



YOUNG LIVES SCHOOL SURVEY

**PERU
ROUND 1 (2011)**

**LANGUAGE TEACHER
QUESTIONNAIRE
(ENGLISH TRANSLATION)**

Please refer to accompanying justification documents for further details on the development and use of the Young Lives school survey questionnaires.

Young Lives School Survey - Peru

Communication (Language Arts)

(Language Arts) Teacher Questionnaire

TEACHER AND SCHOOL INFORMATION

| | | |
|-----|----------------------------|---|
| 0.1 | School name and/or number | _____ |
| 0.2 | School ID | [____] |
| 0.3 | School Shift | [____] 01= Morning 02 = Afternoon |
| 0.4 | Teacher names and surnames | _____ |
| 0.5 | Teacher ID | [____] |
| 0.6 | Class ID | [____] |

FIELDWORKER INFORMATION

| | | |
|-------------|------------------------------|--|
| Fieldworker | Names and Surnames: _____ | Fieldworker code: [____] |
| | Signature: _____ | |
| | Delivery date | ____ / ____ / _____ dd/mm/yyyy |
| | Devolution date | ____ / ____ / _____ dd/mm/yyyy |
| Supervisor | Names and Surnames: _____ | Supervisor code: [____] |
| | Signature: _____ | Review date: ____ / ____ / _____ dd/mm/yyyy |

DATA ENTRY INFORMATION

| | | |
|-------------------------------------|------------------------------|---|
| Typesetter 1 (first data entry) | Names and Surnames: _____ | Typesetter 1 code: [____] |
| | Signature: _____ | Date of first data entry: ____ / ____ / _____ dd/mm/yyyy |
| Typesetter 2 (second data entry) | Names and Surnames: _____ | Typesetter 2 code: [____] |
| | Signature: _____ | Date of second entry : ____ / ____ / _____ dd/mm/yyyy |

INSTRUCTIONS

This questionnaire gathers information about your school, your students and the subject you teach. The information you provide is confidential, we won't share it neither to your colleagues nor to any other person at the school. There are not right or wrong answers, we are only interested in your opinion on some issues. It is important that you read carefully each question before you answer any of them.

In this questionnaire you will find different types of questions, as shown in the examples below.

QUESTIONS WITH MULTIPLE CHOICE CHARTS:

Example 1

In this type of questions mark with a cross (X) under the option you choose for **each row or alternative**. You should only choose one answer for each row. Look at the following example:

1. How often do you carry out the following activities?

Mark with a cross (X) only one box for each row.

| | Never | Sometimes | Almost always | Always |
|-----------------------|--|--|--|---|
| 1.1 Play a sport..... | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | <input type="checkbox"/> ₀₃ | <input checked="" type="checkbox"/> ₀₄ |

In this case, if you checked the option *Always* it means that you play sports every day.

QUESTIONS WITH YES/NO CHARTS:

Example 2

In this type of questions mark with a cross (X) under the option (Yes or No) that you think best suites **each row or alternative**. You should only choose one answer for each statement. Look at the following example:

2. What do you do on your free time?

Mark with a cross (X) only one box for each row.

| | No | Yes |
|------------------------|---|---|
| 2.1 Go for a walk..... | <input checked="" type="checkbox"/> ₀₀ | <input type="checkbox"/> ₀₁ |
| 2.2 Read a book..... | <input type="checkbox"/> ₀₀ | <input checked="" type="checkbox"/> ₀₁ |
| 2.3 Other: ✎ _____ | <input type="checkbox"/> ₀₀ | <input type="checkbox"/> ₀₁ |

If you do something else on your free time that is not a listed option, for example, "to be with my family", then write "to be with my family" in the blank space of the "Other option" and mark with a cross (X) the option corresponding to "Yes".

MULTIPLE CHOICE QUESTIONS

Example 3

In this type of questions mark with a cross (X) the alternative that best answers the question. You should only check **one answer** per question. Look at the example:

3. In which country do you live?

Mark with a cross (X) only one answer.

- a) ₀₁ Bolivia
- b) ₀₂ Chile
- c) ₀₃ Perú

TABLES WITH MORE THAN ONE QUESTION

Example 4

In this type of questions you will be shown a table on which you'll find more than one question. You should answer the questions for each row.

If you answer **Yes** to question 4.1, you must continue and answer the question 4.2. If you answer **No** to question 4.1 you should no longer answer question 4.2, but must move to the next row.

| 4. Indicate if you practice the following sports: | 4.1 Do you practice that sport? | | 4.2 How often do you practice that sport? | | |
|---|--|--|---|--|--|
| | No | Yes | Sometimes | Almost always | Always |
| 1. Volleyball | <input type="checkbox"/> ₀₀ ↘ | <input type="checkbox"/> ₀₁ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | <input type="checkbox"/> ₀₃ |
| 2. Soccer | <input type="checkbox"/> ₀₀ | <input type="checkbox"/> ₀₁ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | <input type="checkbox"/> ₀₃ |

FILL- IN- THE- BLANK QUESTIONS

Example 5

In this type of questions you should read the question and then write your answer in the blank space.

5. How do you celebrate Independence Day at school?

✎ We gather students, teachers, staff members and parents in the courtyard and sing the national anthem, then the students march and finally we have a celebratory lunch.

Example 6

Also, you will find other questions where you need to write your answer in the space provided.

6. How many children you have? [_ _] child(ren)

QUESTIONS WITH PASSES:

Example 7

Throughout the questionnaire there have been placed some "passes" to avoid answering unnecessary questions. When you find a pass you should go directly to the indicated question.

In the following example, if you choose the answer **Yes** to this question then you should continue to the next question (question N° 8). If you choose the answer **No** to this question, then you should skip directly to answer question 10, without answering the in-between questions (do not answer questions N° 8 and N° 9).

7. Are you a vegetarian?:

Mark with a cross (X) only one answer.

a) ₀₀ No → **Skip to question 10**

b) ₀₁ Yes

Examiner: Turn the page and answer questions 1 and 2 with the teacher.

Examiner: Administer these questions before handing over the teacher questionnaire.

1. The teacher has in his/her class a YL Child with a native mother tongue?

Mark with a cross (X) only one answer.

- a) ₀₀ No → **Administer only the Teacher Questionnaire**
- b) ₀₁ Yes → **Continue with question 2**

2. Do you use a native language (for example, quechua, aimara or native language of the jungle) to address students in the school (inside or outside the classroom)?

Mark with a cross (X) only one answer.

- a) ₀₀ No → **Administer only the Teacher Questionnaire**
- b) ₀₁ Yes: **Which one?** ✎ _____ → **Administer the Teacher Questionnaire and the Socio-linguistic Teacher Questionnaire**

3. Do you also teach mathematics in this class for which you are answering this questionnaire?

Mark with a cross (X) only one answer.

- a) ₀₀ No → **Administer only the Teacher Questionnaire**
- b) ₀₁ Yes → **Proceed to cross out the questions in Section I: Teacher general information and Section II: Perceptions about the classroom**

I. General Information about the Teacher

4. How old are you?

Enter age in years

[_ _] years

RA-79

5. Gender:

Mark with a cross (X) only one answer.

- a) ₀₁ Male
- b) ₀₂ Female

6. What is your mother tongue?

Mark with a cross (X) only one answer.

- a) ₀₁ Spanish
- b) ₀₂ Quechua
- c) ₀₃ Aimara
- d) ₀₄ Native language of the jungle: **Which one?** ✎ _____
- e) ₀₅ Spanish and Quechua
- f) ₀₆ Spanish and Aimara
- g) ₀₇ Spanish and Native language of the jungle: **Which one?** ✎ _____
- h) ₀₈ Other: **Which one?** ✎ _____

RA₇₉

7. Besides your mother tongue, do you speak another language?

Mark with a cross (X) only one answer.

- a) ₀₀ No → **Skip to question 9**
- b) ₀₁ Yes

RA₇₉

8. What other languages do you speak?

Mark with a cross (X) yes or no for each row.

| | No | Yes |
|---|--|--|
| a) Spanish..... | <input type="checkbox"/> ₀₀ | <input type="checkbox"/> ₀₁ |
| b) Quechua | <input type="checkbox"/> ₀₀ | <input type="checkbox"/> ₀₁ |
| c) Aimara..... | <input type="checkbox"/> ₀₀ | <input type="checkbox"/> ₀₁ |
| d) Native language of the jungle: Which one? ✎ _____ | <input type="checkbox"/> ₀₀ | <input type="checkbox"/> ₀₁ |
| e) Other: Which one? ✎ _____ | <input type="checkbox"/> ₀₀ | <input type="checkbox"/> ₀₁ |

RA₇₉

NA₈₈

RA₇₉

NA₈₈

RA₇₉

NA₈₈

RA₇₉

NA₈₈

RA₇₉

NA₈₈

9. Which is the highest level of education you have reached?

Mark with a cross (X) only one answer.

- a) ₀₁ Incomplete Secondary Education or less → **Skip to question 13**
- b) ₀₂ Complete Secondary Education → **Skip to question 13**
- c) ₀₃ Incomplete Tertiary Education (technician, pedagogical or university)
- d) ₀₄ Complete Tertiary Education (technician, pedagogical or university)
- e) ₀₅ Postgraduate (of at least one year of study)

RA₇₉

10. Did you study to become a teacher? Do not consider postgraduate studies

Mark with a cross (X) only one answer.

- a) ₀₀ No → Which profession did you study? ✎ _____ (Skip to question 13)
- b) ₀₁ Yes

11. You studied to be a teacher of:

Mark with a cross (X) only one answer.

- a) ₀₁ Pre-School Education
- b) ₀₂ Primary Education
- c) ₀₃ Intercultural Bilingual Primary Education
- d) ₀₄ Secondary Education, specializing in: **What?** ✎ _____
- e) ₀₅ Other: **Which one?** ✎ _____

12. Which is the maximum degree or grade level you reached?

Mark with a cross (X) only one answer.

- a) ₀₁ Graduated from Pedagogical Institute (Higher Education)
- b) ₀₂ Bachelor (graduated in Education from a University)
- c) ₀₃ Licensed in Education from an Institute
- d) ₀₄ Licensed in Education from a University
- e) ₀₅ Did not finish my studies to become a teacher

**13. How many years of experience do you have in Regular Basic Education?
Include this year**

[___] years

**14. How many years of experience do you have as a Primary Teacher in this
school?**

[___] years

**15. Have you received training over 20 hours each, related to pedagogical aspects of teaching in the last
two years (2010-2011)?**

Mark with a cross (X) only one answer.

- a) ₀₀ No → Skip to question 17
- b) ₀₁ Yes

RA₇₉
NA₈₈

RA₇₉
NA₈₈

RA₇₉
NA₈₈

RA₇₉

RA₇₉

NK₇₇
RA₇₉

16. Please specify the following information about the training of more than 20 hours received:

| 16.1. Which was the institution responsible for the training? | 16.2 On what date was the training? Indicate start date and end date (mm/yyyy) | 16.3 How many hours in total lasted the training? | 16.4 What were the main topics covered in the training? | 16.5 Did the training help you improving your teaching practice? No Yes | 16.6 Why? |
|--|---|---|---|--|---|
| 1. <input checked="" type="checkbox"/> _____ _____ _____ | Start date: _____/_____/_____ End date: _____/_____/_____ | _____ | <input checked="" type="checkbox"/> _____ _____ _____ | <input type="checkbox"/> 00 <input type="checkbox"/> 01 | <input checked="" type="checkbox"/> _____ _____ _____ |
| 2. <input checked="" type="checkbox"/> _____ _____ _____ | Start date: _____/_____/_____ End date: _____/_____/_____ | _____ | <input checked="" type="checkbox"/> _____ _____ _____ | <input type="checkbox"/> 00 <input type="checkbox"/> 01 | <input checked="" type="checkbox"/> _____ _____ _____ |
| 3. <input checked="" type="checkbox"/> _____ _____ _____ | Start date: _____/_____/_____ End date: _____/_____/_____ | _____ | <input checked="" type="checkbox"/> _____ _____ _____ | <input type="checkbox"/> 00 <input type="checkbox"/> 01 | <input checked="" type="checkbox"/> _____ _____ _____ |
| 4. <input checked="" type="checkbox"/> _____ _____ _____ | Start date: _____/_____/_____ End date: _____/_____/_____ | _____ | <input checked="" type="checkbox"/> _____ _____ _____ | <input type="checkbox"/> 00 <input type="checkbox"/> 01 | <input checked="" type="checkbox"/> _____ _____ _____ |
| 5. <input checked="" type="checkbox"/> _____ _____ _____ | Start date: _____/_____/_____ End date: _____/_____/_____ | _____ | <input checked="" type="checkbox"/> _____ _____ _____ | <input type="checkbox"/> 00 <input type="checkbox"/> 01 | <input checked="" type="checkbox"/> _____ _____ _____ |

NK⁻⁷⁷
RA⁻⁷⁹
NA⁸⁸
NK⁻⁷⁷
RA⁻⁷⁹
NA⁸⁸
NK⁻⁷⁷
RA⁻⁷⁹
NA⁸⁸
NK⁻⁷⁷
RA⁻⁷⁹
NA⁸⁸
NK⁻⁷⁷
RA⁻⁷⁹
NA⁸⁸

17. Have you participated in any public evaluation to join the Teachers Professional Career?

Mark with a cross (X) only one answer.

- a) 00 No → **Skip to question 22**
- b) 01 Yes

RA⁷⁹

18. Did you enter the Teachers Professional Career?

Mark with a cross (X) only one answer.

- a) 00 No → **Skip to question 22**
- b) 01 Yes

RA⁷⁹
NA⁸⁸

19. To which level of the Teachers Professional Career did you enter?

Mark with a cross (X) only one answer.

- a) 01 First (I) Magisterial Level
- b) 02 Second (II) Magisterial Level
- c) 03 Third (III) Magisterial Level
- d) 04 Fourth (IV) Magisterial Level
- e) 05 Fifth (V) Magisterial Level

RA⁷⁹
NA⁸⁸

20. Which is your current level in the Teachers Professional Career?

Mark with a cross (X) only one answer.

- a) ₀₁ First (I) Magisterial Level
- b) ₀₂ Second (II) Magisterial Level
- c) ₀₃ Third (III) Magisterial Level
- d) ₀₄ Fourth (IV) Magisterial Level
- e) ₀₅ Fifth (V) Magisterial Level

RA₇₉
NA₈₈

21. In which area of the Teachers Professional Career are you working now?

Mark with a cross (X) only one answer.

- a) ₀₁ Pedagogical Management
- b) ₀₂ Institutional Management
- c) ₀₃ Research

RA₇₉
NA₈₈

22. Do you receive teacher support? (A specialized person or team that visits, supports and provides permanent assessment to teachers on issues relevant to their practice)

Mark with a cross (X) only one answer.

- a) ₀₀ No → **Skip to question 24**
- b) ₀₁ Yes

RA₇₉

23. Which institution provides teaching support?

Mark with a cross (X) the institutions that provides you the teaching support and then mark the frequency.

23.1 Do you receive teaching support from these institutions?

23.2 How often do you receive the teaching support?

Mark with a cross (X) only one box for each row.

| | 23.1 Do you receive teaching support from these institutions? | | 23.2 How often do you receive the teaching support? | | | | | | |
|--|---|--|---|--|--|--|--|--|--|
| | No | Yes | Twice a week or more | Once a week | Once every 15 days | Once a month | Once every three months | Once a semester | Once per year |
| 1. Your own school... | <input type="checkbox"/> ₀₀ ↴ | <input type="checkbox"/> ₀₁ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | <input type="checkbox"/> ₀₃ | <input type="checkbox"/> ₀₄ | <input type="checkbox"/> ₀₅ | <input type="checkbox"/> ₀₆ | <input type="checkbox"/> ₀₇ |
| 2. The UGEL (Local Education Office).. | <input type="checkbox"/> ₀₀ ↴ | <input type="checkbox"/> ₀₁ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | <input type="checkbox"/> ₀₃ | <input type="checkbox"/> ₀₄ | <input type="checkbox"/> ₀₅ | <input type="checkbox"/> ₀₆ | <input type="checkbox"/> ₀₇ |
| 3. The DRE (Regional Education Office).... | <input type="checkbox"/> ₀₀ ↴ | <input type="checkbox"/> ₀₁ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | <input type="checkbox"/> ₀₃ | <input type="checkbox"/> ₀₄ | <input type="checkbox"/> ₀₅ | <input type="checkbox"/> ₀₆ | <input type="checkbox"/> ₀₇ |
| 4. A NGO..... | <input type="checkbox"/> ₀₀ ↴ | <input type="checkbox"/> ₀₁ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | <input type="checkbox"/> ₀₃ | <input type="checkbox"/> ₀₄ | <input type="checkbox"/> ₀₅ | <input type="checkbox"/> ₀₆ | <input type="checkbox"/> ₀₇ |
| 5. The Network..... | <input type="checkbox"/> ₀₀ ↴ | <input type="checkbox"/> ₀₁ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | <input type="checkbox"/> ₀₃ | <input type="checkbox"/> ₀₄ | <input type="checkbox"/> ₀₅ | <input type="checkbox"/> ₀₆ | <input type="checkbox"/> ₀₇ |
| 6. Others: ✍ _____ | <input type="checkbox"/> ₀₀ | <input type="checkbox"/> ₀₁ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | <input type="checkbox"/> ₀₃ | <input type="checkbox"/> ₀₄ | <input type="checkbox"/> ₀₅ | <input type="checkbox"/> ₀₆ | <input type="checkbox"/> ₀₇ |

RA₇₉
NA₈₈

RA₇₉
NA₈₈

RA₇₉
NA₈₈

RA₇₉
NA₈₈

RA₇₉
NA₈₈

RA₇₉
NA₈₈

II. Perceptions about the classroom

The following section should be answered considering the class for which you are answering this questionnaire.

24. In this year, is there a student in your class with a mother tongue different than Spanish (for example, quechua, aimara, native language of the jungle)?

Mark with a cross (X) only one answer.

a) ₀₀ No → **Skip to question 27**

b) ₀₁ Yes

RA₇₉

25. Have you done something different with students with mother tongue different than Spanish in comparison with the rest of the class

Mark with a cross (X) only one answer.

a) ₀₀ No → **Skip to question 27**

b) ₀₁ Yes

RA₇₉
NA₈₈

26. Which of the following has been done with students with mother tongue different than Spanish in your class?

Mark with a cross (X) yes or no for each row.

| | No | Yes | |
|---|-----------------------------|-----------------------------|--------------------------------------|
| 26.1 Give directions in the mother tongue of the student..... | <input type="checkbox"/> 00 | <input type="checkbox"/> 01 | RA ⁷⁹ NA ⁸⁸ |
| 26.2 Give extra time to finish homework or class work..... | <input type="checkbox"/> 00 | <input type="checkbox"/> 01 | RA ⁷⁹ NA ⁸⁸ |
| 26.3 Give extra time to finish tests..... | <input type="checkbox"/> 00 | <input type="checkbox"/> 01 | RA ⁷⁹ NA ⁸⁸ |
| 26.4 Give time outside of class to review course content..... | <input type="checkbox"/> 00 | <input type="checkbox"/> 01 | RA ⁷⁹ NA ⁸⁸ |
| 26.5 Other: ✎ _____..... | <input type="checkbox"/> 00 | <input type="checkbox"/> 01 | RA ⁷⁹ NA ⁸⁸ |

27. In your opinion, indicate how many of your students

Mark with a cross (X) only one box for each row.

| | None | Some | Most | All | |
|---|-----------------------------|-----------------------------|-----------------------------|-----------------------------|--------------------------------------|
| 27.1 They get along with their classmates or peers..... | <input type="checkbox"/> 01 | <input type="checkbox"/> 02 | <input type="checkbox"/> 03 | <input type="checkbox"/> 04 | NK ⁷⁷ RA ⁷⁹ |
| 27.2 They are well integrated into the course..... | <input type="checkbox"/> 01 | <input type="checkbox"/> 02 | <input type="checkbox"/> 03 | <input type="checkbox"/> 04 | NK ⁷⁷ RA ⁷⁹ |
| 27.3 They respect their classmates or peers, although they are different..... | <input type="checkbox"/> 01 | <input type="checkbox"/> 02 | <input type="checkbox"/> 03 | <input type="checkbox"/> 04 | NK ⁷⁷ RA ⁷⁹ |

28. To what extent do you agree or disagree with each of the following statements

Mark with a cross (X) only one box for each row.

| | Strongly Disagree | Disagree | Agree | Strongly Agree | |
|--|-----------------------------|-----------------------------|-----------------------------|-----------------------------|------------------|
| 28.1 Students get along with teachers..... | <input type="checkbox"/> 01 | <input type="checkbox"/> 02 | <input type="checkbox"/> 03 | <input type="checkbox"/> 04 | RA ⁷⁹ |
| 28.2 Students respect me as a teacher..... | <input type="checkbox"/> 01 | <input type="checkbox"/> 02 | <input type="checkbox"/> 03 | <input type="checkbox"/> 04 | RA ⁷⁹ |

III. Information about Communication (Language Arts)

The following section should be answered considering the class for which you are answering this questionnaire

29. How often do these situations occur in Communication (Language Arts) class?

Mark with a cross (X) only one box for each row

| | Never | Some lessons | Most lessons | Every lessons | |
|--|-----------------------------|-----------------------------|-----------------------------|-----------------------------|------------------|
| 29.1 You have to wait a long time for students to quiet down... | <input type="checkbox"/> 01 | <input type="checkbox"/> 02 | <input type="checkbox"/> 03 | <input type="checkbox"/> 04 | RA ⁷⁹ |
| 29.2 Your students cannot work well..... | <input type="checkbox"/> 01 | <input type="checkbox"/> 02 | <input type="checkbox"/> 03 | <input type="checkbox"/> 04 | RA ⁷⁹ |
| 29.3 Your students don't listen to what you say..... | <input type="checkbox"/> 01 | <input type="checkbox"/> 02 | <input type="checkbox"/> 03 | <input type="checkbox"/> 04 | RA ⁷⁹ |
| 29.4 Your students don't start working for a long time after the lesson begins | <input type="checkbox"/> 01 | <input type="checkbox"/> 02 | <input type="checkbox"/> 03 | <input type="checkbox"/> 04 | RA ⁷⁹ |
| 29.5 There is noise and disorder..... | <input type="checkbox"/> 01 | <input type="checkbox"/> 02 | <input type="checkbox"/> 03 | <input type="checkbox"/> 04 | RA ⁷⁹ |
| 29.6 At the start of class, more than five minutes are spent doing nothing | <input type="checkbox"/> 01 | <input type="checkbox"/> 02 | <input type="checkbox"/> 03 | <input type="checkbox"/> 04 | RA ⁷⁹ |

30. Does the school have the following educational material?

| Educational Materials | 30.1 Does the school or you have this material? | | 30.2 How often do you use them in your Communication (Language Arts) class? | | | | 30.3 In general, in what condition are these materials? | | | RA ⁷⁹ NA ⁸⁸ |
|---|---|-----|---|-----------------------------|-----------------------------|-----------------------------|---|-----------------------------|-----------------------------|--------------------------------------|
| | No | Yes | Never | Sometimes | Amost always | Always | Bad | Regular | Good | |
| 1. Communication (Language Arts) Books from MINEDU | <input type="checkbox"/> 00 ↴ <input type="checkbox"/> 01 → | | <input type="checkbox"/> 01 | <input type="checkbox"/> 02 | <input type="checkbox"/> 03 | <input type="checkbox"/> 04 | <input type="checkbox"/> 01 | <input type="checkbox"/> 02 | <input type="checkbox"/> 03 | RA ⁷⁹ NA ⁸⁸ |
| 2. Communication (Language Arts) Books from another editorial | <input type="checkbox"/> 00 ↴ <input type="checkbox"/> 01 → | | <input type="checkbox"/> 01 | <input type="checkbox"/> 02 | <input type="checkbox"/> 03 | <input type="checkbox"/> 04 | <input type="checkbox"/> 01 | <input type="checkbox"/> 02 | <input type="checkbox"/> 03 | RA ⁷⁹ NA ⁸⁸ |
| 3. Workbooks from MINEDU | <input type="checkbox"/> 00 ↴ <input type="checkbox"/> 01 → | | <input type="checkbox"/> 01 | <input type="checkbox"/> 02 | <input type="checkbox"/> 03 | <input type="checkbox"/> 04 | <input type="checkbox"/> 01 | <input type="checkbox"/> 02 | <input type="checkbox"/> 03 | RA ⁷⁹ NA ⁸⁸ |
| 4. Workbooks from another editorial | <input type="checkbox"/> 00 ↴ <input type="checkbox"/> 01 → | | <input type="checkbox"/> 01 | <input type="checkbox"/> 02 | <input type="checkbox"/> 03 | <input type="checkbox"/> 04 | <input type="checkbox"/> 01 | <input type="checkbox"/> 02 | <input type="checkbox"/> 03 | RA ⁷⁹ NA ⁸⁸ |
| 5. Self-instructional learning cards | <input type="checkbox"/> 00 ↴ <input type="checkbox"/> 01 → | | <input type="checkbox"/> 01 | <input type="checkbox"/> 02 | <input type="checkbox"/> 03 | <input type="checkbox"/> 04 | <input type="checkbox"/> 01 | <input type="checkbox"/> 02 | <input type="checkbox"/> 03 | RA ⁷⁹ NA ⁸⁸ |
| 6. Reading books, stories, novels, etc. | <input type="checkbox"/> 00 ↴ <input type="checkbox"/> 01 → | | <input type="checkbox"/> 01 | <input type="checkbox"/> 02 | <input type="checkbox"/> 03 | <input type="checkbox"/> 04 | <input type="checkbox"/> 01 | <input type="checkbox"/> 02 | <input type="checkbox"/> 03 | RA ⁷⁹ NA ⁸⁸ |
| 7. Encyclopedias | <input type="checkbox"/> 00 ↴ <input type="checkbox"/> 01 → | | <input type="checkbox"/> 01 | <input type="checkbox"/> 02 | <input type="checkbox"/> 03 | <input type="checkbox"/> 04 | <input type="checkbox"/> 01 | <input type="checkbox"/> 02 | <input type="checkbox"/> 03 | RA ⁷⁹ NA ⁸⁸ |
| 8. Dictionaries | <input type="checkbox"/> 00 ↴ <input type="checkbox"/> 01 → | | <input type="checkbox"/> 01 | <input type="checkbox"/> 02 | <input type="checkbox"/> 03 | <input type="checkbox"/> 04 | <input type="checkbox"/> 01 | <input type="checkbox"/> 02 | <input type="checkbox"/> 03 | RA ⁷⁹ NA ⁸⁸ |
| 9. Magazines | <input type="checkbox"/> 00 ↴ <input type="checkbox"/> 01 → | | <input type="checkbox"/> 01 | <input type="checkbox"/> 02 | <input type="checkbox"/> 03 | <input type="checkbox"/> 04 | <input type="checkbox"/> 01 | <input type="checkbox"/> 02 | <input type="checkbox"/> 03 | RA ⁷⁹ NA ⁸⁸ |
| 10. Newspapers | <input type="checkbox"/> 00 ↴ <input type="checkbox"/> 01 → | | <input type="checkbox"/> 01 | <input type="checkbox"/> 02 | <input type="checkbox"/> 03 | <input type="checkbox"/> 04 | <input type="checkbox"/> 01 | <input type="checkbox"/> 02 | <input type="checkbox"/> 03 | RA ⁷⁹ NA ⁸⁸ |
| 11. Laptop XO (from the program one laptop per child) | <input type="checkbox"/> 00 ↴ <input type="checkbox"/> 01 → | | <input type="checkbox"/> 01 | <input type="checkbox"/> 02 | <input type="checkbox"/> 03 | <input type="checkbox"/> 04 | <input type="checkbox"/> 01 | <input type="checkbox"/> 02 | <input type="checkbox"/> 03 | RA ⁷⁹ NA ⁸⁸ |
| 12. Computer (Do not consider the Laptop XO) | <input type="checkbox"/> 00 ↴ <input type="checkbox"/> 01 → | | <input type="checkbox"/> 01 | <input type="checkbox"/> 02 | <input type="checkbox"/> 03 | <input type="checkbox"/> 04 | <input type="checkbox"/> 01 | <input type="checkbox"/> 02 | <input type="checkbox"/> 03 | RA ⁷⁹ NA ⁸⁸ |
| 13. TV | <input type="checkbox"/> 00 ↴ <input type="checkbox"/> 01 → | | <input type="checkbox"/> 01 | <input type="checkbox"/> 02 | <input type="checkbox"/> 03 | <input type="checkbox"/> 04 | <input type="checkbox"/> 01 | <input type="checkbox"/> 02 | <input type="checkbox"/> 03 | RA ⁷⁹ NA ⁸⁸ |
| 14. Projector | <input type="checkbox"/> 00 ↴ <input type="checkbox"/> 01 → | | <input type="checkbox"/> 01 | <input type="checkbox"/> 02 | <input type="checkbox"/> 03 | <input type="checkbox"/> 04 | <input type="checkbox"/> 01 | <input type="checkbox"/> 02 | <input type="checkbox"/> 03 | RA ⁷⁹ NA ⁸⁸ |
| 15. VHS | <input type="checkbox"/> 00 ↴ <input type="checkbox"/> 01 → | | <input type="checkbox"/> 01 | <input type="checkbox"/> 02 | <input type="checkbox"/> 03 | <input type="checkbox"/> 04 | <input type="checkbox"/> 01 | <input type="checkbox"/> 02 | <input type="checkbox"/> 03 | RA ⁷⁹ NA ⁸⁸ |
| 16. DVD | <input type="checkbox"/> 00 ↴ <input type="checkbox"/> 01 → | | <input type="checkbox"/> 01 | <input type="checkbox"/> 02 | <input type="checkbox"/> 03 | <input type="checkbox"/> 04 | <input type="checkbox"/> 01 | <input type="checkbox"/> 02 | <input type="checkbox"/> 03 | RA ⁷⁹ NA ⁸⁸ |
| 17. CDs | <input type="checkbox"/> 00 ↴ <input type="checkbox"/> 01 → | | <input type="checkbox"/> 01 | <input type="checkbox"/> 02 | <input type="checkbox"/> 03 | <input type="checkbox"/> 04 | <input type="checkbox"/> 01 | <input type="checkbox"/> 02 | <input type="checkbox"/> 03 | RA ⁷⁹ NA ⁸⁸ |
| 18. Recorders | <input type="checkbox"/> 00 ↴ <input type="checkbox"/> 01 → | | <input type="checkbox"/> 01 | <input type="checkbox"/> 02 | <input type="checkbox"/> 03 | <input type="checkbox"/> 04 | <input type="checkbox"/> 01 | <input type="checkbox"/> 02 | <input type="checkbox"/> 03 | RA ⁷⁹ NA ⁸⁸ |
| 19. Access to the National Educational Site Perú Educa from the school | <input type="checkbox"/> 00 ↴ <input type="checkbox"/> 01 → | | <input type="checkbox"/> 01 | <input type="checkbox"/> 02 | <input type="checkbox"/> 03 | <input type="checkbox"/> 04 | <input type="checkbox"/> 01 | <input type="checkbox"/> 02 | <input type="checkbox"/> 03 | RA ⁷⁹ NA ⁸⁸ |
| 20. Access to Internet / other websites from the school | <input type="checkbox"/> 00 ↴ <input type="checkbox"/> 01 → | | <input type="checkbox"/> 01 | <input type="checkbox"/> 02 | <input type="checkbox"/> 03 | <input type="checkbox"/> 04 | <input type="checkbox"/> 01 | <input type="checkbox"/> 02 | <input type="checkbox"/> 03 | RA ⁷⁹ NA ⁸⁸ |
| 21. ¿Is there any other material that you have for your class? _____ | <input type="checkbox"/> 00 ↴ <input type="checkbox"/> 01 → | | <input type="checkbox"/> 01 | <input type="checkbox"/> 02 | <input type="checkbox"/> 03 | <input type="checkbox"/> 04 | <input type="checkbox"/> 01 | <input type="checkbox"/> 02 | <input type="checkbox"/> 03 | RA ⁷⁹ NA ⁸⁸ |
| 22. ¿Is there any other material that you have for your class? | <input type="checkbox"/> 00 <input type="checkbox"/> 01 → | | <input type="checkbox"/> 01 | <input type="checkbox"/> 02 | <input type="checkbox"/> 03 | <input type="checkbox"/> 04 | <input type="checkbox"/> 01 | <input type="checkbox"/> 02 | <input type="checkbox"/> 03 | RA ⁷⁹ NA ⁸⁸ |

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31. On the thematic content that was worked during the current year in the first grade classroom, answer the following:

Mark with a cross (X) only one box for each question.

| Thematic Content (knowledge) | 31.1 Did you develop or plan to develop that content? | | | 31.2 With what intensity have you worked that content? | | |
|---|---|--|--|--|--|--|
| | Has not been developed and do not plan to develop it | It will be developed on what is left of the year | It's been developed already | Superficially | In depth | |
| Oral expression and comprehension | | | | | | |
| 1. Listen and understands simple messages. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | <input type="checkbox"/> _{RA79} <input type="checkbox"/> _{NA88} |
| 2. Narrates close personal events using simple expressions. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | <input type="checkbox"/> _{RA79} <input type="checkbox"/> _{NA88} |
| 3. Describes persons, animals and places he knows, clearly and using new vocabulary. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | <input type="checkbox"/> _{RA79} <input type="checkbox"/> _{NA88} |
| 4. He/she expresses him/herself with appropriate pronunciation, pith and gestures in accordance with situations. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | <input type="checkbox"/> _{RA79} <input type="checkbox"/> _{NA88} |
| 5. Clearly expresses what he/she thinks and feels about a subject. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | <input type="checkbox"/> _{RA79} <input type="checkbox"/> _{NA88} |
| 6. Ask and answer simple questions and discusses basic information about him/herself. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | <input type="checkbox"/> _{RA79} <input type="checkbox"/> _{NA88} |
| Text comprehension | | | | | | |
| 7. Recognizes from the text evidence: entertainment, information. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | <input type="checkbox"/> _{RA79} <input type="checkbox"/> _{NA88} |
| 8. Infer the meaning and function of words and phrases from the relationship established between them. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | <input type="checkbox"/> _{RA79} <input type="checkbox"/> _{NA88} |
| 9. Formulates and tests the hypothesis about the content of a short text. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | <input type="checkbox"/> _{RA79} <input type="checkbox"/> _{NA88} |
| 10. Reads texts with simple images, vocabulary and structure (stories, poems, etc.) | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | <input type="checkbox"/> _{RA79} <input type="checkbox"/> _{NA88} |
| 11. Identifies the relationship between spelling and phonemes to read letters, phrases, words or everyday expressions: initial and final sound. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | <input type="checkbox"/> _{RA79} <input type="checkbox"/> _{NA88} |
| 12. Comment on the text taking into account their previous experience on the form, content and purpose of the read text. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | <input type="checkbox"/> _{RA79} <input type="checkbox"/> _{NA88} |
| 13. Identifies the characters and main ideas of a text. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | <input type="checkbox"/> _{RA79} <input type="checkbox"/> _{NA88} |

(Continue...)

| Thematic Content (knowledge) | 31.1 Did you develop or plan to develop that content? | | | 31.2 With what intensity have you worked that content? | | |
|--|---|--|--|--|--|--|
| | Has not been developed and do not plan to develop it | It will be developed on what is left of the year | It's been developed already | Superficially | In depth | |
| Text Production | | | | | | |
| 14. Produces texts in communicative situations identifying: who, what and for what he/she writes. | <input type="checkbox"/> ₀₁ ↓ | <input type="checkbox"/> ₀₂ ↓ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | <input type="checkbox"/> RA ₇₉ <input type="checkbox"/> NA ₈₈ |
| 15. Expresses ideas clearly in the text he/she writes, following a sequence. | <input type="checkbox"/> ₀₁ ↓ | <input type="checkbox"/> ₀₂ ↓ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | <input type="checkbox"/> RA ₇₉ <input type="checkbox"/> NA ₈₈ |
| 16. Writes easily according to their level of writing: names, stories, rhymes and short texts; to describe persons, animals and objects characteristics from everyday life situations. | <input type="checkbox"/> ₀₁ ↓ | <input type="checkbox"/> ₀₂ ↓ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | <input type="checkbox"/> RA ₇₉ <input type="checkbox"/> NA ₈₈ |
| 17. Writes his/her texts using chronological connectors the support the logical sequence of the text: now, then, eventually. | <input type="checkbox"/> ₀₁ ↓ | <input type="checkbox"/> ₀₂ ↓ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | <input type="checkbox"/> RA ₇₉ <input type="checkbox"/> NA ₈₈ |
| 18. Checks and corrects using his/her writings to improve meaning and form (grammar and spelling rules) of the text, communicating their views on what he/she wrote and how. | <input type="checkbox"/> ₀₁ ↓ | <input type="checkbox"/> ₀₂ ↓ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | <input type="checkbox"/> RA ₇₉ <input type="checkbox"/> NA ₈₈ |
| 19. Uses capital letters at the beginning of the sentences and an end point at finishing them. | <input type="checkbox"/> ₀₁ ↓ | <input type="checkbox"/> ₀₂ ↓ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | <input type="checkbox"/> RA ₇₉ <input type="checkbox"/> NA ₈₈ |

32. On the thematic content that was worked during the current year in the second grade classroom, answer the following:

Mark with a cross (X) only one box for each question.

| | Thematic Content (knowledge) | 32.1 Did you develop or plan to develop that content? | | | 32.2 With what intensity have you worked that content? | | |
|--|---|---|--|--|--|--|--------------------------------------|
| | | Has not been developed and do not plan to develop it | It will be developed on what is left of the year | It's been developed already | Superficially | In depth | |
| Oral expression and comprehension | | | | | | | |
| 1. | Tells stories and fables using phrases and simple sentences. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ₇₉ NA ₈₈ |
| 2. | Incorporates in his/her descriptions characteristics of persons, animals, places and objects in their environment, in order, using clear expressions. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ₇₉ NA ₈₈ |
| 3. | Pronounce and tone according to the text he/she reads. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ₇₉ NA ₈₈ |
| 4. | Argues his/her opinions about the experiences, interests and concerns he/she have | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ₇₉ NA ₈₈ |
| 5. | He/she expresses spontaneously in conversations and dialogues on topics of his/her interest or daily activities. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ₇₉ NA ₈₈ |
| Text comprehension | | | | | | | |
| 6. | Chooses the text to read according to his/her interests. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ₇₉ NA ₈₈ |
| 7. | Formulates a lecture hypothesis from the title, abstract and images and he/she checks them by rereading the text. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ₇₉ NA ₈₈ |
| 8. | Infer the meaning and function of words in sentences from the relationships established between them. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ₇₉ NA ₈₈ |
| 9. | Read orally or silently texts of interest, inferring meanings, distinguishing formal elements and identifying the sequence and content | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ₇₉ NA ₈₈ |
| 10. | Reads descriptive and narrative texts identifying the main ideas. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ₇₉ NA ₈₈ |
| 11. | Read texts in different formats: tables, recipes, posters, articles, etc; and identifies the main ideas. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ₇₉ NA ₈₈ |
| 12. | Comment, taking into account previous experiences, on the form and content of a read text, explaining it in his/her own words. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ₇₉ NA ₈₈ |

(Continue...)

| Thematic Content (knowledge) | | 32.1 Did you develop or plan to develop that content? | | | 32.2 With what intensity have you worked that content? | | |
|------------------------------|---|---|--|--|--|--|--------------------------------------|
| | | Has not been developed and do not plan to develop it | It will be developed on what is left of the year | It's been developed already | Superficially | In depth | |
| Text Production | | | | | | | |
| 13. | Produce texts taking into account: recipient, purpose and message; as well as identifying the steps necessary for the construction of a text. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ₇₉ NA ₈₈ |
| 14. | Writes and reads to correct and improve the sense of what he/she wants to communicate. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ₇₉ NA ₈₈ |
| 15. | Write narrative and descriptive texts on everyday situations, using logical connectors to organize a coherent sequence of his/her writings: too, as well. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ₇₉ NA ₈₈ |
| 16. | Review and edit writing to improve meaning and form of the text produced; uses the point and capital letters, not only to start a sentence but by using proper names. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ₇₉ NA ₈₈ |
| 17. | Writes texts in an original way, where he/she incorporates characters; changing the setting, actions and end of them. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ₇₉ NA ₈₈ |

33. On the thematic content that was worked during the current year in the third grade classroom, answer the following:

Mark with a cross (X) only one box for each question.

| Thematic Content (knowledge) | 33.1 Did you develop or plan to develop that content? | | | 33.2. With what intensity have you worked that content? | | RA ⁷⁹ NA ⁸⁸ |
|---|---|--|--|---|--|--------------------------------------|
| | Has not been developed and do not plan to develop it | It will be developed on what is left of the year | It's been developed already | Superficially | In depth | |
| Oral expression and comprehension | | | | | | |
| 1. Instructional texts: Rules and slogans. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ⁷⁹ NA ⁸⁸ |
| 2. The description: physical characteristics of people and places. Narratives: fantastic (fairy tales, magic, humor, etc.); literature (tongue twisters, rhymes and poems). | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ⁷⁹ NA ⁸⁸ |
| 3. Conversation: initiation, development and closure. The pronunciation and intonation. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ⁷⁹ NA ⁸⁸ |
| 4. Tongue twisters, rhymes, poetry. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ⁷⁹ NA ⁸⁸ |
| 5. Communicative situations: TV, radio, talks, exhibitions, radio and television programs. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ⁷⁹ NA ⁸⁸ |
| Text comprehension | | | | | | |
| 6. Reading purposes: to entertain, to inform, among others. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ⁷⁹ NA ⁸⁸ |
| 7. Type of texts: narrative, descriptive, informative, instructive | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ⁷⁹ NA ⁸⁸ |
| 8. Comparisons of text structure and function. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ⁷⁹ NA ⁸⁸ |
| 9. Simple techniques of prediction, anticipation and inference. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ⁷⁹ NA ⁸⁸ |
| 10. Short texts: news, straightforward articles, menus, indexes, sales receipts, among others. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ⁷⁹ NA ⁸⁸ |
| 11. Reading forms: oral y silently | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ⁷⁹ NA ⁸⁸ |
| 12. Reading for pleasure: guidelines for organizing the reading practice at home. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ⁷⁹ NA ⁸⁸ |
| 13. The dictionary: meaning of words by context. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ⁷⁹ NA ⁸⁸ |
| 14. Family of words | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ⁷⁹ NA ⁸⁸ |
| 15. Form of the text: length, font, paragraph organization, verses, illustration, among others. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ⁷⁹ NA ⁸⁸ |
| 16. Text content: ideas, facts, characters, settings. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ⁷⁹ NA ⁸⁸ |
| 17. Simple schemes for organizing information. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ⁷⁹ NA ⁸⁸ |

(Continue...)

| Thematic Content (knowledge) | 33.1 Did you develop or plan to develop that content? | | | 33.2. With what intensity have you worked that content? | | RA ⁷⁹ NA ⁸⁸ |
|---|---|--|--|---|--|--------------------------------------|
| | Has not been developed and do not plan to develop it | It will be developed on what is left of the year | It's been developed already | Superficially | In depth | |
| Text production | | | | | | |
| 18. Types of texts: informative and instructive. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ⁷⁹ NA ⁸⁸ |
| 19. Stages on text production: writing, planning and textualization; revision and rewriting or editing. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ⁷⁹ NA ⁸⁸ |
| 20. Grammar and spelling: substantives, adjectives and verbs; personal and possessive pronouns, period and enumerative comma, question marks and admiration marks; capital letters, at the beginning of a text, paragraph, a sentence, and in proper names; accent on everyday use words. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ⁷⁹ NA ⁸⁸ |
| 21. Chronological connectors (then, after, now, later on, finally) and logical connectors (because, also, besides, then). | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ⁷⁹ NA ⁸⁸ |
| 22. Strategies for the developing of writing plans or schemes. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ⁷⁹ NA ⁸⁸ |
| 23. Stages on the production process. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ⁷⁹ NA ⁸⁸ |
| 24. Structure and logical sequence of narrative, descriptive, informative and instructive texts. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ⁷⁹ NA ⁸⁸ |
| 25. Vocabulary: words that express action, serve to name, characterize, modify, complement, connect and relate. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ⁷⁹ NA ⁸⁸ |

34. On the thematic content that was worked during the current year in the fourth grade classroom, answer the following: Mark with a cross (X) only one box for each question.

| Thematic Content (knowledge) | 34.1 Did you develop or plan to develop that content? | | | 34.2 With what intensity have you worked that content? | | RA ₇₉ NA ₈₈ |
|---|---|--|--|--|--|--------------------------------------|
| | Has not been developed and do not plan to develop it | It will be developed on what is left of the year | It's been developed already | Superficially | In depth | |
| Oral expression and comprehension | | | | | | |
| 1. Communicative situations; speeches, simple conferences, movies, videos and documentaries. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ₇₉ NA ₈₈ |
| 2. The exhibition and its resources. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ₇₉ NA ₈₈ |
| 3. Logic sequence of ideas. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ₇₉ NA ₈₈ |
| 4. The debate: basic characteristics. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ₇₉ NA ₈₈ |
| 5. Guidelines for improvisation. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ₇₉ NA ₈₈ |
| 6. Declamation. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ₇₉ NA ₈₈ |
| 7. Intonation and pronunciation techniques. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ₇₉ NA ₈₈ |
| 8. Corporal posture. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ₇₉ NA ₈₈ |
| 9. Conversation: topics of interest and guidelines to talk and express one's view. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ₇₉ NA ₈₈ |
| 10. Conventions of participation in group Communication (Language Arts): taking turns, asking to speak. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ₇₉ NA ₈₈ |
| 11. Personal opinion. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ₇₉ NA ₈₈ |
| 12. Arguments. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ₇₉ NA ₈₈ |
| Text comprehension | | | | | | |
| 13. Narrative, descriptive, instructive, poetic and dramatic texts. Differences. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ₇₉ NA ₈₈ |
| 14. Main ideas. Strategies for identifying them. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ₇₉ NA ₈₈ |
| 15. The word, the sentence and the paragraph. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ₇₉ NA ₈₈ |
| 16. The summary. Guidelines for its elaboration. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ₇₉ NA ₈₈ |
| 17. Uncommon words, double sense words. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ₇₉ NA ₈₈ |
| 18. Meaning from context. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ₇₉ NA ₈₈ |
| 19. The dictionary and other information sources. Guidelines for consulting them. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ₇₉ NA ₈₈ |
| 20. Oral reading: intonation. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ₇₉ NA ₈₈ |
| 21. Reading for pleasure, study reading and research reading. Strategies. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ₇₉ NA ₈₈ |
| 22. Texts: fantastic stories, poems, letters, among others. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ₇₉ NA ₈₈ |
| 23. The underlining and simple diagrams. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ₇₉ NA ₈₈ |

(Continue...)

| | Thematic Content (knowledge) | 34.1 Did you develop or plan to develop that content? | | | 34.2 With what intensity have you worked that content? | | |
|------------------------|---|---|--|--|--|--|--------------------------------------|
| | | Has not been developed and do not plan to develop it | It will be developed on what is left of the year | It's been developed already | Superficially | In depth | |
| Text production | | | | | | | |
| 24. | Types of texts: informative, instructive, poetic y dramatic. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ₇₉ NA ₈₈ |
| 25. | Plans or lecture diagrams according to the reader characteristics. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ₇₉ NA ₈₈ |
| 26. | Grammar and spelling: relative pronouns and articles; coherence between gender, number and person; use of links (and, so, also); grammar, meaningful and expressive value of the punctuation signs: period, full stop period, enumerative comma to sort words that are related, general accent. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ₇₉ NA ₈₈ |
| 27. | Chronological connectors: before, now, immediately and finally. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ₇₉ NA ₈₈ |
| 28. | Logical connectors: but, then, among others. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ₇₉ NA ₈₈ |
| 29. | Common and technical vocabulary, according to the student age. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ₇₉ NA ₈₈ |
| 30. | Guidelines for the use of graphic-plastic resources and other forms of expression. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ₇₉ NA ₈₈ |

FIFTH GRADE

35. On the thematic content that was worked during the current year in the fifth grade classroom, answer the following:

Mark with a cross (X) only one box for each question.

| Thematic Content (knowledge) | 35.1 Did you develop or plan to develop that content? | | | 35.2 With what intensity have you worked that content? | | |
|--|---|--|-------------------------------|--|-----------------------------|--------------------------------------|
| | Has not been developed and do not plan to develop it | It will be developed on what is left of the year | It's been developed already | Superficially | In depth | |
| Oral expression and comprehension | | | | | | |
| 1. Oral speech: guidelines to give coherence to the ideas. | <input type="checkbox"/> 01 ↴ | <input type="checkbox"/> 02 ↴ | <input type="checkbox"/> 03 → | <input type="checkbox"/> 01 | <input type="checkbox"/> 02 | RA ⁷⁹ NA ⁸⁸ |
| 2. Long poems: anthems, sonnets y others. | <input type="checkbox"/> 01 ↴ | <input type="checkbox"/> 02 ↴ | <input type="checkbox"/> 03 → | <input type="checkbox"/> 01 | <input type="checkbox"/> 02 | RA ⁷⁹ NA ⁸⁸ |
| 3. Main ideas. Strategies for their identification. | <input type="checkbox"/> 01 ↴ | <input type="checkbox"/> 02 ↴ | <input type="checkbox"/> 03 → | <input type="checkbox"/> 01 | <input type="checkbox"/> 02 | RA ⁷⁹ NA ⁸⁸ |
| 4. Formal exhibition: the auditorium and the visual resources. | <input type="checkbox"/> 01 ↴ | <input type="checkbox"/> 02 ↴ | <input type="checkbox"/> 03 → | <input type="checkbox"/> 01 | <input type="checkbox"/> 02 | RA ⁷⁹ NA ⁸⁸ |
| 5. The attitude of the speaker and of the listener in a dialogue or debate: maintain the thread of the conversation, ask to speak, avoid interruptions | <input type="checkbox"/> 01 ↴ | <input type="checkbox"/> 02 ↴ | <input type="checkbox"/> 03 → | <input type="checkbox"/> 01 | <input type="checkbox"/> 02 | RA ⁷⁹ NA ⁸⁸ |
| 6. The debates: issues related to the classroom, family, town and country. | <input type="checkbox"/> 01 ↴ | <input type="checkbox"/> 02 ↴ | <input type="checkbox"/> 03 → | <input type="checkbox"/> 01 | <input type="checkbox"/> 02 | RA ⁷⁹ NA ⁸⁸ |
| 7. Guidelines for presenting and justifying ideas and findings. | <input type="checkbox"/> 01 ↴ | <input type="checkbox"/> 02 ↴ | <input type="checkbox"/> 03 → | <input type="checkbox"/> 01 | <input type="checkbox"/> 02 | RA ⁷⁹ NA ⁸⁸ |
| 8. Voice qualities; intonation and pronunciation. | <input type="checkbox"/> 01 ↴ | <input type="checkbox"/> 02 ↴ | <input type="checkbox"/> 03 → | <input type="checkbox"/> 01 | <input type="checkbox"/> 02 | RA ⁷⁹ NA ⁸⁸ |
| Text comprehension | | | | | | |
| 9. Type of texts according its structure and function. | <input type="checkbox"/> 01 ↴ | <input type="checkbox"/> 02 ↴ | <input type="checkbox"/> 03 → | <input type="checkbox"/> 01 | <input type="checkbox"/> 02 | RA ⁷⁹ NA ⁸⁸ |
| 10. Strategies for the identification of main ideas. | <input type="checkbox"/> 01 ↴ | <input type="checkbox"/> 02 ↴ | <input type="checkbox"/> 03 → | <input type="checkbox"/> 01 | <input type="checkbox"/> 02 | RA ⁷⁹ NA ⁸⁸ |
| 11. Reading for pleasure, study reading and research reading. | <input type="checkbox"/> 01 ↴ | <input type="checkbox"/> 02 ↴ | <input type="checkbox"/> 03 → | <input type="checkbox"/> 01 | <input type="checkbox"/> 02 | RA ⁷⁹ NA ⁸⁸ |
| 12. Main and secondary ideas. Strategies for their identification. | <input type="checkbox"/> 01 ↴ | <input type="checkbox"/> 02 ↴ | <input type="checkbox"/> 03 → | <input type="checkbox"/> 01 | <input type="checkbox"/> 02 | RA ⁷⁹ NA ⁸⁸ |
| 13. Strategies for reading comprehension: paraphrased reading, asking question, completing cloze texts, the construction of visual images. | <input type="checkbox"/> 01 ↴ | <input type="checkbox"/> 02 ↴ | <input type="checkbox"/> 03 → | <input type="checkbox"/> 01 | <input type="checkbox"/> 02 | RA ⁷⁹ NA ⁸⁸ |
| 14. Graphic organizers. Techniques for its elaboration. | <input type="checkbox"/> 01 ↴ | <input type="checkbox"/> 02 ↴ | <input type="checkbox"/> 03 → | <input type="checkbox"/> 01 | <input type="checkbox"/> 02 | RA ⁷⁹ NA ⁸⁸ |
| 15. The underlining, annotations and the summary. | <input type="checkbox"/> 01 ↴ | <input type="checkbox"/> 02 ↴ | <input type="checkbox"/> 03 → | <input type="checkbox"/> 01 | <input type="checkbox"/> 02 | RA ⁷⁹ NA ⁸⁸ |
| 16. Autonomous reading: organizing the time and space for reading. | <input type="checkbox"/> 01 ↴ | <input type="checkbox"/> 02 ↴ | <input type="checkbox"/> 03 → | <input type="checkbox"/> 01 | <input type="checkbox"/> 02 | RA ⁷⁹ NA ⁸⁸ |
| 17. Non-continuous texts: comics, jokes, albums, notices and advertizing material, statistical charts, among others. | <input type="checkbox"/> 01 ↴ | <input type="checkbox"/> 02 ↴ | <input type="checkbox"/> 03 → | <input type="checkbox"/> 01 | <input type="checkbox"/> 02 | RA ⁷⁹ NA ⁸⁸ |

(Continue...)

| Thematic Content (knowledge) | | 35.1 Did you develop or plan to develop that content? | | | 35.2 With what intensity have you worked that content? | |
|------------------------------|---|---|--|--|--|--|
| | | Has not been developed and do not plan to develop it | It will be developed on what is left of the year | It's been developed already | Superficially | In depth |
| Text production | | | | | | |
| 18. | Non-continuous texts: comics, posters, graphics, among others. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ |
| 19. | Writing plans: communicative purpose, recipient, message and format. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ |
| 20. | Graphic organizers: Guidelines for their elaboration. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ |
| 21. | Grammar and spelling: prepositions, use of punctuation (ellipsis, quotation marks, dashes, colons, semi colons); diphthongs and hiatuses; accent of words | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ |
| 22. | Vocabulary: Synonyms and antonyms. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ |
| 23. | Guidelines for the revision and editing of texts. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ |
| 24. | Formal and informal language. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ |
| 25. | Literary techniques: comparison and exaggeration. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ |

RA⁷⁹

NA⁸⁸

RA⁷⁹

NA⁸⁸

RA⁷⁹

NA⁸⁸

RA⁷⁹

NA⁸⁸

RA⁷⁹

NA⁸⁸

RA⁷⁹

NA⁸⁸

RA⁷⁹

NA⁸⁸

RA⁷⁹

NA⁸⁸

36. On the thematic content that was worked during the current year in the sixth grade classroom, answer the following:

Mark with a cross (X) only one box for each question.

| Thematic Content (knowledge) | 36.1 Did you develop or plan to develop that content? | | | 36.2 With what intensity have you worked that content? | | RA ₇₉ NA ₈₈ |
|---|---|--|--|--|--|--------------------------------------|
| | Has not been developed and do not plan to develop it | It will be developed on what is left of the year | It's been developed already | Superficially | In depth | |
| Oral expression and comprehension | | | | | | |
| 1. Various oral texts on scientific, historic and current events. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ₇₉ NA ₈₈ |
| 2. Colloquialisms according to text. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ₇₉ NA ₈₈ |
| 3. The exhibition: coherence between the theme and ideas. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ₇₉ NA ₈₈ |
| 4. Logical sequence. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ₇₉ NA ₈₈ |
| 5. Oral expression qualities: fluency, clarity, consistency, accuracy and intonation. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ₇₉ NA ₈₈ |
| 6. The conversation and the debate: characteristics. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ₇₉ NA ₈₈ |
| 7. Audiovisual resources as an aid for oral expression. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ₇₉ NA ₈₈ |
| 8. Famous dialogues, monologues, etc. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ₇₉ NA ₈₈ |
| 9. Conventions of participation in group Communication (Language Arts): taking turns, asking to speak | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ₇₉ NA ₈₈ |
| 10. Implicit messages, figuratively, irony and jokes. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ₇₉ NA ₈₈ |
| Text comprehension | | | | | | |
| 11. Types of texts: interviews, scientific magazines articles, prescriptions, reports, among others. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ₇₉ NA ₈₈ |
| 12. The reading process and levels of reading comprehension. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ₇₉ NA ₈₈ |
| 13. Reading comprehension strategies. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ₇₉ NA ₈₈ |
| 14. The linear and non-linear structures of narrative. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ₇₉ NA ₈₈ |
| 15. The main features of the text: coherence and cohesion. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ₇₉ NA ₈₈ |
| 16. Guidelines for the formulation of questions, hypothesis, opinions about texts. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ₇₉ NA ₈₈ |
| 17. Graphical organizers: diagrams, comparison charts, maps y graphics. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ₇₉ NA ₈₈ |
| 18. Las annotations and summaries. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ₇₉ NA ₈₈ |
| 19. Paraphrased reading. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ₇₉ NA ₈₈ |
| 20. Cloze texts: to complete. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ₇₉ NA ₈₈ |
| 21. Vocabulary and grammar structures. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ₇₉ NA ₈₈ |
| 22. Images language: shapes, colors, distances. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ | RA ₇₉ NA ₈₈ |

23. Literary and non-literary texts.

01 ↴

02 ↴

03 →

01

02

RA⁷⁹
NA⁸⁸

(Continue...)

| | Thematic Content (knowledge) | 36.1 Did you develop or plan to develop that content? | | | 36.2 With what intensity have you worked that content? | |
|------------------------|--|---|--|--|--|--|
| | | Has not been developed and do not plan to develop it | It will be developed on what is left of the year | It's been developed already | Superficially | In depth |
| Text production | | | | | | |
| 24. | Continuous and discontinuous texts: charts, tables, graphical organizers. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ |
| 25. | The writing plans: communicative purpose, recipient, message, format to use and paratextual elements. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ |
| 26. | Guidelines for reviewing drafts of writing: logical and temporal sequence. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ |
| 27. | Grammar and spelling: adverbs, pronouns, prepositions y conjunctions; coherence between gender, number and person in simple and compound sentences; general punctuation general; accent of words; frequent problems in the use of letters. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ |
| 28. | The narrative texts: verb tenses to express actions. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ |
| 29. | Vocabulary according to the age and technical vocabulary. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ |
| 30. | Literary workshop: stories, poetry and tales. | <input type="checkbox"/> ₀₁ ↴ | <input type="checkbox"/> ₀₂ ↴ | <input type="checkbox"/> ₀₃ → | <input type="checkbox"/> ₀₁ | <input type="checkbox"/> ₀₂ |

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End of Communication (Language Arts) Teacher Questionnaire – Thank you