



# LICEO NUEVOS HORIZONTES



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APROBACIÓN SED N° 3775 DEL 12 DE DICIEMBRE DE 2003 (preescolar y básica)  
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## ESTRATEGIAS DE NIVELACIÓN DEL DESEMPEÑO ESTUDIANTIL AÑO 2026

|                                |                                                  |
|--------------------------------|--------------------------------------------------|
| <b>DOCENTE:</b> XIOMARA GARCIA | <b>PERIODO ACADÉMICO:</b> SECOND TERM.           |
| <b>GRADO:</b> THIRD (3°)       | <b>ASIGNATURA:</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).

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:

#### Competence

Recognizes and uses basic English vocabulary related to preferences, emotions, and nationalities through oral, written, and hands-on activities.

#### Performance

Expresses preferences, emotions, and nationality in English using simple phrases and interactive materials created by the student.

#### LEVELING: "MY INTERACTIVE ENGLISH WHEEL"

Students will create an interactive wheel on cardstock to practice the topics covered during the unit.

- Materials
- Cardstock or strawboard
- Crayons and markers
- Scissors
- Glue
- Metal binder clip or butterfly clip
- Images or drawings
- Ruler

How to make the wheel?

The wheel will be divided into 3 sections:

#### 1. NATIONALITY 🌍

Students will draw or glue flags and write phrases such as:

- I am Colombian.
- I am Mexican.
- I am Brazilian.

They can also include:

- Name
- Age
- Country
- Nationality

#### 2. EMOTIONS 😊 😞 😡

Draw emotions and write:

- I am happy.
- I am sad.
- I am angry.
- I am excited.
- I am tired.

The wheel should spin and land on an emotion that the student must say aloud.

### 3. LIKE – DISLIKE – LOVE – HATE ❤️

Add images of foods, sports, or activities.

Examples:

- I like pizza.
- I dislike broccoli.
- I love soccer.
- I hate spiders.

When the wheel spins, the student must form a sentence in English based on the image that appears.

Presentation Activity:

- Each student must:
- Present their interactive material.
- Explain the parts of the wheel.
- Pronounce the English phrases correctly.
- Answer simple questions asked by the teacher.
- Assessment Criteria.

# MY INTERACTIVE ENGLISH WHEEL

GIRA  
LA RUEDA  
Y PRACTICA  
EN INGLÉS

SPEAK  
IN ENGLISH



Los estudiantes deberán elaborar una ruleta interactiva en cartulina que les permita practicar los temas trabajados durante el periodo.

### Materiales

- Cartulina o cartón paja
- Colores y marcadores
- Tijeras
- Pegante
- Encuadernador metálico o chince mariposa
- Imágenes o dibujos
- Regla

### ¿Cómo elaborar la ruleta?

La ruleta estará dividida en 3 secciones:

#### 1. NATIONALITY 🌍

Los estudiantes dibujarán o pegarán banderas y escribirán frases como:

- I am Colombian.
- I am Mexican.
- I am Brazilian.

También pueden incluir:

- Name
- Age
- Country
- Nationality

#### 2. EMOTIONS 😊 😞 😡

Dibujar emociones y escribir:

- I am happy.
- I am sad.
- I am angry.
- I am excited.
- I am tired.

La ruleta debe girar y señalar una emoción que el estudiante deberá pronunciar.

### 3. LIKE – DISLIKE – LOVE – HATE ❤️

Agregar imágenes de comidas, deportes o actividades.

Ejemplos:

- I like pizza.
- I dislike broccoli.
- I love soccer.

Actividad de sustentación

- Cada estudiante deberá:
- Presentar su material interactivo.
- Explicar las partes de la ruleta.
- Pronunciar correctamente las frases en inglés.
- Responder preguntas sencillas realizadas por la docente.
- Criterios de evaluación.

**Fecha de preparación y ejecución:** La nivelación se debe entregar a la docente el día **miércoles 8 de julio** y se realiza la sustentación el día **viernes 10 de julio** 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.

## REFERENCES

- 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.mineduacion.gov.co/1621/articles-213769\\_archivo\\_pdf\\_evaluacion.pdf](https://www.mineduacion.gov.co/1621/articles-213769_archivo_pdf_evaluacion.pdf)
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