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

Eleventh Grade

REVISED & UPDATED EDITION

Table of Contents

Presentation

This booklet provides English teachers of eleventh 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/

Aim of this document:

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

Listening
Speaking

Knowing
Linguistic

Reading
Writing

Communicative Competence

In the English curriculum, these competences are summed up in the three learnings: Learn to know, Learn to do and Learn to be and Live in community.

Psycho-social

Being
Sociolinguistic

Sociocultural

Language

Doing
Pragmatic

Functions

Discourse
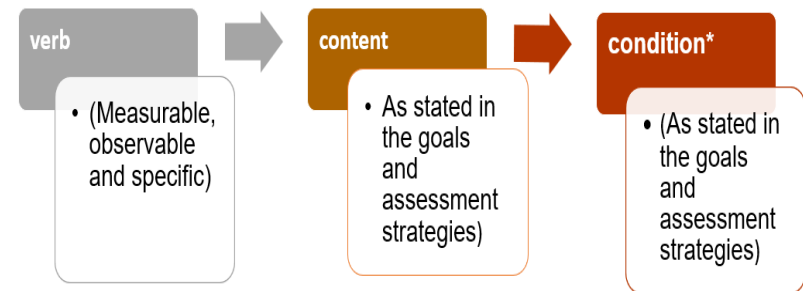markers

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?

verb	content	condition*
• (Measurable, observable and specific)	• As stated in the goals and assessment strategies)	• (As stated in the goals and assessment strategies)

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

How many indicators do we write per assessment strategy?

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

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

Not yet achieved: Learner cannot achieve the task.

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

Achieved: Learner can achieve the task without any difficulty.

How to use this document

1) Keep in mind that indicators have the following characteristics: measurable, observable and specific.

2) Indicators of learning are organized by unit, then by each assessment strategy from the curriculum.

3) Identify the goal and assessment strategy that you will be using. Remember, a goal is a can- do performance descriptor while an assessment strategy provides evidence of learner's learning outcomes.

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

5) The indicators of learning for each assessment strategy are arranged in sequential order for students to perform them appropriately.

6) Remember that the Pre-teaching Stage **must not** have indicators of learning. They are strictly related to the suggested mediation sequence for each linguistic competence.

How to incorporate the indicators of learning in your lesson plan

a. While teaching (Oral Comprehension, Written Comprehension, Oral Production, Written Production), remember that there should be a connection between the goals, assessment strategies, indicators of learning, and pedagogical mediation for each competence.

b. The written indicators for each assessment strategy and goal must be incorporated in your lesson plan. They are scaffolded to ensure the learner achieves the assessment strategy and ultimately develops competency.

c. In the example below, with only one audio, all the indicators written for the assessment strategy were incorporated in the pedagogical mediation. This means you need to include all the indicators when planning, not only the ones you want to work with. They are written as small, essential steps that help to achieve the assessment strategy, the goal and finally to develop competency.

d. See the following example to integrate the indicators to your lesson plans.

Learner…	Learner can …	Oral Comprehension	5´
L.1. distinguishes the main points and the important details of audio recordings.	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.	**Pre-listening** 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. 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. **Column A** cardiovascular system (*noun*) ( ) fridge (*noun*) ( ) hon (*pronoun*): ( ) cut back on (*phrasal verb*): ( ) take up (*phrasal verb*): ( ) physical (*noun*) ( ) Humph (exclamation) ( ) **Column B** 1. a word showing disbelief 2. begin or start 3. a medical examination 4. short for "refrigerator" 5. your body`s blood circulation system including your heart, veins, and arteries 6. short for "honey" 7. to reduce Learners compare answers and teacher checks them out loud. **Listening for the first time** Learners listen to a conversation taken from **https://www.esl-lab.com/intermediate/healthy-lifestyle/** . Teacher can download the audio from https://www.esl-lab.com/quizzes/healthylifestyle-cloze.htm Learners listen to the conversation for the first time and complete the following statements.	5' 5´ 5´

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 **Pair /Group feedback:** Learners share answers with the rest of the class.	10´
		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 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.	22´
L.1.2 Recognizes the topic of the conversation about		**Listening for the second time**	

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.		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´

Scenario		
#High Tech High Touch		
Assessment Strategies	***Indicators of Learning**	
L.1. recognizes many television, radio, and web-based broadcasts/ announcements.	L.1. 1	Identifies the topic in many television, radio, and web-based broadcasts/ announcements dealing with subjects of interest if the people talk clearly.
	L.1. 2	Recognizes the main idea and specific details in many television, radio, and web-based broadcasts/ announcements dealing with subjects of interest if the people talk clearly.
L.2. recognizes information from spoken interactions spoken at normal speed.	L.2. 1	Identifies the topic when people speak at normal speed on familiar topics.
	L.2. 2	Recognizes specific details when people speak at normal speed on familiar topics.
L.3. extracts the main idea and specific details and getting the gist of audio texts, on familiar topics.	L.3.1	Extracts the main idea of audio text if the topic is familiar and the text can be replayed.
	L.3.2	Recognizes specific details of audio text if the topic is familiar and the text can be replayed.
	L.3.3	Extracts the gist of audio text if the topic is familiar and the text can be replayed.
R.1. recognizes factual text and simple	R.1. 1	Recognizes different types of factual texts on familiar topics.

Scenario #High Tech High Touch		
Assessment Strategies	***Indicators of Learning**	
reports on familiar topics (e.g., movie review, interviews, meeting agendas).	R.1. 2	Recognizes the parts of a simple report on familiar topics.
R.2. manipulates English language sounds using knowledge in phonics, syllabification and word parts	R.2. 1	Recognizes targeted words.
	R.2. 2	Articulates targeted words.
	R.2. 3	Produces the targeted words in sentences in an oral form with words.
R.3.interprets clear, simple instructions with some visual support (e.g., how to use an app).	R.3.1	Identifies specific clear, simple instructions with some visual support (e.g., how to use an app).
	R.3.2	Interprets specific clear, simple instructions (e.g., how to use an app). by using context clues and illustrations.
SI.1. asks questions about procedures.	SI.1. 1	Formulates yes/no and wh- questions to ask about procedures.
SI.2. starts, sustains and closes a conversational exchange with a peer in the classroom when the topic is familiar.	SI.2. 1	Initiates a conversation using greetings.
	SI.2. 2	Sustains a conversation about social networks at work by using rejoinders, non-verbal cues and asking questions.
	SI.2. 3	Asks and answers for agreement and disagreement in given statements about social networks at work
	SI.2. 4	Closes the conversation about social networks at work.
SP.1. expresses opinions and asks for	SP.1. 1	Constructs sentences to give opinions about the digital world.

Scenario #High Tech High Touch		
Assessment Strategies	***Indicators of Learning**	
others' opinions about the digital world.	SP.1. 2	Expresses ideas to give opinions about the digital world.
SP.2. gives explanations and justifications on points of view, briefly.	SP.2.1	Investigates and determines the language, content, and resources to explain or justify a point of view related to a software company in a well-organized presentation.
	SP.2.2	Constructs sentences to explain or justify a point of view related to a software company in a well-organized presentation.
	SP.2.3	Expresses ideas to explain or justify a point of view related to a software company in a well-organized presentation.
W.1. summarizes simple text dealing with familiar subjects.	W1. 1	Prewrites details about a simple text dealing with familiar subjects.
	W1. 2	Drafts a summary with details about simple text dealing with familiar subjects.
	W1. 3	Revises a summary with details about simple text dealing with familiar subjects with a focus on subject-verb agreement, pronoun and article agreement, capitalization, indentation, sentence sense, text structure, word order, punctuation, and content.

Scenario #High Tech High Touch		
Assessment Strategies	***Indicators of Learning**	
	W1. 4	Edits the summary with details about simple text dealing with familiar subjects before publishing.
W.2. writes expository paragraphs about tech tools (e.g., apps, video games, programs, tech tools), using complete sentences that are connected to each other.	W2.1	Collects information about a mobile hot app, a video game, a program, or a tech tool.
	W2.2	Writes sequential and logical ideas about a mobile hot app, a video game, a program, or a tech tool that includes an introductory, main body and concluding paragraph.
	W2.3	Revises the paragraph about a mobile hot app, a video game, a program, or a tech tool with a focus on subject-verb agreement, pronoun and article agreement, capitalization, indentation, sentence sense, text structure, word order, punctuation, and content..
	W2.4	Edits his/her paragraph about a mobile hot app, a video game, a program, or a tech tool before publishing.

Scenario
What Comes Next?

Assessment Strategies	*Indicators of Learning	
L.1. recognizes when people speak at normal speed on familiar topics. There may be a need to repeat particular words and phrases.	L1. 1	Recognizes the topic when people speak at normal speed on familiar topics.
	L1. 2	Recognizes the main idea and supporting details when people speak at normal speed on familiar topics.
L.2. extracts the main idea of audio text if the topic is familiar and the text can be replayed.	L2.1	Identifies the topic of audio text if the topic is familiar and the text can be replayed.
	L2.2	Chooses the main idea and supporting details of audio text if the topic is familiar and the text can be replayed
R.1. recognizes factual text and simple reports on familiar topics.	R.1.1	Recognizes different types of factual texts on familiar topics.
	R.1.2	Recognizes the parts of a simple report on familiar topics.
R.2. manipulates English language sounds using knowledge in phonics, syllabification and word parts.	R2. 1	Recognizes targeted words.
	R2. 2	Articulates targeted words.
	R2. 3	Produces the targeted words in sentences in an oral form with words.
R.3. uses texts of various lengths as long as the words used are familiar.	R.3.1	Identifies the topic of texts of various lengths as long as the words used are familiar.
	R.3.2	Identifies key words of texts of various lengths as long as the words used are familiar.
	R.3.3	Chooses the main idea and specific details in texts of various lengths

	Scenario	
	What Comes Next?	
Assessment Strategies	***Indicators of Learning***	
		as long as the words used are familiar.
R.4. interprets texts of various lengths as long as the words used are familiar and/ or concern areas of student interest.	R.4.1	Identifies the topic in texts of various lengths as long as the words used are familiar and/ or concern areas of student interest.
	R.4.2	Recognizes the text structure in texts of various lengths as long as the words used are familiar and/ or concern areas of student interest.
	R.4.3	Chooses the main idea in paragraphs or sections of texts of various lengths as long as the words used are familiar and/ or concern areas of student interest.
	R.4.4	Extracts supporting details in paragraphs or sections of texts of various lengths as long as the words used are familiar and/ or concern areas of student interest.
	R.4.5	Draws conclusions from texts of various lengths as long as the words used are familiar and/ or concern areas of student interest.
SI.1. interviews others if the questions have been prepared beforehand.	SI.1. 1	Prepares questions for an interview about studying in Costa Rica or abroad.
	SI.1.2	Exchanges personal experiences, feelings, opinions, and reactions about studying in Costa Rica or abroad in an interview.
SI.2. starts, sustains and closes a	SI.2. 1	Initiates a simple face-to-face conversation with a greeting.

Scenario What Comes Next?		
Assessment Strategies	***Indicators of Learning**	
conversational exchange with a peer in the classroom when the topic is familiar.	SI.2. 2	Sustains a conversation about studying in Costa Rica or abroad using rejoinders, non-verbal communication and asking questions.
	SI.2. 3	Asks and answers for agreement and disagreement in given statements about studying in Costa Rica or abroad.
	SI.2. 4	Closes the conversation about studying in Costa Rica or abroad.
SP.1. describes personal goals and intentions	SP.1. 1	Selects the appropriate online information and visuals to give a well-organized presentation about personal goals and intentions.
	SP.1. 2	Organizes the online information and visuals to give a well-organized about personal goals and intentions.
	SP.1. 3	Constructs sentences with the online information and with the appropriate linkers or connecting words to give a well-organized presentation about personal goals and intentions.
	SP.1. 4	Gives a well-organized presentation about personal goals and intentions.
SP.2. expresses and asks for others´ opinions and needs.	SP.2.1	Investigates and determines the language and content to express opinions about studying in Costa Rica or abroad.
	SP.2.2	Expresses ideas to give opinions about studying in Costa Rica or abroad.
	SP.2.3	Asks for others' opinions about studying in Costa Rica or abroad.

Scenario		
What Comes Next?		
Assessment Strategies	***Indicators of Learning**	
SP.3. explains and justifies points of view, assumptions, and plans, briefly.	SP.3.1	Investigates and determines the language and content to explain or justify points of view, assumptions and plans briefly about products and practices in Costa Rica.
	SP.3.2	Constructs sentences to explain to explain or justify points of view, assumptions and plans briefly about products and practices in Costa Rica.
	SP.3.3	Expresses ideas to explain points of view briefly about products and practices in Costa Rica.
W.1. restates a main idea in a few words.	W.1. 1	Prewrites a paraphrase of a main idea dealing with familiar subjects.
	W.1. 2	Drafts a paraphrase of a main idea using the appropriate linkers or connecting words.
	W.1. 3	Revises a paraphrase of a main idea with a focus on subject-verb agreement, pronoun and article agreement, sentence sense, text structure, word order and punctuation.
	W1. 4	Edits a paraphrase of a main idea before publishing.
W.2.writes a one-page report based on real events.	W.2.1	Prewrites ideas based on a real event for a one-page report about graduating from school, getting interviewed or choosing a career.
	W.2.2	Drafts the report based on a real event for a one-page report about

Scenario	
What Comes Next?	
Assessment Strategies	***Indicators of Learning**
		graduating from school, getting interviewed or choosing a career.
	W.2.3	Revises the report based on a real event for a one-page report about graduating from school, getting interviewed or choosing a career with a focus on subject-verb agreement, pronoun and article agreement, sentence sense, text structure, word order and punctuation and content.
	W.2.4	Edits the report before publishing.

Scenario		
Scenario: Recipes for Success		
Assessment Strategies	**Indicators of Learning**	
L.1. distinguishes the main points and the important details of audio recordings.	L.1.1	Demonstrates comprehension of the main idea of audio recordings about healthy living.
	L.1.2	Identifies supporting details in audio recordings about healthy living.
L.2. distinguishes the important details in a relatively long conversation.	L.2.1	Recognizes the main idea from an audio about positive attitudes
	L.2.2	Recognizes supporting details in audios about healthy habits.
R.1. interprets the main conclusions from straightforward, factual texts.	R.1.1.	Identifies key words or phrases from multimedia resources about success.
	R.1.2	Records relevant information about success.
	R.1.3	Gets the gist from straightforward, factual texts about success.
	R.1.4.	Chooses relevant information about success.
	R.1.5	Justifies the reasons why people are successful.
R.2. extracts specific information in straightforward printed text.	R.2.1	Recognizes subject specific words (healthy living) and their corresponding meaning.
	R2.2	Identifies the topic in a text about healthy living.
	R.2.3	Uses context clues to understand the overall message of texts about healthy living.

Scenario		
Scenario: Recipes for Success		
Assessment Strategies	**Indicators of Learning**	
	R.2.4	Identifies supporting details in texts about healthy living.
SI.1. gives and asks personal opinions in an informal discussion.	S.I.1	Asks for opinions and/or advice about bad habits in her/his life.
	S.I.2	Gives opinions and/or advice about bad habits others have.
	S.I.3	Expresses agreement with advice or opinions are given about her/his lifestyle.
	S.1.5	Expresses disagreement with advice or opinions are given about her/his lifestyle.
SI.2. starts, maintains and closes simple face-to-face conversation.	S.I.2.1	Initiates a conversation using greetings.
	S.I.2.2.	Sustains the conversation about positive attitudes by using rejoinders, and non-verbal communication.
	S.I.2.3	Asks and answers for agreement and disagreement in given statements about positive attitudes.
	S.I.2.4	Closes the conversation about positive attitudes using a leave-taking.
SP.1. expresses feelings about healthy living, positive attitudes, plans for success, and stories of successful people.	S.P.1.1	Expresses feelings about positive attitudes in oral form.
	S.P.1.2	Gives opinions about positive attitudes in oral form.
	S.P.1.3	Asks for common feelings about positive attitudes in oral form.
	S.P.1.4	Collects information about feelings in positive attitudes in oral form.

Scenario		
Scenario: Recipes for Success		
Assessment Strategies	**Indicators of Learning**	
	SP.1.5	Reports findings about final thoughts, ideas, feelings, and opinions about positive attitudes in oral form.
SP.2. expresses arguments about healthy living, positive attitudes, plans for success, and stories of successful people.	SP.2.1.	Takes a position in given cases using accurate information about being successful.
	SP.2.2.	States possible actions in given cases about being successful.
	S.P.2.3.	Supports opinions with evidence about being successful.
	S.P.2.4	Expresses agreement or disagreement with classmates' opinions about being successful.
W.1. writes his/her reflective letter ("dear me…) about own healthy living, attitudes and plans for a successful future.	W.1.1	Brainstorms ideas about healthy living attitudes.
	W.1.2.	Follows specific guidelines to draft a reflective letter ("dear me…) about his/her healthy living, attitudes and plans for a successful future.
	W.1.3.	Drafts a reflective letter ("dear me…) about his/her healthy living, attitudes and plans for a successful future.
	W.1.4.	Revises a reflective letter ("dear me…) about his/her healthy living, attitudes and plans for a successful future with a focus on content and checking for errors in subject-verb agreement, capitalization, spelling, and basic punctuation.

Scenario	
Scenario: Recipes for Success	
Assessment Strategies	**Indicators of Learning**

Assessment Strategies	Indicators of Learning	
	W.1.5	Edits the final version a reflective letter ("dear me…) about his/her healthy living, attitudes and plans for a successful future.
	W.1.6.	Publishes a reflective letter ("dear me…) about his/her healthy living, attitudes and plans for a successful future.
W.2. writes an expository paragraph on healthy living, attitudes and plans for a successful future.	W.2.1.	Collects information about a successful person.
	W.2.2.	Writes an expository paragraph that includes sequential and logical ideas, an introductory, main body and concluding paragraph.
	W.2.3.	Revises paragraphs focusing on content and structure.
	W.2.4.	Edits first draft about a successful person.
	W.2.5.	Publishes the final draft.

Scenario		
Scenario: From the Wheel to the Drone		
Assessment Strategies	**Indicators of Learning**	
L.1.distinguishes detailed oral instructions when supported by visuals.	L1.1	Recognizes key words and phrases of detailed oral instructions supported by visuals about technology.
	L1.2	Labels detailed oral instructions supported by visuals about technology.
L.2. extracts the main points of stories and other text read aloud in the classroom.	L2.1	Identifies the topic of videos or conversations related to living in a tech world, safety, and the next wave of innovations.
	L2.2	Demonstrates comprehension of the main idea and supporting details of videos or conversations related to living in a tech world, safety, and the next wave of innovations.
R.1. follows simple instructions.	R1. 1	Follows simple instructions related to technology.
R.2. interprets relations between main ideas and supporting ideas in topical articles and reports	R2. 1	Identifies the topic in topical articles and reports about technological advances.
	R2. 2	Recognizes the main idea in topical articles and reports about technological advances.
	R2. 3	Recognizes linking words in topical articles and reports about

Scenario		
Scenario: From the Wheel to the Drone		
Assessment Strategies	**Indicators of Learning**	
		technological advances.
	R2. 4	Recognizes ideas that support a point of view (pro) in topical articles and reports about technological advances.
	R2. 5	Recognizes ideas that go against a point of view (con) in topical articles and reports about technological advances.
	R2. 6	Infers relations between main ideas and supporting ideas in topical articles and reports about technological advances.
SI.1. talks lengthy conversations with peers on subjects of common interest.	SI1.1	Initiates a lengthy discussion with peers by checking understanding from the listener's point of view in topics related to technology, safety, and technological advances.
	SI1.2	Sustains the conversation about technology, safety, and technological advances by using rejoinders and non-verbal communication.
	SI1.3	Closes the conversation related to technology, safety and technological advances by using a leave-taking.

Scenario		
Scenario: From the Wheel to the Drone		
Assessment Strategies	**Indicators of Learning**	
SI.2. expresses opinions/makes suggestions while actively participating in-group work.	SI2. 1	Expresses opinions about inventions, living in a tech world, safety and the next wave of innovations while actively participating in-group work.
	SI2. 2	Expresses suggestions about inventions, living in a tech world, safety and the next wave of innovations while actively participating in-group work.
SP.1. describes inventions, living in a tech world and the next wave of innovations in a comprehensible and fairly fluent manner.	SP1.1	Investigates and determines the information and visuals to give a well-organized presentation about inventions, living in a tech world and the next wave of innovations.
	SP1.2	Organizes the information and visuals to give a well-organized presentation about inventions, living in a tech world and the next wave of innovations.
	SP1.3	Constructs sentences with the information to give a well-organized presentation about inventions, living in a tech world and the next wave of innovations with the appropriate linkers or connecting words.

Scenario	
Scenario: From the Wheel to the Drone	
Assessment Strategies	**Indicators of Learning**
	SP1.4 Gives a well-organized presentation about inventions, living in a tech world and the next wave of innovations in a comprehensible and fairly fluent manner.
SP.2. explains how internet is used in a safe way.	SP2.1 Investigates and determines the language, content, and resources to explain how internet is used in a safe way in a well-organized presentation.
	SP2.2 Constructs sentences to explain how internet is used in a safe way in a well-organized presentation with the appropriate linkers or connecting words.
	SP2.3 Gives an explanatory presentation about how internet is used in a safe way in a well-organized presentation.
W.1. writes short, detailed descriptions about objects of interest explaining the advantages and disadvantages involved.	W1. 1 Prewrites a detailed description about objects of interest explaining the advantages and disadvantages involved.
	W1. 2 Drafts a detailed description about objects of interest explaining the advantages and disadvantages involved including connecting words to express cause, effect, and contrast.

Scenario		
Scenario: From the Wheel to the Drone		
Assessment Strategies	**Indicators of Learning**	
	W1. 3	Revises a detailed description about objects of interest explaining the advantages and disadvantages involved 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 a detailed description about objects of interest explaining the advantages and disadvantages involved before publishing.
W.2. writes expository essays.	W1. 1	Prewrites an expository essay about safety while working online.
	W1.2	Drafts an expository essay about safety while working online that includes thesis statement, body paragraphs with supporting details and a conclusion with the appropriate linkers or connecting words.
	W1. 3	Revises an expository essay about safety while working online with a focus on content and subject-verb agreement, pronoun and article agreement, sentence sense, text structure, word order, and use of commas.

Scenario	
Scenario: From the Wheel to the Drone	
Assessment Strategies	**Indicators of Learning**
	W1. 4 Edits an expository essay about safety while working online before publishing.

Samples for In-Class Progress and Performance Scale Instruments

Instrumento 7°,8°,9° y 10° 11° años académico y bilingüe / Nivel Módulo 46, Módulo 71 -CINDEA/ IPEC / INCO																			
Instrument for Registering In -Class Progress																			
Grade/ Level _____ Unit _____	**Performance Measure** **3= Achieved**: Learner can achieve the task without any difficulty. **2= In process**: Learner can achieve the task with some difficulty and needs improvement. **1= Not yet achieved:** Learner cannot achieve the task.	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
Assessment Strategy	**Indicators of learning**																
Total																	
Porcentaje																	

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: _____	
Student`s name: _____	Group: _____

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

Indicators*	Points per indicator	N/A	1	2	3	4
Uses information questions to ask about daily routines, eating habits, hobbies and hanging out activities.	3		Asks questions about daily routines, eating habits, hobbies or hanging out activities. The student fails to ask for most of the information (He/she cannot control memorized language structures (question patterns), so it is hard to be understood.	Asks questions about daily routines, eating habits, hobbies or hanging out activities appropriately sometimes. The student asks information about some of the elements. He/she can partially control memorized language structures (question patterns), to be somehow understood.	Asks questions about daily routines, eating habits, hobbies or hanging out activities appropriately and with ease. The student gets to ask for information about all the elements. He/she can consistently control basic language structures (question patterns)	
Makes complete sentences to answer information questions about daily routines, eating habits, hobbies and hanging out activities.	4		Answers were incomplete He/she hardly answers questions about daily routines, eating habits, hobbies or hanging out activities appropriately when asked. He/she cannot identify the question word and helping verb to provide an answer with control of memorized language structures (sentence patterns), so it is hard to be understood.	Answers were partially accomplished. He/she sometimes answers questions about daily routines, eating habits, hobbies or hanging out activities appropriately when asked. He/she can partially identify the question word and helping verb to provide an answer with control of memorized language structures (sentence patterns) to be somehow understood.	Answers were accomplished. Most of the time, he/she answers questions about daily routines, eating habits, hobbies or hanging out activities appropriately when asked. He/she can identify question words, helping verb and basic language structures (sentence patterns) at most times.	Answers were successfully accomplished. He/she, at all times, answers questions about daily routines, eating habits, hobbies or hanging out activities appropriately when asked. He/she can consistently identify question words, helping verb and basic language structures (sentence patterns)

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

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

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

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

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