



Eleventh Grade

GUIDELINES ON HOW TO WRITE INDICATORS OF
LEARNING FOR THE SUGGESTED PEDAGOGICAL
MEDIATION OF LITERATURE IN ENGLISH LANGUAGE

EXPERIMENTAL BILINGUAL HIGH SCHOOLS & BILINGUAL GROUPS
(LEBS & SEBIS)



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Important points to keep in mind when working with the Literature in English Language Program.

- ✚ Literature should connect with life experiences, beliefs, and convictions, which have to be faced through a methodological approach of ethical dilemmas (daily life, artistic, fictitious and historical) within a new democratic perspective.
- ✚ Literature constitutes a valid opportunity to promote the use of critical and creative skills in the process of building up a classroom community of inquiry, adapted by teachers, according to the learner's interest and level of English.
- ✚ Literature is an invitation to a dialogue. It teaches about humanity and reveals pros and cons of characters in specific situations and times. Learning a language is also learning about culture and values.
- ✚ Literature mirrors our own lives and provides a window into distant places, times, and people.
- ✚ Reading literature can increase the chances of students becoming passionate readers, who read with a purposeful objective, as well as enjoyment. Additionally, students can improve other skills through literature. As an illustration, creativity and reflection can be reinforced as students perform, write, and analyze different literary texts. Perhaps, this is the ultimate reason that students have for writing with joy and pleasure; that is, their education will be going beyond the reading.



**Four main goals
of the literature
program:**



To awaken joy ,
and passion for
literature.



To value and be
aware of the
artistic processes.



To understand
technical
concepts of
literary
manifestations as
well as their social
and personal
determinants.



To allow students
to express and
reflect themselves
creatively while
interacting with
literature pieces.



About the indicators for the pedagogical mediation...

When working with the Literature in the English Language program, teachers need to design their own teaching procedures, in the mediation activities, on the basis of the learners' pre-and post-assessments, as well as performance and reaction to instructional practices, circumstances and interests of each class community. The use of a rich variety of techniques and activities in the class will lead the students to establish positive cross curricular connections with suggested and flexible literature contents and within a socio-constructivist curricular approach. Consequently, visualizing, planning, and implementing techniques relevant to student-need and selecting coherent activities with the method, and in harmony with the approach, is the teacher's job. In regard to the performance indicators for the pedagogical mediation, they are used to assess the activities proposed during the pedagogical mediation process. Performance indicators for the pedagogical mediation are strictly related to the activity's achievement, and they help to provide specific and timely descriptive feedback to students.

It is important to clarify that this document includes only performance indicators that are measurable, observable and specific. However, we ask teachers to pay special emphasis on the following observable behaviors since they are as equally important because of nature and purpose of this subject:

- ✚ Appreciate and joy intermediate oral and written literary pieces.
- ✚ Appreciate and enjoy mystery stories, poems, short drama and comedy.
- ✚ Value authors 'literary contributions.
- ✚ Demonstrate development of social strategies.
- ✚ Apply collaborative work and learning strategies (outline, graphic organizers, etc).
- ✚ Appreciate and talk about other's cultures

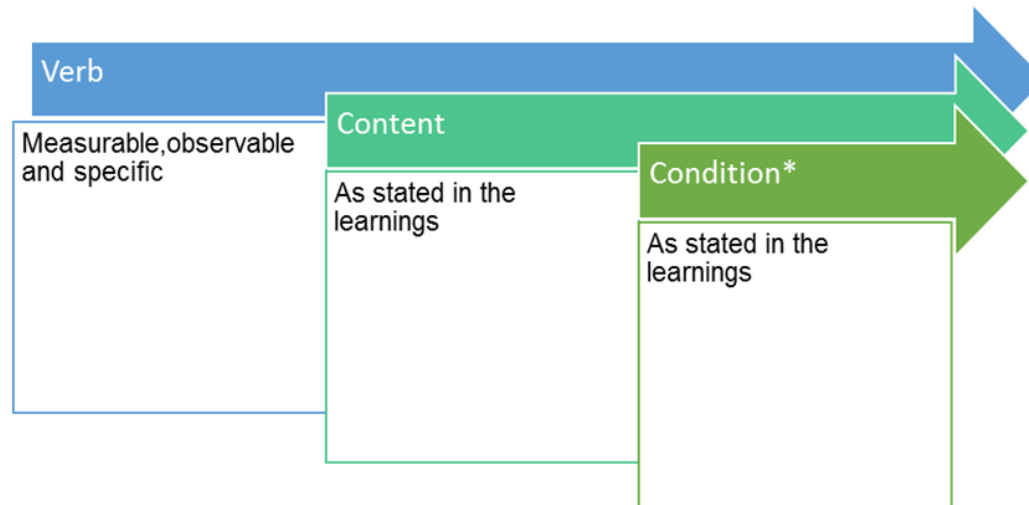


Performance indicators for the pedagogical mediation

They provide an objective, valid, reliable and meaningful balance to know what learners are achieving. Specific indicators for the pedagogical mediation in the literature lessons were written using the performance indicators for each grade. They were taken from the current program.



How do we write performance indicators for the pedagogical mediation?



* The condition element is present and contextualized in all the performance indicators for the pedagogical mediation of the curriculum. Therefore, indicators of learning must be written considering this feature.



How many performance indicators for the pedagogical mediation do we write per performance indicator?

This actually depends on the complexity of the performance indicator. Some can have one, two or even more. There is no recipe that says how many indicators should be written for each performance indicator.



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.

11th Grade Performance Indicators for the Pedagogical Mediation

The 11th Grade Literature in English Language curriculum provides performance indicators. These performance indicators are evidence that a teacher can record to show that students are achieving the learnings.





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

This document breaks each performance indicator down into a number of specific performance indicators for the pedagogical mediation. They are the steps that learners follow to achieve the performance indicators. The performance indicators for the pedagogical mediation have the following characteristics: measurable, observable and specific.

How to use this document:

- 1) Identify the performance indicator that you will be using.
- 2) Consider the steps or indicators for the pedagogical mediation learners need to follow to achieve each specific performance indicator.
- 3) Remember that there should be a connection between each performance indicator with the specific indicator for the pedagogical mediation proposed in this document.
- 4) Use specific indicators for the pedagogical mediation to monitor students' progress and make the corresponding mediation changes if necessary.

Important considerations:

1. Indicators for the pedagogical mediation are organized in terms.
2. In some of the indicators proposed, teachers have to include the content of these indicators.
3. In most of the cases, indicators for the pedagogical mediation are arranged in a suggested order for students to perform them appropriately.
4. It is always necessary to use indicators for the pedagogical mediation, such as the ones suggested in this document. As educators, teachers must use their own professional judgement to identify the steps their students most need to take to achieve the learnings and that is reflected in the pedagogical mediation.
5. During the face- to- face and/or distance pedagogical mediation process, and therefore, at the end of each self-study guide, the teacher will use the indicators to create instruments (rubrics and /or performance scales) to assess students' achievement level.
6. The mediation activities in the self-study guides must be coherent with the indicators for the pedagogical mediation to be included in the corresponding achievement level rubric.
7. When revising the indicators for the pedagogical mediation, consider that you can follow the steps below as suggested by the Institute of Collaborative Learning:
 -  **Select** the activity and leave it as it is.
 -  **Adapt** it or change it somehow.
 -  **Reject** it. Choose not to use it
 -  **Supplement** it. Enrich the activity with extra material to make it more appropriate.

Level: 11th

Terms: 1-2-3

Performance indicators from the program

Suggested Performance Indicators for the Pedagogical Mediation

Reacts to different oral and visual tasks (role plays, poems, songs, videos, dialogues and storytelling, among others).	Identifies the title (role plays, poems, songs, videos, dialogues and storytelling).
	Recognizes the writer's purpose by paying attention to the title.
	Distinguishes images, techniques and literary figures.
	Describes the artwork (oeuvre) including information about what, who, when, where, what it is about.
	Reacts in a written / oral form towards the artwork (oeuvre).
Differentiates literary figures	Skims for the gist of essays, cinematographic novels and books.
	Scans different literary passages to find literary figures in essays, cinematographic novels and books.
	States differences among literary figures in essays, cinematographic novels and books.
Produces poems (Refrains, Concrete Poetry)	Prewrites ideas for lines and stanzas in refrains and concrete poetry.
	Drafts lines and stanzas in refrains and concrete poetry.
	Revises lines and stanzas in refrains and concrete poetry.
	Edits lines and stanzas in refrains and concrete poetry by correcting the mistakes before publishing them.

Level: 11th

Terms: 1-2-3

Performance indicators from the program

Suggested Performance Indicators for the Pedagogical Mediation

Writes an integrated project based on literary pieces (essays).	Prewrites ideas for introduction, body and conclusion in an essay.
	Drafts sentences for an essay with the appropriate linkers or connecting words.
	Revises the essay by checking subject-verb agreement, pronoun and article agreement, capitalization, sentence sense, text structure, word order, content, punctuation and use of commas.
	Edits the essay by correcting the mistakes before publishing.
Discriminates main ideas and specific details in a variety of oral and written passages.	Identifies the topic in a variety of oral, visual, and written passages.
	Identifies main ideas in a variety of oral, visual, and written passages..
	Extracts details in a variety of oral, visual, and written passages.
Recognizes a variety of short literary passages.	Gets the gist of short literary passages.
	Recognizes the structure of short literary passages.
	Distinguishes specific traits of short literary passages.
Distinguishes meaning in context.	Identifies written and spoken forms of vocabulary in different literary passages.
	Recognizes the different meanings of the same word by using the context in different literary passages.

Level: 11th

Terms: 1-2-3

Performance indicators from the program

Suggested Performance Indicators for the Pedagogical Mediation

Expresses ideas, feelings, likes and dislikes, preferences, opinions, hypotheses using appropriate vocabulary in oral and written oral forms.	Plans a set of ideas to express ideas, feelings, likes and dislikes, preferences, and opinions hypotheses, using appropriate vocabulary in oral and written forms towards the artwork (oeuvre).
	Makes complete sentences to express ideas, feelings, likes and dislikes, preferences, and opinions hypotheses using appropriate vocabulary in oral and written forms towards the artwork (oeuvre).
	Expresses ideas, feelings, likes and dislikes, preferences, opinions, hypotheses using appropriate vocabulary in oral and written oral forms.
Defends arguments using appropriate vocabulary in oral and written oral forms.	Plans a set of ideas to defend arguments using appropriate vocabulary in oral and written forms towards the artwork (oeuvre).
	Makes complete sentences to defend arguments using appropriate vocabulary in oral and written forms towards the artwork (oeuvre).
	Defends arguments using appropriate vocabulary in oral and written forms towards the artwork (oeuvre).
Distinguishes meaning in different context.	Identifies written and spoken forms of vocabulary.
	Recognizes the different meanings of the same word by using the context.
Summarizes different literary passages.	Prewrites important details about different literary passages.
	Drafts a summary with important details about different literary passages.
	Revises a summary with important details about different literary passages

Level: 11th

Terms: 1-2-3

Performance indicators from the program

Suggested Performance Indicators for the Pedagogical Mediation

by checking subject-verb agreement, pronoun and article agreement, capitalization, indentation, sentence sense, text structure, word order, punctuation and content.

Edits the summary with important details about different literary passages before publishing.

Analyzes short drama.

Identifies the title meaning in a short drama.

Describes the characters in a short drama.

Describes the structure of the plot in a short drama.

Distinguishes the setting, place and time in a short drama

Relates the short drama with cultural context.

Describes the connections between plot and character developments in a short drama.

Infers character motivations in a short drama

Explains recurring motifs and themes in a short drama

Talks about other cultures

Selects the appropriate information and visuals to give a presentation about other cultures

Organizes the information and visuals to give a presentation about other cultures.

Level: 11th

Terms: 1-2-3

Performance indicators from the program

Suggested Performance Indicators for the Pedagogical Mediation

Makes sentences with the information and with the appropriate linkers or connecting words to give a well-organized presentation about other cultures.

Gives a well-organized presentation about other cultures.

Infers meaning from words in context.

Identifies written and spoken forms of words in different literary passages.

Recognizes the different meanings of the same word by using the context in different literary passages.

Propuesta elaborada por: Marianella Granados Sirias, Alfredo Ortega Cordero, Andrea Cruz Badilla. Asesores Nacionales de Inglés.

Departamento de Tercer Ciclo y Educación Diversificada. Dirección de Desarrollo Curricular

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