

English National Advisory  
Department of Third Cycle and  
Diversified Education

**inep**  
Ministerio  
de Educación Pública

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

Twelfth Grade

REVISED & UPDATED EDITION



teachers

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## Presentation

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

[https://recursos.mep.go.cr/2021/sitio\\_quinto\\_ingles/](https://recursos.mep.go.cr/2021/sitio_quinto_ingles/)

### Aim of this document:

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

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

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

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





## INDICATORS OF LEARNING

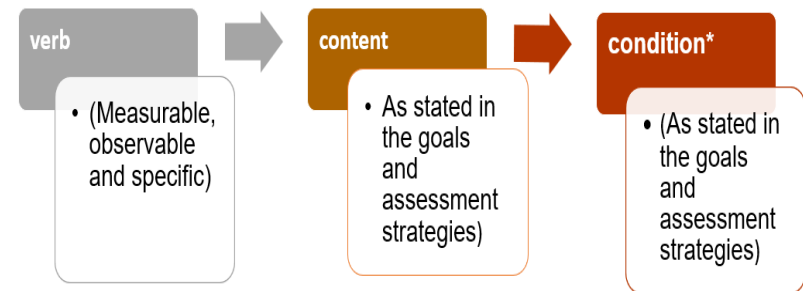
CEFR has different proficiency levels for each linguistic competence. In the English curriculum, these levels can be seen in the goals and the assessment strategies for each scenario. Measuring linguistic competences is an essential part of classroom assessment. It provides an objective, valid, reliable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

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

By constructing and using indicators of learning.



## How do we write indicators?



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



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

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



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

Not yet achieved: Learner cannot achieve the task.

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

Achieved: Learner can achieve the task without any difficulty.

## How to use this document

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



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

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

<p>Learner...</p> <p>L.1. distinguishes the main points and the important details of audio recordings.</p> <p><u>Indicator of learning:</u></p>	<p>Learner can ...</p> <p>L.1. understand the main points and the important details of audio recordings provided standard language is used regarding ingredients for healthy living, positive attitude, plans for success, and stories of successful people.</p>	<p style="text-align: center;"><b><u>Oral Comprehension</u></b></p> <p><b>Pre-listening</b> Learners match words with their corresponding meaning in a copy given by the teacher. She/he explains that those words are going to be found in the next listening activity. Teacher asks learners for the pronunciation of the words and reinforces it if necessary. Teacher explains that they are going to listen to a conversation between a man and his wife, and they have to pay attention to what they are talking about.</p> <p>Pre listening Column A contains words from the next listening activity and Column B contains their corresponding definition. Match definitions in Column B with their corresponding word in Column A.</p> <table border="0" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">Column A</th> <th style="text-align: center;">Column B</th> </tr> </thead> <tbody> <tr> <td><b>cardiovascular system</b> (<i>noun</i>) ( )</td> <td>1. a word showing disbelief</td> </tr> <tr> <td><b>fridge</b> (<i>noun</i>) ( )</td> <td>2. begin or start</td> </tr> <tr> <td><b>hon</b> (<i>pronoun</i>): ( )</td> <td>3. a medical examination</td> </tr> <tr> <td><b>cut back on</b> (<i>phrasal verb</i>): ( )</td> <td>4. short for "refrigerator"</td> </tr> <tr> <td><b>take up</b> (<i>phrasal verb</i>): ( )</td> <td>5. your body's blood circulation system including your heart, veins, and arteries</td> </tr> <tr> <td><b>physical</b> (<i>noun</i>) ( )</td> <td>6. short for "honey"</td> </tr> <tr> <td><b>Humph</b> (<i>exclamation</i>) ( )</td> <td>7. to reduce</td> </tr> </tbody> </table> <p>Learners compare answers and teacher checks them out loud.</p> <p><b>Listening for the first time</b> Learners listen to a conversation taken from <a href="https://www.esl-lab.com/intermediate/healthy-lifestyle/">https://www.esl-lab.com/intermediate/healthy-lifestyle/</a>. Teacher can download the audio from <a href="https://www.esl-lab.com/quizzes/healthylifestyle-cloze.htm">https://www.esl-lab.com/quizzes/healthylifestyle-cloze.htm</a> Learners listen to the conversation for the first time and complete the following statements.</p>	Column A	Column B	<b>cardiovascular system</b> ( <i>noun</i> ) ( )	1. a word showing disbelief	<b>fridge</b> ( <i>noun</i> ) ( )	2. begin or start	<b>hon</b> ( <i>pronoun</i> ): ( )	3. a medical examination	<b>cut back on</b> ( <i>phrasal verb</i> ): ( )	4. short for "refrigerator"	<b>take up</b> ( <i>phrasal verb</i> ): ( )	5. your body's blood circulation system including your heart, veins, and arteries	<b>physical</b> ( <i>noun</i> ) ( )	6. short for "honey"	<b>Humph</b> ( <i>exclamation</i> ) ( )	7. to reduce	<p>5'</p> <p>5'</p> <p>5'</p> <p>5'</p>
Column A	Column B																		
<b>cardiovascular system</b> ( <i>noun</i> ) ( )	1. a word showing disbelief																		
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L.1.1 Gets main points of audio recordings about healthy living.

Listen to the conversation and complete the statements.

The man wants to \_\_\_\_\_.

- join a soccer club
- run a mountain marathon
- try out for the company basketball team

The woman is worried that \_\_\_\_\_.

- her husband's health isn't good
- the man works too much
- her husband is becoming a fitness freak

First, the woman suggests that her husband \_\_\_\_\_.

- visit with a fitness trainer
- start with light workouts
- see a doctor

Her husband should \_\_\_\_\_.

- consume less salt
- eat more protein
- eat less fatty foods

The man's wife recommend cycling because it \_\_\_\_\_.

- helps develop mental toughness
- is good for improving muscle tone
- helps strengthen the heart

10'

**Pair /Group feedback:** Learners share answers with the rest of the class.

With the information they got from the audio, learners, in pairs, have to choose the topic of the conversation. Teacher writes on the board the three options.

- My wife's recommendations
- Recommendations to be a fitness freak
- Loving diet and exercise

22'

Orally, learners should give at least two supporting details that helped them to choose that topic.

**Pair/Group feedback:** Learners share answers with the rest of the class.

**Listening for the second time**

L.1.2 Recognizes the topic of the conversation about

<p>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>Learners listen to the conversation again and fill in all the missing words below.</p> <p><b>Listening for the Second time.</b></p> <p><b>Listen to the conversation again and fill in all the missing words below.</b></p> <p><b>Man:</b> 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 <b>fridge</b>.</p> <p><b>Woman:</b> Anything else?</p> <p><b>Man:</b> Nope, that's all for now. Hey, <b>hon</b>, you know, they're organizing a company basketball team, and I'm thinking about joining. What do you think?</p> <p><b>Woman:</b> <b>Humph</b></p> <p><b>Man:</b> "Humph" What do you mean "Humph." I was the star _____ in high school.</p> <p><b>Woman:</b> Yeah, twenty-five years ago. Look, I just don't want you having a heart attack running up and down the court.</p> <p><b>Man:</b> So, what are you suggesting? _____ I just <b>abandon</b> the idea? I'm not that <b>out of shape</b>.</p> <p><b>Woman:</b> Well . . . you ought to at least have a <b>physical</b> before you begin. I mean, it HAS been at least _____ years since you played at all.</p> <p><b>Man:</b> Well, okay, but . . .</p> <p><b>Woman:</b> And you need to watch your diet and <b>cut back on</b> the fatty foods, like ice cream. And you should try eating more fresh _____ and _____.</p> <p><b>Man:</b> Yeah, you're probably right.</p> <p><b>Woman:</b> And you should _____ a little weight training to strengthen your muscles or perhaps try cycling to build up your <b>cardiovascular system</b>. Oh, and you need to go to _____ early instead of watching TV half the night.</p> <p><b>Man:</b> Hey, you're starting to sound like my personal _____ instructor!</p> <p><b>Woman:</b> 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><b>Post-listening</b></p> <p>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>
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**Scenario: The Earth—Our Gift and Our Responsibility**

<b>Assessment Strategies</b>	<b>Indicators of Learning</b>	
<b>L.1. paraphrases main ideas/ concepts and key points.</b>	L1.1	Lists the main idea and supporting details in conversations about natural disasters, possible solutions, and environmental problems, helping nature or Nonprofit NGO's.
	L1.2	Summarizes the main idea and supporting details from conversations about natural disasters, possible solutions, and environmental problems, helping nature or Nonprofit NGO's.
<b>L.2. extracts specific details and getting the gist.</b>	L2.1	Recognizes specific details in classroom talks and presentations about natural disasters, possible solutions, and environmental problems, helping nature or Nonprofit NGO's in order.
	L2.2	Gets the gist in classroom talks and presentations about natural disasters, possible solutions, and environmental problems, helping nature or Nonprofit NGO's in order.
<b>L.3. extracts the gist of TV programs.</b>	L3.1	Extracts the gist in TV programs about natural disasters, possible solutions, and environmental problems, helping nature or Nonprofit NGO's.
<b>R.1. summarizes main ideas and supporting details.</b>	R1.1	Identifies the main idea and supporting details in straight factual texts about natural disasters, possible solutions, and environmental problems, helping nature or Nonprofit NGO's.
	R1.2	Organizes the main idea and supporting details by using linkers: sequential-past time about natural disasters, possible solutions, and

**Scenario: The Earth—Our Gift and Our Responsibility**

<b>Assessment Strategies</b>	<b>Indicators of Learning</b>	
		environmental problems, helping nature or Nonprofit NGO's straight factual texts.
	R1.3	Summarizes the writers' points of view about natural disasters, possible solutions, and environmental problems, helping nature or Nonprofit NGO's in NGO's straight factual texts.
<b>R.2. interprets most words in narrative and expository texts.</b>	R2.1	Records relevant information about natural disasters, possible solutions, environmental problems, helping nature or Nonprofit NGO's
	R2.2	Gets the gist from narrative and expository texts about natural disasters, possible solutions, and environmental problems, helping nature or Nonprofit NGO's.
	R2.3	Answers questions from narrative and expository texts about natural disasters, possible solutions, and environmental problems, helping nature or Nonprofit NGO's.
	R2.4	Explains the writer's point of view from narrative and expository texts about natural disasters, possible solutions, and environmental problems, helping nature or Nonprofit NGO's.
<b>SI.1. expresses feelings and explains the reasons for them in simple face-to-face conversation.</b>	SI.1.1	Constructs sentences to state possible actions in given cases about natural disasters, possible solutions, and environmental problems, helping nature or Nonprofit NGO's.

**Scenario: The Earth—Our Gift and Our Responsibility**

<b>Assessment Strategies</b>	<b>Indicators of Learning</b>	
	SI.1.2	Supports opinions with evidence about natural disasters, possible solutions, environmental problems, helping nature or Nonprofit NGO's.
<b>S.I.2. starts, maintains and closes simple face -to- face conversation on topics that are familiar or of personal interest regarding natural disasters, environmental problems, helping nature or nonprofit NGO's</b>	SI2.1	Initiates a simple face-to-face conversation with a greeting.
	SI2.2	Sustains the conversation by checking understanding from the speaker's point of view or listener's point of view about natural disasters, environmental problems, helping nature or Nonprofit NGO's
	SI2.3	Asks and answers for agreement and disagreement in given statements about natural disasters, environmental problems, helping nature or Nonprofit NGO's.
	SI2.4	Closes the conversation about natural disasters, environmental problems, helping nature or Nonprofit NGO's.
<b>SP.1. makes announcements using simple words and phrasing in a presentation.</b>	SP1.1	Investigates and determines the information and visuals to make an announcement about natural disasters, possible solutions and organizations.
	SP1.2	Organizes the information and visuals to make an announcement about natural disasters, possible solutions and organizations.
	SP1.3	Constructs sentences with the information and the appropriate linkers or connecting words to make an announcement about natural disasters,

**Scenario: The Earth–Our Gift and Our Responsibility**

<b>Assessment Strategies</b>	<b>Indicators of Learning</b>	
		possible solutions and organizations.
	SP1.4	Gives a well- organized announcements using simple words and phrasing about natural disasters, possible solutions and organizations.
<b>SP.2. speaks in a comprehensible and fairly fluent manner using a large number of different words and expressions.</b>	SP2.1	Investigates and determines the information and visuals to give a presentation about natural disasters, possible solutions and organizations.
	SP2.2	Organizes the information and visuals to give a presentation about natural disasters, possible solutions and organizations.
	SP2.3	Constructs sentences with the information and the appropriate linkers or connecting words to give a presentation about natural disasters, possible solutions and organizations.
	SP2.4	Gives a well- organized presentation about natural disasters, possible solutions and organizations.
<b>W.1. writes in simple sentences, an opinion on controversial issues.</b>	W1. 1	Prewrites an opinion on a controversial issue regarding natural disasters, environmental problems, helping nature or Nonprofit NGO's including a thesis statement and listing reasons or justifications.
	W1. 2	Drafts an opinion on a controversial issue regarding natural disasters, environmental problems, helping nature or Nonprofit NGO's using the appropriate linkers or connecting words.



**Scenario: The Earth—Our Gift and Our Responsibility**

<b>Assessment Strategies</b>	<b>Indicators of Learning</b>	
	W1. 3	Revises an opinion on a controversial issue regarding natural disasters, environmental problems, helping nature or Nonprofit NGO's with a focus on content and subject-verb agreement, pronoun, capitalization and article agreement, sentence sense, text structure, word order, and use of commas.
	W1. 4	Edits an opinion on a controversial issue regarding natural disasters, environmental problems, helping nature or Nonprofit NGO's before publishing.
<b>W.2. writes a persuasive paragraph regarding environmental problems and helping nature.</b>	W2. 1	Prewrites a persuasive paragraph regarding environmental problems and helping nature.
	W2. 2	Drafts a persuasive paragraph regarding environmental problems and helping nature that includes thesis statement, arguments, facts and examples and a conclusion using the appropriate linkers or connecting words.
	W2. 3	Revises a persuasive paragraph regarding environmental problems and helping nature with a focus on content and subject-verb agreement, pronoun and article agreement, sentence sense, text structure, word order, use of commas.

### Scenario: The Earth—Our Gift and Our Responsibility

Assessment Strategies	Indicators of Learning	
	W2. 4	Edits a persuasive paragraph regarding environmental problems and helping nature before publishing.

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**Scenario: Get Ready. Get Set. Go!**

<b>Assessment Strategies</b>	<b>Indicators of Learning</b>	
<b>L.1. distinguishes the main point and the important details of audio recordings.</b>	L1.1	Recognizes the main idea of audio recordings about future plans regarding jobs and studies.
	L1.2	Recognizes specific details in of audio recordings about future plans regarding jobs and studies.
<b>L.2. extracts the main points in a relatively long conversation.</b>	L2.1	Recognizes the main idea and supporting details in a relatively long conversation about dreams and fears about the future.
<b>R.1. reads short media reports on familiar events.</b>	R1. 1	Identifies the topic of short media reports on familiar events.
	R1. 2	Recognizes the main idea and supporting details of short media reports on familiar events.
<b>R.2.distinguishes between different text purposes (to inform, to argue a point, etc.).</b>	R2. 1	Identifies the text type. (Is it a book?, a brochure?, a flyer? , booklet?, a web page?, an advertisement?, junk mail?, an editorial?, a newspaper article?, a job application form?, a survey?, a short story?, a comic strip?, a poem?, a recipe?, a manual?, an email?, a travel guide?, a guide).
	R2. 2	Identifies the purpose of the text. (Is it to persuade? to inform? to find out? , to entertain ? to instruct ? to explain? to describe?
	R2. 3	Recognizes sentence structure. (direct sentences, using the imperative; longer sentences using adjectives)

**Scenario: Get Ready. Get Set. Go!**

<b>Assessment Strategies</b>	<b>Indicators of Learning</b>	
	R2. 4	Distinguishes the register of a text. (formal language with a business-like tone, informal language with lots of opinions, impersonal language)
<b>R.3. extracts the key ideas from narrative and expository texts.</b>	R.3.1	Gets the main idea and supporting details from narrative and expository texts about college and career decisions.
<b>SI.1. speaks in a comprehensible and fairly fluent manner using a large number of different words and expressions, though there may be pauses for self-correction.</b>	SI1.1	Initiates a fairly fluent conversation about college and career decisions with peers by using variety of words and expressions and skills like pausing for self-correction and checking for understanding
	SI1.2	Interrupts the listener in a conversation related to college and career decisions by using phrases such as: Excuse me, May I say something? No, I'm sorry but...
	SI1.3	Sustains the conversation by using rejoinders and non-verbal communication
	SI1.4	Closes the conversation by using a leave-taking.
<b>SI.2. participates in-group work, expressing opinions and making suggestions actively.</b>	SI2. 1	Constructs complete sentences to give opinions about soft skills needed to be successful in working life
	SI2. 2	Provides suggestions on how to improve soft skills needed to be successful in working life.

**Scenario: Get Ready. Get Set. Go!**

<b>Assessment Strategies</b>	<b>Indicators of Learning</b>	
<b>SP.1. expresses an opinion on different topics.</b>	SP1.1	Constructs sentences to express an opinion about dreams and fears for the future with the appropriate linkers or connecting words supported by illustrations.
	SP1.2	Presents an opinion about dreams and fears for the future supported by sentence frames and illustrations.
<b>SP.2. expresses an argument clearly enough to be understood most of the time.</b>	SP2.1	Investigates and determines the language, content and resources to express an argument clearly enough to be understood most of the time about future plans regarding jobs and studies, and college problems and dressing in a well-organized presentation.
	SP2.2	Constructs sentences to express an argument clearly enough to be understood most of the time in a well-organized presentation with the appropriate linkers or connecting words about future plans regarding jobs and studies, and college problems and dressing.
	SP2.3	Expresses an argument clearly enough to be understood most of the time in a well-organized presentation.
<b>W.1. lists the advantages and disadvantages of things that are of personal concern (e.g., future goals,</b>	W1. 1	Prewrites an advantages and disadvantages list of things that are of personal concern (e.g., future goals, universities, majors, soft skills, careers, events).

**Scenario: Get Ready. Get Set. Go!**

<b>Assessment Strategies</b>	<b>Indicators of Learning</b>	
<b>universities, majors, soft skills, careers, events).</b>	W1. 2	Drafts sentences to express advantages and disadvantages of things that are of personal concern (e.g., future goals, universities, majors, soft skills, careers, events).
	W1. 3	Revises sentences to express advantages and disadvantages of things that are of personal concern (e.g., future goals, universities, majors, soft skills, careers, events with a focus on content and subject-verb agreement, pronoun and article agreement, capitalization, sentence sense, text structure, word order, punctuation and use of commas.
	W1. 4	Edits sentences to express advantages and disadvantages of things that are of personal concern (e.g., future goals, universities, majors, soft skills, careers, events before publishing.
<b>W.2. writes a descriptive paragraph about universities, majors or soft skills.</b>	W1. 1	Prewrites a descriptive paragraph about universities, majors or soft skills
	W1.2	Drafts a descriptive paragraph about universities, majors or soft skills that includes topic sentence, supporting sentences, concluding sentence with the appropriate linkers or connecting words.

**Scenario: Get Ready. Get Set. Go!**

Assessment Strategies	Indicators of Learning	
	W1. 3	Revises a descriptive paragraph about universities, majors or soft skills with a focus on content and subject-verb agreement, capitalization, pronoun and article agreement, sentence sense, text structure, word order, spelling, use of commas, punctuation and cohesion.
	W1. 4	Edits a descriptive paragraph about universities, majors or soft skills before publishing.

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**Scenario: Really??? Controversial Issues**

<b>Assessment Strategies</b>	<b>Indicators of Learning</b>	
<b>L.1. interprets the main points of stories and other texts read aloud in the classroom.</b>	L1.1	Chooses the main idea and supporting details of stories and other texts read aloud in the classroom
	L1.2	Analyses the author’s argument of stories and other texts read aloud in the classroom.
	L1.3	Draws conclusions of stories and other texts read aloud in the classroom.
<b>L.2. extracts the main points from classroom talks.</b>	L2.1	Demonstrates comprehension of the main idea and some supporting details from classroom talks about controversies from the law and stereotypes.
<b>R.1. draws conclusions on short media reports.</b>	R1.1	Identifies the intended audience on short media reports.
	R1.2	Recognizes the text structure of short media reports.
	R1.3	Chooses the main idea in paragraphs or sections of short media reports.
	R1.4	Extracts supporting details in paragraphs or sections of short media reports.



**Scenario: Really??? Controversial Issues**

<b>Assessment Strategies</b>	<b>Indicators of Learning</b>	
	R1.5	Draws conclusions from of short media reports.
<b>R.2. extracts key points in straightforward factual texts.</b>	R2. 1	Chooses the main idea and supporting details in straightforward factual texts about controversial topics.
<b>SI.1. starts a conversation and helps to keep it going.</b>	SI.1.1	Initiates a fairly fluent conversation about past experiences stories and news about world international issues with peers using a variety of words and expressions and skills like pausing for self-correction and checking for understanding.
	SI.1.2	Interrupts, the listener in a conversation about past experiences stories and news about world international issues by using rejoinders such as: Excuse me, May I say something? No, I'm sorry but..., Changing topic...
	SI.1.3	Closes the conversation by using a leave-taking.
<b>SI.2. takes part in long conversations with peers, if others make an effort as well.</b>	SI.2.1	Initiates a fairly fluent conversation to agree or disagree about health and medical facts related to law with peers by using a variety of words and expressions and skills like pausing for self-correction and checking for understanding.
	SI.2.2	Sustains the conversation by using rejoinder phrases such as:

**Scenario: Really??? Controversial Issues**

<b>Assessment Strategies</b>	<b>Indicators of Learning</b>	
		Really..., Right,...
	SI.2.3	Closes the conversation by using a leave-taking.
<b>SP.1. explains a process providing detailed, practical instructions.</b>	SP.1.1	Investigates and determines the language, content and resources to explain a process by providing detailed and practical instructions in a well-organized presentation.
	SP.1.2	Organizes the content and resources by identifying the stages to carry out the process to present in a well-organized presentation.
	SP.1.3	Constructs sentences to describe in a detailed way each stage involved in the process using the appropriate linkers or connecting words in a well-organized presentation.
	SP.1.4	Gives a well-organized presentation to describe in a detailed way each stage involved in the process.
<b>SP.2. expresses opinions about world facts, issues from health and medicine, stereotypes and cultural differences.</b>	SP.2.1	Investigates and determines language content to express an opinion about world facts, issues from health and medicine, stereotypes or cultural differences in a well-organized presentation.
	SP.2.2	Organizes the ideas to express an opinion about world facts, issues from health and medicine, stereotypes, or cultural differences in a well-organized presentation.

**Scenario: Really??? Controversial Issues**

<b>Assessment Strategies</b>	<b>Indicators of Learning</b>	
	SP.2.3	Constructs sentences to express an opinion about world facts, issues from health and medicine, stereotypes, or cultural differences in a well-organized presentation.
	SP.2.4	Presents an opinion about world facts, issues from health and medicine, stereotypes, or cultural differences in a well-organized presentation.
<b>W.1. writes a short summary of a piece of literature or audiovisual production.</b>	W1.1	Prewrites a list of the main idea and supporting details from a piece of literature or audiovisual production about world facts, issues from health and medicine, stereotypes, or cultural differences.
	W1.2	Drafts a short summary of a piece of literature or audiovisual production about world facts, issues from health and medicine, stereotypes or cultural differences including main points and giving specific details using the appropriate linkers or connecting words.
	W1.3	Revises a short summary of a piece of literature or audiovisual production about world facts, issues from health and medicine, stereotypes, or cultural differences with a focus on content and subject-verb agreement; pronoun and article agreement, capitalization sentence sense, word order, comma use in a pair-share activity.
	W1.4	Edits a short summary by correcting mistakes before publishing.

## Scenario: Really??? Controversial Issues

Assessment Strategies	Indicators of Learning	
<b>W.2. writes short persuasive paragraphs.</b>	W2.1	Prewrites a persuasive paragraph about a controversial issue.
	W2.2	Drafts a persuasive paragraph about a controversial issue that includes a thesis statement, main reasons, facts and examples conclusion while also acknowledging contrasting opinions with new structures (e.g., on the one hand, Yet on the other hand...) with the appropriate linkers or connecting words.
	W2.3	Revises a persuasive paragraph about a controversial issue with a focus on content and subject-verb agreement; pronoun and article agreement, capitalization, sentence sense, word order, comma use spelling, punctuation, content cohesion accurately in a pair-share activity.
	W2.4	Edits a persuasive paragraph about a controversial issue before publishing.

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

# Samples for In-Class Progress and Performance Scale Instruments



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

<b>Scenario:</b>	<b>Scenario: Enjoying Life</b>
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<b>Assessment Strategy</b>	Sl.1. Asks and answers in a predictable pattern simple questions about daily routines, eating habits, hobbies and hanging out activities if the other person speaks slowly and clearly.
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<b>Description of linguistic task</b>	<b>Information exchange (2 minutes)</b> You met a friend online. He / she lives in a rural part of the country. You both would like to know more about each other's daily routines, eating habits, hobbies or hanging out activities. So, you both agreed to have a virtual call to share some information. Choose one topic. And ask and answer questions to each other. You can use pictures to talk about it.
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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>						

Propuesta revisada y actualizada por: Marianella Granados Sirias y Andrea Cruz Badilla. Asesoras Nacionales de Inglés. Departamento de Tercer Ciclo y Educación Diversificada. Dirección de Desarrollo Curricular.



**Oral Performance Scale-Sample (Oral Production)**

Dos Cercas High School

Summative instrument

Allotted Time: \_\_\_\_\_ minutes

Level: Eighth Grade

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Student's name: \_\_\_\_\_

Score: \_\_\_\_\_

Total Points: \_\_\_\_\_

Gotten points: \_\_\_\_\_

Percentage: \_\_\_\_\_ %

Obtained Percentage: \_\_\_\_\_

Group: \_\_\_\_\_

**Scenario:** **Something to Celebrate!**

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

**Description of linguistic task** **Information exchange (2 minutes)**  
 You are participating in an international school summer camp. You were asked to talk about favorite holidays or celebrations around the world. Choose one and talk about when and where it is celebrated, special food, activities. Use pictures to talk about it and ask questions to the teacher or classmates. Answer a couple of questions from your teacher or classmates.

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

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

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

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

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