

English National Advisory
Department of Third Cycle and
Diversified Education

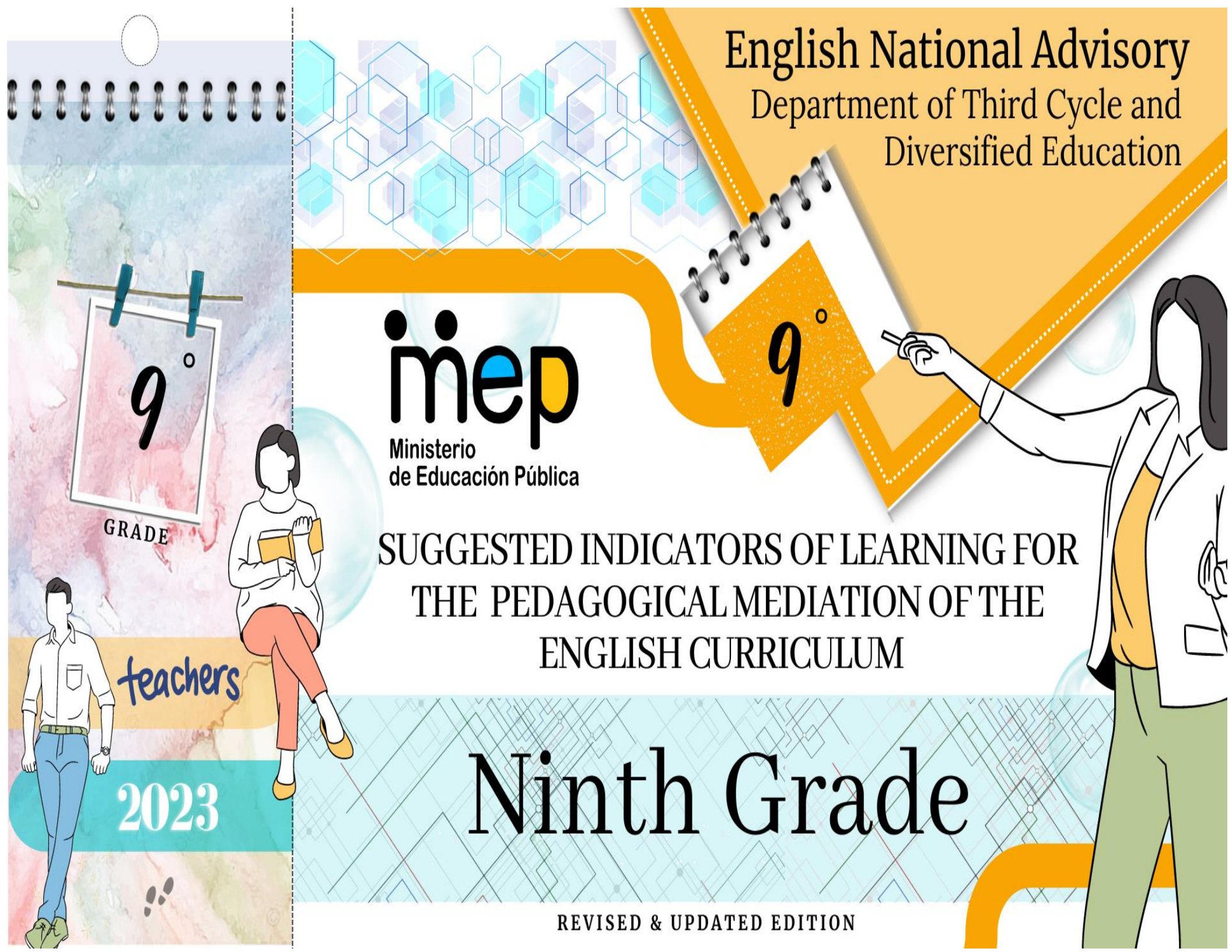


Ministerio
de Educación Pública

SUGGESTED INDICATORS OF LEARNING FOR
THE PEDAGOGICAL MEDIATION OF THE
ENGLISH CURRICULUM

Ninth Grade

REVISED & UPDATED EDITION



Comisión redactora

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Table of Contents

1. Presentation.....	3
2. Aim of the document	3
3. Important points to keep in mind when working with the indicators.....	4
4. Indicators of Learning.....	5
5. How to use this document.....	7
6. How to incorporate the indicators of learning in your lesson plan.....	8
7. Suggested Indicators of Learning Unit 1.....	12
8. Suggested Indicators of Learning Unit 2	15
9. Suggested Indicators of Learning Unit 3	21
10. Suggested Indicators of Learning Unit 4	25
11. Suggested Indicators of Learning Unit 5	29
12. Suggested Indicators of Learning Unit 6	33
13. Samples for In-Class Progress and Performance Scale Instruments	38
14. References	44

Presentation

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

Remember to visit the resource site for ninth grade in which you can find videos, audios and the Teacher's Guide for ninth grade.

https://recursos.mep.go.cr/2019/sitio_noveno_ingles/index.html

https://recursos.mep.go.cr/2019/sitio_noveno_ingles/videos.html

https://recursos.mep.go.cr/2019/sitio_noveno_ingles/otros.html

https://recursos.mep.go.cr/2019/sitio_noveno_ingles/audios.html

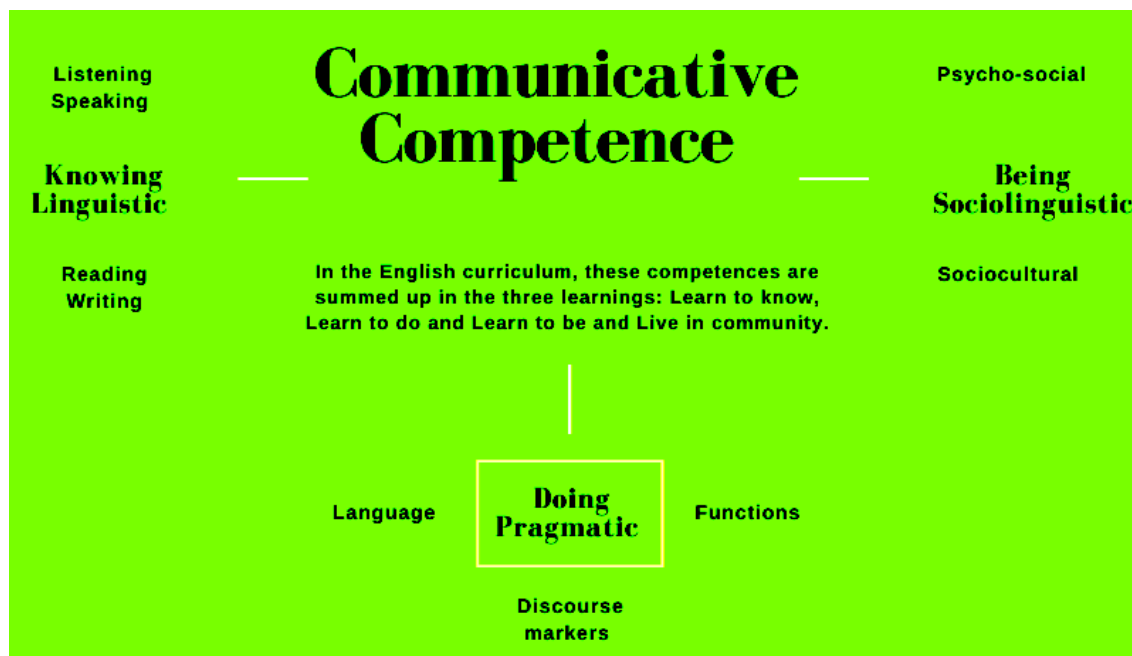
Aim of this document:

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

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

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

The CEFR defines competences as “the sum of knowledge, skills and characteristics that allow a person to perform actions in society (p.9). They are comprised of general and specific competences as shown in the following graphic organizer. General competences consist of knowledge, skills, and abilities to learn and existential competences that are not language-specific, but learners use them when performing all kinds of actions including language activities.





INDICATORS OF LEARNING

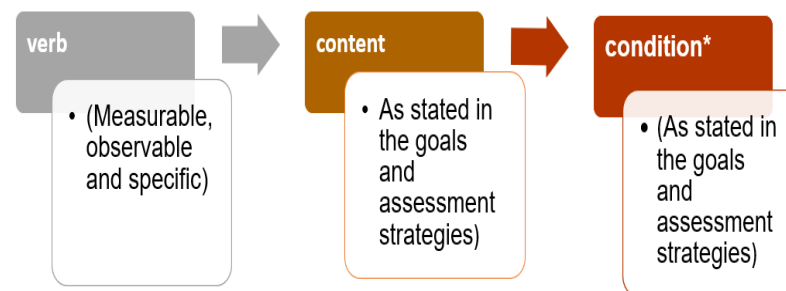
CEFR has different proficiency levels for each linguistic competence. In the English curriculum, these levels can be seen in the goals and the assessment strategies for each scenario. Measuring linguistic competences is an essential part of classroom assessment. It provides an objective, valid, reliable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

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

By constructing and using indicators of learning.



How do we write indicators?



* The condition element is present in numerous descriptors for each level in the CEFR. In the English curriculum, this aspect is present in the goals for each linguistic competence. Therefore, indicators of learning must be written considering this feature.



How many indicators do we write per assessment strategy?

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



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

Not yet achieved: Learner cannot achieve the task.

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

Achieved: Learner can achieve the task without any difficulty.

How to use this document

- 1) Keep in mind that indicators have the following characteristics: measurable, observable and specific.
- 2) Indicators of learning are organized by unit, then by each assessment strategy from the curriculum.
- 3) Identify the goal and assessment strategy that you will be using. Remember, a goal is a can- do performance descriptor while an assessment strategy provides evidence of learner's learning outcomes.
- 4) Use indicators of learning throughout each unit to monitor students' progress and make the corresponding mediation changes if necessary.
- 5) The indicators of learning for each assessment strategy are arranged in sequential order for students to perform them appropriately.
- 6) Remember that the Pre-teaching Stage **must not** have indicators of learning. They are strictly related to the suggested mediation sequence for each linguistic competence.

How to incorporate the indicators of learning in your lesson plan

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

Learner...	Learner can ...	<div>Oral Comprehension</div> <div>Pre-listening</div> <div>Learners match words with their corresponding meaning in a copy given by the teacher. She/he explains that those words are going to be found in the next listening activity. Teacher asks learners for the pronunciation of the words and reinforces it if necessary.</div> <div>Teacher explains that they are going to listen to a conversation between a man and his wife, and they have to pay attention to what they are talking about.</div> <div>Pre listening</div> <div>Column A contains words from the next listening activity and Column B contains their corresponding definition. Match definitions in Column B with their corresponding word in Column A.</div> <table><thead><tr><th>Column A</th><th>Column B</th></tr></thead><tbody><tr><td>cardiovascular system (noun)</td><td>() 1. a word showing disbelief</td></tr><tr><td>fridge (noun)</td><td>() 2. begin or start</td></tr><tr><td>hon (pronoun):</td><td>() 3. a medical examination</td></tr><tr><td>cut back on (phrasal verb):</td><td>() 4. short for "refrigerator"</td></tr><tr><td>take up (phrasal verb):</td><td>() 5. your body's blood circulation system including your heart, veins, and arteries</td></tr><tr><td>physical (noun)</td><td>() 6. short for "honey"</td></tr><tr><td>Humph (exclamation)</td><td>() 7. to reduce</td></tr></tbody></table> <div>Learners compare answers and teacher checks them out loud.</div> <div>Listening for the first time</div> <div>Learners listen to a conversation taken from https://www.esl-lab.com/intermediate/healthy-lifestyle/. Teacher can download the audio from https://www.esl-lab.com/quizzes/healthylifestyle-cloze.htm</div> <div>Learners listen to the conversation for the first time and complete the following statements.</div>	Column A	Column B	cardiovascular system (noun)	() 1. a word showing disbelief	fridge (noun)	() 2. begin or start	hon (pronoun):	() 3. a medical examination	cut back on (phrasal verb):	() 4. short for "refrigerator"	take up (phrasal verb):	() 5. your body's blood circulation system including your heart, veins, and arteries	physical (noun)	() 6. short for "honey"	Humph (exclamation)	() 7. to reduce	5' 5' 5'
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Humph (exclamation)	() 7. to reduce																		

<p>L.1.1 Gets main points of audio recordings about healthy living.</p>		<p>Listen to the conversation and complete the statements.</p> <p>The man wants to _____. <input type="checkbox"/> join a soccer club <input type="checkbox"/> run a mountain marathon <input type="checkbox"/> try out for the company basketball team</p> <p>The woman is worried that _____. <input type="checkbox"/> her husband's health isn't good <input type="checkbox"/> the man works too much <input type="checkbox"/> her husband is becoming a fitness freak</p> <p>First, the woman suggests that her husband _____. <input type="checkbox"/> visit with a fitness trainer <input type="checkbox"/> start with light workouts <input type="checkbox"/> see a doctor</p> <p>Her husband should _____. <input type="checkbox"/> consume less salt <input type="checkbox"/> eat more protein <input type="checkbox"/> eat less fatty foods</p> <p>The man's wife recommend cycling because it _____. <input type="checkbox"/> helps develop mental toughness <input type="checkbox"/> is good for improving muscle tone <input type="checkbox"/> helps strengthen the heart</p> <p>Pair /Group feedback: Learners share answers with the rest of the class.</p> <p>With the information they got from the audio, learners, in pairs, have to choose the topic of the conversation. Teacher writes on the board the three options.</p> <ul style="list-style-type: none"> • My wife's recommendations • Recommendations to be a fitness freak • Loving diet and exercise <p>Orally, learners should give at least two supporting details that helped them to choose that topic.</p> <p>Pair/Group feedback: Learners share answers with the rest of the class.</p>	<p>10'</p> <p>22'</p>
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<p>L.1.2 Recognizes the topic of the conversation about recommendations to get a healthy lifestyle.</p> <p>L.1.3 Identifies some supporting details in audio recordings about healthy living.</p> <p>L.1.4 Identifies key words in audio recordings about healthy living.</p>		<p>Listening for the second time Learners listen to the conversation again and fill in all the missing words below.</p> <p>Listening for the Second time.</p> <p>Listen to the conversation again and fill in all the missing words below.</p> <p>Man: Honey, the basketball game is about to _____. And could you bring some chips and a bowl of ice cream? And . . . uh . . . a slice of _____ from the fridge.</p> <p>Woman: Anything else?</p> <p>Man: Nope, that's all for now. Hey, hon, you know, they're organizing a company basketball team, and I'm thinking about joining. What do you think?</p> <p>Woman: Humph</p> <p>Man: "Humph" What do you mean "Humph." I was the star _____ in high school.</p> <p>Woman: Yeah, twenty-five years ago. Look, I just don't want you having a heart attack running up and down the court.</p> <p>Man: So, what are you suggesting? _____ I just abandon the idea? I'm not that out of shape.</p> <p>Woman: Well . . . you ought to at least have a physical before you begin. I mean, it HAS been at least _____ years since you played at all.</p> <p>Man: Well, okay, but . . .</p> <p>Woman: And you need to watch your diet and cut back on the fatty foods, like ice cream. And you should try eating more fresh _____ and _____.</p> <p>Man: Yeah, you're probably right.</p> <p>Woman: And you should _____ a little weight training to strengthen your muscles or perhaps try cycling to build up your cardiovascular system. Oh, and you need to go to _____ early instead of watching TV half the night.</p> <p>Man: Hey, you're starting to sound like my personal _____ instructor!</p> <p>Woman: No, I just love you, and I want you to be around for a long, long time.</p> <p>Learners check answers with their elbow partner.</p> <p>Post-listening Learners are asked to think about three things they need to change right now to have a healthy lifestyle. They should write their ideas on a piece of paper and stick it on the wall (as a reminder of things that need to be changed)</p>	<p>25'</p> <p>5</p>
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Unit 1		
Scenario: Time to Have Fun!		
Assessment Strategies	Indicators of Learning	
L.1. recognizes specific information when people speak at normal speed about leisure activities.	L.1.1	Recognizes the main idea and supporting details from a conversation about leisure activities in conversations.
L.2. discriminates main ideas and key points.	L.2.1	Recognizes the main idea in audio announces or teacher explanations about leisure activities.
	L.2.2	Recognizes supporting details in audio announces or teacher explanations about leisure activities.
R.1. extracts the important information in simple, clearly drafted print materials.	R1.1	Extracts the main idea and supporting details in simple, clearly drafted print materials about leisure activities.
R.2. identifies English language sounds using knowledge in phonics, syllabification and word parts	R2.1	Recognizes targeted sounds in words.
	R2.2	Articulates the targeted sounds in sounds.
	R2.3	Produces the targeted sounds in dialogues in an oral or written form.
R.3. distinguishes important information.	R3.1	Recognizes important information on the label of packages (directions for use or instructions for preparation).
R.4. extracts the main points and supporting details in simple, clearly	R4.1	Extracts the main idea in clearly drafted print materials (school handouts, brochures, letters and messages or newspapers).

drafted print materials.	R4.2	Demonstrates comprehension of supporting details by answering literal questions in clearly drafted print materials (school handouts, brochures, letters and messages or newspapers).
SI.1. discusses different things to do for fun.	SI.1.1	Asks and answers questions about free time activities in short conversations.
	SI.1.2	Uses verbal and nonverbal cues to ensure equal participation by all members in short conversations.
SI.2. asks questions about experiences, events, past experiences	SI.2.1.1	Formulates yes/no and wh- questions to ask about experiences, events, past experiences in short exchanges.
SI.2. answers questions about experiences, events, past experiences.	SI.2.2.2	Constructs complete sentences to answer yes/no and wh- questions about experiences, events, past experiences in short exchanges.
SP.1. describes experiences, events and storytelling related to exercise, sports and games.	SP1.1	Investigates and determines the appropriate information, visuals to give a presentation about experiences, events and storytelling related to exercise, sports, and games.
	SP1.2	Organizes the information and visuals to give a presentation about experiences, events and storytelling related to exercise, sports, and games.
	SP1.3	Constructs sentences with the information and with the appropriate linkers or connecting words to give a well-organized presentation about experiences, events and storytelling related to exercise, sports, and games.
	SP1.4	Presents a well-organized description about experiences, events and storytelling related to exercise, sports, and games.

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

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

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

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

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

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

UNIT 2		
Scenario: Online & Connected		
Assessment Strategies	Indicators of Learning	
	W2.4	Edits an e-mail about media, apps, virtual communities, or networks before publishing.

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

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

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

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

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Unit 4 In the Public Eye		
Assessment Strategies	Indicators of Learning	
L.1. identifies information in small group discussions between two or more native speakers if that conversation is unhurried and if the student is familiar with the topic under discussion in a video recording.	L.1. 1	Identifies the position of each speaker from a small group discussion between two or more native speakers in a video recording.
L.2. summarizes the main points of a relatively long discussion if it concerns a familiar topic and if the people involved use Standard English and do not speak too quickly.	L.2. 1	Identifies the main idea and supporting details of a relatively long discussion if it concerns a familiar topic and if the people involved use Standard English and do not speak too quickly.
	L.2.2	Summarizes the main idea and supporting details of a relatively long discussion with the appropriate linkers or connecting words.
L.3. retells main ideas/concepts and key points/details in a news broadcast (television, Internet) when visuals support the message.	L.3.1	Recognizes the main idea and supporting details in a news broadcast supported by visuals.
	L.3. 2	Summarizes events presented in a sequential order including the main idea and supporting details.
R.1. identifies relevant information	R.1.1	Identifies the main idea in news.

Unit 4 In the Public Eye		
Assessment Strategies	Indicators of Learning	
and draws conclusions.	R.1.2	Draws conclusions from news.
R.2. Recognizes English language sounds using knowledge in phonics, syllabification and word parts.	R.2.1	Recognizes targeted sounds in words.
	R.2.2	Articulates the targeted sounds.
	R.2.3	Produces the targeted sounds in sentences in an oral or written form
R.3. Discriminates information in factual texts and simple reports on familiar topics (e.g., charts and graphs, movie review, and interviews).	R.3. 1	Recognizes the main idea and supporting details in factual texts, simple reports, charts, graphs, movie review or interviews about national role models or outstanding figures to society.
SI.1. offers an opinion and comments about outstanding figures' positive and questionable actions in readings, texts, reports, and breaking news examined in class in a small group situation.	SI.1. 1	Gives opinions about outstanding figures' positive and questionable actions in readings, texts, reports, and breaking news examined in class in a small group situation.
SI.2. interviews others about	SI.2.1	Formulates yes/no and wh questions for an interview about nationally

Unit 4 In the Public Eye		
Assessment Strategies	Indicators of Learning	
nationally and internationally outstanding figures if the questions have been prepared beforehand. Sometimes, pose a further question without having to pause very long to formulate the question.		and internationally outstanding figures.
	SI.2.2	Exchanges personal experiences, feelings, opinions, and reactions about nationally and internationally outstanding figures by participating in an interview.
	SI.2.3	Asks further questions to expand the interview.
SP.1. describes personal and other people's stories of success.	SP.1.1	Investigates and determines the appropriate information to describe personal and other people's stories of success in a well-organized presentation.
	SP.1.2	Organizes the information and resources to describe personal and other people's stories of success by using sentence frames and the appropriate linkers or connecting words in a well-organized presentation.
	SP.1.3	Presents the description of personal and other people's stories of success in a well-organized presentation.
SP.2. describes contributions of nationally and internationally outstanding figures.	SP.2.1	Investigates and determines the appropriate information to describe contributions of nationally and internationally outstanding figures in a well-organized presentation.

Unit 4 In the Public Eye		
Assessment Strategies	Indicators of Learning	
	SP.2.2	Organizes the information and resources to describe contributions of nationally and internationally outstanding figures by using sentence frames and the appropriate linkers or connecting words in a well-organized presentation.
	SP.2.3	Presents the description of contributions of nationally and internationally outstanding figures in a well-organized presentation.
W.1. writes a narrative paragraph of personal and other people's stories of success, checking written sentences to look for mistakes (e.g., subject-verb agreement, capitalization, spelling, basic punctuation, etc.).	W.2.1	Prewrites ideas for a narrative paragraph of personal and other people's stories of success.
	W.2.2	Drafts sentences for a narrative paragraph of personal and other people's stories of success
	W.2.3	Revises a narrative paragraph of personal and other people's stories of success focusing on content and mistakes related to subject-verb agreement, capitalization, spelling, and basic punctuation).
	W.2.4	Edits a narrative paragraph of personal and other people's stories of success before publishing it.

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

Unit 5		
Unexpected Situations		
Assessment Strategies	Indicators of Learning	
L.1. recognizes main ideas and some key details in television, radio, and web-based broadcasts /announcements.	L.1.1	Recognizes the main idea in conversations on television, radio, and web-based broadcasts /announcements.
	L.1.2	Recognizes key details in conversations on television, radio, and web-based broadcasts /announcements.
L.2. discriminates the main points of a relatively long discussion about unexpected situations.	L.2.1	Recognizes the main idea and supporting details of a relatively long discussion about unexpected situations.
L.3. retells main ideas/concepts and key points/details.	L.3.1	Recognizes the main idea in long discussions of unexpected situations.
	L.3.2	Recognizes key points/details in long discussions of unexpected situations.
	L.3.3	Summarizes what happened in long discussions of unexpected situations.
R.1. distinguishes main ideas and some key details in texts of various lengths.	R.1.1	Recognizes the main idea in texts of various lengths.
	R.1.2	Identifies key details in texts of various lengths.
R.2. distinguishes English language sounds using knowledge in phonics, syllabification and word parts.	R.2.1	Recognizes targeted sounds in words.
	R.2.2	Articulates the targeted sounds.
	R.2.3	Produces the targeted sounds in dialogues in an oral or written form.
R.3.interprets academic explanations.	R.3.1	Identifies the topic of an academic explanation.

Unit 5		
Unexpected Situations		
Assessment Strategies	Indicators of Learning	
	R.3.2	Recognizes the main idea in paragraphs or sections of an academic explanation
	R.3.3	Extracts supporting details in paragraphs or sections of an academic explanation.
	R.3.4	Draws conclusions from an academic explanation.
SI.1. offers suggestions in unexpected situations.	SI.1.1	Uses expressions to give advice such as: “You should_____” , “Why don’t you_____.”, “Have you considered_____?” , “How about _____?” in unexpected situations.
SI.2.1 makes complaints.	SI.2.1.1	Initiates a conversation politely with one of these phrases: “I’m sorry to bother you, but I” or “Excuse me, I wonder if you can help me”
	SI.2.1.2	Explains the problem using polite, respectful language in conversations.
	SI.2.1.3	Asks for action to be taken on the complaint in conversations.
SI.2.2 makes appointments.	SI.2.2.1	Greets the person who answers and asks to speak with someone.
	SI.2.2.2	Expresses the purpose for the call.
	SI.2.2.3	Agrees on the most convenient day and time for both parties.
SI.3. interviews others about unexpected situations if the questions have been	SI.3.1	Formulates yes/no and wh- questions for an interview about unexpected situations.

Unit 5		
Unexpected Situations		
Assessment Strategies	Indicators of Learning	
prepared beforehand.	SI.3.2	Interviews others about personal experiences, feelings, opinions, or reactions from unexpected situations.
SP.1. describes personal unexpected situations.	SP.1.1	Investigates and determines the appropriate information and visuals to prepare a presentation to describe personal unexpected situations.
	SP.1.2	Organizes the information and visuals to give a presentation to describe personal unexpected situations.
	SP.1.3	Constructs sentences with the information and with the appropriate linkers or connecting words to give a presentation to describe personal unexpected situations.
	SP.1.4	Gives a well- organized presentation to describe personal unexpected situations.
SP.2. retells an unexpected situations read/heard in class.	SP.2.1	Investigates and determines the appropriate information and visuals to prepare a presentation to retell an unexpected situation read/heard in class.
	SP.2.2	Organizes the information and visuals to give a presentation to retell an unexpected situation read/heard in class.
	SP.2.3	Constructs sentences with the information and with the appropriate linkers or connecting words to give a presentation to retell an unexpected

Unit 5		
Unexpected Situations		
Assessment Strategies	Indicators of Learning	
		situation read/heard in class.
	SP.2.4	Gives a well- organized presentation to retell an unexpected situation read/heard in class.
W.1. writes a narrative paragraph about a home emergency, everyday situation, appointments, or something you made a complaint about.	W.1.1	Prewrites ideas for a narrative paragraph about a home emergency, everyday situation, appointments, or a complaint.
	W.1.2	Drafts sentences for a narrative paragraph about a home emergency, everyday situation, appointments, or a complaint using the appropriate linkers or connecting words.
	W.1.3	Revises a narrative paragraph about a home emergency, everyday situation, appointments, or a complaint focusing on content and mistakes related to subject-verb agreement, phrases, clauses, capitalization, spelling, compound sentences, basic punctuation.
	W.1.4	Edits a narrative paragraph about a home emergency, everyday situation, appointments, or a complaint before publishing it.

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

Unit 6		
Open a Book, Open Your Mind		
Assessment Strategies	Indicators of Learning	
L.1. distinguishes the main points of a relatively long discussion if it concerns a familiar topic and if the people involved use Standard English and do not speak too quickly.	L.1.1	Recognizes the main idea and supporting details of a relatively long discussion if it concerns a familiar topic and if the people involved use Standard English and do not speak too quickly.
L.2. summarizes the most important information about poems, comic strips, biographies and the moral of the story when visuals support the message.	L.2. 1	Recognizes the main idea and supporting details in poems, comic strips, biographies, and the moral of the story when visuals support the message.
	L.2.2	Recognizes the moral in poems, comic strips, biographies, and stories when visuals support the message.
	L.2.3	Summarizes the most important information about poems, comic strips, biographies, and stories when visuals support the message.
L.3. retells small group discussion between two or more native speakers, if that conversation is unhurried and if the student is familiar with the topic under discussion in a video recording.	L.3.1	Selects the appropriate information from a video recording to recap a small group discussion between two or more native speakers, if that conversation is unhurried and if the student is familiar with the topic under discussion.
	L.3. 2	Organizes the information from a video recording to recap a small group

Unit 6		
Open a Book, Open Your Mind		
Assessment Strategies	Indicators of Learning	
		discussion between two or more native speakers, if that conversation is unhurried and if the student is familiar with the topic under discussion.
	L.3. 3	Formulates sentences from a video recording to recap a small group discussion between two or more native speakers, if that conversation is unhurried and if the student is familiar with the topic under discussion.
	L.3.4	Summarizes a small group discussion between two or more native speakers, if that conversation is unhurried and if the student is familiar with the topic.
R.1. recognizes relevant information to draw conclusions.	R.1.1	Demonstrates comprehension of the main idea in paragraphs or sections of textbooks.
	R.1.2	Recognizes supporting details in paragraphs or sections of textbooks.
	R.1.3	Draws conclusions from paragraphs or sections of textbooks.
R.2. recognizes English language sounds using knowledge in phonics, syllabification and word parts.	R.2.1	Recognizes targeted sounds in words.
	R.2.2	Articulates the targeted sounds.
	R.2.3	Produces the targeted sounds in dialogues in an oral or written form.
R.3. discriminates information in factual texts and simple reports on familiar topics.	R.3.1	Recognizes the main idea and supporting details in factual texts or simple reports on familiar topics.

Unit 6

Open a Book, Open Your Mind

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

Unit 6

Open a Book, Open Your Mind

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

Unit 6

Open a Book, Open Your Mind

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

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

Samples for In-Class Progress and Performance Scale Instruments

[illegible]

Oral Performance Scale-Sample (Oral Production) <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>High School</p> <p>Summative instrument</p> <p>Allotted Time: _____ minutes</p> <p>Level: Seventh Grade</p> <p>Teacher: _____</p> <p>Date: _____</p> <p>Student's name: _____</p> </div> <div style="width: 45%;"> <p>Score: _____</p> <p>Total Points: _____</p> <p>Gotten points: _____</p> <p>Percentage: _____ %</p> <p>Obtained Percentage: _____</p> <p>Group: _____</p> </div> </div>						
Scenario:	Scenario: Enjoying Life					
Assessment Strategy	SI.1. Asks and answers in a predictable pattern simple questions about daily routines, eating habits, hobbies and hanging out activities if the other person speaks slowly and clearly.					
Description of linguistic task	Information exchange (2 minutes) You met a friend online. He / she lives in a rural part of the country. You both would like to know more about each other's daily routines, eating habits, hobbies or hanging out activities. So, you both agreed to have a virtual call to share some information. Choose one topic. And ask and answer questions to each other. You can use pictures to talk about it.					
Indicators*	Points per indicator	N/A	1	2	3	4
Uses information questions to ask about daily routines, eating habits, hobbies and hanging out activities.	3		Asks questions about daily routines, eating habits, hobbies or hanging out activities. The student fails to ask for most of the information (He/she cannot control memorized language structures (question patterns), so it is hard to be understood.	Asks questions about daily routines, eating habits, hobbies or hanging out activities appropriately sometimes. The student asks information about some of the elements. He/she can partially control memorized language structures (question patterns), to be somehow understood.	Asks questions about daily routines, eating habits, hobbies or hanging out activities appropriately and with ease. The student gets to ask for information about all the elements. He/she can consistently control basic language structures (question patterns)	
Makes complete sentences to answer information questions about daily routines, eating habits, hobbies and hanging out activities.	4		Answers were incomplete He/she hardly answers questions about daily routines, eating habits, hobbies or hanging out activities appropriately when asked. He/she cannot identify the question word and helping verb to provide an answer with control of memorized language structures (sentence patterns), so it is hard to be understood.	Answers were partially accomplished. He/she sometimes answers questions about daily routines, eating habits, hobbies or hanging out activities appropriately when asked. He/she can partially identify the question word and helping verb to provide an answer with control of memorized language structures (sentence patterns) to be somehow understood.	Answers were accomplished. Most of the time, he/she answers questions about daily routines, eating habits, hobbies or hanging out activities appropriately when asked. He/she can identify question words, helping verb and basic language structures (sentence patterns) at most times.	Answers were successfully accomplished. He/she, at all times, answers questions about daily routines, eating habits, hobbies or hanging out activities appropriately when asked. He/she can consistently identify question words, helping verb and basic language structures (sentence patterns)

*Uses appropriate communication strategies (uses of facial expressions and gestures, asks for repetition, indicates lack of understanding, repeats words).	3		Fails in maintaining communication most of the time. Hard for him/her to use the communication strategies to overcome difficulties.	Makes use of some of the communication strategies to maintain communication going, but not all the time and inconsistently.	Makes use of many communication strategies to maintain communication going, which helps to keep the flow of the conversation	
*Pronounces the target language correctly	3		Difficulty at understanding. Constant mistakes in pronunciation (More than 4 mistakes)	Understandable at most times. Occasional mispronunciation; some consistent mistakes. (3-4 mistakes)	Clear and smooth pronunciation at this level. Few sporadic deviations. (1-2 mistakes)	
*Stresses words and sentences correctly	2		Sometimes stresses individual words correctly and uses appropriate intonation when forming sentences	Constantly stresses individual words correctly and uses appropriate intonation when forming sentences		
*Speaks at a normal speed	3		Carried out with hesitation that sometimes interferes with the message. Some long pauses to recall meaning.	Carried out adequately with some hesitation that seldom interferes with the message. Few short pauses to recall meaning.	Carried out with confidence. Sporadic short pauses to recall meaning.	
Total:	23					
Comments:						

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Oral Performance Scale-Sample (Oral Production)

Dos Cercas High School

Summative instrument

Allotted Time: _____ minutes

Level: Eighth Grade

Teacher: _____

Date: _____

Student's name: _____

Score: _____

Total Points: _____

Gotten points: _____

Percentage: _____ %

Obtained Percentage: _____

Group: _____

Scenario: Something to Celebrate!

Assessment Strategy SI.2. Asks and answers about holidays and festivals in Costa Rica, Latin America and around the World.

Description of linguistic task Information exchange (2 minutes)

You are participating in an international school summer camp. You were asked to talk about favorite holidays or celebrations around the world. Choose one and talk about when and where it is celebrated, special food, activities. Use pictures to talk about it and ask questions to the teacher or classmates. Answer a couple of questions from your teacher or classmates.

Indicators*	Points per indicator	N/A	1	2	3	4
Asks questions about holidays and festivals in Costa Rica, Latin America and around the World.	3		Asks questions about holidays and festivals in Costa Rica, Latin America and around the World with a lot of difficulty. The student fails to ask for most of the information (He/she cannot control memorized language structures (question patterns), so it is hard to be understood.	Asks questions about holidays and festivals in Costa Rica, Latin America and around the World appropriately sometimes. The student asks information about some of the elements. He/she can partially control memorized language structures (question patterns), to be somehow understood.	Asks questions about holidays and festivals in Costa Rica, Latin America and around the World appropriately and with ease. The student gets to ask for information about all the elements. He/she can consistently control basic language structures (question patterns)	
Answers questions about holidays and festivals in Costa Rica, Latin America and around the World.	4		Answers were incomplete He/she hardly answers questions about holidays and festivals in Costa Rica, Latin America and around the World appropriately when asked. He/she cannot identify the question word and helping verb to provide an answer with control of memorized language structures (sentence patterns), so it is hard to be understood.	Answers were partially accomplished. He/she sometimes answers questions about holidays and festivals in Costa Rica, Latin America and around the World appropriately when asked. He/she can partially identify the question word and helping verb to provide an answer with control of memorized language structures (sentence patterns) to be somehow understood.	Answers were accomplished. Most of the time, he/she answers questions about holidays and festivals in Costa Rica, Latin America and around the World appropriately when asked. He/she can identify question words, helping verb and basic language structures (sentence patterns) at most	Answers were successfully accomplished. He/she, at all times, answers questions about holidays and festivals in Costa Rica, Latin America and around the World appropriately when asked. He/she can consistently identify question words, helping verb and basic language structures (sentence patterns)

					times.	
Gives information about holidays and festivals in Costa Rica, Latin America and around the World.	3		The task was incomplete He/she hardly gives information about holidays and festivals in Costa Rica, Latin America and around the World. He/she cannot control memorized language structures (sentence patterns), so it is hard to be understood	The task was partially accomplished. He/she somewhat gives information about holidays and festivals in Costa Rica, Latin America and around the World by either talking about the holiday or festival name or date of celebration. He/she can partially control memorized language structures (sentence pattern), to be somehow understood	The task was successfully accomplished. He/she gives information about holidays and festivals in Costa Rica, Latin America and around the World by talking about when and where they are celebrated, special food, activities. He/she can consistently control basic language structures (sentence patterns)	
*Uses appropriate communication strategies (uses of facial expressions and gestures, asks for repetition, indicates lack of understanding, repeats words).	3		Fails in maintaining communication most of the time. Hard for him/her to use the communication strategies to overcome difficulties.	Makes use of some of the communication strategies to maintain communication going, but not all the time and inconsistently.	Makes use of many communication strategies to maintain communication going, which helps to keep the flow of the conversation	
*Pronounces the target language correctly	3		Difficulty at understanding. Constant mistakes in pronunciation (More than 4 mistakes)	Understandable at most times. Occasional mispronunciation; some consistent mistakes. (3-4 mistakes)	Clear and smooth pronunciation at this level. Few sporadic deviations. (1-2 mistakes)	
*Stresses words and sentences correctly	2		Sometimes stresses individual words correctly and uses appropriate intonation when forming sentences	Constantly stresses individual words correctly and uses appropriate intonation when forming sentences		
*Speaks at a normal speed	3		Carried out with hesitation that sometimes interferes with the message. Some long pauses to recall meaning.	Carried out adequately with some hesitation that seldom interferes with the message. Few short pauses to recall meaning.	Carried out with confidence. Sporadic short pauses to recall meaning.	
Total:	23					
Comments:						

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

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

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