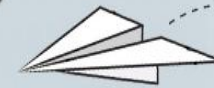




Eleventh Grade

GUIDELINES ON HOW TO WRITE INDICATORS OF
LEARNING FOR THE SUGGESTED PEDAGOGICAL
MEDIATION OF THE ENGLISH CURRICULUM

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



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Table of Contents

1. Presentation	5
2. Aims of the document	5
3. Important points to keep in mind when working with the indicators.....	6
4. Tasks and their relationship with indicators of learning.....	7
5. Indicators of Learning	9
6. 11th Grade Indicators of Learning	11
7. Indicators of Learning Term 1.....	15
8. Indicators of Learning Term 2	39
9. Indicators of Learning Term 3	63
10. Sample Rubrics for Self-Study Guides	78
11. Rubrics for Oral & Written Comprehension.....	79
12. Rubrics for and Oral & Written Production.....	91
13. Sample Rubrics and Performance Scale for Summative Assessment Instruments and the Assessment Promotion Strategy	92
14. References	104

Presentation

Dear teachers:

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

<https://www.mep.go.cr/educatico/liceos-experimentales-bilingues>

Aims of this document:

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

Best,

English Secondary National Advisors

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

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

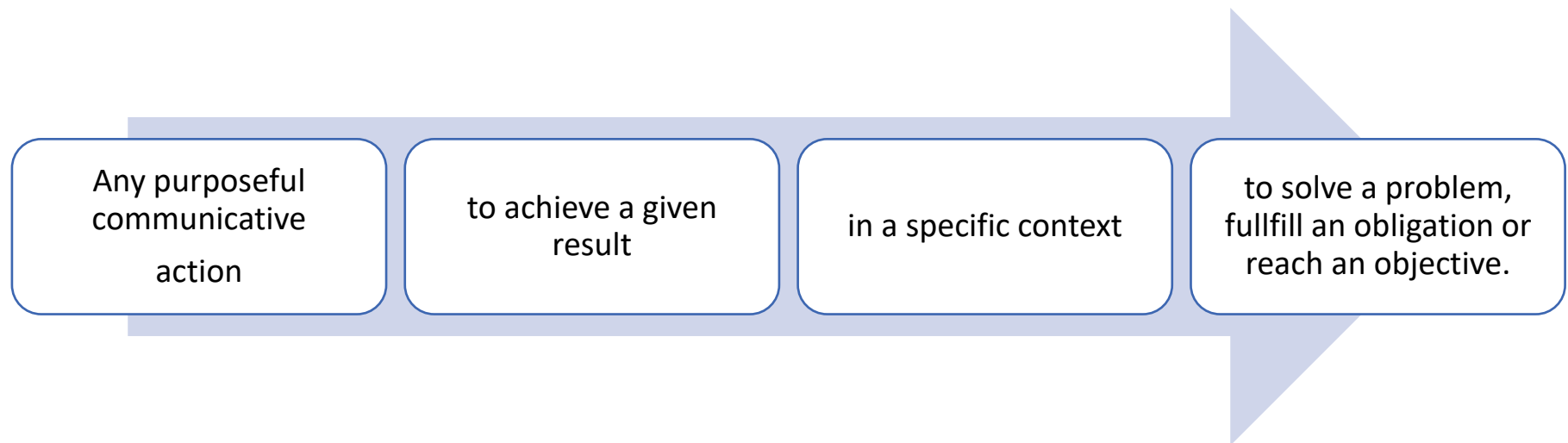
The CEFR defines competences as “the sum of knowledge, skills and characteristics that allow a person to perform actions in society.” (p.9). They are comprised of general and specific competences as shown in the following graphic organizer. General competences consist of knowledge, skills, and abilities to learn and existential competence that are not language-specific, but learners use them when performing all kinds of actions including language activities. In the English curriculum, these competences are summed up in the three learnings: Learn to know, Learn to do and Learn to be and Live in community.



Tasks and their relationship with indicators of learning

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

What is a task?



What are the task features?

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

Task Sample: Simple Action- Oriented Task

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

Complex Action- Oriented Task

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



INDICATORS OF LEARNING

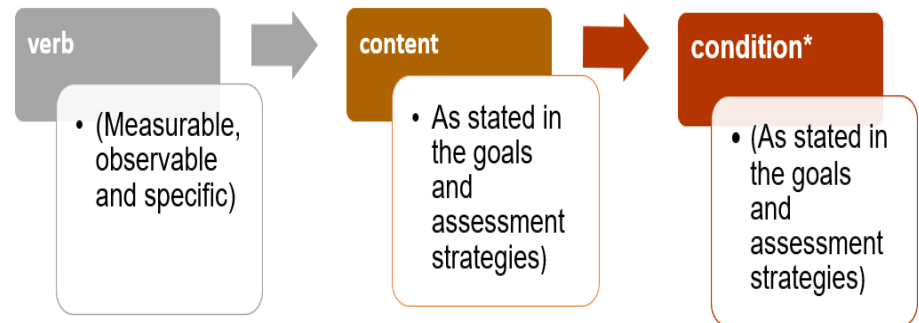
CEFR has different proficiency levels for each linguistic competence. In the English curriculum, these levels can be seen in the goals and the assessment strategies for each scenario. Measuring linguistic competences is an essential part of classroom assessment. It provides an objective, valid, reliable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

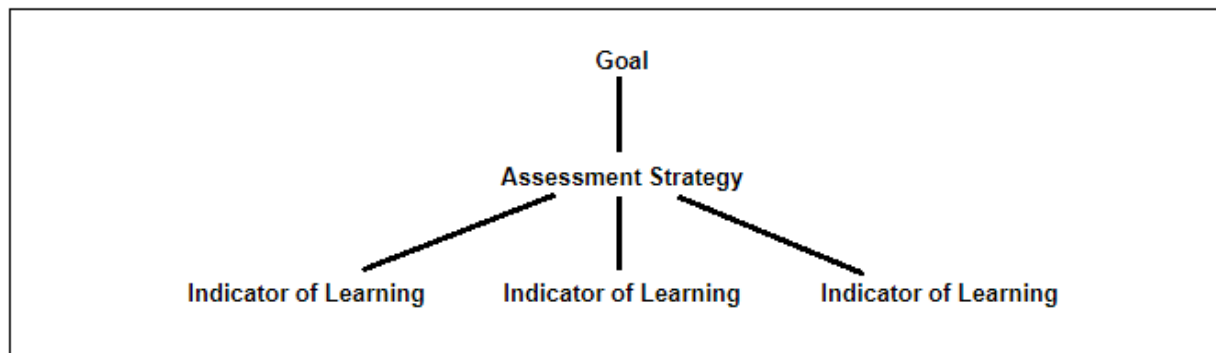
Achieved: Learner can achieve the task without any difficulty.

11th Grade Indicators of Learning

The 11th Grade curriculum and the teachers' guide provide student-can-do descriptors called goals, accompanied by assessment strategies. These assessment strategies are evidence that a teacher can record to show that students are achieving the unit goals.

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

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



How to use this document:

- 1) Identify the goal and assessment strategy that you will be using. Remember, a goal is a can- do performance descriptor while an assessment strategy provides evidence of learner's learning outcomes.
- 2) Consider the steps or indicators learners need to follow to achieve each assessment strategy. It is important to clarify that each assessment strategy is linked to a goal. See the example below:

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

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

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

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

Important considerations:





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

guides/didactic planning must have indicators, only the ones that are necessary to achieve the corresponding assessment strategy and learning goal for each linguistic competence.

9.

10. Most of the tasks suggested in the teacher's guide match the indicators of learning because they follow the mediation proposed for each competence. If you use the tasks proposed in the teacher's guide for planning your self-study guides, make sure these tasks match with the steps proposed to mediate each competence and consequently the self-assessment section.

11. When revising the activities in the teacher's guide or any other resource to plan your lessons, consider that you can follow the steps below as suggested by the Institute of Collaborative Learning:

-  **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

Term: 1

CEFR Band: B2.

Scenario: The Arts Matter

Oral Comprehension & Oral Production

Assessment Strategies	Indicators of Learning	
L.1. follows the essential of lectures or talks within his/her own field, if the subject matter is familiar and the presentation is clearly structured.	L.1.1	Identifies the subject of the lectures or talks within his/her own field, if the subject matter is familiar and the presentation is clearly structured.
	L.1.2	Recognizes the main points in lectures or talks within his/her own field if the subject matter is familiar and the presentation is clearly structured.
	L.1.3	Distinguishes specific pieces of information related to who, what, when, where, why in lectures or talks within his/her own field, if the subject matter is familiar and the presentation is clearly structured.
	L.1.4	Extracts specific details in lectures or talks within his/her own field, if the subject matter is familiar and the presentation is clearly structured.
L.2. identifies the main reasons for and against an argument or idea in a discussion conducted in clear standard speech	L.2.1	Identifies the topic in a discussion conducted in clear standard speech.
	L.2.2	Recognizes main points in a discussion conducted in clear standard speech.
	L.2.3	Distinguishes main reasons for an argument or idea in a discussion conducted in clear standard speech.
	L.2.4	Distinguishes main reasons against an argument or idea in a discussion conducted in clear standard speech.

Level: 11th

Term: 1

CEFR Band: B2.

Scenario: The Arts Matter

Oral Comprehension & Oral Production

Assessment Strategies	Indicators of Learning	
L.3. follows extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.	L.3.1	Identifies the subject of extended speech and complex lines of argument provided if the topic is reasonably familiar.
	L.3.2	Recognizes the main points of extended speech and complex lines of argument provided if the topic is reasonably familiar.
	L.3.3	Distinguishes specific pieces of information related to who, what, when, where, why extended speech and complex lines of argument provided if the topic is reasonably familiar.
	L.3.4	Extracts specific details in extended speech and complex lines of argument provided if the topic is reasonably familiar.
L.4. distinguishes information on radio documentaries, live interviews, talk shows, plays and the majority of recorded or broadcast audio material delivered it in the standard form of the language.	L.4.1	Identifies the topic on radio documentaries, live interviews, talk shows, plays and the majority of recorded or broadcast audio material delivered it in the standard form of the language.
	L.4.2	Recognizes main ideas on radio documentaries, live interviews, talk shows, plays and the majority of recorded or broadcast audio material delivered it in the standard form of the language.

Level: 11th

Term: 1

CEFR Band: B2.

Scenario: The Arts Matter

Oral Comprehension & Oral Production

Assessment Strategies	Indicators of Learning	
	L.4.3	Distinguishes key details on radio documentaries, live interviews, talk shows, plays and the majority of recorded or broadcast audio material delivered it in the standard form of the language.
L.5. follows TV drama and the majority of films in standard dialect.	L.5.1	Identifies the problems in a TV drama or a film in standard dialect.
	L.5.2	Selects the major problems in a TV drama or a film in standard dialect.
	L.5.3	Suggests specific solutions to these major problems in a TV drama or a film in standard dialect.
	L.5.4	Recommends the best solution to be implemented for major problems in a TV drama or a film in standard dialect.
	L.5.5	Details how this solution should be implemented major problems in a TV drama or a film in standard dialect.
SI.1. interacts with a degree of fluency and spontaneity that makes regular interaction, and sustained relationships with speakers of the	SI.1.1	Starts the simple face-to-face conversation with a greeting.
	SI.1.2	Keeps a face-to-face conversation going
	SI.1.3	Continues with the conversation by checking understanding from the speaker's point of view or listener's point of view.
	SI.1.4	Asks for agreement and disagreement in given statements

Level: 11th

Term: 1

CEFR Band: B2.

Scenario: The Arts Matter

Oral Comprehension & Oral Production

Assessment Strategies	Indicators of Learning	
target language quite possible without imposing strain on either party.	SI.1.5	Answers questions.
	SI.1.6	Closes the conversation.
SI.2. corrects slips and errors if he/she becomes conscious of them or if they have led to misunderstandings.	SI.2.1	Identifies the errors if he/she becomes conscious of them or if they have led to misunderstandings.
	SI.2.2	Self-corrects slips and errors if he/she becomes conscious of them or if they have led to misunderstandings.
SI.3. plans what is to be said and the means to say it, considering the effect on the recipient(s).	SI.3. 1	Identifies the task to be done.
	SI.3.2	Selects the necessary language and resources for the task.
	SI.3. 3	Establishes priorities to perform a task.
	SI.3.4	Makes sentences considering the effect on the recipient(s).
SI.4. monitors speech and corrects mistakes consciously by taking notes.	SI.4.1	Monitors his /her speech while interacting with others in conversations.
	SI.4.2	Corrects his /her mistakes consciously while interacting with others in conversations.
SI.5. takes initiatives in an interview, expands and develops ideas with little help or prodding from an interviewer.	SI.5.1	Starts an interview with a greeting.
	SI.5.2	Takes the initiative in an interview by using some discourse functions such as: Shall we begin? / I would like to start.

Level: 11th

Term: 1

CEFR Band: B2.

Scenario: The Arts Matter

Oral Comprehension & Oral Production

Assessment Strategies	Indicators of Learning	
	SI.5.3	Extends the interview by providing more ideas introduced with a discourse function such as: I like to say a few words here., I think I can contribute to this point., I could say something here.
	SI.5.4	Asks for agreement and disagreement in given statements
SI.6. outlines an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches.	SI.6.1	Describes in a general way the issue or problem.
	SI.6.2	Identifies possible the issue or problems causes.
	SI.6.3	Identifies possible the issue or problems consequences.
	SI.6.4	Discusses about the issue or problems advantages and disadvantages.
	SI.6.5	Provides different ways to solve an issue or a problem.
SI.7. takes an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.	SI.7.1	Starts an informal discussion in familiar contexts with a greeting.
	SI.7.2	Takes the initiative in an informal discussion in familiar contexts by commenting points expressed by others.
	SI.7.3	Extends the informal discussion by putting points of view clearly with a discourse function such as: I could say something here.
	SI.7.4	Asks for agreement and disagreement in given points of view.
	SI.8.1	Identifies the points in a discussion.

Level: 11th

Term: 1

CEFR Band: B2.

Scenario: The Arts Matter

Oral Comprehension & Oral Production

Assessment Strategies	Indicators of Learning	
SI.8 gives feedback on and follows up statements and inferences to help the development of a discussion.	SI.8.2	Produces follow-up statements about the points discussed.
	SI.8.3	Makes one or two inferences to help out in the development of a discussion.
SI.9 defines goals for work and compares options on how to achieve them.	SI.9.1	Identifies the task to achieve.
	SI.9.2	Defines goals for work.
	SI.9.3	Lists resources to achieve the goals for work.
	SI.9.4	Compares pros and cons to achieve the goals for work.
	SI.9.5	Decides on specific actions to achieve the goals for work.
	SI.9.6	Justifies the chosen actions to achieve the goals for work.
SI.10. contributes to collaborative decision making and problem solving, expressing and codeveloping ideas, explaining details and making suggestions for future actions.	SI.10.1	Identifies a problem.
	SI.10.2	Expresses ideas for explaining details and making suggestions.
	SI.10.3	Recognizes the contribution each member can provide.
	SI.10.4	Shares ideas with the rest of the group/team.
	SI.10.5	Negotiates agreements on the problem discussed.
	SI.10.6	Uses the ideas discussed and team agreements to come into conclusions for solving problems and proposing future actions.

Level: 11th

Term: 1

CEFR Band: B2.

Scenario: The Arts Matter

Oral Comprehension & Oral Production

Assessment Strategies	Indicators of Learning	
SI.11. helps organize the discussing in a group.	SI.11.1	Summarizes what he/she and others have said in the group.
	SI.11.2	Identifies similarities and differences in points of view.
	SI.11.3	Asks others to refute what he/she and others said.
	SI.11.4	Defends points in a discussion.
	SI.11.5	Provides a positive closing.
	SI.11.6	Responds to the opposing closing.
SI.12. highlights the main issue that needs to be solved in a complex task.	SI.12.1	Identifies the task about a financial or family problem, a family event or meeting.
	SI.12.2	Recognizes what needs to be solved in a financial or family problem, a family event or meeting.
	SI.12.3	Distinguishes different angles or perspectives to solve a financial or family problem, a family event or meeting.
	SI.12.4	Plans the steps on how to resolve a financial or family problem, a family event or meeting.
SI. 13. develops other people's ideas and opinions.	SI.13.1	Identifies other people's main ideas and opinions.
	SI.13.2	Plans a set of sentences to expand ideas with two or more specific details.

Level: 11th

Term: 1

CEFR Band: B2.

Scenario: The Arts Matter

Oral Comprehension & Oral Production

Assessment Strategies	Indicators of Learning	
	SI.13.3	Uses a set of sentences to expand ideas with two or more specific details by working in pairs or groups and being flexible and open to adjusting the plan to circumstances.
SI.14. uses appropriate intonation, places stress correctly and articulates individual sounds clearly.	SI.14.1	Recognizes intonation, places stress correctly in stretches of language.
	SI.14.2	Articulates the individual sounds.
	SI.14.3	Produces stretches of language with the appropriate intonation and stress.
SP.1. describes the personal significance of events and experiences in detail.	SP.1.1	Plans the information to describe the personal significance of an event including information about what happened at the event, who was part of it, outcomes from the event and experiences, and the next steps after it.
	SP.1.2	Organizes the information to describe to describe the personal significance of an event.
	SP.1.3	Makes sentences with sufficient range of vocabulary to vary formulations and avoid repetition replacing words with pronouns and synonyms to describe the personal significance of an event.
	SP.1.4	Describes the personal significance of an event.
SP.2 uses sufficient range of vocabulary to vary formulation and avoid repetition when expressing	SP.2.1	Plans the information to describe an experience in detail on matters connected his/her field or on a general topic by using sufficient range of vocabulary to vary formulations.
	SP.2.2	Organizes the information to describe an experience in detail.

Level: 11th

Term: 1

CEFR Band: B2.

Scenario: The Arts Matter

Oral Comprehension & Oral Production

Assessment Strategies	Indicators of Learning	
his/herself on matters connected his/her field and on most general topics.	SP.2.3	Makes sentences with sufficient range of vocabulary to vary formulations and avoid repetition replacing words with pronouns and synonyms when describing an experience in detail on matters connected his/her field or on a general topic.
	SP.2.4	Describes an experience in detail on matters connected his/her field or on a general topic by reading it out loud and recording it.
SP.3. explains the details of an event or problem reliably.	SP.3.1.1	Plans the information to explain the details of a problem reliably including problem description what is the problem about?, who is facing the problem?, where is the problem happening?, when did the problem start? and why is the problem happening?
	SP.3.1.2	Organizes the information to explain the details of a problem reliably by using a graphic organizer.
	SP.3.1.3	Makes sentences with the information to explain the details of a problem including the answers for each of the following questions: what is the problem about?, who is facing the problem?, where is the problem happening?, when did the problem start? and why is the problem happening?
	SP.3.1.4	Explains the details of a problem reliably by using a graphic organizer.

Level: 11th

Term: 1

CEFR Band: B2.

Scenario: The Arts Matter

Oral Comprehension & Oral Production

Assessment Strategies	Indicators of Learning	
SP.4. links what s/he says into clear well-organized text though s/he may not always do smoothly; some “jumps” may appear.	SP.4.1	Plans stretches of language that show similarities and contrast adding examples into clear well-organized text.
	SP.4.2	Organizes the information to produce linked stretches of language into clear well-organized text supported by illustrations.
	SP.4.3	Makes sentences with the information to produce stretches of language into clear well-organized text and with the appropriate linkers or connecting words supported by videos.
	SP.4.4	Uses stretches of language with into clear well-organized text. though s/he may not always do smoothly; some “jumps” may appear
SP.5. communicates stretches of language with reasonable accuracy and corrects mistakes if they have led to misunderstanding.	SP.5.1	Plans stretches of language that show cause and effect.
	SP.5.2	Organizes the information that show cause and effect with reasonable accuracy supported by illustrations.
	SP.5.3	Makes sentences with the stretches of language that show cause and effect with reasonable accuracy and with the appropriate linkers or connecting words supported by illustrations.

Level: 11th

Term: 1

CEFR Band: B2.

Scenario: The Arts Matter

Oral Comprehension & Oral Production

Assessment Strategies	Indicators of Learning	
	SP.5.4	Uses stretches of language that show cause and effect with reasonable accuracy after recording the presentation/ speech before presenting it. Then, listening to it, taking notes or even correcting mistakes while presenting.
SP.6. produces stretches of language with a fairly even tempo; although s/he can be hesitant as s/he searches for expressions, there are few noticeably long pauses.	SP.6.1	Plans the information to produce stretches of language with a fairly even tempo that show time, beginning, during, ending, sequence, and conclusion.
	SP.6.2	Organizes the information that show time, beginning, during, ending, sequence, conclusion to produce stretches of language with a fairly even tempo supported by illustrations.
	SP.6.3	Makes sentences with the information to produce stretches of language with a fairly even tempo with the appropriate linkers or connecting words supported by illustrations.
	SP.6.4	Produces stretches of language with a fairly even tempo although s/he can be hesitant as s/he searches for expressions, there are few noticeably long pauses.
SP.7. adjusts his/her expressions to make some distinction between formal and informal registers but may not always do so appropriately.	SP.7.1	Identifies the scenario where production is taking place.
	SP.7.2	Recognizes the setting where production is taking place to choose the between formal and informal registers.
	SP.7.3	Recognizes the oral production purpose.

Level: 11th

Term: 1

CEFR Band: B2.

Scenario: The Arts Matter

Oral Comprehension & Oral Production

Assessment Strategies	Indicators of Learning	
	SP.7.4	Adjusts most of his/her expressions to reach the oral production purpose but may not always do so appropriately.
SP.8. adapts language to different situations or changes of direction in a talk.	SP.8.1	Identifies the scenario where the talk is taking place.
	SP.8.2	Recognizes the setting where the talk is taking place.
	SP.8.3	Recognizes the talk purpose.
	SP.8.4	Adapts his/her language or tone to different situations or changes of direction in a talk.

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

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

Level: 11th

Term: 1

CEFR Band: B2.

Scenario: The Arts Matter

Written Comprehension & Written Production

Assessment Strategies

Indicators of Learning

R.1. reads with a large degree of independence, using dictionaries and other reference sources selectively when necessary but may experience some difficulty with low-frequency idioms.	R.1.1	Skims to get the purpose from different genres such as academic, job-related and personal independently using dictionaries and other reference sources selectively when necessary.
	R.1.2	Distinguishes relevant information from different genres such as academic, job-related and personal independently using dictionaries and other reference sources selectively when necessary.
	R.1.3	Establishes links and connections from different genres such as academic, job-related and personal independently using dictionaries and other reference sources selectively when necessary.
	R.1.4	Infers relations between main ideas and supporting details from different genres such as academic, job-related and personal independently using dictionaries and other reference sources selectively when necessary.
R.2. recognizes when a text provides factual information and when it seeks to convince readers of something.	R.2.1	Gets the main idea of long texts (complex reports and articles) that provide factual information and when they seek to convince readers of something.

Level: 11th

Term: 1

CEFR Band: B2.

Scenario: The Arts Matter

Written Comprehension & Written Production

Assessment Strategies

Indicators of Learning

	R.2.2	Identifies key words or phrases of long texts (complex reports and articles) that provide factual information and when they seek to convince readers of something.
	R.2.3	Recognizes when a text provides factual information and when it seeks to convince readers of something.
R.3. distinguishes what is said in a personal email or posting even where some colloquial language is used.	R.3.1	Identifies what is said by completing sentences, answering questions, scanning for specific information in personal emails or postings.
	R.3.2	Gets what is said in different written resources even where some colloquial language is used.
R.4. distinguishes lengthily instructions for example in a user manual, game, medicines and different technological devices or gadgets.	R.4.1	Identifies lengthily instructions by talking and underlining ideas connected to prior knowledge, doing mix and match activities (matching terms and definitions) e.g., in manuals, games, medicines and different technological devices or gadgets, tutorials.
	R.4.2	Recognizes lengthily instructions given in a user manual, game, medicines and different technological devices or gadgets.
	R.4.3	Recognizes details in lengthily instructions given in different sources.

Level: 11th

Term: 1

CEFR Band: B2.

Scenario: The Arts Matter

Written Comprehension & Written Production

Assessment Strategies

Indicators of Learning

R.5. identifies quickly the content and relevance of news items, articles and reports on topics connected with my interests, deciding if a closer reading is worthwhile.	R.5.1	Gets the content and relevance of news items, articles and reports by using skimming, underlining ideas connected to prior knowledge.
	R.5.2	Recognizes content and relevance of news items, articles and reports on topics matching texts with headings, underlining topic sentences, scanning for key concepts, finding supporting sentences and matching vocabulary with definitions.
	R.5.3	Distinguishes quickly the content and relevance on different topics connected with own interests by completing sentences and answering questions.
W.1. gives complex information using appropriate grammar conventions.	W.1.1	Prewrites about an event seen on the news by using report frames /outlines and sentence frames that are helpful for academic writing with appropriate grammar conventions.
	W.1.2	Drafts about an event seen on the news by using report frames /outlines and sentence frames that are helpful for academic writing with appropriate grammar conventions including connecting words to express cause, effect and contrast.

Level: 11th

Term: 1

CEFR Band: B2.

Scenario: The Arts Matter

Written Comprehension & Written Production

Assessment Strategies

Indicators of Learning

	W.1.3	Revises an event seen on the news by using report frames /outlines and sentence frames that are helpful for academic writing with appropriate grammar conventions by checking subject-verb agreement, pronoun and article agreement, capitalization, sentence sense, text structure, spelling, paragraphing conventions, word order, content, punctuation and use of commas accurately.
	W.1.4	Edits an event seen on the news by using report frames /outlines and sentence frames that are helpful for academic writing with appropriate grammar conventions before publishing.
W.2. writes a review of a film, book or play.	W.2.1	Prewrites a review of a film, book or play by creating and outline.
	W.2.2	Drafts a review of a film, book or play by creating: an introduction, a summary, an analysis of the events, giving an opinion and giving conclusions.
	W.2.3	Revises a review of a film, book or play by checking subject-verb agreement, pronoun and article agreement, sentence sense, text

Level: 11th

Term: 1

CEFR Band: B2.

Scenario: The Arts Matter

Written Comprehension & Written Production

Assessment Strategies

Indicators of Learning

structure, spelling, paragraphing conventions, word order, content and use of commas accurately.

W.2.4 Edits a review of a film, book or play before publishing.

W.3. writes clear, detailed descriptions on a variety of subjects related to his/her field of interest.

W.3.1 Prewrites clear, detailed descriptions on a variety of subjects related to his/her field of interest by using concrete language, stronger nouns and verbs, varying sentence length and rhythm, choosing specific details, bringing the world to life with movement and avoiding clichés and familiar phrases.

W.3.2 Drafts clear, detailed descriptions on a variety of subjects related to his/her field of interest by using concrete language, stronger nouns and verbs, varying sentence length and rhythm, choosing specific details, bringing the world to life with movement and avoiding clichés and familiar phrases.

W.3.3 Revises detailed descriptions related to different field of interest by checking subject-verb agreement, pronoun and article agreement, capitalization, sentence sense, text structure, spelling, paragraphing

Level: 11th

Term: 1

CEFR Band: B2.

Scenario: The Arts Matter

Written Comprehension & Written Production

Assessment Strategies

Indicators of Learning

		conventions, word order, content, punctuation and use of commas accurately.
	W.3.4	Edits clear, detailed descriptions on a variety of subjects related to his/her field of interest before publishing.
W.4. takes notes to summarize key points of complex discussions	W.4.1	Identifies relevant information to summarize key points of complex discussions in oral or written texts
	W.4.2	Summarizes key points of complex discussions in oral or written texts.
W.5. writes clear, detailed texts on a variety of subjects related to his/her field of interest, synthesizing and evaluating information and arguments from a number of sources.	W.5.1	Prewrites a summary of a discussion by creating a paragraph on each key point discussed, adding a personal reflection, concluding with a summary including the most important aspect taken away from the discussion
	W.5.2	Drafts clear, detailed texts on a variety of subjects related to his/her field of interest, synthesizing and evaluating information and arguments from a number of sources by using concrete language, stronger nouns and verbs, varying sentence length and rhythm, choosing specific details.

Level: 11th

Term: 1

CEFR Band: B2.

Scenario: The Arts Matter

Written Comprehension & Written Production

Assessment Strategies

Indicators of Learning

	W.5.3	Revises detailed texts on a variety of subjects related to his/her field of interest by checking subject-verb agreement, pronoun and article agreement, capitalization, sentence sense, text structure, spelling, paragraphing conventions, word order, content, punctuation and use of commas accurately.
	W.5.4	Edits clear, detailed texts on a variety of subjects related to his/her field of interest before publishing.
W.6. interprets and describes reliably detailed information contained in complex diagrams, charts and other visually organized information on topic of his/her interest.	W.6.1	Gets the gist of reliably detailed information contained in complex diagrams, charts and other visually organized information on topic of his/her interest.
	W.6.2	Identifies information presented on a chart and diagram by writing a short paragraph to say what, where and when the diagram/ chart shows.
	W.6.3	Interprets trends including numbers from the chart.

Level: 11th

Term: 1

CEFR Band: B2.

Scenario: The Arts Matter

Written Comprehension & Written Production

Assessment Strategies

Indicators of Learning

	W.6.4	Describes conclusions with the most important aspects the information shows, including what is likely to happen in the future and describing what happened not why it happened.
W.7. simplifies a source text by excluding non-relevant or repetitive information and taking into consideration the intended audience.	W.7.1	Skims letters, articles, magazines or newspaper, short stories and narratives to identify relevant information.
	W.7.2	Excludes non-relevant or repetitive information taking into consideration the intended audience.
W.8. makes new information more accessible by using repetition and adding illustrations.	W.8.1	Rewrites new information (notices, announcements, explanations and instructions, etc.) using a repetition of ideas.
	W.8.2	Uses illustrations to make notices, announcements, explanations and instructions, etc. more accessible when rewriting it.
W.9. explains in writing the viewpoint articulated in a complex text supporting references to specific information	W.9.1	Prewrites paragraphs to explain the viewpoint in a complex text with good grammatical control by using paragraphing convention (length, format, style) spelling and punctuation accurately, even with some signs of mother tongue influence.

Level: 11th

Term: 1

CEFR Band: B2.

Scenario: The Arts Matter

Written Comprehension & Written Production

Assessment Strategies

Indicators of Learning

	W.9.2	Drafts paragraphs to explain the viewpoint in a complex text by using paragraphing convention (length, format, style) spelling and punctuation accurately, even with some signs of mother tongue influence.
	W.9.3	Revises paragraphs to explain the viewpoint in a complex text by checking subject-verb agreement, pronoun and article agreement, capitalization, sentence sense, text structure, spelling, paragraphing conventions, word order, content, punctuation and use of commas accurately.
	W 9.4	Edits paragraphs to explain the viewpoint before publishing
W.10. produces texts with good grammatical control, some nonsystematic errors may still occur but they are rare.	W.10.1	Prewrites paragraphs, letters, articles and short stories with good grammatical control by using paragraphing convention (length, format, style) spelling and punctuation accurately, even with some signs of mother tongue influence.
	W.10.2	Drafts texts with good grammatical control by using paragraphing convention (length, format, style) spelling and punctuation accurately, even with some signs of mother tongue influence.

Level: 11th

Term: 1

CEFR Band: B2.

Scenario: The Arts Matter

Written Comprehension & Written Production

Assessment Strategies

Indicators of Learning

	W.10.3	Revises texts with good grammatical control by checking subject-verb agreement, pronoun and article agreement, capitalization, sentence sense, text structure, spelling, paragraphing conventions, word order, content, punctuation and use of commas accurately.
	W.10.4	Edits clear texts with good grammatical control before publishing
W.11. produces intelligible texts using paragraphing convention, spelling and punctuation accurately but may show signs of mother tongue influence.	W.11.1	Prewrites comprehensible paragraphs, letters, articles and short stories by using paragraphing convention (length, format, style) spelling and punctuation accurately, even with some signs of mother tongue influence.
	W.11.2	Drafts intelligible texts using paragraphing convention, spelling and punctuation accurately but may show signs of mother tongue influence.
	W.11.3	Revises intelligible texts using paragraphing convention, spelling and punctuation, subject-verb agreement, pronoun and article agreement, capitalization, sentence sense, text structure, spelling, paragraphing conventions, word order, content, punctuation and use of commas accurately.

Level: 11th

Term: 1

CEFR Band: B2.

Scenario: The Arts Matter

Written Comprehension & Written Production

Assessment Strategies

Indicators of Learning

	W.11.4	Edits detailed intelligible texts, descriptions, summaries, interpretations of complex diagrams, charts, simplified texts, independently before oral/written publishing.
W.12. adjusts his/her expressions to make some distinction between formal and informal registers but may not always do so appropriately.	W.12.1	Revises expressions to make some distinction between formal and informal registers by taking into account the scenario, domain, setting, event, participant's roles, topic of communication, goal of communication, sociolinguistic features, sociocultural characteristics and affective tone.
	W.12.2	Uses specific expressions in the written task adjusting vocabulary, structures and length appropriately in the giving sources.

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Level: 11th

Term: 2

CEFR Band: B2

Scenario: What's Next?

Oral Comprehension & Oral Production

Assessment Strategies

Indicators of Learning

L.1. uses a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	L.1.1	Gets the gist of the situation or problem.
	L.1.2	Identifies the main points of the situation or problem.
	L.1.3	Extracts specific pieces of information related to who, what, when, where, why of the situation or problem.
	L.1.4	Gets meaning of words using contextual clues.
L.2. follows T.V. programs on topics for personal interests when people speak clearly.	L.2.1	Identifies the subject of T.V. programs on topics for personal interests when people speak clearly.
	L.2.2	Identifies the main points of T.V. programs on topics for personal interests when people speak clearly.
	L.2.3	Extracts specific pieces of information related to who, what, when, where, why T.V. programs on topics for personal interests when people speak clearly.
	L.2.4	Gets specific details of T.V. programs on topics for personal interests when people speak clearly.

Level: 11th

Term: 2

CEFR Band: B2

Scenario: What's Next?

Oral Comprehension & Oral Production

Assessment Strategies

Indicators of Learning

L.3. catches much of what is said around him/her, with some effort, but may find it difficult to understand a discussion between several speakers who do not modify their language in any way.	L.3.1	Gets the gist of what is said around him/her, with some effort, but may find it difficult to understand a discussion between several speakers who do not modify their language in any way.
	L.3.2	Identifies key words and expressions of what is said around him/her, with some effort, but may find it difficult to understand a discussion between several speakers who do not modify their language in any way.
	L.3.3	Recognizes the main points of what is said around him/her, with some effort, but may find it difficult to understand a discussion between several speakers who do not modify their language in any way.
	L.3.4	Extracts specific pieces of information related to who, what, when, where, why. what is said around him/her, with some effort, but may find it difficult to understand a discussion between several speakers who do not modify their language in any way.
L.4. distinguishes spoken language, live or broadcast on both familiar and unfamiliar	L.4.1	Identifies the topic in spoken language, live or broadcast on both familiar and unfamiliar topics on personal, social, academic or vocational life.

Level: 11th

Term: 2

CEFR Band: B2

Scenario: What's Next?

Oral Comprehension & Oral Production

Assessment Strategies

Indicators of Learning

topics normally encountered in personal, social, academic or vocational life.	L.4.2	Recognizes the main ideas in spoken language, live or broadcast on both familiar and unfamiliar topics on personal, social, academic or vocational life.
	L.4.3	Distinguishes specific details in spoken language, live or broadcast on both familiar and unfamiliar topics on personal, social, academic or vocational life.
L.5. generally follows the main points of extended discussion around him/her, if people talk clearly.	L.5.1	Gets the gist of announcements, recorded factual texts and extended discussions.
	L.5.2	Identifies the main points of announcements, recorded factual texts and extended discussions.
	L.5.3	Extracts specific pieces of information related to who, what, when, where, why of announcements, recorded factual texts and extended discussions.
L.6. distinguishes the main ideas of complex speech on concrete and abstract topics delivered in a standard speech, including	L.6.1	Gets the gist of complex speech on concrete and abstract topics delivered in a standard speech, including technical discussions in his/her field of specialization.

Level: 11th

Term: 2

CEFR Band: B2

Scenario: What's Next?

Oral Comprehension & Oral Production

Assessment Strategies

Indicators of Learning

technical discussions in his/her field of specialization.	L.6.2	Identifies key words of complex speech on concrete and abstract topics delivered in a standard speech, including technical discussions in his/her field of specialization.
	L.6.3	Recognizes facts, intonation and stress of complex speech on concrete and abstract topics delivered in a standard speech, including technical discussions in his/her field of specialization.
	L.6.4	Distinguishes main ideas of complex speech on concrete and abstract topics delivered in a standard speech, including technical discussions in his/her field of specialization.
SI.1. helps along the progress of the work by inviting others to join in, say what they think, etc.	SI.1.1	Asks others to say what they think by using discourse functions: What do you think, Gustavo?, Let's hear what Roxana has to say, Rigoberto might have something to say on this, Monserrat knows a lot about this, etc. (see the curriculum for more)
SI.2. passes on detailed information reliably.	SI.2.1	Distinguishes the purpose of the information that is being conveyed.
	SI.2.2	Identifies the audience who the detailed information will be given.
	SI.2.3	Identifies the audience needs.

Level: 11th

Term: 2

CEFR Band: B2

Scenario: What's Next?

Oral Comprehension & Oral Production

Assessment Strategies

Indicators of Learning

	SI.2.4	Chooses a form to communicate the information by a virtual means.
	SI.2.5	Makes stretches of language with clear information to get to the point quickly.
	SI.2.6	Expresses tailored facts when communicating the detailed information.
	SI.2.7	Asks questions to the audience and listens with an empathetic ear.
SI.3. addresses most communication problems by using circumlocutions, or by avoiding difficult expressions.	SI.3.1	Starts a discussion by greeting and making a statement in chats or forums.
	SI.3.2	Keeps a discussion going by using circumlocutions and avoiding difficult expressions on your posts in chats or forums.
	SI.3.3	Interrupts the flow of the discussion by using phrases such as Actually, I'm sorry but, Just a minute! , Yes, I know, but . . . ! , Hang on, Hold on! in chats or forums.
	SI.3.4	Keeps the discussion going on by adding a new topic.
	SI.3.5	Closes the discussion by using a leave-taking.
	SI.4.1	Identifies the topic when engaging in a conversation on most general topics in a clearly participatory fashion, even in a noisy environment.

Level: 11th

Term: 2

CEFR Band: B2

Scenario: What's Next?

Oral Comprehension & Oral Production

Assessment Strategies

Indicators of Learning

SI.4. engages in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.	SI.4. 2	Exchanges information paying attention to the interest of the other speakers in a conversation on most general topics in a clearly participatory fashion, even in a noisy environment.
	SI.4.3	Introduces a new theme in a conversation on most general topics in a clearly participatory fashion, even in a noisy environment.
	SI.4.4	Asks others for their opinions in a conversation on most general topics in a clearly participatory fashion, even in a noisy environment.
SI.5. highlights the personal significance of events and experiences, accounts for and sustains views clearly by providing relevant explanations and arguments.	SI.5.1	Starts a simple face-to-face conversation about unhealthy habits. with a greeting.
	SI.5.2	Keeps a face-to-face conversation going providing relevant explanations and arguments in opinions, experience descriptions about unhealthy habits.
	SI.5.3	Continues with the conversation about unhealthy habits by checking understanding from the speaker's point of view or listener's point of view.
	SI.5.4	Asks for agreement and disagreement in given statements.
	SI.5.5	Answers questions about unhealthy habits.

Level: 11th

Term: 2

CEFR Band: B2

Scenario: What's Next?

Oral Comprehension & Oral Production

Assessment Strategies

Indicators of Learning

	SI.5.6	Closes the conversation about unhealthy habits with an anecdote or a joke.
SI.6. conveys degrees of emotion and highlights the personal significance of events and experiences.	SI.6. 1	Identifies an event and experience in a conversation.
	SI.6.2	Recognizes the personal significance of events and experiences in a conversation.
	SI.6. 3	Distinguishes the emotions felt during the events and experiences.
SI.7. sustains relationships with speakers of the target language without unintentionally amusing or irritating them or requiring them to behave other than they would with another proficient speaker.	SI.7.1	Starts a fluent conversation to agree or disagree with speakers of the target language without unintentionally amusing or irritating them or requiring them to behave other than they would with another proficient speaker by using a large number of different words and expressions and checking understanding from the listener's point of view.
	SI.7.2	Interrupts the listener in a conversation by using phrases such as: Excuse me, May I say something? No, I'm sorry but..., Changing topic or asking questions to stimulate discussion.

Level: 11th

Term: 2

CEFR Band: B2

Scenario: What's Next?

Oral Comprehension & Oral Production

Assessment Strategies

Indicators of Learning

	SI.7.3	Keeps the conversation going by using phrases such as: Are you following me? / Does that make sense? / ...and adjusting registers if necessary.
	SI.7.4	Uses different discourse functions for checking understanding and managing interaction such as: - Let me see whether I've understood you correctly / So what you're really saying is . . .to sustain relationships with speakers of the target language without unintentionally amusing or irritating them.
	SI.7.5	Closes the conversation by using a leave-taking.
SI.8. expresses himself/herself fluently and spontaneously with a good command of lexical repertoire.	SI.8.1	Prepares yes/no and wh questions for a face-to-face conversation and interview about mindfulness in daily life.
	SI.8.2	Exchanges personal experiences, feelings, opinions and reactions about mindfulness in daily life.
	SI.9.1	Starts a simple face-to-face conversation, discussion or problem-solving activity about the topics listed in check-ins & check-ups with a greeting.

Level: 11th

Term: 2

CEFR Band: B2

Scenario: What's Next?

Oral Comprehension & Oral Production

Assessment Strategies

Indicators of Learning

SI.9. uses stock phrases (e.g. That's a difficult question to answer) to gain time and keep the turn while formulating what to say.	SI.9.2	Keeps a face-to-face conversation, discussion or problem-solving activity going providing experience descriptions about the topics listed in check-ins & check-ups.
	SI.9.3	Answers questions about the topics listed in check-ins & check-ups by using stock phrases (e.g. That's a difficult question to answer) to gain time and keep the turn while formulating what to say.
	SI.9.4	Closes the conversation about check-ins & check-ups.
SI.10. helps organize the discussing in a group.	SI.10.1	Identifies the gist of what others have said in a group.
	SI.10.2	Retells what others have said in a group.
	SI.10.3	Asks other the expand their ideas in a group.
	SI.10.4	Gives his/her point of view to the group
	SI.10.5	Asks others for their points of view in a group.
SI.11. highlights the main issue that needs to be solved in a complex task.	SI.11.1	Pinpoints the main issue that needs to be solved in a complex task.
	SI.11.2	Expresses the situation that needs to be solved in a complex task.
	SI.11.3	Describes the complex task.
	SI.11.4	Lists the actions that need to be taken to solve the complex task.

Level: 11th

Term: 2

CEFR Band: B2

Scenario: What's Next?

Oral Comprehension & Oral Production

Assessment Strategies

Indicators of Learning

	SI.11.5	Describes in detail the different actions to solve the issue.
SI. 12. develops other people's ideas and opinions.	SI. 12.1	Mentions the gist of the ideas and opinions given
	SI. 12.2	Debriefs information of the ideas and opinions given
	SI. 12.3	Finds similarities and differences of the ideas and opinions given
	SI. 12.4	Asks for clarification of the ideas and opinions given.
	SI. 12.5	Refers to the advantages and disadvantages of the ideas and opinions given.
SI.13. uses appropriate intonation, place stress correctly and articulate individual sounds clearly.	SI. 13.1	Recognizes intonation, places stress correctly in stretches of language.
	SI. 13.2	Articulates the individual sounds.
	SI. 13.3	Produces stretches of language with the appropriate intonation and stress.
SP.1. gives a clear, detailed description of how to carry out a procedure.	SP.1.1	Plans the language, content and resources to explain a previously selected procedure by providing a detailed description.
	SP.1.2	Organizes the content and resources by identifying the stages to carry out the procedure, indications, contraindications, warnings, anticipating need, precautions, potential complications and cautions.

Level: 11th

Term: 2

CEFR Band: B2

Scenario: What's Next?

Oral Comprehension & Oral Production

Assessment Strategies

Indicators of Learning

	SP.1.3	Makes sentences to describe in a detailed way each stage involved in the procedure using the appropriate linkers or connecting words.
	SP.1.4	Gives an oral presentation to describe in a detailed way each stage involved on how to carry out a procedure.
SP.2. gives clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples.	SP.2.1	Plans the language, content and resources to give clear, detailed descriptions and presentations.
	SP.2.2	Makes sentences to give clear, detailed descriptions in a well-organized presentation using the appropriate linkers or connecting words.
	SP.2.3	Expresses ideas to give clear, detailed descriptions in a well-organized presentation.
SP.3. communicates detailed information reliably.	SP.3.1	Identifies the audience needs who the detailed information will be given.
	SP.3.2	Recognizes the information purpose that is being conveyed.
	SP.3.3	Organizes two forms the information will be communicated and available, for example electronic messages or social media posts.
	SP.3.4	Makes stretches of language with clear information to get to the point quickly.

Level: 11th

Term: 2

CEFR Band: B2

Scenario: What's Next?

Oral Comprehension & Oral Production

Assessment Strategies

Indicators of Learning

	SP.3.5	Expresses tailored facts when communicating the detailed information.
	SP.3.6	Asks questions to the audience and listens with an empathetic ear.
SP.4. states requirements and asks detailed questions regarding more complex services.	SP.3.7	Identifies requirements for complex service.
	SP.4.1	Asks yes /no and information questions for a complex service.
	SP.4.2	Recognizes other specific information regarding a complex service in a presentation
	SP.4.3	Identifies requirements for complex service.
SP.5. delivers announcements on most general topics with a degree of clarity, fluency and spontaneity which causes no strain or inconvenience to the listener.	SP.5.1	Plans stretches of language to deliver an announcement that shouldn't be any longer than 100 words for a group meeting, a social project or collaborative activities.
	SP.5.2	Organizes the information to include 5 W's (who, where, when, what & why) in the announcement.
	SP.5.3	Makes sentences with the information and with the appropriate linkers or connecting words supported by illustrations.
	SP.5.4	Gives the reason people should listen, makes them listen and take action.

Level: 11th

Term: 2

CEFR Band: B2

Scenario: What's Next?

Oral Comprehension & Oral Production

Assessment Strategies

Indicators of Learning

	SP.5.5	Uses stretches of language with reasonable accuracy to deliver an announcement for a group meeting, a social project or collaborative activities.
SP.6. adjusts his/her expressions to make some distinction between formal and informal registers but may not always do so appropriately.	SP.6. 1	Identifies the scenario where production is taking place.
	SP.6.2	Recognizes the setting where production is taking place to choose between formal and informal registers.
	SP.6. 3	Recognizes the production purpose.
	SP.6.4	Adjusts most of his/her expressions to reach the production purpose but may not always do so appropriately.
SP.7. adapts language to different situations or changes of direction in a talk.	SP.7.1	Identifies the scenario where the talk is taking place.
	SP.7.2	Recognizes the setting where the talk is taking place.
	SP.7.3	Recognizes the talk purpose.
	SP.7.4	Adapts his/her language or tone to different situations or changes of direction in a talk.

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

Level: 11th

Term: 2

CEFR Band: B2

Scenario: What's Next?

Written Comprehension & Written Production

Assessment Strategies

Indicators of Learning

R.1. distinguishes information from articles and reports concerned with contemporary problems in which the writers adopt stances or viewpoints.	R.1.1	Identifies what is said by completing sentences, answering questions, scanning for specific information in articles and reports concerned with contemporary problems in which the writers adopt stances or viewpoints.
	R.1.2	Gets the main ideas of what is said in different written resources even where some colloquial language is used in articles and reports concerned with contemporary problems in which the writers adopt stances or viewpoints.
R.2. distinguishes information from most news and current affairs in newspapers and T.V.	R.2.1	Recognizes the topic in most news and current affairs in newspapers and T.V.
	R.2.2	Identifies main ideas in most news and current affairs in newspapers and T.V.
	R.2.3	Distinguishes key points and details in most news and current affairs in newspapers and T.V.
R.3. identifies the main conclusions in texts which clearly argue a point of view.	R.3.1	Skims for the gist in texts which clearly argue a point of view.
	R.3.2	Scans for main ideas in texts which clearly argue a point of view.

Level: 11th

Term: 2

CEFR Band: B2

Scenario: What's Next?

Written Comprehension & Written Production

Assessment Strategies

Indicators of Learning

	R.3.3	Recognizes the author's point of view in texts.
	R.3.4	Identifies the main conclusions in texts which clearly argue a point of view.
R.4. distinguishes the main points in formal and informal letters relating to his/her personal and professional interests with occasional use of a dictionary.	R.4.1	Skims for the gist in formal and informal letters relating to his/her personal and professional interests with occasional use of a dictionary.
	R.4.2	Scans for main ideas in formal and informal letters relating to his/her personal and professional interests with occasional use of a dictionary.
W. 1. links what s/he writes into clear well-organized text though s/he may not always does smoothly so there maybe be some jumps.	W.1.1	Links well-organized texts by using connectors that show sequence, cause, effect, contrast, results, giving examples, add information, express facts, sum up, personal opinion and explaining.
	W.1.2	Connects what s/he writes into clear well-organized texts using commas, sentence sense, word order, text structure, concrete ideas, cohesion, etc.
W.2. writes clear, detailed descriptions of real or imaginary events and experiences marking the relationship between ideas in clear connected	W.2.1	Prewrites detailed descriptions of real or imaginary events and experiences by planning content, making sure the piece of writing matches the purpose, using a variety of sentences, punctuation to

Level: 11th

Term: 2

CEFR Band: B2

Scenario: What's Next?

Written Comprehension & Written Production

Assessment Strategies

Indicators of Learning

text and following established conventions of the genre concerned.

create different effects and using different lengths in paragraphs to provide an effective structure.

W.2.2

Drafts clear, detailed descriptions of real or imaginary events and experiences marking the relationship between ideas in clear connected text and following established conventions of the genre concerned.

W.2.3

Revises detailed descriptions of real or imaginary events and experiences by checking subject-verb agreement, pronoun and article agreement, capitalization, sentence sense, text structure, spelling, paragraphing conventions, word order, content, punctuation and use of commas accurately.

W.2.4

Edits clear, detailed descriptions of real or imaginary events and experiences marking the relationship between ideas in clear connected text and following established conventions of the genre concerned before publishing.

W.3. synthesizes information and arguments from a number of sources.

W.3.1

Organizes information by having the purpose of the piece of writing clear.

Level: 11th

Term: 2

CEFR Band: B2

Scenario: What's Next?

Written Comprehension & Written Production

Assessment Strategies

Indicators of Learning

	W.3.2	Writes information by formulating a thesis, then writing a brief summary, after that, including an analysis of the ideas and finally reacting to the content and finding connections.
	W.3.3	Edits arguments from a number of sources.
W.4. edits and add to a linguistically complex text to make it more concise.	W.4.1	Revises complex texts to make them more concise by analyzing the text structure, revising paragraphs and sections.
	W.4.2	Rewrites a linguistically complex text to make it more concise by paraphrasing or adding sentences, organizing sentences and paragraphs in a logical order.
w.5. writes formal correspondence such as letters of clarification* , application, recommendation, reference, complaint, apologies, sympathy and condolence.	W.5.1.1	Prewrites a letter of warning clarification that includes the name of the receiver, address, salutation, opening (a paragraph to explain the issue or problem), body paragraphs (warning the receiver to do something about the issue or problem, clarifying that he/she is getting just a warning, and explaining that is just a notification), a closing (requesting change in the receivers' behavior) and a signature.

Level: 11th

Term: 2

CEFR Band: B2

Scenario: What's Next?

Written Comprehension & Written Production

Assessment Strategies

Indicators of Learning

	W.5.1.2	Drafts a letter of warning clarification that includes the name of the receiver, address, salutation, opening (a paragraph to explain the issue or problem), body paragraphs (warning the receiver to do something about the issue or problem, clarifying that he/she is getting just a warning, and explaining that is just a notification), a closing (requesting change in the receivers' behavior) and a signature using the appropriate linkers or connecting words.
	W.5.1.3	Revises a letter of warning clarification by checking subject-verb agreement, pronoun and article agreement, capitalization, sentence sense, text structure, spelling, paragraphing conventions, word order, content, punctuation and use of commas accurately.
	W.5.1.4	Edits a letter of clarification before publishing.
W.5. writes formal correspondence such as letters of clarification, application* , recommendation/ reference, complaint, apologies, sympathy and condolence.	W.5.2.1	Prewrites an application letter that includes return address (writers address, and date), inside address (name and address of the person to whom you are writing) salutation, body of the letter, complementary close and signature.

Level: 11th

Term: 2

CEFR Band: B2

Scenario: What's Next?

Written Comprehension & Written Production

Assessment Strategies

Indicators of Learning

	W.5.2.2	Drafts an application letter that includes return address (writers address, and date), inside address (name and address of the person to whom you are writing) salutation, body of the letter, complementary close and signature using the appropriate linkers or connecting words.
	W.5.2.3	Revises application letter by checking subject-verb agreement, pronoun and article agreement, capitalization, sentence sense, text structure, spelling, paragraphing conventions, word order, content, punctuation and use of commas accurately.
	W.5.2.4	Edits application letter before publishing.
W.5. writes formal correspondence such as letters of clarification, application, recommendation/reference* , complaint, apologies, sympathy and condolence.	W.5.3.1	Prewrites a recommendation/reference letter that includes a salutation, introduction and statement of recommendation, list of reasons why you are recommending the person to the position (person's soft and hard skills) closing statement and signature.
	W.5.3.2	Drafts a recommendation/reference letter that includes a salutation, introduction and statement of recommendation, list of reasons why you are recommending the person to the position (person's soft and hard

Level: 11th

Term: 2

CEFR Band: B2

Scenario: What's Next?

Written Comprehension & Written Production

Assessment Strategies

Indicators of Learning

		skills) closing statement and signature. with the appropriate linkers or connecting words.
	W.5.3.3	Revises a recommendation/reference letter by checking subject-verb agreement, pronoun and article agreement, capitalization, sentence sense, text structure, spelling, paragraphing conventions, word order, content, punctuation and use of commas accurately.
	W.5.3.4	Edits a recommendation/reference letter before publishing.
W.5. writes formal correspondence such as letters of clarification, application, recommendation/ reference, complaint* , apologies, sympathy and condolence.	W.5.4.1	Prewrites a complaint letter that includes sender's address, date, subject (reason for complaint), salutation, body of the letter (introduction, main reason to write the letter and a conclusion), closing of letter and signature.
	W.5.4.2	Drafts a complaint letter that includes sender's address, date, subject (reason for complaint), salutation, body of the letter (introduction, main reason to write the letter and a conclusion), closing of letter, and signature using the appropriate linkers or connecting words.

Level: 11th

Term: 2

CEFR Band: B2

Scenario: What's Next?

Written Comprehension & Written Production

Assessment Strategies

Indicators of Learning

	W.5.4.3	Revises a complaint letter by checking subject-verb agreement, pronoun and article agreement, capitalization, sentence sense, text structure, spelling, paragraphing conventions, word order, content, punctuation and use of commas accurately.
	W.5.4.4	Edits a complaint letter before publishing.
W.5. writes formal correspondence such as letters of clarification, application, recommendation/reference, complaint, apologies* , sympathy and condolence.	W.5.5.1	Prewrites an apology letter that includes the name of the receiver, address, subject (reason for apology), salutation, the body (acknowledge your mistake, apologize sincerely, share your plan to fix the problem) closing (ask for forgiveness) and signature.
	W.5.5.2	Drafts an apology letter that includes the name of the receiver, address, subject (reason for apology), salutation, the body (acknowledge your mistake, apologize sincerely, share your plan to fix the problem) closing (ask for forgiveness) using the appropriate linkers or connecting words.
	W.5.5.3	Revises an apology letter by checking subject-verb agreement, pronoun and article agreement, capitalization, sentence sense, text structure,

Level: 11th

Term: 2

CEFR Band: B2

Scenario: What's Next?

Written Comprehension & Written Production

Assessment Strategies

Indicators of Learning

		spelling, paragraphing conventions, word order, content, punctuation and use of commas accurately.
	W.5.5.4	Edits an apology letter before publishing.
W.5. writes formal correspondence such as letters of clarification, application, recommendation/reference, complaint, apologies, sympathy and condolence* .	W.5.6.1	Prewrites in hand-written way a sympathy and condolence letter that includes heading (date), salutation, the body (express condolences, share a memory, offer your help and support, close the letter with thoughtful words) a closing and signature.
	W.5.6.2	Drafts in hand-written way a sympathy and condolence letter that includes heading (date), salutation, the body (express condolences, share a memory, offer your help and support, close the letter with thoughtful words) a closing and signature. using the appropriate linkers or connecting words.
	W.5.6.3	Revises sympathy and condolence letter by checking subject-verb agreement, pronoun and article agreement, capitalization, sentence sense, text structure, spelling, paragraphing conventions, word order, content, punctuation and use of commas accurately.

Level: 11th

Term: 2

CEFR Band: B2

Scenario: What's Next?

Written Comprehension & Written Production

Assessment Strategies

Indicators of Learning

Assessment Strategies	Indicators of Learning	
	W.5.6.4	Edits a sympathy and condolence letter before publishing.
W.6. simplifies a source text by excluding non-relevant or repetitive information and taking into consideration the intended audience.	W.6.1	Prewrites a list of ideas selecting the appropriate information in a text by excluding non-relevant or repetitive information.
	W.6.2	Drafts a summary with the organized listed ideas, by making sentences and taking into consideration the intended audience for announcements, presentations and safety procedures.
	W.6.3	Revises the summary by looking for mistakes related to subject-verb agreement, capitalization, spelling, use of commas and content.
	W.6.4	Edits the source text summary before publishing.
W.7. makes new information more accessible by using repetition and adding illustrations.	W.7.1	Rewrites new information (notices, announcements, explanations and instructions, etc.) using a repetition of ideas.
	W.7.2	Uses illustrations to make notices, announcements, explanations and instructions, etc. more accessible when rewriting it.
W.8. gives reasoned opinions and arguments about a work.	W.8.1	Prewrites sentences to provide reasoned opinions and arguments about a work.

Level: 11th

Term: 2

CEFR Band: B2

Scenario: What's Next?

Written Comprehension & Written Production

Assessment Strategies

Indicators of Learning

	W.8.2	Drafts sentences to explain a previously selected procedure by providing reasoned opinions and arguments about a work with a general introduction of the topic, then, giving positive ideas, after that, giving negative ideas and finally a conclusion using key words or phrases such as: on the positive side..., in addition to this..., another advantage is ..., moreover..., on the other hand..., although ..., consequently ..., finally..., in conclusion
	W.8.3	Revises reasoned opinions and arguments about a work by checking subject-verb agreement, pronoun and article agreement, capitalization, sentence sense, text structure, spelling, paragraphing conventions, word order, content, punctuation and use of commas accurately. Edits reasoned opinions and arguments about a work before publishing.
W.9. compares two works considering themes, characters, scenes, similarities, contrast and connections between them.	W.9.1	Prewrites sentences to compare two works considering themes, characters, scenes, similarities, contrast and connections between them.

Level: 11th

Term: 2

CEFR Band: B2

Scenario: What´s Next?

Written Comprehension & Written Production

Assessment Strategies

Indicators of Learning

	W.9.2	Drafts sentences to compare two works considering themes, characters, scenes, similarities, contrast and connections between them.
	W.9.3	Revises sentences by checking subject-verb agreement, pronoun and article agreement, capitalization, sentence sense, text structure, spelling, paragraphing conventions, word order, content, punctuation and use of commas accurately.
	W.9.4	Edits sentences before publishing.
W.10. uses appropriate range of vocabulary and idiomatic expressions connect to topic of his/her interest.	W.10.1	Selects appropriate variety of vocabulary and idiomatic expressions to write letters, articles in a magazine or newspaper and short stories.
	W.10.2	Uses appropriate range of vocabulary and idiomatic expressions connected to write letters, articles in a magazine or newspaper and short stories.

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Level: 11th

Term: 3

CEFR Band: B2

Scenario: Review & Reflect

Oral Comprehension & Oral Production

Assessment Strategies

Indicators of Learning

L.1. follows the essential of lectures or talks within his/her own field, if the subject matter is familiar and the presentation is clearly structured.	L.1.1	Identifies the subject of the lectures or talks within his/her own field, if the subject matter is familiar and the presentation is clearly structured.
	L.1.2	Recognizes the main points in lectures or talks within his/her own field if the subject matter is familiar and the presentation is clearly structured.
	L.1.3	Distinguishes specific pieces of information related to who, what, when, where, why in lectures or talks within his/her own field, if the subject matter is familiar and the presentation is clearly structured.
	L.1.4	Extracts specific details in lectures or talks within his/her own field, if the subject matter is familiar and the presentation is clearly structured.
L.2. identifies the main reasons for and against an argument or idea in a discussion conducted in clear standard speech.	L.2.1	Identifies the topic in a discussion conducted in clear standard speech.
	L.2.2	Recognizes main points in a discussion conducted in clear standard speech.
	L.2.3	Distinguishes main reasons for an argument or idea in a discussion conducted in clear standard speech.
	L.2.4	Distinguishes main reasons against an argument or idea in a discussion conducted in clear standard speech.

Level: 11th

Term: 3

CEFR Band: B2

Scenario: Review & Reflect

Oral Comprehension & Oral Production

Assessment Strategies

Indicators of Learning

L.3. follows extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.	L.3.1	Identifies the subject of extended speech and complex lines of argument provided if the topic is reasonably familiar.
	L.3.2	Recognizes the main points of extended speech and complex lines of argument provided if the topic is reasonably familiar.
	L.3.3	Distinguishes specific pieces of information related to who, what, when, where, why extended speech and complex lines of argument provided if the topic is reasonably familiar.
	L.3.4	Extracts specific details in extended speech and complex lines of argument provided if the topic is reasonably familiar.
L.4. distinguishes radio documentaries, live interviews, talk shows, plays and the majority of recorded or broadcast audio material delivered it in the standard form of the language.	L.4.1	Identifies the topic on radio documentaries, live interviews, talk shows, plays and the majority of recorded or broadcast audio material delivered it in the standard form of the language.
	L.4.2	Recognizes main ideas on radio documentaries, live interviews, talk shows, plays and the majority of recorded or broadcast audio material delivered it in the standard form of the language.

Level: 11th

Term: 3

CEFR Band: B2

Scenario: Review & Reflect

Oral Comprehension & Oral Production

Assessment Strategies

Indicators of Learning

	L.4.3	Distinguishes key details on radio documentaries, live interviews, talk shows, plays and the majority of recorded or broadcast audio material delivered it in the standard form of the language.
L.5. follows TV drama and the majority of films in standard dialect.	L.5.1	Identifies the problems in a TV drama or a film in standard dialect.
	L.5.2	Selects the major problems in a TV drama or a film in standard dialect.
	L.5.3	Suggests specific solutions to these major problems in a TV drama or a film in standard dialect.
	L.5.4	Recommends the best solution to be implemented for major problems in a TV drama or a film in standard dialect.
	L.5.5	Details how this solution should be implemented major problems in a TV drama or a film in standard dialect.
SI.1. follows the discussion on matters related to his/her interest.	SI.1.1	Identifies the topic of a discussion on matters related to his/her interest.
	SI.1.2	Asks follow-up questions to continue with the discussion on matters related to his/her interest.
	SI.1.3	Asks others to clarify ideas to continue with the discussion on matters related to his/her interest.

Level: 11th

Term: 3

CEFR Band: B2

Scenario: Review & Reflect

Oral Comprehension & Oral Production

Assessment Strategies

Indicators of Learning

	SI.1.4	Involves others by asking for their opinions and showing that he/she is listening, understanding, validating and caring about what others said.
SI.2. sustains his/her opinions in discussion by providing relevant explanations, arguments and comments.	SI.2.1	Identifies others' opinions in a discussion.
	SI.2.2	Plans explanations, arguments and comments to support his/her opinions in a discussion.
	SI.2.3	Makes sentences with explanations, arguments and comments to support his/her opinions in a discussion.
	SI.2.4	Supports an opinion by providing relevant explanations, arguments, comments, and giving detailed information about a topic.
SI.3. follows, with some effort, much of what is said around him/her in discussion but may find it difficult to participate effectively in discussion with several speakers of the target language who do not modify their speech in any way.	SI.3.1	Identifies key ideas of what is said around him/her in a discussion by being an active listener.
	SI.3.2	Makes eye contact with the other speakers to acknowledge them during the discussion.
	SI.3.3	Nods the head to show he/she is paying attention during the discussion.

Level: 11th

Term: 3

CEFR Band: B2

Scenario: Review & Reflect

Oral Comprehension & Oral Production

Assessment Strategies

Indicators of Learning

Sl.4. participates actively in routine and non-routine formal discussion.	Sl.4.1	Starts a routine and non-routine formal discussion by using a large number of different words and expressions and checking understanding from the listener's point of view.
	Sl.4.2	Invites others to participate in routine and non-routine formal discussions by using phrases such as: What do you think, Mario? / Let's hear what Gabriella has to say. / Andrea knows a lot about this. Hey, you did something like that, didn't you?
	Sl.4.3	Reacts to what others are saying in routine and non-routine formal discussion by using phrases such as: Wow, that's fantastic. / - Really? Tell me more. /- Tell me all about it. /- I don't believe it! /- Oh wow! /- Oh you poor thing. /- That's awful. What a shame!
	Sl.4.4	Uses checking understanding and managing interaction as discourse functions incorporating expressions such as: - Let me see whether I've understood you correctly / So what you're really saying is . . . in routine and non-routine formal discussion.

Level: 11th

Term: 3

CEFR Band: B2

Scenario: Review & Reflect

Oral Comprehension & Oral Production

Assessment Strategies

Indicators of Learning

	SI.4.5	Closes a routine and a non-routine formal discussion by using a leave-taking.
SI.5. sustains relationships with native speakers without amusing or irritating them or requiring them to behave other than they would with a native speaker.	SI.5.1	Starts a fluent conversation with speakers of the target language without unintentionally amusing or irritating them or requiring them to behave other than they would with another proficient speaker by using a large number of different words and expressions and checking understanding from the listener's point of view.
	SI.5.2	Interrupts the listener in a conversation by using phrases such as: Excuse me, May I say something? No, I'm sorry but..., Changing topic or asking questions to stimulate discussion.
	SI.5.3	Keeps the conversation going by using phrases such as: Are you following me? / Does that make sense? / ...and adjusting registers if necessary.
	SI.5.4	Uses different discourse functions for checking understanding and managing interaction such as: - Let me see whether I've understood you correctly / So what you're really saying is . . .to sustain relationships with speakers of the target language without unintentionally amusing or irritating them

Level: 11th

Term: 3

CEFR Band: B2

Scenario: Review & Reflect

Oral Comprehension & Oral Production

Assessment Strategies

Indicators of Learning

	SI.5.5	Closes the conversation by using a leave-taking.
SI.6. sustains his/her opinion* , evaluates alternative proposals and makes and respond to hypotheses.	SI.6.1.1	Plans a set of ideas to sustain his/her opinions.
	SI.6.1.2	Makes complete sentences to sustain his/her opinions.
SI.6. sustains his/her opinion, evaluates alternative proposals* and makes and respond to hypotheses.	SI.6.2.1	Provides relevant explanations, arguments, comments about a proposal.
	SI.6.2.2	Evaluates alternative proposals after listening other explanations, arguments, comments.
SI.6. sustains his/her opinion, evaluates alternative proposals and makes and respond to hypotheses.	SI.6.3.1	Gives detailed information about an issue.
	SI.6.3.2	Makes hypotheses about an issue.
	SI.6.3.3	Responds to hypotheses about an issue.
SI.7. asks for explanation or clarification to ensure to understand complex texts and abstract ideas in different contexts live or online.	SI.7.1	Uses yes/ no questions and information questions when listening to others live or online during exchanges in collaborative tasks to ask for an explanation or clarification in different contexts live or online during exchanges in collaborative
	SI.8.1	Codevelops ideas between third parties in group discussions on familiar topics appropriately.

Level: 11th

Term: 3

CEFR Band: B2

Scenario: Review & Reflect

Oral Comprehension & Oral Production

Assessment Strategies

Indicators of Learning

SI.8. contributes to complex interactions between third parties in group discussions on familiar topics appropriately.	SI.8.2	Explains details in group discussions.
	SI.8.3	Makes suggestions for future actions in group discussions.
SI.9. formulates questions and feedback to encourage people to expand on their thinking, justifies or clarifies opinions.	SI.9.1	Identifies the purpose of the task.
	SI.9.2	Recognizes strengths and weaknesses in the execution of the task.
	SI.9.3	Asks yes-no / information questions for people to expand on their thinking, justify or clarify opinions related to the task.
	SI.9.4	Gives feedback regarding strengths and weaknesses in the execution of the task.
SI.10. helps the parties with a disagreement better understand each other by restating and reframing their positions more clearly and by prioritizing needs and goals.	SI.10.1	Identifies the point of disagreement between parties in projects, tasks and collaborative activities.
	SI.10.2	Asks each party to restate positions more clearly in projects, tasks and collaborative activities.
	SI.10.3	Asks each party to reframe their positions more clearly in projects, tasks and collaborative activities.
	SI.10.4	Prioritizes needs and goals in projects and collaborative activities

Level: 11th

Term: 3

CEFR Band: B2

Scenario: Review & Reflect

Oral Comprehension & Oral Production

Assessment Strategies

Indicators of Learning

SI.12. respects of social cultural norms, taboos, etc.	SI.12. 1	Identifies social cultural norms and taboos by exposing learners in person or in a digital form to cultures from all around the world, supporting the idea of a global citizen.
	SI.12. 2	Describes positive attitudes towards the richness of every culture (attitudes, patterns of behavior, values and beliefs).
	SI.12. 3	Discusses with an open-mind and a respectful attitude forbidden aspects related to religion or social issues in different cultures.
SI.13. establishes and maintains of eye contact.	SI.13.1	Identifies the interlocutors' culture rules regarding eye contact.
	SI.13.2	Uses the interlocutors' culture rules regarding eye contact during discussions.
SI.14. uses appropriate intonation, places stress correctly and articulates individual sounds clearly.	SI. 14.1	Recognizes intonation, places stress correctly in stretches of language.
	SI. 14.2	Articulates the individual sounds.
	SI. 14.3	Produces stretches of language with the appropriate intonation and stress.
SP.1. gives a clear, prepared presentation, giving reasons in support of	SP.1.1	Plans the appropriate resources to give a clear and prepared presentation in support of or against a particular point of view.

Level: 11th

Term: 3

CEFR Band: B2

Scenario: Review & Reflect

Oral Comprehension & Oral Production

Assessment Strategies

Indicators of Learning

or against a particular point of view and giving the advantages and disadvantages of various options.	SP.1. 2	Identifies advantages and disadvantages in support of or against a particular point of view.
	SP.1.3	Lists reasons in support of or against a particular point of view.
	SP.1.4	Gives arguments with examples to support of or against a point of view.
SP.2. constructs a chain of reasoned argument.	SP.2.1	Identifies a topical issue.
	SP.2.2	Describes the context of the topical issue.
	SP.2.3	Identifies arguments for the topical issue.
	SP.2. 4	Distinguishes arguments against the topical issue.
	SP.2.5	Elaborates arguments for and against with experts' support.
SP.3. develops a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples.	SP.3.1	Constructs a thesis statement that states the point of view using the appropriate linkers and connectors.
	SP.3.2	Lists main points or arguments.
	SP.3.3	Provides evidence or relevant examples to expand and support his/her points of view.
	SP.3.4	Supports ideas with research connecting them with the arguments.
	SP.3.5	Gives a conclusion.

Level: 11th

Term: 3

CEFR Band: B2

Scenario: Review & Reflect

Oral Comprehension & Oral Production

Assessment Strategies

Indicators of Learning

SP.4. explains a viewpoint on a topical issue giving the advantages and disadvantages of various options.	SP.4.1	States his/her viewpoint on a topical issue.
	SP.4.2	Distinguishes advantages and disadvantages of his/her viewpoint on a topical issue by using some adverbs and adverbial expressions such as: clearly, technically, surely, personally.
	SP.4.3	Explains his/her viewpoint on a topical issue using some adverbs and adverbial expressions such as: clearly, technically, surely, personally.
SP.5. takes a series of follow- up questions with a degree of fluency and spontaneity which poses no strain for either him/herself or the audience.	SP.5.1	Collects the audience questions.
	SP.5.2	Thanks the audience for the questions.
	SP.5. 3	Repeats the question for all the audience.
	SP.5.4	Asks the participants to rephrase the questions if they are not clear.
	SP.5.5	Provides answers that are brief and clear.
	SP.5.6	Checks if the participants are satisfied with the answer.
SP.6. explains a problem which has arisen and make it clear that the provider of the service/customer must make a concession.	SP.6.1	Describes the problem to a service provider.
	SP.6. 2	Identifies when the problem began.
	SP.6.3	Says if this problem has happened before.
	SP.6.4	Justifies the reasons why a solution and a concession needs to be made.

Level: 11th

Term: 3

CEFR Band: B2

Scenario: Review & Reflect

Oral Comprehension & Oral Production

Assessment Strategies

Indicators of Learning

SP.7. interprets and describes reliably detailed information contained in complex diagrams, charts and other visually organized information on topic of his/her interest.	SP.7.1	Provides a general description of complex diagrams, charts other visually organized information on topics of his/her interest.
	SP.7.2	Identifies where and when the information was taken from.
	SP.7.3	Distinguishes trends by using numbers or information from the chart on topics of his/her interest.
	SP.7.4	Gives a conclusion with the most important aspects the information shows on topics of his/her interest.
	SP.7.5	Describes what happened not why it happened.
	SP.7.6	Infers what is likely to happen in the future based on the information.
SP.8. adjusts his/her expressions to make some distinction between formal and informal registers but may not always do so appropriately.	SP.8.1	Identifies the scenario where production is taking place.
	SP.8.2	Recognizes the setting where production is taking place to choose the between formal and informal registers.
	SP.8.3	Recognizes the production purpose.
	SP.8.4	Adjusts most of his/her expressions to reach the production purpose but may not always do so appropriately.
	SP.9.1	Identifies the different situations or directions where the talk is taking place.

Level: 11th

Term: 3

CEFR Band: B2

Scenario: Review & Reflect

Oral Comprehension & Oral Production

Assessment Strategies

Indicators of Learning

SP.9. adapts stretches of language to different situations or changes of direction in a talk.	SP.9.2	Recognizes the setting where the talk is taking place.
	SP.9.3	Recognizes the talk purpose.
	SP.9.4	Adapts his/her language or tone to different situations or changes of direction in a talk.

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Level: 11th

Term: 3

CEFR Band: B.2

Scenario: Review & Reflect

Written Comprehension & Written Production

Assessment Strategies

Indicators of Learning

R.1. reads short stories and novels written in straight forward language and style, making use of a dictionary if s/he is familiar with the story or the writer.	R1.1	Skims to get the purpose from short stories and novels written in straight forward language and style, making use of a dictionary if s/he is familiar with the story or the writer.
	R1.2	Distinguishes relevant information from short stories and novels written in straight forward language and style, making use of a dictionary if s/he is familiar with the story or the writer.
		Establishes links and connections from short stories and novels written in straight forward language and style, making use of a dictionary if s/he is familiar with the story or the writer.
	R1.3	Infers relations between main ideas and supporting details from short stories and novels written in straight forward language and style, making use of a dictionary if s/he is familiar with the story or the writer.
R.2. scans quickly through long and complex texts, locating relevant details.	R.2.1	Gets the gist of long and complex texts.
	R2.2.	Identifies main ideas in long or complex texts.
	R2.3	Scans to locate relevant details in long and complex texts.
R.3. recognizes different structures in discursive text: contrasting arguments, problem-solution presentation and cause-effect relationships.	R.3.1	Skims for the gist of discursive texts.
	R.3.2	Identifies different structures in discursive text: contrasting arguments, problem-solution presentation and cause-effect relationships.
R.4. distinguishes lengthy, complex instructions in his/her field, including details on conditions and warnings, provided he/she can reread difficult sections.	R4.1	Identifies lengthy instructions by talking and underlining ideas connected to prior knowledge, doing mix and match activities (matching terms and definitions) e.g., in manuals, games, medicines and different technological devices or gadgets, tutorials.

Level: 11th

Term: 3

CEFR Band: B.2

Scenario: Review & Reflect

Written Comprehension & Written Production

Assessment Strategies

Indicators of Learning

	R4.2	Recognizes main information in lengthily instructions given in a user manual, game, medicines and different technological devices or gadgets.
	R4.3	Recognizes details in lengthily instructions given in different sources.
W.1. writes a detailed description of a complex process.	W.1.1	Prewrites detailed descriptions of real or imaginary events and experiences by planning content, making sure the piece of writing matches the purpose, using a variety of sentences, punctuation to create different effects and using different lengths in paragraphs to provide an effective structure.
	W.1.2	Drafts a detailed description of a complex process that includes thesis statement, arguments, facts and examples and a conclusion using the appropriate linkers or connecting words.
	W.1.3	Revises a detailed description of a complex process using paragraphing convention, spelling and punctuation, subject-verb agreement, pronoun and article agreement, capitalization, sentence sense, text structure, spelling, word order, content, punctuation and use of commas accurately.
	W.1.4	Edits a detailed description of a complex process before publishing.
W.2. participates effectively in live online academic/nonacademic long and complex discussions.	W.2.1	Identifies facts in live online academic/nonacademic long and complex discussions.
	W.2.2	Determines specific ideas in live online academic/nonacademic long and complex discussions.
	W.2.3	Lists phrases that convey the main ideas of texts in live online academic/nonacademic long and complex discussions.

Level: 11th

Term: 3

CEFR Band: B.2

Scenario: Review & Reflect

Written Comprehension & Written Production

Assessment Strategies

Indicators of Learning

	W.2.4	Gives opinions by developing arguments, reading the postings, using key words, encouraging discussion, make postings short, clear, and purposeful, responding to other posts, ask probing questions, agreeing or disagreeing with other people and being open to new ideas.
W.3. evaluates different ideas or solutions to a problem.	W.3.1	Identifies the ideas that are more likely to succeed by evaluating the solutions, comparing ways to solve the problem and analyzing factors that might lead to error, determining efficacy in ways to solve the problem.
	W.3.2	Ensures different solutions to problems by identifying the issues and evaluating the feasibility of the proposed solutions.
	W.3.3	Applies different ideas or solutions to a problem evaluating the feasibility of the proposed solutions.
W.4. writes an essay which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options.	W.4.1.1	Prewrites an essay that develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options by including a general/thesis statement, body paragraphs and a paragraph with a strong conclusion.
	W.4.1.2	Drafts an essay which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options by including a general/thesis statement (a paragraph to introduce the topic using a general statement and giving your opinion), body paragraphs (to give reasons to support your opinion with examples), and a paragraph with a strong conclusion.

Level: 11th

Term: 3

CEFR Band: B.2

Scenario: Review & Reflect

Written Comprehension & Written Production

Assessment Strategies

Indicators of Learning

		(to summarize your ideas restating your opinion using different words to provide a strong conclusion).
	W.4.1.3	Revises an essay by using paragraphing convention, spelling and punctuation, subject-verb agreement, pronoun and article agreement, capitalization, sentence sense, text structure, spelling, word order, content, punctuation and use of commas accurately.
	W.4.1.4	Edits an essay or report that develops an argument, thesis statement, reasons, evidence, counterclaim and rebuttal or refutation before publishing.
W.4. writes a report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options.	W.4.2.1	Prewrites a list of ideas for a report which includes a main title, an introduction (purpose of the report), a topic paragraph for each point supported with reasons and examples, and a paragraph with suggestions/recommendations or conclusion.
	W.4.2.2	Drafts a report which includes a main title, an introduction (purpose of the report), a topic paragraph for each point supported with reasons and examples, and a paragraph with suggestions/recommendations or conclusion with the appropriate linkers or connecting words and headings for each section.
	W.4.2.3	Revises a report by using paragraphing convention, spelling and punctuation, subject-verb agreement, pronoun and article agreement, capitalization, sentence sense, text structure, spelling, word order, content, punctuation and use of commas accurately.
	W.4.2.4	Edits a text that develops a report before publishing.

Level: 11th
 Term: 3
 CEFR Band: B.2

Scenario: Review & Reflect
 Written Comprehension & Written Production

Assessment Strategies

Indicators of Learning

W.5 interprets and presents reliably in writing detailed information from diagrams and visually organized data of his/her interest.	W.5.1	Gets the gist of reliably detailed information contained in complex diagrams, charts and other visually organized information on topic of his/her interest.
	W.5.2	Identifies information presented on a chart and diagram by writing a short paragraph to say what, where and when the diagram/ chart shows.
	W.5.3	Interprets trends including numbers from the chart.
	W.5.4	Describes conclusions with the most important aspects the information shows, including what is likely to happen in the future and describing what happened not why it happened.
W.6. simplifies a source text by excluding non-relevant or repetitive information and taking into consideration the intended audience.	W.6.1	Prewrites a list of ideas selecting the appropriate information in a text by excluding non-relevant or repetitive information and taking into consideration the intended audience.
	W.6.2	Drafts the summary with the organized listed ideas, by making sentences and taking into consideration the intended audience for announcements, presentations and safety procedures.
	W.6.3	Revises the summary by looking for mistakes related to subject-verb agreement, capitalization, spelling, use of commas and content.
	W.6.4	Edits the source text summary before publishing.
W.7. makes new information more accessible by using repetition and adding illustrations.	W.7.1	Rewrites new information (notices, announcements, explanations and instructions, etc.) using a repetition of ideas.
	W.7.2	Uses illustrations to make notices, announcements, explanations and instructions, etc. more accessible when rewriting it.

Level: 11th

Term: 3

CEFR Band: B.2

Scenario: Review & Reflect

Written Comprehension & Written Production

Assessment Strategies

Indicators of Learning

W.8. uses an appropriate range of vocabulary and idiomatic expressions connect to topic of his/her interest.	W.8.1	Selects appropriate variety of vocabulary and idiomatic expressions connected to topics of interest by writing letters, articles in a magazine or newspaper and short stories.
	W.8.2	Uses appropriate range of vocabulary and idiomatic expressions connected to topics of his/her interest in giving sources.
W.9. produces texts with good grammatical control some nonsystematic errors may still occur, but they are rare.	Explain in writing	Prewrites paragraphs, letters, articles and short stories with good grammatical control by using paragraphing convention (length, format, style) spelling and punctuation accurately, even with some signs of mother tongue influence.
	W.9.2	Drafts texts with good grammatical control by using paragraphing convention (length, format, style) spelling and punctuation accurately, even with some signs of mother tongue influence.
	W.9.3	Revises texts with good grammatical control by checking subject-verb agreement, pronoun and article agreement, capitalization, sentence sense, text structure, spelling, paragraphing conventions, word order, content, punctuation and use of commas accurately.
	W.9.4	Edits clear texts with good grammatical control before publishing
W.10. produces intelligibly texts using paragraphing convention, spelling and punctuation accurately but may show signs of mother tongue influence.	W.10.1	Prewrites comprehensible paragraphs, letters, articles and short stories by using paragraphing convention (length, format, style) spelling and punctuation accurately, even with some signs of mother tongue influence.
	W.10.2	Drafts intelligible texts using paragraphing convention, spelling and punctuation accurately but may show signs of mother tongue influence.

Level: 11th

Term: 3

CEFR Band: B.2

Scenario: Review & Reflect

Written Comprehension & Written Production

Assessment Strategies

Indicators of Learning

	W.10.3	Revises intelligible texts using paragraphing convention, spelling and punctuation, subject-verb agreement, pronoun and article agreement, capitalization, sentence sense, text structure, spelling, word order, content, punctuation and use of commas accurately.
	W.10.4	Edits detailed intelligible texts, descriptions, summaries, interpretations of complex diagrams, charts, simplified texts, independently before oral/written publishing.

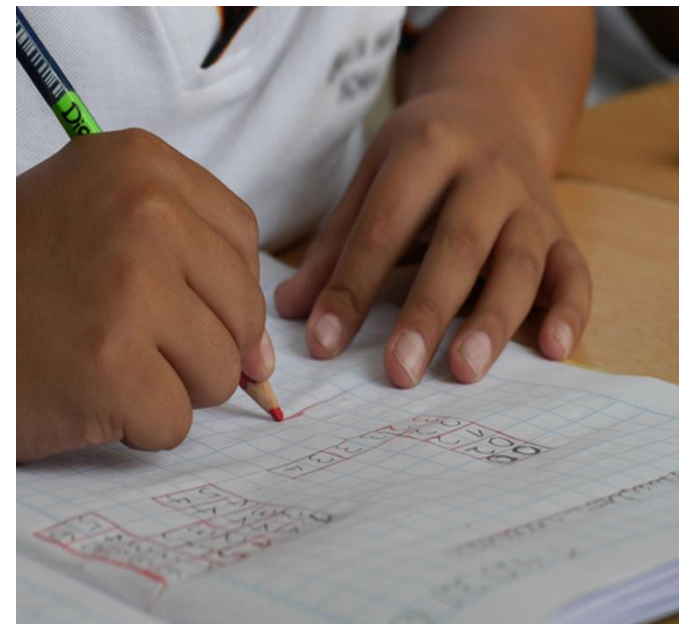
Propuesta elaborada por: Marianella Granados Sirias, Alfredo Ortega Cordero y Andrea Cruz Badilla. Asesores Nacionales de Inglés.

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

Sample Rubrics for Self- Study Guides

Elaborated based on the Third Cycle and Diversified Education Curriculum for the traditional academic high schools.

For illustrative purposes only.



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

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Eighth Grade. Unit 2 Scenario: Let the Good Times Roll!

Assessment Strategy R.4. Recognizes most of what occurs in a well-structured short story and the story's main characters.

Indicators of Learning	Achievement level		
	Not yet achieved 1	In process 2	Achieved 3
R4.1 identifies setting in a well-structured short story.	Learner cannot identify the setting in a well-structured short story correctly.	Learner can identify the setting in a well-structured short story with some difficulty and needs improvement.	Learner can identify the setting in a well-structured short story correctly and with no difficulty.
R4.2.1* names characters in a well-structured short story.	Learner cannot name characters in a well-structured short story.	Learner can name some characters in a well-structured short story with some difficulty and needs improvement.	Learner can describe all the characters in a well-structured short story correctly and with no difficulty.
R4.2.2* describes characters in a well-structured short story.	Learner cannot describe characters in a well-structured short story.	Learner can describe some characters in a well-structured short story with some difficulty and needs improvement.	Learner can describe characters in a well-structured short story correctly and with no difficulty.
R4.3 identifies main conflict/problem in a well-structured short story.	Learner cannot identify the main conflict/problem in a well-structured short story correctly.	Learner can identify the main conflict/problem in a well-structured short story with some difficulty and needs improvement.	Learner can identify the main conflict/problem in a well-structured short story correctly and with no difficulty.
R4.4.1* recounts some of the characters' efforts in a well-structured short story.	Learner cannot recount the characters' efforts in a well-structured short story correctly.	Learner can recount some of the characters' efforts in a well-structured short story with some difficulty and needs improvement.	Learner can recount some of the characters' efforts in a well-structured short story correctly and with no difficulty.
R4.4.2* recounts some of the characters' obstacles in a well-structured short story.	Learner cannot recount some of the obstacles in a well-structured short story correctly.	Learner can recount some of the obstacles in a well-structured short story with some difficulty and needs improvement.	Learner can recount some of the obstacles in a well-structured short story correctly and with no difficulty.

R4.5 summarizes the ending in a well-structured short story.	Learner cannot summarize the ending in a well-structured short story correctly.	Learner can summarize the ending in a well-structured short story with some difficulty and needs improvement.	Learner can summarize the ending in a well-structured short story correctly and with no difficulty.
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* Notice that indicators R.4.2.1 and R.4.2.2 are subdivided from R.4.2, same case with R.4.4.1 and R.4.4.2.

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**Eighth Grade. Unit 1 Scenario: My High School...Our place.
Assessment Strategy SI.1. Expresses common interests about school life.**

Indicators of Learning	Achievement level		
	Not yet achieved 1	In process 2	Achieved 3
SI1.1 Selects the language and content to express common interests about school life. For example: My favorite is..., I don't like ...	Learner cannot select the language and content to express common interests about school life. For example: My favorite is..., I don't like... correctly.	Learner can select part of the language and content to express common interests about school life. For example: My favorite is..., I don't like... with some difficulty and needs improvement.	Learner can select all the language and content to express common interests about school life. For example: My favorite is..., I don't like... correctly with no difficulty.
SI1. 2 Elaborates sentences to express common interests about school life.	Learner cannot elaborate sentences to express common interests about school life correctly.	Learner can elaborate some sentences to express common interests about school life with some difficulty and needs improvement.	Learner can elaborate sentences to express common interests about school life correctly with no difficulty.
SI1. 3 Expresses common interests about school life.	Learner cannot express common interests about school life correctly.	Learner can express some common interests about school life with some difficulty and needs improvement.	Learner can express common interests about school life correctly with no difficulty.
SI 1.4 Asks questions about others' schedules.	Learner cannot ask questions about others' schedules correctly.	Learner can ask some questions about others' schedules with some difficulty and needs improvement.	Learner can ask questions about others' schedules correctly with no difficulty.
SI 1.5 Answers questions about their own schedules.	Learner cannot answer questions about their own schedules correctly.	Learner can answer some questions about their own schedules with some difficulty and needs improvement.	Learner can answer questions about their own schedules correctly with no difficulty.
Maintains appropriate communication strategies while answering the questions stated (uses of facial expressions and gestures, asks for repetition, indicates lack of understanding, repeats words.	Learner cannot maintain communication most of the time. Hard for him/her to use the communication strategies to overcome difficulties correctly.	Learner can make correct use of some of the communication strategies to maintain communication going with some difficulty, but not all the time and inconsistently. Learner needs improvement.	Learner can make use of many communication strategies to maintain communication going, which helps to keep the flow of the conversation correctly with no difficulty.

Pronounces the target language in the answers provided correctly	Learner makes constant mistakes in pronunciation during his/her answers. (More than 4 mistakes)	Learner's pronunciation is understandable at most times. Occasional mispronunciation; some consistent mistakes in his/her answers. (3-4 mistakes)	Learner has clear and smooth pronunciation in his/her answers at this level. Few sporadic deviations. (1-2 mistakes)
Stresses words and uses appropriate intonation in sentences or answers provided correctly.	Learner cannot stress individual words correctly and use appropriate intonation when forming sentences.	Learner can stress some individual words correctly and use appropriate intonation when answering with some difficulty and needs improvement.	Learner can constantly stress individual words correctly and use appropriate intonation when answering with no difficulty.
Speaks at a normal speed during the period of the interaction (question/answer task)	Learner carries out the task with hesitation that interferes with the message. Some long pauses to recall meaning.	Learner can carry out the task adequately with some hesitation that seldom interferes with the message. Few short pauses to recall meaning.	Learner can carry out the task with confidence. Very sporadic short pauses to recall meaning.
Uses the appropriate register and politeness conventions according to the given context and task. (Sociolinguistic Appropriateness)	Learner cannot use the appropriate register (formal or informal) for the task given. Expressions and word choice are contextually inappropriate in terms of manners, politeness and tactfulness.	Learner can partially use one register (formal or informal) without considering the task given. Expressions and word choice are sometimes contextually appropriate in terms of manners, politeness and tactfulness. Learner needs improvement.	Learner can fully use the appropriate register (formal or informal) at all times depending on the task and context given. Expressions and word choice are always contextually appropriate in terms of manners and politeness.

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

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Eighth Grade. Unit 3 Scenario: Something to celebrate.			
Assessment Strategy SI.2 asks and answers about holidays and festivals in Latin America and around the world. *			
Indicators of Learning	Achievement level		
	Not yet achieved 1	In process 2	Achieved 3
SI.2.2 Asks questions about local holidays, celebrations and festivals in Latin America and around the world	Learner cannot ask questions about local holidays, celebrations and festivals in Latin America and around the world correctly.	Learner can partially ask questions about local holidays, celebrations and festivals in Latin America and around the World with some difficulty and needs improvement.	Learner can fully ask questions about local holidays, celebrations and festivals in Latin America and around the world.
SI.2.4. Answers questions about local holidays, celebrations and festivals in Latin America and around the world.	Learner cannot answer questions about local holidays, celebrations and festivals in Latin America and around the world correctly.	Learner can partially answer questions about local holidays, celebrations and festivals in Latin America and around the world with some difficulty and needs improvement.	Learner can fully answer questions about local holidays, celebrations and festivals in Latin America and around the world correctly with no difficulty.
Maintains appropriate communication strategies while answering the questions stated (uses of facial expressions and gestures, asks for repetition, indicates lack of understanding, repeats words.	Learner cannot maintain communication most of the time. Hard for him/her to use the communication strategies to overcome difficulties correctly.	Learner can make correct use of some of the communication strategies to maintain communication going with some difficulty, but not all the time and inconsistently. Learner needs improvement.	Learner can make use of many communication strategies to maintain communication going, which helps to keep the flow of the conversation correctly with no difficulty.
Pronounces the target language in the answers provided correctly	Learner makes constant mistakes in pronunciation during his/her answers. (More than 4 mistakes)	Learner's pronunciation is understandable at most times. Occasional mispronunciation; some consistent mistakes in his/her answers. (3-4 mistakes)	Learner has clear and smooth pronunciation in his/her answers at this level. Few sporadic deviations. (1-2 mistakes)

Stresses words and uses appropriate intonation in sentences or answers provided correctly.	Learner cannot stress individual words correctly and use appropriate intonation when forming sentences.	Learner can stress some individual words correctly and use appropriate intonation when answering with some difficulty and needs improvement.	Learner can constantly stress individual words correctly and use appropriate intonation when answering with no difficulty.
Speaks at a normal speed during the period of the interaction (question/answer task)	Learner carries out the task with hesitation that interferes with the message. Some long pauses to recall meaning.	Learner can carry out the task adequately with some hesitation that seldom interferes with the message. Few short pauses to recall meaning.	Learner can carry out the task with confidence. Very sporadic short pauses to recall meaning.
Uses the appropriate register and politeness conventions according to the given context and task. (Sociolinguistic Appropriateness)	Learner cannot use the appropriate register (formal or informal) for the task given. Expressions and word choice are contextually inappropriate in terms of manners, politeness and tactfulness.	Learner can partially use one register (formal or informal) without considering the task given. Expressions and word choice are sometimes contextually appropriate in terms of manners, politeness and tactfulness. Learner needs improvement.	Learner can fully use the appropriate register (formal or informal) at all times depending on the task and context given. Expressions and word choice are always contextually appropriate in terms of manners and politeness.

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

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ighth Grade. Unit 3 Scenario: Something to celebrate.

Assessment Strategy SP.2 describes what he/she did on his /her last holiday.

Indicators of Learning	Achievement level		
	Not yet achieved	In process	Achieved
	1	2	3
SP2.1 Notes down the appropriate information to describe the last holiday.	Learner cannot note down the appropriate information to describe the last holiday.	Learner can partially note down the appropriate information to describe the last holiday with some difficulty and needs improvement.	Learner can fully note down the appropriate information to describe the last holiday correctly with no difficulty.
SP2.2 Organizes the information and resources to describe the last holiday.	Learner cannot organize the information and resources to describe the last holiday correctly.	Learner can partially organize the information and resources to describe the last holiday with some difficulty and needs improvement.	Learner can fully organize the information and resources to describe the last holiday correctly with no difficulty.
SP2.3 Makes sentences about the last holiday.	Learner cannot make sentences about the last holiday correctly.	Learner can partially make sentences about the last holiday with some difficulty and needs improvement.	Learner can fully make sentences about the last holiday correctly with no difficulty.
SP2.4 Describes the last holiday using sequential past time.	Learner cannot describe the last holiday using sequential past time: first, then, after that, finally correctly.	Learner can partially describe the last holiday, but does not use sequential past time: first, then, after that, finally with some difficulty and needs improvement.	Learner can fully describe the last holiday using sequential: past time first, then, after that, finally correctly with no difficulty.

Maintains appropriate communication strategies to describe holidays (uses of facial expressions and gestures, asks for repetition, indicates lack of understanding, repeats words).	Learner cannot maintain communication most of the time. Hard for him/her to use the communication strategies to overcome difficulties correctly.	Learner can make correct use of some of the communication strategies to maintain communication going with some difficulty, but not all the time and inconsistently. Learner needs improvement.	Learner can make use of many communication strategies to maintain communication going, which helps to keep the flow of the conversation correctly with no difficulty.
Pronounces the target language about holidays correctly.	Learner makes constant mistakes in pronunciation. (More than 4 mistakes)	Learner pronunciation is understandable at most times. Occasional mispronunciation; some consistent mistakes. (3-4 mistakes)	Learner has clear and smooth pronunciation at this level. Few sporadic deviations. (1-2 mistakes)
SP.2.4.3 Stresses words and use appropriate intonation in sentences correctly.	Learner cannot stress individual words correctly and does not use appropriate intonation when making sentences.	Learner can stress individual words correctly and use appropriate intonation when making sentences with some difficulty and needs improvement.	Learner can constantly stress individual words correctly and use appropriate intonation when making sentences with no difficulty.
SP.2.4.4 Speaks at a normal speed during the production task	Learner carries out the task with hesitation that interferes with the message. Some long pauses to recall meaning.	Learner can carry out the task adequately with some hesitation that seldom interferes with the message. Few short pauses to recall meaning.	Learner can carry out the task with confidence. Very sporadic short pauses to recall meaning.

<p>SP.2.4.5 Uses the appropriate register and politeness conventions according to the given context and task. (Sociolinguistic Appropriateness)</p>	<p>Learner cannot use the appropriate register (formal or informal) for the task given. Expressions and word choice are contextually inappropriate in terms of manners, politeness and tactfulness.</p>	<p>Learner can partially use one register (formal or informal) without considering the context given. Expressions and word choice are sometimes contextually appropriate in terms of manners, politeness and tactfulness. Learner needs improvement.</p>	<p>Learner can fully use the appropriate register (formal or informal) at all times depending on the task and context given. Expressions and word choice are always contextually appropriate in terms of manners and politeness.</p>
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*** The indicators in green were constructed to measure overall achievement in aspects related to pronunciation, fluency and sociolinguistic appropriateness. They must be present in all instruments related to Spoken Interaction, Spoken production and Written Production as required.**

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Eighth Grade Unit 1 Scenario: My High School...Our place

Assessment Strategy: W.2. Writes an explanation of what they do every day at school, with the help of illustrations.

Indicators of Learning	Achievement level		
	Not yet achieved	In process	Achieved
	1	2	3
W2.1 Drafts an explanation with illustrations about activities in a typical day at school, and a conclusion	Learner cannot draft an explanation with illustrations about a typical day at school, and a conclusion correctly.	Learner can partially draft an explanation with illustrations about a typical day at school, and a conclusion with some difficulty and needs improvement.	Learner can fully draft an explanation with illustrations about a typical day at school, and a conclusion correctly and with no difficulty.
W2.2 Revises the explanation about a typical day at school.	Learner cannot revise the explanation about a typical day at school correctly.	Learner can partially revise the explanation about a typical day at school with some difficulty and needs improvement.	Learner can fully revise the explanation about a typical day at school correctly and with no difficulty.
W2.2.1 * Checks written sentences to look for mistakes related to subject-verb agreement, capitalization, spelling, and basic punctuation).	Learner cannot check the written sentences presenting constant subject verb agreement, capitalization, spelling, and punctuation mistakes.	Learner can partially check the written sentences and some subject verb agreement, capitalization, spelling, and punctuation mistakes.	Learner can fully check the written sentences avoiding subject verb agreement, capitalization, spelling, and punctuation mistakes.

<p>W2.2.2*Arranges Linking words, groups of words, sentences, paragraphs, and texts in a well-organized and logical manner. (Coherence and Cohesion)</p>	<p>Learner's production cannot show sense of coherence & cohesion. No sense in the organization of its content and use of discourse markers.</p>	<p>Learners' production can partially show a sense through the organization of its content and use of discourse markers.</p>	<p>Learner's production can fully show reasonable sense through the organization of its content and use of discourse markers.</p>
<p>W2.2.3* Uses the appropriate register and politeness conventions according to the given context. (Sociolinguistic Appropriateness)</p>	<p>Learner cannot use the appropriate register (formal or informal) for the task given. Expressions and word choice are contextually inappropriate in terms of manners, politeness and tactfulness.</p>	<p>Learner can partially use one register (formal or informal) without considering the context given. Expressions and word choice are sometimes contextually appropriate in terms of manners, politeness and tactfulness. Learner needs improvement.</p>	<p>Learner can fully use the appropriate register (formal or informal) at all times depending on the task and context given. Expressions and word choice are always contextually appropriate in terms of manners and politeness.</p>
<p>W2.3 Edits the explanation by correcting the mistakes before publishing it.</p>	<p>Learner cannot edit the explanation by correcting the mistakes before publishing it correctly.</p>	<p>Learner can partially edit the explanation by correcting the mistakes before publishing it with some difficulty and needs improvement.</p>	<p>Learner can fully edit the explanation by correcting the mistakes before publishing it correctly and with no difficulty.</p>
<p>Links words, groups of words, sentences,</p>	<p>Learner's production cannot show sense of coherence &</p>	<p>Learners' production can partially show a limited sense through the</p>	<p>Learner's production can fully show reasonable sense through the</p>

paragraphs, and texts in a well-organized and logical manner. (Coherence and Cohesion)	cohesion. No sense in the organization of its content and use of discourse markers.	organization of its content and use of discourse markers.	organization of its content and use of discourse markers.
Uses the appropriate register and politeness conventions according to the given context. (Sociolinguistic Appropriateness)	Learner cannot use the appropriate register (formal or informal) for the task given. Expressions and word choice are contextually inappropriate in terms of manners, politeness and tactfulness.	Learner can partially use one register (formal or informal) without considering the context given. Expressions and word choice are sometimes contextually appropriate in terms of manners, politeness and tactfulness. Learner needs improvement.	Learner can fully use the appropriate register (formal or informal) at all times depending on the task and context given. Expressions and word choice are always contextually appropriate in terms of manners and politeness.

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

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

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



Analytic Rubric

High School: _____
 Summative instrument
 Allotted Time: _____ minutes
 Level: Eighth Grade
 Teacher: _____
 Date: _____
 Student's name: _____

Score: _____
 Total Points: _____
 Gotten points: _____
 Percentage: _____ %
 Obtained Percentage: _____
 Group: _____

Scenario	Let the Good Times Roll!			
Assessment Strategy	R.4 Recognizes most of what occurs in a well-structured short story and the story's main characters.			
Task	Today is your birthday. Your best friend gave you a book with different short stories as a present. From the book, read the short story "A day I'll never forget" and work on the following guide to make a summary for your mother. <ol style="list-style-type: none"> 1. Identify the setting of the story. 2. Name all characters in the story. 3. Describe each character of the story. 4. Identify the main conflict/problem of the story. 5. Recount some of the characters' efforts. 6. Recount some of the characters' obstacles. 7. Summarize the ending of the story. 			
Indicator of Learning	N/A	Achievement level		
		Not yet achieved 1	In process 2	Achieved 3
R4.1 identifies setting in a well-structured short story.		Learner cannot identify the setting in a well-structured short story correctly.	Learner can partially identify the setting in a well-structured short story with some difficulty and needs improvement.	Learner can fully identify the setting in a well-structured short story correctly and with no difficulty.
R4.2 names characters in a well-structured short story.		Learner cannot name characters in a well-structured short story.	Learner can name some characters in a well-structured short story with some difficulty and needs improvement.	Learner can name all the characters in a well-structured short story correctly and with no difficulty.

R4.2 describes characters in a well-structured short story.		Learner cannot describe characters in a well-structured short story.	Learner can partially describe some characters in a well-structured short story with some difficulty and needs improvement.	Learner can fully describe all the characters in a well-structured short story correctly and with no difficulty.
R4.3 identifies main conflict/problem in a well-structured short story.		Learner cannot identify the main conflict/problem in a well-structured short story correctly.	Learner can partially identify the main conflict/problem in a well-structured short story with some difficulty and needs improvement.	Learner can fully identify the main conflict/problem in a well-structured short story correctly and with no difficulty.
R4.4 recounts some of the characters' efforts in a well-structured short story.		Learner cannot recount some of the characters' efforts in a well-structured short story correctly.	Learner can partially recount some of the characters' efforts in a well-structured short story with some difficulty and needs improvement.	Learner can fully recount all of the characters' efforts in a well-structured short story correctly and with no difficulty.
R4.4 recounts some of the characters' obstacles in a well-structured short story.		Learner cannot recount some of the obstacles in a well-structured short story correctly.	Learner can partially recount some of the obstacles in a well-structured short story with some difficulty and needs improvement.	Learner can fully recount all of the obstacles in a well-structured short story correctly and with no difficulty.
R4.5 summarizes the ending in a well-structured short story.		Learner cannot summarize the ending in a well-structured short story correctly.	Learner can partially summarize the ending in a well-structured short story with some difficulty and needs improvement.	Learner can fully summarize the ending in a well-structured short story correctly and with no difficulty.

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

Oral Performance Scale-Sample (Oral Production)

Dos Cercas High School

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 times.	Answers were successfully accomplished. He/she, at all times, answers questions about holidays and festivals in Costa Rica, Latin America and around the World appropriately when asked. He/she can consistently identify question words, helping verb and basic language structures (sentence patterns)
Gives information about holidays and festivals in Costa Rica, Latin America and around the World.	3		The task was incomplete He/she hardly gives information about holidays and festivals in Costa Rica, Latin America and around the World. He/she cannot control	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	The task was successfully accomplished. He/she gives information about holidays and festivals in Costa Rica, Latin America and around the World	

			memorized language structures (sentence patterns), so it is hard to be understood	memorized language structures (sentence pattern), to be somehow understood	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	Carried out adequately with some hesitation that seldom interferes with the message.	Carried out with confidence. Sporadic short	

			interferes with the message. Some long pauses to recall meaning.	Few short pauses to recall meaning.	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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