natural disasters, possible solutions and organizations.
	SP2.2	Organizes the information and visuals to give a presentation about natural disasters, possible solutions and organizations.
	SP2.3	Constructs sentences with the information and the appropriate linkers or connecting words to give a presentation about natural disasters, possible solutions and organizations.
	SP2.4	Gives a well- organized presentation about natural disasters, possible solutions and organizations.
W.1. writes in simple sentences, an opinion on controversial issues.	W1. 1	Prewrites an opinion on a controversial issue regarding natural disasters, environmental problems, helping nature or Nonprofit NGO's including a thesis statement and listing reasons or justifications.
	W1. 2	Drafts an opinion on a controversial issue regarding natural disasters, environmental problems, helping nature or Nonprofit NGO's using the

	III Period	
	Scenario: The Earth–Our Gift and Our Responsibility	
Assessment Strategies	**Indicators of Learning**	
		appropriate linkers or connecting words.
	W1. 3	Revises an opinion on a controversial issue regarding natural disasters, environmental problems, helping nature or Nonprofit NGO's with a focus on content and subject-verb agreement, pronoun, capitalization and article agreement, sentence sense, text structure, word order, and use of commas.
	W1. 4	Edits an opinion on a controversial issue regarding natural disasters, environmental problems, helping nature or Nonprofit NGO's before publishing.
W.2. writes a persuasive paragraph regarding environmental problems and helping nature.	W2. 1	Prewrites a persuasive paragraph regarding environmental problems and helping nature.
	W2. 2	Drafts a persuasive paragraph regarding environmental problems and helping nature that includes thesis statement, arguments, facts and examples and a conclusion using the appropriate linkers or connecting words.
	W2. 3	Revises a persuasive paragraph regarding environmental problems and helping nature with a focus on content and subject-verb agreement, pronoun and article agreement, sentence sense, text structure, word order, use of commas.

III Period	
Scenario: The Earth–Our Gift and Our Responsibility	
Assessment Strategies	**Indicators of Learning**
	W2. 4 Edits a persuasive paragraph regarding environmental problems and helping nature before publishing.

IV Period	
Scenario: Get Ready. Get Set. Go!	
Assessment Strategies	**Indicators of Learning**
L.1. distinguishes the main point and the important details of audio recordings.	L1.1	Recognizes the main idea of audio recordings about future plans regarding jobs and studies.
	L1.2	Recognizes specific details in of audio recordings about future plans regarding jobs and studies.
L.2. extracts the main points in a relatively long conversation.	L2.1	Recognizes the main idea and supporting details in a relatively long conversation about dreams and fears about the future.
R.1. reads short media reports on familiar events.	R1. 1	Identifies the topic of short media reports on familiar events.
	R1. 2	Recognizes the main idea and supporting details of short media reports on familiar events.
R.2.distinguishes between different text purposes (to inform, to argue a point, etc.).	R2. 1	Identifies the text type. (Is it a book?, a brochure?, a flyer? , booklet?, a web page?, an advertisement?, junk mail?, an editorial?, a newspaper article?, a job application form?, a survey?, a short story?, a comic strip?, a poem?, a recipe?, a manual?, an email?, a travel guide?, a guide).
	R2. 2	Identifies the purpose of the text. (Is it to persuade? to inform? to find out? , to entertain ? to instruct ? to explain? to describe?
	R2. 3	Recognizes sentence structure. (direct sentences, using the imperative; longer sentences using adjectives)

IV Period		
Scenario: Get Ready. Get Set. Go!		
Assessment Strategies	Indicators of Learning	
	R2. 4	Distinguishes the register of a text. (formal language with a business-like tone, informal language with lots of opinions, impersonal language)
R.3. extracts the key ideas from narrative and expository texts.	R.3.1	Gets the main idea and supporting details from narrative and expository texts about college and career decisions.
SI.1. speaks in a comprehensible and fairly fluent manner using a large number of different words and expressions, though there may be pauses for self-correction.	SI1.1	Initiates a fairly fluent conversation about college and career decisions with peers by using variety of words and expressions and skills like pausing for self-correction and checking for understanding
	SI1.2	Interrupts the listener in a conversation related to college and career decisions by using phrases such as: Excuse me, May I say something? No, I'm sorry but…
	SI1.3	Sustains the conversation by using rejoinders and non-verbal communication
	SI1.4	Closes the conversation by using a leave-taking.
SI.2. participates in-group work, expressing opinions and making suggestions actively.	SI2. 1	Constructs complete sentences to give opinions about soft skills needed to be successful in working life
	SI2. 2	Provides suggestions on how to improve soft skills needed to be successful in working life.

IV Period
Scenario: Get Ready. Get Set. Go!

Assessment Strategies	Indicators of Learning	
SP.1. expresses an opinion on different topics.	SP1.1	Constructs sentences to express an opinion about dreams and fears for the future with the appropriate linkers or connecting words supported by illustrations.
	SP1.2	Presents an opinion about dreams and fears for the future supported by sentence frames and illustrations.
SP.2. expresses an argument clearly enough to be understood most of the time.	SP2.1	Investigates and determines the language, content and resources to express an argument clearly enough to be understood most of the time about future plans regarding jobs and studies, and college problems and dressing in a well-organized presentation.
	SP2.2	Constructs sentences to express an argument clearly enough to be understood most of the time in a well-organized presentation with the appropriate linkers or connecting words about future plans regarding jobs and studies, and college problems and dressing.
	SP2.3	Expresses an argument clearly enough to be understood most of the time in a well-organized presentation.
W.1. lists the advantages and disadvantages of things that are of personal concern (e.g., future goals,	W1. 1	Prewrites an advantages and disadvantages list of things that are of personal concern (e.g., future goals, universities, majors, soft skills, careers, events.

IV Period		
Scenario: Get Ready. Get Set. Go!		
Assessment Strategies	**Indicators of Learning**	
universities, majors, soft skills, careers, events).	W1. 2	Drafts sentences to express advantages and disadvantages of things that are of personal concern (e.g., future goals, universities, majors, soft skills, careers, events.
	W1. 3	Revises sentences to express advantages and disadvantages of things that are of personal concern (e.g., future goals, universities, majors, soft skills, careers, events with a focus on content and subject-verb agreement, pronoun and article agreement, capitalization, sentence sense, text structure, word order, punctuation and use of commas.
	W1. 4	Edits sentences to express advantages and disadvantages of things that are of personal concern (e.g., future goals, universities, majors, soft skills, careers, events before publishing.
W.2. writes a descriptive paragraph about universities, majors or soft skills.	W1. 1	Prewrites a descriptive paragraph about universities, majors or soft skills
	W1.2	Drafts a descriptive paragraph about universities, majors or soft skills that includes topic sentence, supporting sentences, concluding sentence with the appropriate linkers or connecting words.

IV Period	
Scenario: Get Ready. Get Set. Go!	
Assessment Strategies	**Indicators of Learning**
	W1. 3 Revises a descriptive paragraph about universities, majors or soft skills with a focus on content and subject-verb agreement, capitalization, pronoun and article agreement, sentence sense, text structure, word order, spelling, use of commas, punctuation and cohesion.
	W1. 4 Edits a descriptive paragraph about universities, majors or soft skills before publishing.

IV Period — Scenario: Really??? Controversial Issues		
Assessment Strategies	**Indicators of Learning**	
L.1. interprets the main points of stories and other texts read aloud in the classroom.	L1.1	Chooses the main idea and supporting details of stories and other texts read aloud in the classroom
	L1.2	Analyses the author's argument of stories and other texts read aloud in the classroom.
	L1.3	Draws conclusions of stories and other texts read aloud in the classroom.
L.2. extracts the main points from classroom talks.	L2.1	Demonstrates comprehension of the main idea and some supporting details from classroom talks about controversies from the law and stereotypes.
R.1. draws conclusions on short media reports.	R1.1	Identifies the intended audience on short media reports.
	R1.2	Recognizes the text structure of short media reports.
	R1.3	Chooses the main idea in paragraphs or sections of short media reports.

IV Period		
Scenario: Really??? Controversial Issues		
Assessment Strategies	**Indicators of Learning**	
	R1.4	Extracts supporting details in paragraphs or sections of short media reports.
	R1.5	Draws conclusions from of short media reports.
R.2. extracts key points in straightforward factual texts.	R2. 1	Chooses the main idea and supporting details in straightforward factual texts about controversial topics.
SI.1. starts a conversation and helps to keep it going.	SI.1.1	Initiates a fairly fluent conversation about past experiences stories and news about world international issues with peers using a variety of words and expressions and skills like pausing for self-correction and checking for understanding.
	SI.1.2	Interrupts, the listener in a conversation about past experiences stories and news about world international issues by using rejoinders such as: Excuse me, May I say something? No, I'm sorry but…, Changing topic…
	SI.1.3	Closes the conversation by using a leave-taking.

IV Period		
Scenario: Really??? Controversial Issues		
Assessment Strategies	**Indicators of Learning**	
SI.2. takes part in long conversations with peers, if others make an effort as well.	SI.2.1	Initiates a fairly fluent conversation to agree or disagree about health and medical facts related to law with peers by using a variety of words and expressions and skills like pausing for self-correction and checking for understanding.
	SI.2.2	Sustains the conversation by using rejoinder phrases such as: Really…, Right,…
	SI.2.3	Closes the conversation by using a leave-taking.
SP.1. explains a process providing detailed, practical instructions.	SP.1.1	Investigates and determines the language, content and resources to explain a process by providing detailed and practical instructions in a well-organized presentation.
	SP.1.2	Organizes the content and resources by identifying the stages to carry out the process to present in a well-organized presentation.
	SP.1.3	Constructs sentences to describe in a detailed way each stage involved in the process using the appropriate linkers or connecting words in a well-organized presentation.
	SP.1.4	Gives a well-organized presentation to describe in a detailed way each

	IV Period Scenario: Really??? Controversial Issues	
Assessment Strategies	**Indicators of Learning**	
		stage involved in the process.
SP.2. expresses opinions about world facts, issues from health and medicine, stereotypes and cultural differences.	SP.2.1	Investigates and determines language content to express an opinion about world facts, issues from health and medicine, stereotypes or cultural differences in a well-organized presentation.
	SP.2.2	Organizes the ideas to express an opinion about world facts, issues from health and medicine, stereotypes, or cultural differences in a well-organized presentation.
	SP.2.3	Constructs sentences to express an opinion about world facts, issues from health and medicine, stereotypes, or cultural differences in a well-organized presentation.
	SP.2.4	Presents an opinion about world facts, issues from health and medicine, stereotypes, or cultural differences in a well-organized presentation.
W.1. writes a short summary of a piece of literature or	W1.1	Prewrites a list of the main idea and supporting details from a piece of literature or audiovisual production about world facts, issues from health and medicine, stereotypes, or cultural differences.

IV Period		
Scenario: Really??? Controversial Issues		
Assessment Strategies	**Indicators of Learning**	
audiovisual production.	W1.2	Drafts a short summary of a piece of literature or audiovisual production about world facts, issues from health and medicine, stereotypes or cultural differences including main points and giving specific details using the appropriate linkers or connecting words.
	W1.3	Revises a short summary of a piece of literature or audiovisual production about world facts, issues from health and medicine, stereotypes, or cultural differences with a focus on content and subject-verb agreement; pronoun and article agreement, capitalization sentence sense, word order, comma use in a pair-share activity.
	W1.4	Edits a short summary by correcting mistakes before publishing.
W.2. writes short persuasive paragraphs.	W2.1	Prewrites a persuasive paragraph about a controversial issue.
	W2.2	Drafts a persuasive paragraph about a controversial issue that includes a thesis statement, main reasons, facts and examples conclusion while also acknowledging contrasting opinions with new structures (e.g., on the one hand, Yet on the other hand…) with the appropriate linkers or connecting words.

IV Period Scenario: Really??? Controversial Issues		
Assessment Strategies	**Indicators of Learning**	
	W2.3	Revises a persuasive paragraph about a controversial issue with a focus on content and subject-verb agreement; pronoun and article agreement, capitalization, sentence sense, word order, comma use spelling, punctuation, content cohesion accurately in a pair-share activity.
	W2.4	Edits a persuasive paragraph about a controversial issue before publishing.

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** **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.	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			
Assessment Strategy	**Indicators of learning**																			
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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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