

English National Advisory  
Department of Third Cycle and  
Diversified Education

**inep**

Ministerio  
de Educación Pública

10°

SUGGESTED INDICATORS OF LEARNING FOR THE  
PEDAGOGICAL MEDIATION OF THE ENGLISH  
CURRICULUM AT TECHNICAL HIGH SCHOOLS

Tenth Grade

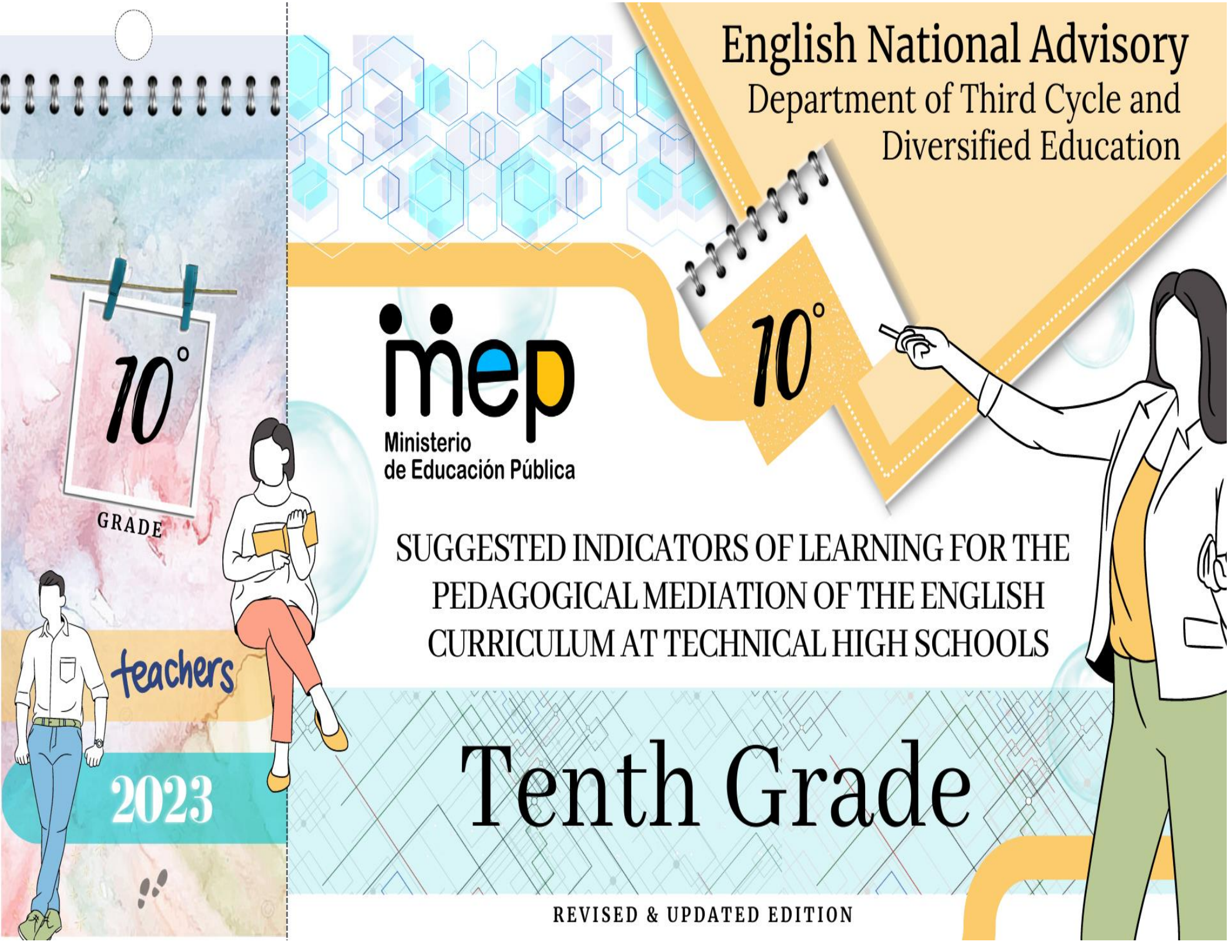
REVISED & UPDATED EDITION

10°

GRADE

teachers

2023



## **Comisión redactora**

**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 Regional de Educación Guápiles

## Table of Contents

1. Presentation.....	3
2. Aim of the document .....	3
3. Important points to keep in mind when working with the indicators.....	4
4. Indicators of Learning .....	5
5. How to use this document.....	7
6. How to incorporate the indicators of learning in your lesson plan.....	8
7. Suggested Indicators of Learning Scenario Love What We Do! .....	12
8. Suggested Indicators of Learning Scenario Stories Come in All Shapes and Sizes .....	17
9. Suggested Indicators of Learning Scenario A World of Differences.....	22
10. Suggested Indicators of Learning Scenario Caution: Fragile World -- Handle with Care .....	27
11. Samples for In-Class Progress and Performance Scale Instruments .....	32
12. References .....	38

## Presentation

This booklet provides English teachers of Tenth grade 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 tenth grade in which you can find videos, audios and the Teacher's Guide for tenth grade.

[https://recursos.mep.go.cr/2020/sitio\\_decimo\\_ingles/index.html](https://recursos.mep.go.cr/2020/sitio_decimo_ingles/index.html)

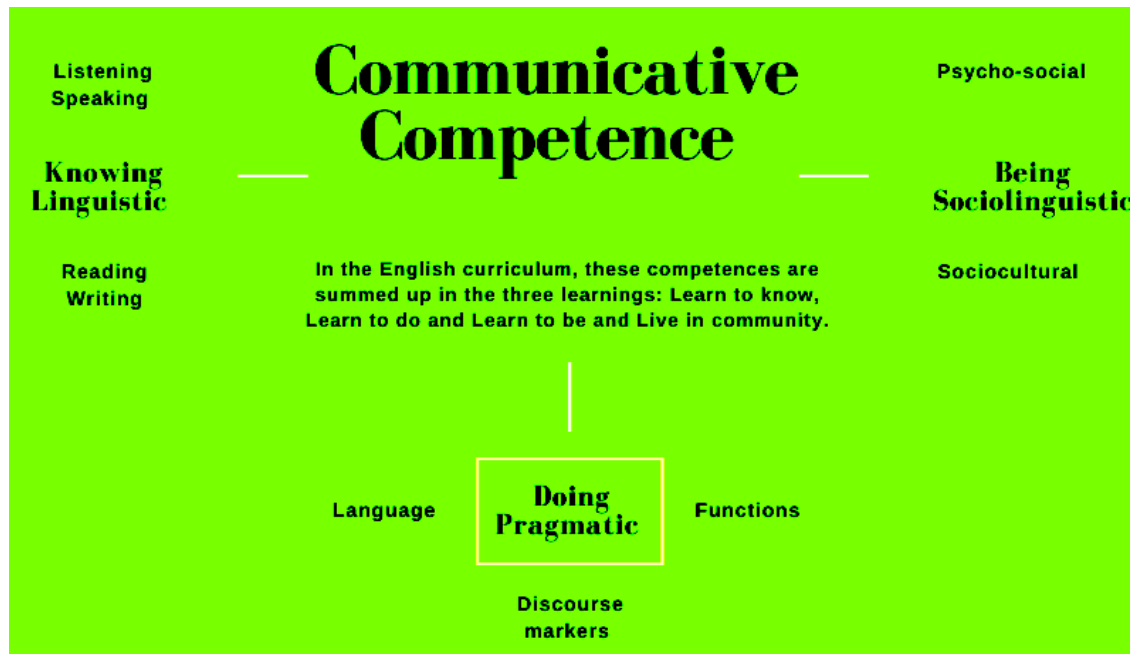
### Aim of this document:

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

### 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

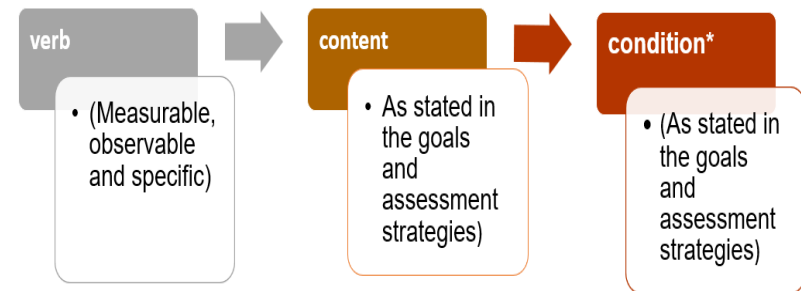
CEFR has different proficiency levels for each linguistic competence. In the English curriculum, these levels can be seen in the goals and the assessment strategies for each scenario. Measuring linguistic competences is an essential part of classroom assessment. It provides an objective, valid, reliable 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><u>Indicator of learning:</u></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;"><b><u>Oral Comprehension</u></b></p> <p><b>Pre-listening</b> 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</p> <p>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><b>cardiovascular system</b> (<i>noun</i>) ( )</td> <td>1. a word showing disbelief</td> </tr> <tr> <td><b>fridge</b> (<i>noun</i>) ( )</td> <td>2. begin or start</td> </tr> <tr> <td><b>hon</b> (<i>pronoun</i>): ( )</td> <td>3. a medical examination</td> </tr> <tr> <td><b>cut back on</b> (<i>phrasal verb</i>): ( )</td> <td>4. short for "refrigerator"</td> </tr> <tr> <td><b>take up</b> (<i>phrasal verb</i>): ( )</td> <td>5. your body's blood circulation system including your heart, veins, and arteries</td> </tr> <tr> <td><b>physical</b> (<i>noun</i>) ( )</td> <td>6. short for "honey"</td> </tr> <tr> <td><b>Humph</b> (<i>exclamation</i>) ( )</td> <td>7. to reduce</td> </tr> </tbody> </table> <p>Learners compare answers and teacher checks them out loud.</p> <p><b>Listening for the first time</b> Learners listen to a conversation taken from <a href="https://www.esl-lab.com/intermediate/healthy-lifestyle/">https://www.esl-lab.com/intermediate/healthy-lifestyle/</a>. Teacher can download the audio from <a href="https://www.esl-lab.com/quizzes/healthylifestyle-cloze.htm">https://www.esl-lab.com/quizzes/healthylifestyle-cloze.htm</a> Learners listen to the conversation for the first time and complete the following statements.</p>	Column A	Column B	<b>cardiovascular system</b> ( <i>noun</i> ) ( )	1. a word showing disbelief	<b>fridge</b> ( <i>noun</i> ) ( )	2. begin or start	<b>hon</b> ( <i>pronoun</i> ): ( )	3. a medical examination	<b>cut back on</b> ( <i>phrasal verb</i> ): ( )	4. short for "refrigerator"	<b>take up</b> ( <i>phrasal verb</i> ): ( )	5. your body's blood circulation system including your heart, veins, and arteries	<b>physical</b> ( <i>noun</i> ) ( )	6. short for "honey"	<b>Humph</b> ( <i>exclamation</i> ) ( )	7. to reduce	<p>5'</p> <p>5'</p> <p>5'</p> <p>5'</p>
Column A	Column B																		
<b>cardiovascular system</b> ( <i>noun</i> ) ( )	1. a word showing disbelief																		
<b>fridge</b> ( <i>noun</i> ) ( )	2. begin or start																		
<b>hon</b> ( <i>pronoun</i> ): ( )	3. a medical examination																		
<b>cut back on</b> ( <i>phrasal verb</i> ): ( )	4. short for "refrigerator"																		
<b>take up</b> ( <i>phrasal verb</i> ): ( )	5. your body's blood circulation system including your heart, veins, and arteries																		
<b>physical</b> ( <i>noun</i> ) ( )	6. short for "honey"																		
<b>Humph</b> ( <i>exclamation</i> ) ( )	7. to reduce																		

L.1.1 Gets main points of audio recordings about healthy living.

Listen to the conversation and complete the statements.

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

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

10'

22'

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

## Scenario

### 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.
L2. 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.	L2.1	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.
	L2.2	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.

**Scenario**

**Scenario: Love What We Do!**

<b>Assessment Strategies</b>	<b>Indicators of Learning</b>	
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, titles, 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.

## Scenario

### 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

**Scenario**

**Scenario: Love What We Do!**

<b>Assessment Strategies</b>	<b>Indicators of Learning</b>	
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,



**Scenario**

**Scenario: Love What We Do!**

<b>Assessment Strategies</b>	<b>Indicators of Learning</b>	
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.

## UNIT 2

### Scenario: Stories Come in All Shapes and Sizes

Assessment Strategies	Indicators of Learning	
L1. recognizes the main points of even a relatively long discussion on familiar topic, related to stories on standard English.	L1.1	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.
R3. 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.

## UNIT 2

### Scenario: Stories Come in All Shapes and Sizes

Assessment Strategies	Indicators of Learning	
	R3.2	Identifies key words from movie reviews, interviews, tweets, posts of various lengths supported by diagrams and illustrations.
SI.1. repeats what has been said and conveys this information to another person.	SI1. 1	Identifies the main idea and specific details of what has been said.
	SI1. 2	Summarizes the ideas to another person by using linkers: sequential-past time.
SI.2. interacts in a face-to-face conversation talking in detail about tweets, memes, poems, posts, blogs, comics, short stories, videos when interacting in pairs or small groups.	SI.2.1	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.
SP1. describes what is occurring in tweets, blogs, short stories, videos, including his/her personal opinion about them.	SP1.1	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.
	SP1.2	Organizes the information and visuals to give a presentation about what is occurring in tweets, blogs, short stories, videos, including an opinion about them.

## UNIT 2

### 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

## UNIT 2

### Scenario: Stories Come in All Shapes and Sizes

Assessment Strategies	Indicators of Learning	
		poem examined in class.
W1. expresses what has been learned, how it has been learned, and learning goals for the future.	W1. 1	Prewrites a narrative paragraph about what has been learned, how it has been learned, and learning goals for the future.
	W1. 2	Drafts a narrative paragraph about what has been learned, how it has been learned, and learning goals for the future including topic sentence, supporting sentences, a concluding sentence and discourse markers.
	W1. 3	Revises a narrative paragraph about what has been learned, how it has been learned, and learning goals for the future 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,	W1. 2	Prewrites important details about a short story, video or blog dealing with familiar subjects.

## UNIT 2

### Scenario: Stories Come in All Shapes and Sizes

Assessment Strategies	Indicators of Learning	
blogs).	W2. 2	Drafts a summary with important details and with the appropriate linkers or connecting words about a short story, video or blog dealing with familiar subjects.
	W2. 3	Revises a summary with important details about a short story, video or blog dealing with familiar subjects 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.

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*

**Scenario**

**A World of Differences**

<b>Assessment Strategies</b>	<b>Indicators of Learning</b>	
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

## Scenario

### 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.



## Scenario

### 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.

## Scenario

### 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.

**Scenario**

**A World of Differences**

<b>Assessment Strategies</b>	<b>Indicators of Learning</b>	
W.2.writes a simple, short descriptive narrative paragraph based on real or imagined event related to cultural diversity, including characters, plot, and setting	W2. 1	Prewrites a simple, short descriptive or narrative paragraph based on a real or imagined event related to cultural diversity, including characters, plot, setting, based on real or imagined event related to cultural diversity.
	W2. 2	Drafts a simple, short descriptive or narrative paragraph related to cultural diversity, including characters, plot, setting, topic sentence, supporting details and signal words based on a real or imagined event related to cultural diversity with the appropriate linkers or connecting words.
	W2. 3	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.
	W2. 4	Edits a short descriptive / narrative paragraph 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*

## Scenario

### Caution: Fragile World -- Handle with Care

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,	R2. 1	Recognizes targeted words.
	R2. 2	Articulates targeted words.

## Scenario

### Caution: Fragile World -- Handle with Care

Assessment Strategies	*Indicators of Learning	
syllabification and word parts.	R2. 3	Produces the targeted words in sentences in an oral form with words.
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, titles, 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	SI2. 1	Initiates a simple face-to-face conversation with a greeting.
	SI2. 2	Keeps a face-to-face conversation going.

**Scenario**

**Caution: Fragile World -- Handle with Care**

<b>Assessment Strategies</b>	<b>*Indicators of Learning</b>	
the classroom.	SI2. 3	Asks and answers about participating in sustainability activities.
	SI2. 4	Closes the conversation about participating in sustainability activities.
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.

**Scenario**

**Caution: Fragile World -- Handle with Care**

<b>Assessment Strategies</b>	<b>*Indicators of Learning</b>	
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.
	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

## Scenario

**Caution: Fragile World -- Handle with Care**

Assessment Strategies	*Indicators of Learning	
		blog dealing with familiar subjects before publishing.
W.2. describes events (e.g., sustainable practices at home or school) using complete sentences that are connected to each other within expository paragraphs.	W2.1	Prewrites an expository paragraph about sustainable practices at home or school.
	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.

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 / Nivel 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
	<b>3= Achieved:</b> Learner can achieve the task without any difficulty.															
	<b>2= In process:</b> Learner can achieve the task with some difficulty and needs improvement.															
<b>1= Not yet achieved:</b> 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
<b>Total</b>																
<b>Porcentaje</b>																

<b>Oral Performance Scale-Sample (Oral Production)</b>							
High School							
Summative instrument							
Allotted Time: _____ minutes							
Level: Seventh Grade							
Teacher: _____							
Date: _____							
Student`s name: _____							
Score: _____							
Total Points: _____							
Gotten points: _____							
Percentage: _____ %							
Obtained Percentage: _____							
Group: _____							
<b>Scenario:</b>		<b>Scenario: Enjoying Life</b>					
<b>Assessment Strategy</b>		Sl.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.					
<b>Description of linguistic task</b>		<b>Information exchange (2 minutes)</b> 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.					
<b>Indicators*</b>		<b>Points per indicator</b>	<b>N/A</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
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)

<b>*Uses appropriate communication strategies (uses of facial expressions and gestures, asks for repetition, indicates lack of understanding, repeats words).</b>	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	
<b>*Pronounces the target language correctly</b>	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)	
<b>*Stresses words and sentences correctly</b>	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		
<b>*Speaks at a normal speed</b>	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.	
<b>Total:</b>	23					
<b>Comments:</b>						

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
<b>Asks questions about holidays and festivals in Costa Rica, Latin America and around the World.</b>	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)	
<b>Answers questions about holidays and festivals in Costa Rica, Latin America and around the World.</b>	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.	
<b>Gives information about holidays and festivals in Costa Rica, Latin America and around the World.</b>	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)	
<b>*Uses appropriate communication strategies (uses of facial expressions and gestures, asks for repetition, indicates lack of understanding, repeats words).</b>	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	
<b>*Pronounces the target language correctly</b>	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)	
<b>*Stresses words and sentences correctly</b>	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		
<b>*Speaks at a normal speed</b>	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.	
<b>Total:</b>	23					
<b>Comments:</b>						

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

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

## References

- Curriculum Services Canada, A Guide to Reflective Practice for Core French Teachers, The Action-Oriented Approach. Module 3. Ministry of Education and the Government of Canada through the Department of Canadian Heritage.
- Common European Framework of Reference for Languages: Learning, Teaching, Assessment (2003). Cambridge, U.K.: Press Syndicate of the University of Cambridge.
- Common European Framework of Reference for Languages: Learning, Teaching, Assessment (2018). Cambridge, U.K.: Press Syndicate of the University of Cambridge.
- Frade, L. (2009) Desarrollo de Competencias en Educación. Inteligencia Educativa. 2 edición (295-402)
- Ministerio de Educación Pública (2021). Lineamientos técnicos para el proceso de evaluación, curso lectivo 2021. San José, Costa Rica: MEP.
- Ministerio de Educación Pública (2021). Mediación Pedagógica para la Educación Combinada, curso lectivo 2021. San José, Costa Rica: MEP.
- Ministerio de Educación Pública (2016). Programa de Estudio de Inglés Tercer Ciclo y Educación Diversificada Académico. San José, Costa Rica: MEP.
- Ministerio de Educación Pública (2017). Programa de Estudio de Inglés Plan de Estudios Liceo Bilingüe Secciones Bilingües español –Inglés Tercer Ciclo. San José, Costa Rica: MEP.
- Ministerio de Educación Pública (2020). Programa de Estudio de Inglés Plan de Estudios Liceo Bilingüe Secciones Bilingües español –Inglés Educación Diversificada. San José, Costa Rica: MEP.
- <https://www.orientacionandujar.es/2016/11/06/taxonomia-robert-marzano-verbos-recomendados-indicadores-niveles-cognitivos/>