



# LICEO NUEVOS HORIZONTES



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## **STUDENTS' LEVELING STRATEGY- ENGLISH AS A FOREIGN LANGUAGE THE SCHOOL YEAR 2026.**

<b>PROFESSOR:</b> Xiomara Garcia	<b>ACADEMIC TERM:</b> Second Term.
<b>COURSE:</b> THIRD (3°)	<b>CLASSES:</b> English as a foreign language.

### **DESCRIPTION OF THE GROUP'S ACADEMIC PERFORMANCE (FACTORS AND BEHAVIORS THAT AFFECT THEIR PERFORMANCE)**

Third-grade students have exhibited commendable interest, participation, and dedication in class. They have shown a comprehensive understanding of the topics covered and have actively engaged in the learning process. Additionally, they have demonstrated initiative in applying their language skills to real-life situations, showcasing purposeful and thoughtful use of the foreign language in their daily lives.

Since the beginning of the school year, students have displayed enthusiasm for the constructivist approach and methodology employed in their learning journey. This approach allows them to take an active role in their education, fostering critical thinking and independent knowledge construction under the guidance of their teacher.

Throughout the previous bimester, various descriptive activities were implemented to enhance different language skills. These activities included engaging in pre-knowledge activities, such as brainstorming sessions, concept mapping, and anticipation guides. Additionally, students participated in presentations, role-plays, dialogues, games, listening exercises, writing assessments, and reading activities, providing them with exposure to authentic English language contexts.

However, despite the positive reception of these activities and methodologies by many students, the teacher has observed certain factors and behaviors that have negatively impacted the learning process. These include distractions caused by classmates within the classroom, failure to bring necessary learning materials, inattentiveness to instructions, violations of classroom rules, non-attendance without engaging in the feedback process, and students pursuing their learning process independently without consistent support, leading to difficulties in completing activities.

Evidently, these factors negatively impact the teaching-learning process, resulting in delays and reduced participation for some students. Therefore, the teacher must devise a plan to address these challenges and enhance student performance, ensuring the optimal development and implementation of educational processes.

## **DIDACTIC STRATEGIES FOR ENHANCED STUDENT PERFORMANCE**

To ensure students' right to receive guidance and timely support from teachers in overcoming their learning weaknesses (MEN, Decree 1290: Article 12, numeral 4), a comprehensive improvement strategy is proposed. This strategy emphasizes formative and process evaluation, respecting diverse learning rhythms and styles. It aims to "Contribute to the identification of limitations or difficulties in consolidating achievements within the formative process" and to "Offer students opportunities to learn from success, errors, and overall experiences" (MEN, Decree 1860 of 1994: Chapter VI, Art. 47).

Aligned with this approach, sequential activities are organized within the fourth bimester, addressing learning performances that some students have not fully grasped in the preceding term. This does not hinder the ongoing formative process; instead, it strengthens it by fostering continuous interaction between students' challenges and progress. Both teachers and students must actively engage in this strategy to optimize learning outcomes.

According to Castro, Martinez, and Figueroa (2009), the training process involving teaching, learning, and evaluation entails shared responsibilities between teachers and students. Teachers must consistently seek reasons for unsatisfactory results in their students and support them through effective strategies to enhance their performance. It is crucial to recognize that students are the primary beneficiaries of evaluative feedback, and they bear the responsibility to fulfill commitments established by educators and educational institutions.

Evaluation, viewed as informative support for various stages of student learning, necessitates the design of teaching-learning experiences tailored to address students' difficulties, particularly those with low or basic performance levels. This design process requires identification of factors such as attitudes, material resources, and competencies that significantly impact learning. Isolated activities cannot adequately address the multifaceted responsibilities of meeting students' training needs, given the dynamic nature of learning situations and opportunities.

Consequently, the current improvement strategy must incorporate specific pedagogical actions:

1. Address students' expressed difficulties explicitly within the strategy.
2. Integrate new learning tools and dynamics aligned with students' interests.
3. Facilitate analysis and comparison with previous significant learning experiences.
4. Develop both general and discipline-specific competencies alongside reading and critical thinking skills.
5. Emphasize contextualization through the analysis of real-life situations.
6. Design a minimum of three activities, procedures, or additional tasks to support students with low or basic performance levels, potentially benefiting their peers as well. These activities should be adaptable for in-class or at-home reinforcement.
7. Incorporate the three dimensions of knowledge—cognitive, praxis, and socio-affective—within a framework of critical thinking, as outlined in our Institutional Educational Project (Manual de Convivencia, 2023).
8. Document the application of the improvement strategy with appropriate records (e.g., meeting minutes, school calendar, and observations), adhering to previous recommendations.

In summary, the strategy for enhancing the learning process, often referred to as leveling, enriches teachers' pedagogical practices in addressing learners' difficulties while upholding students' responsibility for achieving performance standards. This approach aligns with institutional requirements regarding education as both a right and a duty (Sentence T-519/1992). The subsequent section will detail the activities designed to support these objectives.

## **LEVELING ACTIVITIES BY SUBJECT AND/OR FIELD.**

### **English Leveling Activity for Third Grade: Building a Favorite Character** **Nivelación de Inglés para Tercer Grado: Construyendo un Personaje Favorito**

#### **Materials Needed:**

1. Cardstock or sturdy paper
2. Scissors
3. Glue
4. Colored markers
5. Fabric or colored paper for clothing items
6. Toothpicks (optional for articulation)
7. Wooden sticks or pencils (for support)
8. Printed images of flags from different countries
9. Information about countries (for researching and learning about the flags)

#### **Materiales Necesarios:**

1. Cartulina o papel resistente
2. Tijeras
3. Pegamento
4. Marcadores de colores
5. Tela o papel de colores para las prendas de vestir
6. Palillos de dientes (opcional para articulación)
7. Palitos de madera o lápices (para soporte)
8. Imágenes impresas de banderas de diferentes países
9. Información sobre países (para investigar y aprender sobre las banderas)

#### **Activity Steps:**

##### **1. Research and Choose the Character:**

- Students will research and choose their favorite character from a book, movie, animated series, etc.
- They should gather information about the character, including their distinctive clothing and the country they belong to.

##### **2. Building the Character:**

- Using cardstock or sturdy paper, students will cut out and draw the shape of their character's body.
- They will cut out and glue clothing items made of fabric or colored paper onto the character, representing their characteristic attire.
- Optionally, they can use toothpicks to articulate the character's limbs.
- They will glue a flag of the country their character belongs to in the hand or near the body.

### 3. Preparing for the Presentation:

- Each student will prepare a brief presentation about their favorite character in English and Spanish.
- In the presentation, they will describe the character's appearance, including the clothing item and some physical characteristics.

#### Evaluation:

- Creativity in building the character and accuracy in the oral and written presentation in both languages will be assessed.
- The clarity of the character description and the accuracy of the information provided about the represented country will be taken into account.

### Pasos para la Actividad:

#### 1. Investigación y Elección del Personaje:

- Los estudiantes investigarán y elegirán a su personaje favorito de un libro, película, serie animada, etc.
- Deberán recolectar información sobre el personaje, incluyendo su vestimenta distintiva y el país al que pertenece.

#### 2. Construcción del Personaje:

- Utilizando cartulina o papel resistente, los estudiantes recortarán y dibujarán la forma del cuerpo de su personaje.
- Recortarán y pegarán prendas de vestir hechas de tela o papel de colores al personaje, representando su vestimenta característica.
- Opcionalmente, pueden utilizar palillos de dientes para articular las extremidades del personaje.
- Pegarán una bandera del país al que pertenece su personaje en la mano o cerca del cuerpo.

#### 3. Preparación para la Presentación:

- Cada estudiante preparará una breve presentación sobre su personaje favorito en inglés y en español.
- En la presentación, describirán la apariencia del personaje, incluyendo las prendas de vestir y algunas características físicas

#### Evaluación:

- Se evaluará la creatividad en la construcción del personaje y la precisión en la presentación oral y escrita en ambos idiomas.
- Se tendrá en cuenta la claridad de la descripción del personaje y la precisión en la información proporcionada sobre el país representado.

### Important Notice: Presentation of Favorite Character Leveling Activity

Dear Students:

We would like to emphasize the significance of the upcoming activity involving the creation and presentation of your favorite characters. It is crucial that you pay careful attention to both the

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construction of your character and your oral and written presentation skills. Failure to meet the required standards may result in you not advancing to the next level.

### **Importance of Character Presentation:**

Your favorite character represents not only your personal preference but also your creativity and attention to detail. Constructing your character with precision and accuracy reflects your ability to follow instructions and showcase your artistic skills.

### **Oral Presentation:**

During the presentation, you will have the opportunity to describe your character in both English and Spanish. Use clear and descriptive language to portray the appearance and attributes of your character. Remember to speak confidently and fluently, demonstrating your language proficiency.

### **Written Presentation:**

Additionally, you will be required to write a brief description of your character in English and Spanish. Ensure that your written presentation is well-structured, grammatically correct, and free from spelling errors. This showcases your writing skills and attention to language conventions.

### **Evaluation Criteria:**

- **Character Construction:** Creativity, accuracy, and attention to detail.
- **Oral Presentation:** Fluency, clarity, and accuracy in both English and Spanish.
- **Written Presentation:** Coherence, grammar, and spelling accuracy in English and Spanish.

### **Conclusion:**

Your participation and effort in this activity are essential for your language development and progression. Take pride in presenting your favorite character and demonstrate your linguistic abilities to the best of your ability.

Thank you for your attention to these important details.

Sincerely, your teacher.

### **Nota Importante: Presentación de la Actividad de Nivelación del Personaje Favorito**

Estimados Estudiantes:

Nos gustaría enfatizar la importancia de la próxima actividad que involucra la creación y presentación de sus personajes favoritos. Es crucial que presten atención tanto a la construcción de su personaje como a sus habilidades de presentación oral y escrita. La falta de cumplimiento con los estándares requeridos puede resultar en que no avancen al próximo nivel.

### **Importancia de la Presentación del Personaje:**

Su personaje favorito representa no solo su preferencia personal sino también su creatividad y atención al detalle. La construcción de su personaje con precisión y exactitud refleja su capacidad para seguir instrucciones y mostrar sus habilidades artísticas.

### **Presentación Oral:**

Durante la presentación, tendrán la oportunidad de describir su personaje tanto en inglés como en español. Utilicen un lenguaje claro y descriptivo para retratar la apariencia y atributos de su personaje. Recuerden hablar con confianza y fluidez, demostrando su competencia lingüística.

### **Presentación Escrita:**

Además, se les requerirá escribir una breve descripción de su personaje en inglés y español. Asegúrense de que su presentación escrita esté bien estructurada, gramaticalmente correcta y libre de errores ortográficos. Esto muestra sus habilidades de escritura y atención a las convenciones del lenguaje.

### **Criterios de Evaluación:**

- **Construcción del Personaje:** Creatividad, precisión y atención al detalle.
- **Presentación Oral:** Fluidez, claridad y precisión tanto en inglés como en español.
- **Presentación Escrita:** Coherencia, gramática y precisión ortográfica en inglés y español.

### **Conclusión:**

Su participación y esfuerzo en esta actividad son esenciales para su desarrollo lingüístico y progreso. Siéntanse orgullosos de presentar su personaje favorito y demuestren sus habilidades lingüísticas lo mejor que puedan.

Gracias por su atención a estos detalles importantes.

Atentamente tú maestra.

### **EXAMPLES:**

My character is  
Pinocchio  
He **is** a wooden toy  
He **is** happy  
He wears a red and short  
pant. ETC





**Fecha de preparación y ejecución:** La nivelación se debe entregar a la docente el día lunes **27 de abril** y se realiza la **sustentación el día jueves 30 de abril**, según el horario indicado.

**NOTA:** Si los trabajos presentados no corresponden a las indicaciones dadas por el docente y denotan baja calidad, se afecta la posibilidad de su sustentación (la primera es condición para efectuar la segunda) y, por ende, el estudiante pierde el derecho de la nivelación al incumplir con su deber.

Castro, H., Martínez, E. y Figueroa, Y. (2009). *Fundamentaciones y orientaciones para la implementación del Decreto 1290 del 16 de abril de 2009: Evaluación del aprendizaje y promoción de los estudiantes en los niveles de educación básica y media (Documento 11)*. Ministerio de Educación Nacional. [https://www.mineduccion.gov.co/1621/articles-213769\\_archivo\\_pdf\\_evaluacion.pdf](https://www.mineduccion.gov.co/1621/articles-213769_archivo_pdf_evaluacion.pdf)

Decreto 1290 de 2009. (2009, 16 de abril). Ministerio de Educación Nacional. [https://www.mineduccion.gov.co/1621/articles-187765\\_archivo\\_pdf\\_decreto\\_1290.pdf](https://www.mineduccion.gov.co/1621/articles-187765_archivo_pdf_decreto_1290.pdf)

Decreto 1860 de 1994. (1994, 3 de agosto). Ministerio de Educación Nacional. [https://www.mineduccion.gov.co/1621/articles-172061\\_archivo\\_pdf\\_decreto1860\\_94.pdf](https://www.mineduccion.gov.co/1621/articles-172061_archivo_pdf_decreto1860_94.pdf)

Manual de Convivencia Institución Educativa Liceo Nuevos Horizontes. (2022). Liceo Nuevos Horizontes. <https://liceonuevoshorizontes.edu.co/manual/>

Sentencia T- 519/92 (1992, 16 de septiembre). Corte Constitucional. (José Gregorio Hernández, M.P.).