

English National Advisory  
Department of Third Cycle and  
Diversified Education

**mep**  
Ministerio  
de Educación Pública

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

**Eighth Grade**

REVISED & UPDATED EDITION



teachers

2023



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## Presentation

This booklet provides English teachers of eighth grade with important information about suggested indicators of learning for the pedagogical mediation. This school year, teachers must write their own indicators. This document intends to be another resource that teachers can or might use as a reference to write their own indicators for planning and assessment. It includes a sample instrument for registering In -Class Progress and performance scales for oral exams. All the 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 eighth grade in which you can find videos, audios and the Teacher's Guide for eighth grade.

[https://recursos.mep.go.cr/teachers\\_guide8/index.html](https://recursos.mep.go.cr/teachers_guide8/index.html)

[https://recursos.mep.go.cr/teachers\\_guide8/videos.html](https://recursos.mep.go.cr/teachers_guide8/videos.html)

[https://recursos.mep.go.cr/teachers\\_guide8/audios.html](https://recursos.mep.go.cr/teachers_guide8/audios.html)

[https://recursos.mep.go.cr/teachers\\_guide8/otros.html](https://recursos.mep.go.cr/teachers_guide8/otros.html)

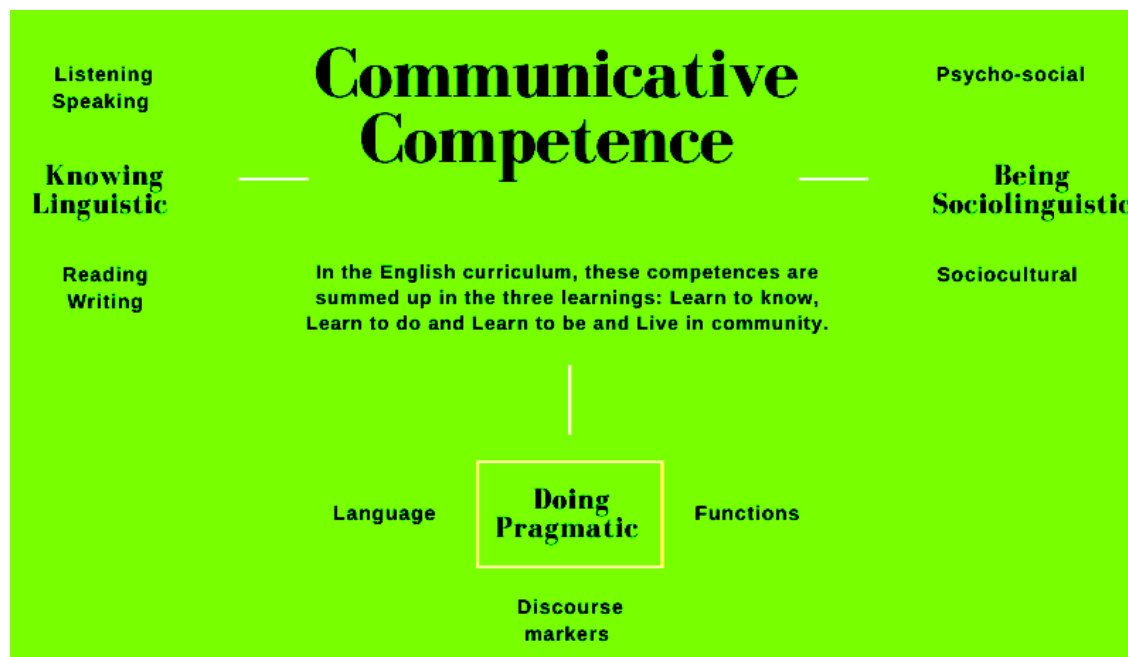
### Aim of this document:

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

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

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

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





## INDICATORS OF LEARNING

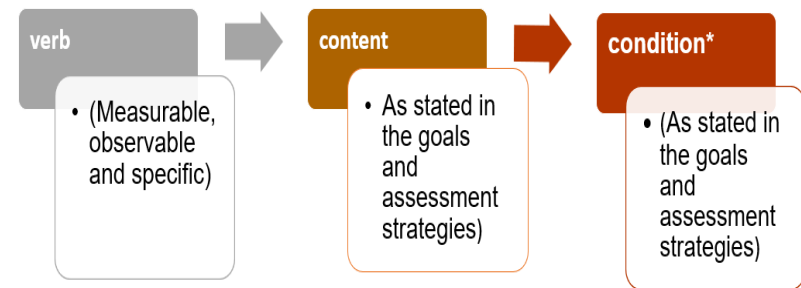
CEFR has different proficiency levels for each linguistic competence. In the English curriculum, these levels can be seen in the goals and the assessment strategies for each scenario. Measuring linguistic competences is an essential part of classroom assessment. It provides an objective, valid, reliable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

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

By constructing and using indicators of learning.



## How do we write indicators?



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



### **How many indicators do we write per assessment strategy?**

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



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

Not yet achieved: Learner cannot achieve the task.

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

Achieved: Learner can achieve the task without any difficulty.

## How to use this document

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



## How to incorporate the indicators of learning in your lesson plan

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

<p>Learner...</p> <p>L.1. distinguishes the main points and the important details of audio recordings.</p>	<p>Learner can ...</p> <p>L.1. understand the main points and the important details of audio recordings provided standard language is used regarding ingredients for healthy living, positive attitude, plans for success, and stories of successful people.</p>	<p style="text-align: center;"><b><u>Oral Comprehension</u></b></p> <p><b>Pre-listening</b> Learners match words with their corresponding meaning in a copy given by the teacher. She/he explains that those words are going to be found in the next listening activity. Teacher asks learners for the pronunciation of the words and reinforces it if necessary. Teacher explains that they are going to listen to a conversation between a man and his wife, and they have to pay attention to what they are talking about.</p> <p>Pre listening Column A contains words from the next listening activity and Column B contains their corresponding definition. Match definitions in Column B with their corresponding word in Column A.</p> <table border="0" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">Column A</th> <th style="text-align: center;">Column B</th> </tr> </thead> <tbody> <tr> <td><b>cardiovascular system</b> (<i>noun</i>) ( )</td> <td>1. a word showing disbelief</td> </tr> <tr> <td><b>fridge</b> (<i>noun</i>) ( )</td> <td>2. begin or start</td> </tr> <tr> <td><b>hon</b> (<i>pronoun</i>): ( )</td> <td>3. a medical examination</td> </tr> <tr> <td><b>cut back on</b> (<i>phrasal verb</i>): ( )</td> <td>4. short for "refrigerator"</td> </tr> <tr> <td><b>take up</b> (<i>phrasal verb</i>): ( )</td> <td>5. your body's blood circulation system including your heart, veins, and arteries</td> </tr> <tr> <td><b>physical</b> (<i>noun</i>) ( )</td> <td>6. short for "honey"</td> </tr> <tr> <td><b>Humph</b> (<i>exclamation</i>) ( )</td> <td>7. to reduce</td> </tr> </tbody> </table> <p>Learners compare answers and teacher checks them out loud.</p> <p><b>Listening for the first time</b> Learners listen to a conversation taken from <a href="https://www.esl-lab.com/intermediate/healthy-lifestyle/">https://www.esl-lab.com/intermediate/healthy-lifestyle/</a>. Teacher can download the audio from <a href="https://www.esl-lab.com/quizzes/healthylifestyle-cloze.htm">https://www.esl-lab.com/quizzes/healthylifestyle-cloze.htm</a> Learners listen to the conversation for the first time and complete the following</p>	Column A	Column B	<b>cardiovascular system</b> ( <i>noun</i> ) ( )	1. a word showing disbelief	<b>fridge</b> ( <i>noun</i> ) ( )	2. begin or start	<b>hon</b> ( <i>pronoun</i> ): ( )	3. a medical examination	<b>cut back on</b> ( <i>phrasal verb</i> ): ( )	4. short for "refrigerator"	<b>take up</b> ( <i>phrasal verb</i> ): ( )	5. your body's blood circulation system including your heart, veins, and arteries	<b>physical</b> ( <i>noun</i> ) ( )	6. short for "honey"	<b>Humph</b> ( <i>exclamation</i> ) ( )	7. to reduce	<p>5'</p> <p>5'</p> <p>5'</p> <p>5'</p>
Column A	Column B																		
<b>cardiovascular system</b> ( <i>noun</i> ) ( )	1. a word showing disbelief																		
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<p><u>Indicator of learning:</u></p> <p>L.1.1 Gets main points of audio recordings about healthy living.</p>		<p>statements.</p> <p>Listen to the conversation and complete the statements.</p> <p>The man wants to _____.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> join a soccer club</li> <li><input type="checkbox"/> run a mountain marathon</li> <li><input type="checkbox"/> try out for the company basketball team</li> </ul> <p>The woman is worried that _____.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> her husband's health isn't good</li> <li><input type="checkbox"/> the man works too much</li> <li><input type="checkbox"/> her husband is becoming a fitness freak</li> </ul> <p>First, the woman suggests that her husband _____.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> visit with a fitness trainer</li> <li><input type="checkbox"/> start with light workouts</li> <li><input type="checkbox"/> see a doctor</li> </ul> <p>Her husband should _____.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> consume less salt</li> <li><input type="checkbox"/> eat more protein</li> <li><input type="checkbox"/> eat less fatty foods</li> </ul> <p>The man's wife recommend cycling because it _____.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> helps develop mental toughness</li> <li><input type="checkbox"/> is good for improving muscle tone</li> <li><input type="checkbox"/> helps strengthen the heart</li> </ul> <p><b>Pair /Group feedback:</b> 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"> <li>• My wife's recommendations</li> <li>• Recommendations to be a fitness freak</li> <li>• Loving diet and exercise</li> </ul> <p>Orally, learners should give at least two supporting details that helped them to choose that topic.</p> <p><b>Pair/Group feedback:</b> Learners share answers with the rest of the class.</p>	<p>10'</p> <p>22'</p>
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L.1.2 Recognizes the topic of the conversation about recommendations to get a healthy lifestyle.

L.1.3 Identifies some supporting details in audio recordings about healthy living.

L.1.4 Identifies key words in audio recordings about healthy living.

### Listening for the second time

Learners listen to the conversation again and fill in all the missing words below.

**Listening for the Second time.**

**Listen to the conversation again and fill in all the missing words below.**

**Man:** **Honey**, the basketball game is about to \_\_\_\_\_. And could you bring some chips and a bowl of ice cream? And . . . uh . . . a slice of \_\_\_\_\_ from the **fridge**.

**Woman:** Anything else?

**Man:** Nope, that's all for now. Hey, **hon**, you know, they're organizing a company basketball team, and I'm thinking about joining. What do you think?

**Woman:** **Humph**

**Man:** "Humph" What do you mean "Humph." I was the star \_\_\_\_\_ in high school.

**Woman:** Yeah, twenty-five years ago. Look, I just don't want you having a heart attack running up and down the court.

**Man:** So, what are you suggesting? \_\_\_\_\_ I just **abandon** the idea? I'm not that **out of shape**.

**Woman:** Well . . . you ought to at least have a **physical** before you begin. I mean, it HAS been at least \_\_\_\_\_ years since you played at all.

**Man:** Well, okay, but . . .

**Woman:** And you need to watch your diet and **cut back on** the fatty foods, like ice cream. And you should try eating more fresh \_\_\_\_\_ and \_\_\_\_\_.

**Man:** Yeah, you're probably right.

**Woman:** And you should \_\_\_\_\_ a little weight training to strengthen your muscles or perhaps try cycling to build up your **cardiovascular system**. Oh, and you need to go to \_\_\_\_\_ early instead of watching TV half the night.

**Man:** Hey, you're starting to sound like my personal \_\_\_\_\_ instructor!

**Woman:** No, I just love you, and I want you to be around for a long, long time.

Learners check answers with their elbow partner.

### Post-listening

Learners are asked to think about three things they need to change right now to have a healthy lifestyle. They should write their ideas on a piece of paper and stick it on the wall (as a reminder of things that need to be changed)

25'

5

## Unit 1

### Scenario: My High School...Our place

Assessment Strategies	Indicators of Learning	
<b>L.1. identifies others' expressions of interests regarding school activities (e.g. likes and dislikes, indicating preferences about subjects and school activities).</b>	L1.1	Identifies expressions of interest related to likes and dislikes about subjects in conversations.
	L1.2	Identifies expressions of interest related to preferences in school activities.
<b>L.2. recognizes short, clear and simple instructions and explanations when delivered slowly.</b>	L2.1	Recognizes short, clear, and simple instructions learners need to follow regarding the schedule at school.
	L2.2	Recognizes short, clear, and simple explanations or descriptions regarding a schedule at school.
<b>L.3. recognizes the main points in short, simple stories.</b>	L3.1	Recognizes specific details in short simple stories.
<b>R.1. identifies English language sounds.</b>	R1.1	Recognizes targeted sounds in words.
	R1.2	Articulates long vowel sounds.
	R1.3	Produces dialogues/rhymes in an oral or written form.

<b>R.2. discriminates important information in simple texts.</b>	R2.1	Decodes the main idea and specific details to answer questions about school activities and schedules.
<b>R.3. extracts the gist of short articles and ads in age-appropriate magazines (print and/or electronic).</b>	R3.1	Identifies the topic of short articles and ads in age- appropriate magazines.
	R3.2	Recognizes the writer's message in short articles and ads in age- appropriate magazines.
<b>SI.1. expresses common interests about school life.</b>	SI1.1	Formulates questions related to common interests about school life in short conversations.
	SI1.2	Answers questions related to common interests about school life in short conversations.
<b>SI.2. says what exactly he/she does not understand and asks simply for clarification.</b>	SI.2.1	Expresses lack of understanding using survival language, orally. Ex. I don't understand. Can you repeat again, please?
<b>SI.3.1 asks and answers straightforward questions in familiar situations.</b>	SI3.1.1	Formulates yes/no and wh- questions to ask for familiar situations about school life.
	SI3.1.2	Answers yes/no and wh- questions related to familiar situations about school life.

<b>SP.1. Describes common interests about school activities, the subjects and schedules he or she has at school.</b>	SP.1.1	Investigates and determines the appropriate information to describe common interests about school activities, subjects, and schedules.
	SP1.2	Organizes the information and resources to describe common interests about school activities, subjects, and schedules.
	SP1.3	Makes sentences with the information and the appropriate linkers or connecting words to provide a clear and complete description of common interests about school activities, subjects, and schedules.
	SP1.4	Describes common interests about school activities, subjects, and schedules.
<b>SP.2. explains high school through his/her friends/ peers briefly.</b>	SP2.1	Investigates and determines information to briefly explain high school through their friends/ and peers.
	SP2.2	Organizes information and resources to briefly explain high school through friends/ and peers.
	SP2.3	Constructs sentences with information, resources and the appropriate linkers or connecting words to briefly explain high school through a friend's eyes.
	SP2.4	Relates brief, explanatory description of school preference.
<b>W.1. writes simple notices</b>	W1.1	Prewrites simple sentences in a notice about interests, wants and

<p><b>expressing interests, wants and preferences, either by hand or electronically.</b></p>		preferences.
	W1.2	Drafts a simple notice that includes heading (eye catcher) body (short sentences using key words and sentence frames, authority or contact person (person's name, phone, and e-mail) and the appropriate linkers or connecting words.
	W1.3	Revises the notice by checking written sentences to look for mistakes related to subject-verb agreement, capitalization, spelling, and basic punctuation) and content.
	W1.4	Edits the notice by correcting the mistakes before publishing it.
<p><b>W.2. writes an explanation of what they do every day at school, with the help of illustrations.</b></p>	W2.1	Prewrites simple sentences about school day activities.
	W2.2	Drafts an explanation about school day activities that includes a general statement and descriptive details. Includes an illustration and the appropriate linkers or connecting words.
	W2.3	Revises the explanation by checking content and for mistakes related to subject-verb agreement, capitalization, spelling, and basic punctuation.
	W2.4	Edits the explanation 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*



<b>Unit 2</b>		
<b>Scenario: Let the Good Times Roll!</b>		
<b>Assessment Strategies</b>	<b>Indicators of Learning</b>	
<b>L.1. recognizes isolated, familiar words and phrases when listening to clear, slow, and basic text read aloud.</b>	L.1.1	Recognizes familiar words and phrases in texts read aloud.
<b>L.2. recognizes important information from audio texts (e.g., sports announcements, sports scores) provided the message is delivered clearly.</b>	L2.1	Recognizes important information to complete sentences with keywords about sports.
<b>L.3. extracts the most important points in a straightforward conversation, story, account or presentation accompanied by drawings and/or diagrams.</b>	L3.1	Extracts the main idea and specific details in a conversation or story accompanied by drawings and/or diagrams about sports or sports announcements.
<b>R.1. identifies English language sounds using knowledge in phonics, syllabification and word parts.</b>	R1.1	Recognizes targeted sounds in words.
	R1.2	Articulates the targeted sounds.
	R1.3	Produces the targeted sound in sentences or dialogues in an oral or written form.
<b>R.2. discriminates some key terminology from subject areas (e.g., labels on sports</b>	R2.1	Identifies sports equipment by using illustrations.

<b>Unit 2</b>		
<b>Scenario: Let the Good Times Roll!</b>		
<b>Assessment Strategies</b>	<b>Indicators of Learning</b>	
<b>equipment).</b>		
<b>R.3. recognizes the main idea and two or three specific details.</b>	R3.1	Identifies main ideas in texts written in simple language.
	R3.2	Distinguishes specific details in texts written in simple language.
<b>R.4. recognizes most of what occurs in a well-structured short story and the story's main characters.</b>	R4.1	Identifies the setting in a well-structured short story.
	R4.2	Identifies the characters in a well-structured short story.
	R4.3	Recognizes the main conflict/problem in a well-structured short story.
	R4.4	Recognizes the ending in a well-structured short story.
<b>SI.1. invites others to practice or attend different sports.</b>	SI.1.1	Makes an invitation to a friend or classmate related to sports
	SI.1.2	Provides invitation details such as the time, place, people present at the activity and phrase of invitation (e.g. You should come!)
<b>SI.2. exchanges information about everyday matters using simple vocabulary.</b>	SI.2.1	Gives information about everyday matters in short conversations.
	SI.2.2	Asks for information about everyday matters in short conversations.

## Unit 2

### Scenario: Let the Good Times Roll!

Assessment Strategies	Indicators of Learning	
<b>SI.3. asks questions about favorite sports, places to practice them, equipment needed, outstanding players and achievements.</b>	SI.3.1	Formulates yes/no and wh- questions to ask for favorite sports, places to practice them, equipment needed, outstanding players and achievements in short conversations.
<b>SI.3. answers questions about favorite sports, places to practice them, equipment needed, outstanding players and achievements.</b>	SI.3.2	Constructs complete sentences to answer questions about favorite sports, places to practice them, equipment needed, outstanding players and achievements in short conversations.
<b>SP.1. describes a day he/she will never forget in sports.</b>	SP1.1	Investigates and determines the appropriate information to describe an unforgettable day in sports.
	SP1.2	Organizes the information and resources about an unforgettable day in sports.
	SP1.3	Makes sentences about an unforgettable day in sports.
	SP1.4	Describes an event in an unforgettable day in sports.
<b>SP.2. explains briefly a sport, a sports team, or a videogame he/she knows well.</b>	SP2.1	Investigates and determines information to briefly explain a sport, a sports team, or a videogame they know well.
	SP2.2	Organizes information and resources to briefly explain a sport, a sports team, or a videogame they know well.
	SP2.3	Makes sentences with information, resources and the appropriate linkers or connecting words about a sport, a sports team, or a videogame they know well.

**Unit 2****Scenario: Let the Good Times Roll!**

<b>Assessment Strategies</b>	<b>Indicators of Learning</b>	
	SP2.4	Briefly describes a sport, a sports team, or a videogame they know well.
<b>W.1. uses simple sentences and expressions to describe sports, videogames and leisure activities.</b>	W1.1	Prewrites simple sentences and expressions to describe sports, videogames, and leisure activities.
	W1.2	Drafts a description about a sport, videogame, or a leisure activity by following sentences frames learned in class and the appropriate linkers or connecting words.
	W1.3	Revises a description about a sport, videogame or a leisure activity focusing on content and mistakes related to subject-verb agreement, capitalization, spelling, and basic punctuation.
	W1.4	Edits the description before publishing it.
<b>W.2. prepares simple reminders or notes regarding sports or videogames for personal use.</b>	W2.1	Prewrites simple sentences regarding sports or videogames for personal use.
	W2.2	Drafts a simple reminder or note regarding sports or videogames with the appropriate linkers or connecting words.
	W2.3	Revises the simple reminder or note regarding sports or videogames focusing on content and mistakes related to

Unit 2		
Scenario: Let the Good Times Roll!		
Assessment Strategies	Indicators of Learning	
		subject-verb agreement, capitalization, spelling, and basic punctuation.
	W3.1	Edits a simple reminder or note regarding sports or videogames before publishing it.
<b>W.3. writes an introduction or conclusion to a story with the help of a dictionary.</b>	W3.1	Prewrites simple sentences for an introduction or conclusion to a story.
	W3.2	Drafts an introduction which includes an attention grabber and topic sentence with appropriate linkers or connecting words. Or Drafts a conclusion which restates the topic and adds a meaningful final to the story with appropriate linkers or connecting words.
	W3.3	Revises either the introduction or conclusion to a story focusing on content and mistakes related to subject-verb agreement, capitalization, spelling, and basic punctuation.
	W3.4	Edits either the introduction or conclusion to a story 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.**

**Unit 3****Scenario: Something to Celebrate!**

<b>Assessment Strategies</b>	<b>Indicators of Learning</b>	
<b>L.1. recognizes main information in short, straightforward audio.</b>	L1.1	Recognizes the main idea in audios/videos about holidays, celebrations, and festivals.
<b>L.2. distinguishes specific details in an audio advertisement if it is delivered clearly and concerns a product and/or service of interest to the student.</b>	L2.1	Recognizes specific details of an advertisement related to holidays, celebrations, or festivals.
<b>L.3. recognizes the gist of overheard conversations generally.</b>	L3.1	Recognizes the gist of the overheard conversations about festivals or celebrations.
<b>R.1. identifies English language sounds using knowledge in phonics, syllabification and word parts.</b>	R1.1	Recognizes targeted sounds in words.
	R1.2	Articulates the targeted sounds.
	R1.3	Produces the targets sounds in sentences in an oral or written form.
<b>R.2. discriminates a set of clear-cut instructions (e.g., what to do if you attend a festival or celebration), especially if there are pictures.</b>	R2.1	Follows the instructions by using pictures or sentences about festivals or celebrations.
<b>R.3. distinguishes chronological</b>	R3.1	Identifies the events about festivals or celebrations.

### Unit 3

#### Scenario: Something to Celebrate!

Assessment Strategies	Indicators of Learning	
<b>order within special sentence structures.</b>	R3.2	Recognizes sequence words (e.g., first, then, finally) in texts related to a holiday, a festival, or a celebration.
<b>SI.1. asks about local holidays, celebrations, and festivals in in Costa Rica, Latin America and around the world</b>	SI1.1	Formulates yes/no wh- questions to ask about local holidays, celebrations, and festivals in in Costa Rica, Latin America and around the world.
<b>SI.2. answers about holidays and festivals in Latin America and around the world.</b>	SI.2.1	Makes complete sentences to answer questions about local holidays, celebrations, and festivals in in Costa Rica, Latin America and around the world.
<b>SI.3. accepts or refuses invitations politely.</b>	SI3.1	Makes a polite oral invitation.
	SI3. 2	Accepts/refuses invitations using appropriate phrases. (I would love that!) (I'd love to go but I can't.)
<b>SP.1. describes holidays, celebrations, and festivals in general.</b>	SP1.1	Investigates and determines the appropriate information to describe a specific holiday, celebration, or festival in an oral presentation.
	SP1.2	Organizes the information and resources to describe a specific holiday, celebration, or festival in an oral presentation.
	SP1.3	Constructs sentences to describe a specific holiday, celebration or festival

**Unit 3****Scenario: Something to Celebrate!**

<b>Assessment Strategies</b>	<b>Indicators of Learning</b>	
		with the appropriate linkers or connecting words in an oral presentation.
	SP1.4	Describes a specific holiday, celebration, or festival in an oral presentation.
<b>SP.2. describes what he/she did on his /her last holiday.</b>	SP2.1	Investigates and determines appropriate information to describe the most recent holiday in an oral presentation.
	SP2.2	Organizes the information and resources to describe the most recent holiday in an oral presentation.
	SP2.3	Makes sentences with the information, resources and the appropriate linkers or connecting words about the most recent holiday in an oral presentation.
	SP2.4	Describes the most recent holiday using sequential-words and the past tense. (first, then, after that, finally) in an oral presentation.
<b>W.1. Writes short messages, for example to make or change an invitation or an appointment to meet on a holiday, a festival, or a celebration.</b>	W1.1	Prewrites a message to make or change an invitation or an appointment.
	W1.2	Drafts a polite message that includes the activity, a necessary change, details and any other important information along with appropriate linkers or connecting words.
	W1.3	Revises the message focusing on content and mistakes related to subject-verb agreement, capitalization, spelling, and basic punctuation.



### Unit 3

#### Scenario: Something to Celebrate!

Assessment Strategies	Indicators of Learning	
	W1.4	Edits the messages before publishing.
<b>W.2 Writes a text message, or a postcard/e-postcard to friends to give news about holidays, festivals, or celebrations.</b>	W2.1	Prewrites simple sentences for a text message or a postcard/e-postcard about holidays, festivals, or celebrations.
	W2.2	Drafts simple sentences for a text message or a postcard/e-postcard about holidays, festivals or celebrations with the appropriate linkers or connecting words.
	W2.3	Revises simple sentences for a text message or postcard/e-postcard about holidays, festivals, or celebrations focusing on content and mistakes related to subject-verb agreement, capitalization, spelling, and basic punctuation.
	W2.4	Edits simple sentences before publishing.

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**Unit 4**  
**Going Shopping!**

Assessment Strategies	Indicators of Learning	
<b>L.1. recognizes the main idea of a presentation on a topic when the subject is familiar to them, and it is delivered slowly.</b>	L1.1	Recognizes main ideas of a presentation on a topic when the subject is familiar, and it is delivered slowly.
<b>L.2. discriminates simple technical explanations if given slowly and clearly and opportunity is given for clarification.</b>	L2.1	Recalls simple technical explanations if given slowly and clearly and opportunity is given for clarification.
<b>R.1. identifies English language sounds using knowledge in phonics, syllabification and word parts.</b>	R1.1	Recognizes targeted sounds in words.
	R1.2	Articulates the targeted sounds.
	R1.3	Produces the targeted sounds in sentences in an oral or written form.
<b>R.2. discriminates short instructions illustrated through step-by-step visuals (e.g., following simple map's directions).</b>	R2.1	Follows short instructions illustrated through step-by-step visuals (e.g., following simple map's directions).
<b>R.3. discriminates directions for getting to a place, using everyday reference material (e.g., advertising material and city maps, GPS gadgets).</b>	R3.1	Follows directions for getting to a place, using everyday reference materials (e.g., advertising material and city maps, GPS gadgets).

**Unit 4**  
**Going Shopping!**

Assessment Strategies	Indicators of Learning	
<b>SI.1. asks appropriate questions during a conversation to ensure that the other person understands points being made or information being given.</b>	SI.1.1	Formulates yes/no and wh- questions to ask about shopping events and experiences.
<b>SI.2. asks someone to say something more clearly, to explain something a different way, or to repeat what has been said.</b>	SI.2.1	Expresses lack of understanding using survival language, orally. Ex. I don't understand. Can you repeat again, please? Can you explain it in a different way, please?
<b>SP.1. gives recommendations about convenient places to buy something.</b>	SP.1.1	Investigates and determines the appropriate information and visuals to give recommendations about convenient places to buy something in a well-organized presentation.
	SP.1.2	Organizes the information and visuals to give recommendations about convenient places to buy something in a well-organized presentation.
	SP.1.3	Constructs sentences with the information and with the appropriate linkers or connecting words to recommendations about convenient places to buy something in a well-organized presentation.
	SP.1.4	Delivers a well-organized presentation with recommendations about convenient places to buy

**Unit 4**  
**Going Shopping!**

Assessment Strategies	Indicators of Learning	
		something.
<b>SP.2. tells a simple direction (e.g., how to get to a location) as well as offers simple explanations to others.</b>	SP.2.1	Investigates and determines the appropriate information and visuals to give a simple direction (e.g., how to get to a location) as well as to offer simple explanations to others.
	SP.2.2	Organizes the information and visuals to give a simple direction (e.g., how to get to a location) as well as to offer simple explanations to others.
	SP.2.3	Constructs sentences with the information and the appropriate linkers or connecting words to give a simple direction (e.g., how to get to a location) as well as to offer simple explanations to others.
	SP.2.4	Gives simple direction (e.g., how to get to a location) as well as offers simple explanations to others.
<b>W.1. writes recommendations about going shopping wisely.</b>	W1.1	Prewrites a list of ideas for giving recommendations about going shopping wisely.
	W1.2	Drafts recommendations about going shopping wisely using the appropriate linkers or connecting words.
	W1.3	Revises the recommendations about going shopping wisely by looking for mistakes related to subject-verb

**Unit 4**  
**Going Shopping!**

Assessment Strategies	Indicators of Learning	
		agreement, capitalization, content, spelling, basic punctuation, and content.
	W1.4	Edits recommendations about going shopping wisely before publishing.
<b>W.2. writes straightforward text on topics familiar to them.</b>	W2.1	Prewrites a list of ideas about shopping events and experiences.
	W2.2	Drafts a straightforward text about shopping events and experiences using the appropriate linkers or connecting words.
	W2.3	Revises a straightforward text about shopping events and experiences by looking for mistakes related to subject-verb agreement, capitalization, content, spelling, basic punctuation, and content.
	W2.4	Edits a straightforward text about shopping events and experiences before publishing.
<b>W.3. writes a summary sentence of a text's main points, giving one or two details.</b>	W3.1	Prewrites a list of a text's main idea and one or two specific details.
	W3.2	Drafts a summary sentence of a text main points, idea

**Unit 4**  
**Going Shopping!**

Assessment Strategies	Indicators of Learning	
		giving one or two details using the appropriate linkers or connecting words.
	W3.3	Revises a summary sentence of a text by looking for mistakes related to subject-verb agreement, capitalization, content, spelling, basic punctuation, and content.
	W3.4	Edits a summary sentence of a text before publishing.

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**Unit 5**

**Unforgettable Events**

<b>Assessment Strategies</b>	<b>Indicators of Learning</b>	
<b>L.1. identifies learners' contributions in class, and uses these responses as models for their own.</b>	L.1. 1	Identifies learners' contributions in class, orally.
	L.1. 2	Uses learners' contributions in class as models for their own, orally.
<b>L.2. distinguishes the main points of an age-appropriate audio-visual presentation, news items, reporting events, accidents.</b>	L.2.1	Recognizes main idea and specific details of an age-appropriate audio-visual presentation, news items, reporting events or accidents.
<b>L.3. recognizes the gist of a short text when read aloud clearly and slowly.</b>	L.3.1	Recognizes the gist of a short text when read aloud clearly and slowly about unforgettable events (who is the text aimed at? Where does the text come from?).
<b>R.1. identifies English language sounds using knowledge in phonics, syllabification and word parts.</b>	R.1.1	Recognizes targeted sounds in words.
	R.1.2	Articulates the targeted sounds.
	R.1.3	Produces the targeted sounds in dialogues in an oral or written form.
<b>R.2. extracts main ideas from diagrams, with accompanying text to answer questions if given lead-in phrases.</b>	R.2.1	Selects the main idea from a diagram with accompanying text about unforgettable events to answer questions if when given lead-in phrases.

## Unit 5

### Unforgettable Events

Assessment Strategies	Indicators of Learning	
<b>R.3. recognizes the main information and a few details in short articles and reports (e.g., a national or world event) if they deal with familiar subjects.</b>	R.3.1	Recognizes the main idea in short articles and reports (e.g., a national or world event) if they deal with familiar subjects
	R.3.2	Recognizes a few specific details in short articles and reports (e.g., a national or world event) if they deal with familiar subjects
<b>SI.1. asks for assistance (e.g., understanding textbook problems, asking for clarification of vocabulary, terminology).</b>	SI.1.1	Communicates the need for assistance, using simple phrases and memorized patterns orally. Ex. Can you help me? Can you give me a hand with this? Could you help me for a second?
<b>SI.2.1 asks questions about a personal, family, national or worldwide event.</b>	SI.2.1.1	Formulates yes/no and wh- questions to ask about a personal, family, national or worldwide event, orally.
<b>SI.2.2 answers questions about a personal, family, national or worldwide event.</b>	SI.2. 2.1	Constructs complete sentences to answer questions about a personal, family, national or worldwide event, orally.
<b>SP.1. uses simple words to give his/her opinion about a personal, family, national or worldwide event.</b>	SP.1.1	Prepares ideas to give opinions about a personal, family, national or worldwide event, orally.
	SP.1.2	Constructs complete sentences to give opinions about a personal, family, national or worldwide event, orally.
<b>SP.2. describes events using simple</b>	SP.2.1	Investigates and determines the appropriate information to describe a



**Unit 5**

**Unforgettable Events**

<b>Assessment Strategies</b>	<b>Indicators of Learning</b>	
<p><b>words or sentences frames about a personal, family, national or worldwide event.</b></p>		<p>personal, family, national or worldwide event in a well-organized presentation.</p>
	<p>SP.2. 2</p>	<p>Organizes the information and resources to describe a personal, family, national or worldwide event in a well-organized presentation.</p>
	<p>SP.2.3</p>	<p>Constructs complete sentences to describe a personal, family, national or worldwide event by using simple words or sentences frames in a well-organized presentation.</p>
	<p>SP.2. 4</p>	<p>Describes a personal, family, national or worldwide event in a well-organized presentation.</p>
<p><b>SP.3. explains reasons for an event briefly (electronic device, pet, new bridge in the town, a flood, airport, human rights).</b></p>	<p>SP.3.1</p>	<p>Investigates and determines information to explain reasons for an event briefly in a well-organized presentation.</p>
	<p>SP.3.2</p>	<p>Organizes information and resources to explain reasons for an event briefly in a well-organized presentation.</p>
	<p>SP.3. 3</p>	<p>Constructs sentences with information, resources and the appropriate linkers or connecting words to explain reasons for an event briefly in a well-organized presentation.</p>
	<p>SP.3.4</p>	<p>Gives reasons for an event briefly in a well-organized presentation.</p>
<p><b>W.1 writes short dialogues about</b></p>	<p>W.2.1</p>	<p>Prewrites ideas for a short dialogue about personal events using a text</p>

**Unit 5**

**Unforgettable Events**

<b>Assessment Strategies</b>	<b>Indicators of Learning</b>	
<p align="center"><b>personal events by using a text as a stimulus.</b></p>		as a stimulus.
	W.2.2	Drafts sentences for a short dialogue about personal events using the appropriate linkers or connecting words.
	W.2.3	Revises a short dialogue about personal events focusing on content and mistakes related to subject-verb agreement, capitalization, spelling, and basic punctuation.
	W.2.4	Edits a short dialogue about personal events before publishing it.
<p><b>W.2. gives personal reactions to a piece of age-appropriate literature related to personal, family, national or worldwide event, checking written sentences to look for mistakes (e.g. subject verb-agreement, capitalization, spelling, basic punctuation)</b></p>	W.2.1	Prewrites ideas reacting to a piece of age-appropriate literature related to personal, family, national or worldwide event.
	W.2.2	Drafts sentences reacting to a piece of age-appropriate literature related to personal, family, national or worldwide event using the appropriate linkers or connecting words.
	W.2.3	Revises sentences reacting to a piece of age-appropriate literature related to personal, family, national or worldwide event focusing on content and mistakes related to subject-verb agreement, capitalization, spelling, and basic punctuation.

## Unit 5

### Unforgettable Events

Assessment Strategies	Indicators of Learning	
	W.2.4	Edits sentences reacting to a piece of age-appropriate literature related to personal, family, national or worldwide event before publishing it.

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**Unit 6**  
**Amazing Costa Rica**

Assessment Strategies	Indicators of Learning	
<b>L.1. recognizes verbal instructions related to the topic.</b>	L.1.1	Recognizes, verbal instruction in conversations.
<b>L.2. discriminates key words related to the topic when a text is being read aloud.</b>	L.2.1	Selects key words related to the same topic in conversations.
<b>L.3. retells the main idea of media presentations on familiar events or places.</b>	L.3.1	Identifies the topic of media presentations on familiar events or places.
	L.3.2	Recognizes the main idea of media presentations on familiar events or places.
	L.3.3	Recaps events presented in a sequential order including the main idea and specific details.
<b>R.1. identifies English language sounds using knowledge in phonics, syllabification and word parts.</b>	R1.1	Recognizes targeted sounds in words.
	R1.2	Articulates the targeted sounds.
	R1.3	Produces the targeted sounds in sentences or dialogues in an oral or written form.
<b>R.2. distinguishes the most important information in short narratives with</b>	R.2.1	Recognizes the main idea, and specific details in short narratives with some illustrations as support.

**Unit 6**  
**Amazing Costa Rica**

Assessment Strategies	Indicators of Learning	
<b>some illustrations as support.</b>		
<b>R.3. recognizes links and connections between events related to traveling in e-mails, web chats, postcards, or short letters.</b>	R.3.1	Identifies similarities or differences related to travel events in e-mails, web chats, postcards, or short letters.
	R.3.2	Recognizes causes and effects related to travel events in e-mails, web chats, postcards, or short letters.
	R.3.3	Recognizes time sequence in e-mails, web chats, postcards, or short letters.
<b>SI.1. suggests different things to do, places to go in his/her country.</b>	SI.1.	Recommends things to do and places to go in his/her country, orally.
<b>SI.2.1 asks simple questions about different tourist attractions.</b>	SI.2.1.1	Formulates yes/no and wh- questions to ask about different tourist attractions in short conversations.
<b>SI.2.2 answers simple questions about different tourist attractions.</b>	SI.2.2.1	Constructs complete sentences to answer yes/no and wh- questions about different tourist attractions in short conversations.
<b>SI.3. asks simple questions about vacation plans and provides some brief indications of reasons for their opinions.</b>	SI.3.1.1	Formulates yes/no and wh- questions to ask about vacation plans in short conversations.

**Unit 6**  
**Amazing Costa Rica**

Assessment Strategies	Indicators of Learning	
<b>SI.3. answers simple questions about vacation plans and provides some brief indications of reasons for their opinions.</b>	SI.3.2.1	Constructs complete sentences to answer yes/no and wh- questions about vacation plans and briefly provides reasons for their opinions in short conversations.
<b>SP.1. summarizes a short story expressed in a simple sequence of events.</b>	SP1.1	Investigates and determines the appropriate information and visuals to summarize a short story expressed in a simple sequence of events in a well-organized presentation.
	SP1.2	Organizes the information and visuals to summarize a short story expressed in a simple sequence of events in a well-organized presentation.
	SP1.3	Constructs sentences to summarize a short story expressed in a simple sequence of events in a well-organized presentation.
	SP1.4	Presents a summary of a short story expressed in a simple sequence of events in a well-organized presentation.
<b>SP.2. describes simple steps to enjoy a touristic activity (e.g., “Then, wear a life jacket and a pair of comfortable shoes.”, “Take a cold shower after</b>	SP.2.1	Investigates and determines information and visuals to describe how to enjoy a touristic activity.
	SP.2. 2	Organizes the information and visuals to describe how to enjoy a touristic activity.

**Unit 6**  
**Amazing Costa Rica**

Assessment Strategies	Indicators of Learning	
<b>enjoying the hot springs.”</b>	SP.2.3	Constructs sentences with the information and with the appropriate linkers or connecting words to describe how to enjoy a touristic activity in a well-organized presentation.
	SP.2.4	Presents a well-organized description about how to enjoy a touristic activity.
<b>SP.3. describes familiar places and tourist attractions using simple vocabulary and language constructions.</b>	SP.3.1	Investigates and determines the appropriate information and visuals to describe familiar places and tourist attractions in a well-organized presentation.
	SP.3.2	Organizes the information and visuals to describe familiar places and tourist attractions in a well-organized presentation.
	SP.3.3	Constructs sentences using simple vocabulary and language constructions to describe familiar places and tourist attractions.
	SP.3.4	Presents a well-organized description about familiar places and tourist attractions using simple vocabulary and language constructions.
<b>W.1. writes a timeline of a dream vacation.</b>	W.2.1	Prewrites ideas for a timeline of a dream vacation.
	W.2.2	Drafts sentences for a timeline of a dream vacation using the appropriate linkers or connecting words.
	W.2.3	Revises the sentences for a timeline of a dream vacation focusing on

Unit 6		
Amazing Costa Rica		
Assessment Strategies	Indicators of Learning	
		content and mistakes related to subject-verb agreement, capitalization, spelling, and basic punctuation.
	W.2.4	Edits the timeline of a dream vacation before publishing it.
<b>W.2. writes a brochure with the aid of a writing frame, checking written sentences to look for mistakes (e.g. subject-verb agreement, capitalization, spelling, basic punctuation, etc.)</b>	W.2.1	Prewrites ideas for a brochure about a Costa Rica’s tourist attraction.
	W.2.2	Drafts sentences for a brochure using a writing frame about a Costa Rica’s tourist attraction and the appropriate linkers or connecting words.
	W.2.3	Revises the brochure focusing on content and by paying attention to mistakes related to subject-verb agreement, capitalization, spelling, and basic punctuation.
	W.2.4	Edits the brochure before publishing it.

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# Samples for In-Class Progress and Performance Scale Instruments

**Instrumento 7°,8°,9° y 10° 11° años académico y bilingüe / Módulo 46, Módulo 71 -CINDEA/ IPEC / INCO**

**Instrument for Registering In -Class Progress**

Grade/ Level ____ Unit ____	Performance Measure	Student name	Student name	Student name	Student name	Student name	Student name	Student name	Student name	Student name	Student name	Student name	Student name	Student name	Student name	Student name	Student name	Student name
	3= <b>Achieved:</b> Learner can achieve the task without any difficulty.																	
	2= <b>In process:</b> Learner can achieve the task with some difficulty and needs improvement.																	
	1= <b>Not yet achieved:</b> Learner cannot achieve the task.																	
Assessment Strategy	Indicators of learning	Student name	Student name	Student name	Student name	Student name	Student name	Student name	Student name	Student name	Student name	Student name	Student name	Student name	Student name	Student name	Student name	Student name
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<b>Total</b>																		
<b>Porcentaje</b>																		

Oral Performance Scale-Sample (Oral Production)						
High School			Score: _____			
Summative instrument			Total Points: _____			
Allotted Time: _____ minutes			Gotten points: _____			
Level: Seventh Grade			Percentage: _____ %			
Teacher: _____			Obtained Percentage: _____			
Date: _____			Group: _____			
Student's name: _____						
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)

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

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

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

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

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

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