



Convenio de Cooperación 1800 de 2019

Know Now: Achieving Skills,

Preparing for Life

Alcaldía de Bogotá

Know Now Workshop 1/3

May 9th & May 10th, 2019

Alcaldía de Bogotá

WELCOME!

- Presenter
- *Know Now* Promoters
- SED Delegates

and most importantly...

- EFL teachers



Pickers and Post-its

1. How many students do you work with?

a) 1-40 b) 41-100 c) 100 - 250 d) +250

2. How many 10th and 11th graders do you work with?

a) 1-40 b) 41-100 c) 100 - 250 d) +250

3. Have you received the Know Now booklet in your school?

a) Yes b) No c) I don't know.



CONVENIO 1800-2019

- “Implementar una estrategia mixta centrada en la evaluación formativa, el reconocimiento de pruebas estandarizadas [...] que permita a estudiantes y docentes de inglés de grados 10° y 11° [...] familiarizarse con pruebas que midan el uso del inglés y enfocar sus prácticas de enseñanza y aprendizaje a fortalecer las competencias comunicativas.”

Ejes de fortalecimiento – Componente 2

Fortalecimiento de las prácticas de evaluación formativa y familiarización con pruebas estandarizadas de uso del inglés.



Know Now Workshop Series 2019

Date	Contents
May 9/10th	<ul style="list-style-type: none"> • How to use <i>Know Now</i> booklet • KN Parts 1 – 4 • KN First Diagnostic Test interpretation and implementation plan
June 6/7th	<ul style="list-style-type: none"> • <i>Know Now</i> booklet Parts 5 – 7 • Toolbox and activities for implementation • <i>Know Now App</i>
July 15/16th	<ul style="list-style-type: none"> • <i>Know Now</i> Final Diagnostic Test Follow up • Gamification • Other EFL International Tests Preparation (APTIS) • Additional teaching and learning resources



Know Now Workshop Series 2019

Objectives

- To familiarize EFL teachers with the contents, structure and tools available in *Know Now*
- To provide EFL teachers in Bogota with the tools to use *Know Now* as assessment input in their students' learning process and inform their teaching practices



“The art of teaching is the art of assisting discovery.”

Mark Van Doren

- By attending and successfully completing all three workshops you will be eligible to participate in an incentive plan at the classroom, institution and district levels.



Stay tuned for more information.



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Today's Agenda

- *Know Now*: contents, strategies and tools
- *Know Now* Parts 1 – 4
- Initial Diagnostic Test
- Interpreting results and establishing an implementation plan



Today's Objective

- At the end of the session, participants will be familiar with the contents, sections, strategies and tools available in the the *Know Now* booklet in order to inform their pedagogical practices and establish an implementation plan for their classes.



Products

At the end of the session, you will have access to and know how to use:

- A format to record results of the initial diagnostic test
- A tool to interpret the results of the test and identify areas of strength and weakness
- An implementation plan which accounts for strategies and specifics in your classroom

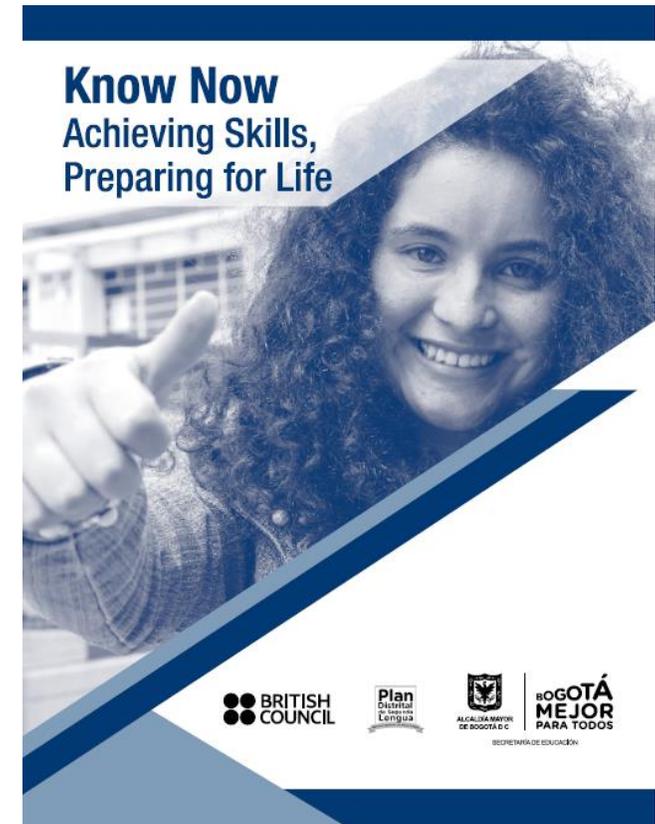


How to Use Know Now in the Classroom?

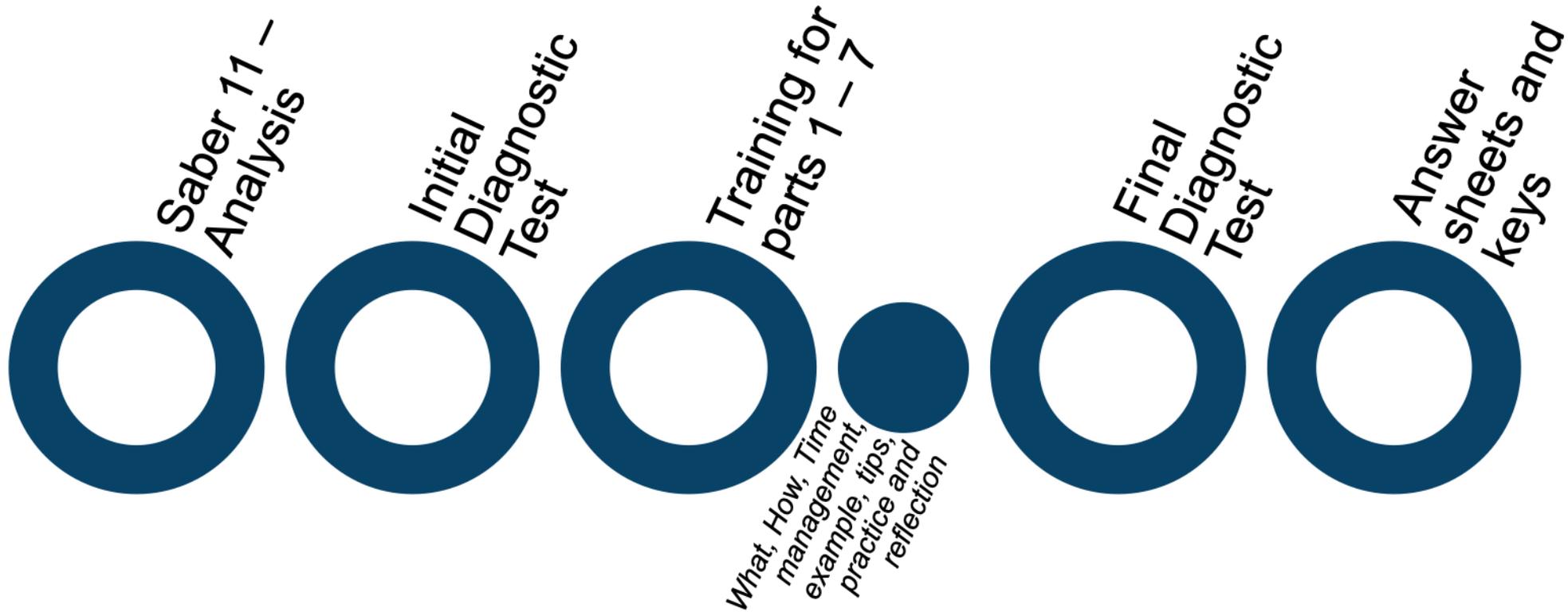
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Know Now

- 2018
- *Saber 11* inglés
- 30 hours of classroom work
- 10 hours of independent work
- CSI: Assessment for learning



How to Use Know Now in the Classroom?



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Activa
Ve a Cor

What resources are included in *Know Now*?

- Diagnostic tests (entry & exit)
- Trainings for each part of Saber 11
- Photocopiable answer sheets
- Answer key
- Guiding icons
- Improvement guidance
- Links for further reference and practice (British Council material)
- Reference lists of vocabulary and grammar (RedAcademica.edu.co)



Know Now Instructions and Guiding Icons

ÍCONOS DE LA CARTILLA

A lo largo de la cartilla encontrará los siguientes íconos. Al frente de cada uno está la definición correspondiente.



Explicación de la respuesta correcta



Evaluación de desempeño en cada parte de la prueba



Trabajo en grupo



Links de trabajo autónomo



Tiempo estimado para la parte de la prueba

Classroom Dynamics



- What other classroom dynamics would you include?



Saber 11 Analysis in the Booklet

- In the booklet, you will be able to find a section that presents the contents, design, communicative scenarios and skills for *SABER 11*.
- TIP: It is very useful for students to know and create their own test taking strategies. The more they know about the test, the lower anxiety they will feel.



Saber 11 Analysis in the Booklet

Lo que debe saber de la prueba

LO QUE DEBE SABER DE LA PRUEBA

1. ¿Qué evalúa?

La prueba SABER 11 de inglés da cuenta de su nivel de desempeño en ese idioma de acuerdo con estándares internacionales. A través de 45 preguntas que responderá en esta prueba, se mide su capacidad para comprender la lengua y para comunicarse por medio de vocabulario, gramática, comprensión de lectura y en situaciones básicas de orden comunicativo.



2. ¿Qué aspectos mide la prueba?



1. Uso interactivo del inglés
2. Conocimiento lexical
3. Conocimiento comunicativo
4. Conocimiento gramatical
5. Comprensión lectora literal
6. Comprensión lectora inferencial
7. Conocimiento lexical y gramatical

3. ¿Qué debe saber hacer quien toma la prueba?

- ✓ Identificar y comprender situaciones comunicativas.
- ✓ Relacionar palabras con contextos comunicativos.
- ✓ Identificar el uso de inglés en conversaciones.
- ✓ Elegir estructuras adecuadas según el contexto de frases.

- ✓ Responder preguntas de lectura literal.
- ✓ Identificar información explícita en el texto.
- ✓ Identificar la intención del autor u otros aspectos generales o específicos del texto que no son explícitos.
- ✓ Leer textos y elegir la palabra o elemento lingüístico correcto.



3



Saber 11 Analysis in the Booklet

Parte	¿Qué evalúa?	¿Qué debe hacer quien tome la prueba?	¿Cuántas preguntas tiene cada parte?	Tiempo
1	Uso interactivo del inglés	Identificar y comprender situaciones comunicativas a partir de anuncios	5 preguntas	5 minutos
2	Conocimiento lexical	Relacionar una palabra con su descripción	5 preguntas	5 minutos
3	Conocimiento comunicativo	Identificar el uso del inglés en conversaciones cortas	5 preguntas	5 minutos
4	Conocimiento gramatical	Elegir una palabra que de acuerdo con su forma complete correctamente el texto	8 preguntas	11 minutos
5	Comprensión de lectura literal	Identificar información explícita en el texto	7 preguntas	12 minutos
6	Comprensión de lectura inferencial	Identificar la intención del autor y aspectos que no están explícitos en el texto	5 preguntas	10 minutos
7	Conocimiento lexical y gramatical	Elegir una palabra que de acuerdo con su forma o uso complete correctamente el texto	10 preguntas	12 minutos

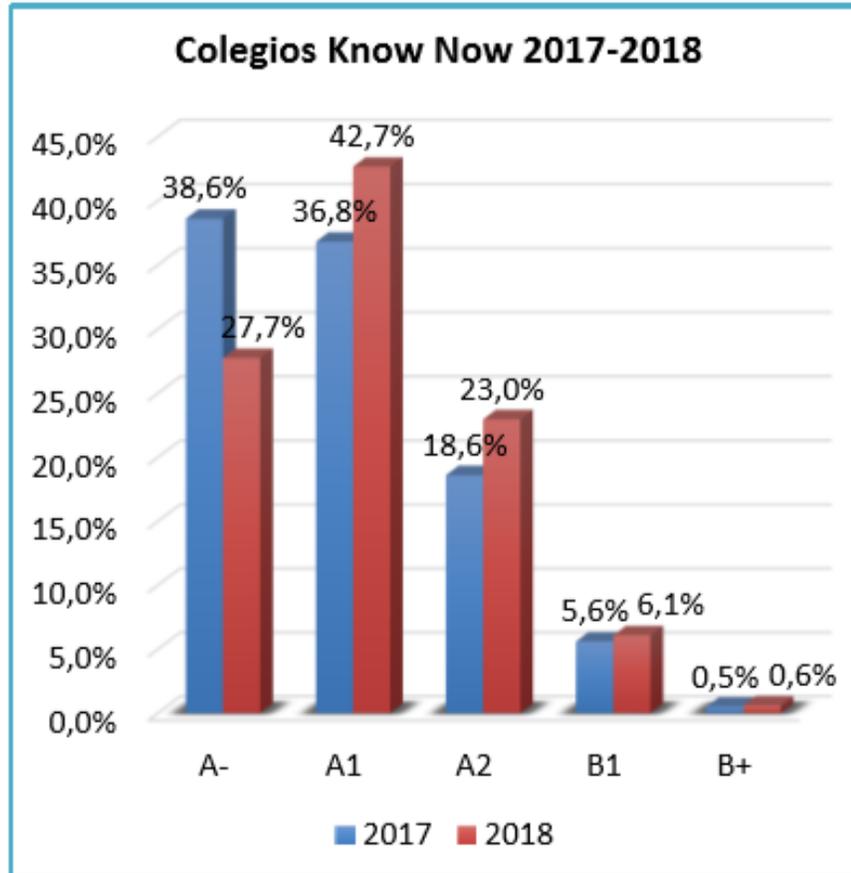


Why Use Know Now?

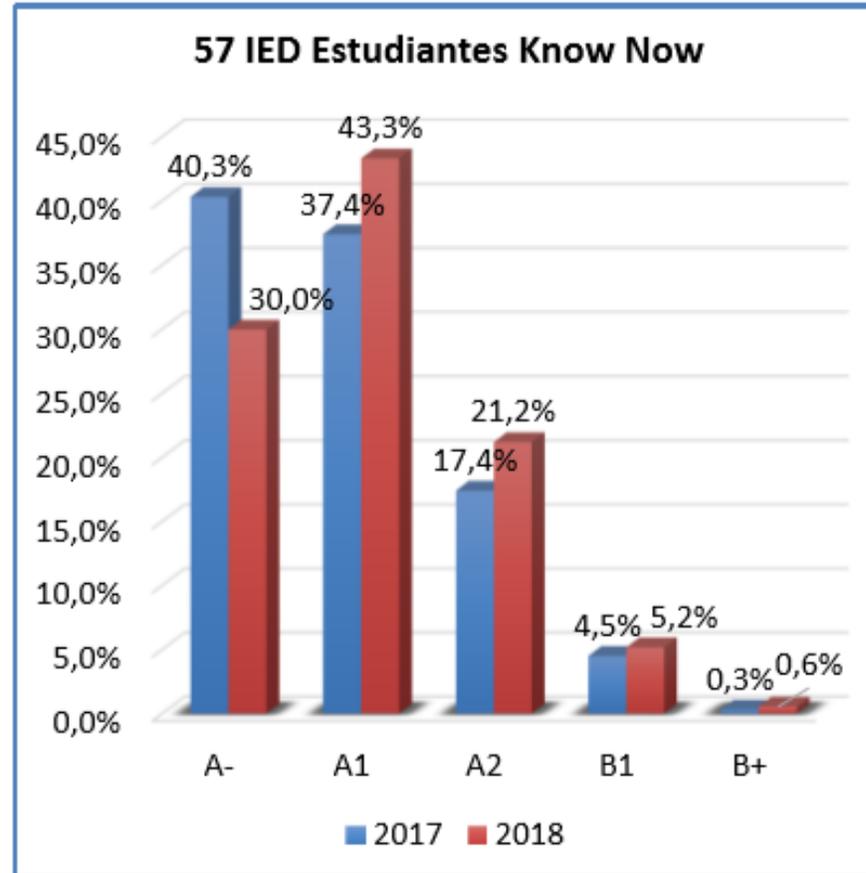
- Academic research supports the relevance of test taking strategies development for standardized tests (Jia-Ying, 2018; Nosrati, 2015)
- Successful test takers are familiar with kinds of questions = *Test Wiseness* (Amer, 2007)
- Developing test taking strategies is a key skill for life. Hence, Achieving Skills, Preparing for Life.
- The activities and contents in Know Now can be integrated into the standard and DBA in *Currículo Sugerido*



Our Experience in 2018



14.792 15.015



5.888 5.891



Time to Practice

- Discuss and answer the questions in Worksheet 1 and tell us:

Do you know now?



Achievement Unlocked!



You have discovered the most essential elements of the *Know Now* Booklet.

Now, you are ready to look at the specifics.

Remember that if you have questions, this is a great time to post them.

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Know Now

Parts 1 - 4

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Assessment vs. Evaluation

- Talk to the teacher next to you about this question for the next 3 minutes:

What's the difference between assessment *for* learning and assessment *of* learning?



For Learning

- "Esta es de carácter formativo y está relacionada con el seguimiento y monitoreo que el docente realiza a los estudiantes, lo que le permite comprender el progreso de éstos en el aprendizaje".

- *Ministerio de Educación Nacional de Colombia. "Currículo Sugerido De Inglés." 2016, p. 24*



Of Learning

- "Hace referencia a los procedimientos por los cuales el docente puede valorar el desempeño de sus estudiantes"

- *Ministerio de Educación Nacional de Colombia. "Currículo Sugerido De Inglés." 2016, p. 24*



Know Now as Assessment for and of Learning

- What parts of the *Know Now* resources, contents and structure can provide insights about my students' performance?
- How can I implement a booklet based on a standardized test as a language learning opportunity?
- What can I learn about my students from the data in their diagnostic tests? What sorts of learning processes and language production can I promote in the classroom?



Self-Assessment in Know Now

➡ Comparta con sus compañeros de clase y docente cómo le fue en esta sección.



Reflexión final:

PARTE 2

1. ¿Leyó cuidadosamente la descripción dada?
Sí No
2. ¿Leyó rápidamente las oraciones y las relacionó con las palabras de la derecha?
Sí No
3. ¿Asoció la descripción con las palabras que conoce?
Sí No
4. ¿Subrayó la acción/verbo o sustantivo clave en la descripción?
Sí No
5. ¿Relacionó al menos dos palabras con la descripción?
Sí No
6. ¿Leyó las opciones de respuesta y observó si entre ellas aparecía mencionada alguna de las palabras que pensó?
Sí No
7. ¿Relacionó las palabras que subrayó en la descripción con cada opción de respuesta?
Sí No



SABER 11 – Part 1 – Questions and Strategies

- *Saber 11* Part 1 evaluates the interactive use of English by identifying and understanding communicative situations through signs.
- You need to identify the communicative purposes of 5 signs and the places where you can find them.



P1 – Training Design

- A sign, location information, piece of news or warning that relates a person with their environment.

Know Now Training 1

¿Qué evalúa esta sección?

¿Cómo responder este tipo de pregunta?

Tips

Refuerce la estrategia

Pruebe sus habilidades en clase

Reflexión final



Pt 1 Example and Scoring

1 Lea el mensaje del aviso cuidadosamente.

Ejemplo.....

0.



A. at home

B. at the park

C. at the restaurant

- Part 1 Weight: 11%
- CEFR: A1
- 5 minutes

Score	Concept
0 – 2 points	
3 – 4 points	
5 points	

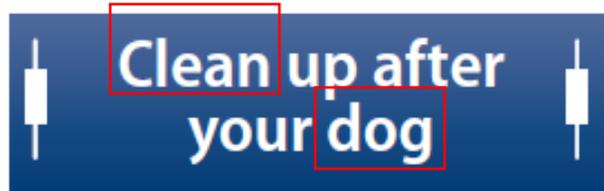


Part 1 Guided Sample

1 Lea el mensaje del aviso cuidadosamente.

Ejemplo.....

0.



A. at home

B. at the park

C. at the restaurant



Useful Strategies to Answer Part 1

- Determine the purpose of the sign
- Underline key words and relate them to the options in order to discard answers.
- What are some signs like the ones in Part 1 which your students see everyday?



Booklet Additional Resources

<http://learnenglishteens.britishcouncil.org/skills/reading-skills-practice>

LearnEnglish Teens  

 **Beginner A1 reading**
Are you a beginner (CEFR level A1) learner of English? Practise and improve your reading skills with these texts and exercises.

 **Elementary A2 reading**
Are you an elementary (CEFR level A2) learner of English? Practise and improve your reading skills with these texts and exercises.

 **Intermediate B1 reading**
Are you an intermediate (CEFR level B1) learner of English? Practise and improve your reading skills with these texts and exercises.



A lost dog

Look at the poster for a lost dog and do the exercises to practise and improve your reading skills.

► Instructions

► Preparation

LOST DOG



Sherry

3 years old, male

Help us find our dog. Lost in Central Park near Blue Lake Café on Monday 10th June at 4 p.m.

€500 Reward for safe return

012 6554 7862	012 6554 7862	012 6554 7862	012 6554 7862	012 6554 7862	012 6554 7862	012 6554 7862	012 6554 7862	012 6554 7862	012 6554 7862
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► Image description

► Check your understanding: true or false

► Check your understanding: gap fill

► Check your understanding: error correction





Booklet Activities + Classroom Strategies

- Using the booklet training section (pages 14-17).
-
- Playing matching games or having a scavenger hunt using signs and places around the classroom or the school.
 - Using brochures, city tour videos or school signs to show and promote the creation of student created examples.
 - Brainstorming activity to associate content words to specific places.



SABER 11 – Part 2 – Questions and Strategies

- *Saber 11* Part 2 evaluates the ability to relate everyday vocabulary to simple definitions.
- 7 or 8 words need to be matched to 5 definitions.



P2 - Questions and Design

- Lexical knowledge of elements within the A1 and A2 bands of *CEFR*

Know Now Training 2

¿Qué evalúa esta sección?

¿Cómo responder este tipo de pregunta?

Tips

Refuerce la estrategia

Pruebe sus habilidades en clase

Reflexión final



Pt 2 Example and Scoring

Means of transportation

1. This kind of transport usually travels under the ground.

Respuesta: 1 A B C D E F G H

2. A ship for taking passengers or vehicles across an area of water.

Respuesta: 1 A B C D E F G H

- A. bus
- B. tram
- C. ferry
- D. airplane
- E. subway
- F. cab
- G. train
- H. jet liner

- Part 2 Weight: 11%
- CEFR: A1
- 5 minutes

Score	Concept
0 – 2 points	
3 – 4 points	
5 points	



Pt 2 Guided Sample

Means of transportation

1. This kind of transport usually travels under the ground.

Respuesta: 1 A B C D E F G H

2. A ship for taking passengers or vehicles across an area of water.

Respuesta: 1 A B C D E F G H

- A. bus
- B. tram
- C. ferry
- D. airplane
- E. subway
- F. cab
- G. train
- H. jet liner



Useful Strategies to Answer Part 2

- In order to create questions for part 2, test designers use open lists of vocabulary references and lexical fields: redacademica.edu.co/catalogo/cartilla-know-now-achieving-skills-preparing-life
- Test-taking skill: *elimination*



Booklet Additional Resources

<http://learnenglishteens.britishcouncil.org/grammar-vocabulary/vocabulary-exercises>

Beginner vocabulary

Learn new words and practise your vocabulary. In this section you can listen to the pronunciation of the words and then do the exercises. There are worksheets too for offline practice.

ALL A B C D E F H J K L M N O P R S T V W



A room



Accessories



Actions



Air travel



Animals



Appearance



Around town



Bathroom



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Animals

Vocabulary exercises to help learn words for different animals.

► Instructions

Animals

Match the words and pictures.

12 items remaining

- sheep
- pig
- cat
- horse
- goat
- cow
- chicken
- mouse
- dog
- insect
- rabbit
- bird

 <input type="text"/>	 <input type="text"/>	 <input type="text"/>
 <input type="text"/>	 <input type="text"/>	 <input type="text"/>

Check your vocabulary: matching

Check your vocabulary: gap fill



Booklet Activities + Classroom Strategies

- Using the booklet training section (pages 18-21).
-
- Having a spelling bee contest in class using word families.
 - Using games such as crosswords, Boggle, Hedbanz, Scrabble or Taboo with categories to practice vocabulary.
 - Create a picture dictionary.



Spelling Bee Contest



Básica Secundaria - Categoría A

6-7 letters		8-9 letters		10 letters		11 letters		12-13 letters	
1	selfish	51	announce	101	appearance	151	off-campus	201	Christmas Eve
2	morning	52	password	102	attractive	152	interesting	202	sophisticated
3	evening	53	dislikes	103	overweight	153	crystallize	203	old-fashioned
4	strong	54	outgoing	104	earthquake	154	fashionable	204	enthusiastic
5	skinny	55	handsome	105	occupation	155	pessimistic	205	conservative
6	mobile	56	character	106	aggressive	156	cooperative	206	veterinarian
7	remove	57	headache	107	understand	157	businessman	207	photographer
8	country	58	preserve	108	whiteboard	158	interactive	208	misunderstand
9	height	59	teenager	109	concerning	159	electrician	209	psychiatrist
10	shabby	60	gorgeous	110	adjectives	160	expressions	210	psychologist
11	bearded	61	complaint	111	accountant	161	firefighter	211	overestimate



Time to Practice

- Look at the exercise in Worksheet 2 and answer it.

How is lexical knowledge in categories developed in lessons?



Coffee Break



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SABER 11 – Part 3 – Questions and Strategies

- Part 3 of the test evaluates your ability to choose the correct expressions to respond to short everyday conversations and to understand their context.
- 5 short conversations with 3 possible answers. Only one answer is correct.



Questions and Design

- It's necessary to establish who are the participants and the purpose of the initial speech act.

Know Now Training 3

¿Qué evalúa esta sección?

¿Cómo responder este tipo de pregunta?

Tips

Refuerce la estrategia

Pruebe sus habilidades en clase

Reflexión final



Pt 3 Example and Scoring

Ejemplo.....

0. Speaker 1: George is quite sad, because his granny passed away last week.

Speaker 2:

A. He must be devastated!

B. Don't give up!

C. How is she?

- Part 3 Weight: 11%
- CEFR: A2
- 5 minutes

Score	Concept
0 – 2 points	
3 – 4 points	
5 points	



Pt 3 Guided Sample

Ejemplo.....

0. Speaker 1: George is quite sad, because his granny passed away last week.

Speaker 2:

A. He must be devastated!

B. Don't give up!

C. How is she?



Useful Strategies to Answer Part 3

- Establish who are the participants
- Underline the initial statement and identify context words (i.e. George, sad, granny, last week)
- Test taking skill: *context clues, phrasal verbs, pronouns*



Booklet Additional Resources

<http://learnenglishteens.britishcouncil.org/grammar-vocabulary/grammar-videos>

Grammar

Practise and improve your grammar by watching our Grammar Snack videos. The videos show the grammar being used in natural conversations. Then read an explanation of the grammar point and do the exercises to check that you can use the language correctly.

Beginner grammar



Are you a beginner learner of English? Practise and improve your English grammar with these fun videos. There are online exercises and worksheets to help you.

You might like ...



Question words

It's mid morning on a Sunday. Oliver has just got up and is in the kitchen when Daisy comes home. Sophie is in Tanzania for work.

124



Present simple

Daisy is chatting to her brother Oliver, and his best mate Alfie, about her new boyfriend. Daisy and Oliver's mum is working in Thailand this week.

105



Comparative and superlative adjectives

Sophie is working in Rome this week. Oliver, Alfie and Daisy have decided to eat out tonight.

► Instructions



When we want to compare two or more things, we can change the form of adjectives by adding **-er** or **-est**. We can also use extra words like **more** or **most** and expressions like **not as ... as**.

Here are some examples:

*I think you're **taller** than me. (tall)*

*She's the **tallest** in the group. (tall)*

*The pizzas in La Bella Napoli are **better** than the ones in Pietro's. (good)*

*It was the **best** pizza I've ever had! (good)*

*People say Bioshock is a **more exciting** game than Skyrim. (exciting)*

*Grand Theft Auto is the **most exciting** video game. (exciting)*

Mmm, I don't quite see what the rule is here.

With most one-syllable adjectives, we add **-er** or **-est**, and with most adjectives with two syllables or more, we add **more** or (the) **most**. In comparatives, we also use **than** before the second thing which is compared, if it is mentioned.

*La Bella Napoli is **nearer** than Pietro's. (near)*

*It's not **the cheapest** restaurant though. (cheap)*

With one-syllable adjectives ending in -ual, remember to



Booklet Activities + Classroom Strategies

- Using the booklet training section (pages 22-25).
-
- Using conversation videos from movies or TV shows to analyze typical responses and idiomatic expressions.
 - Having students create comic strips to use typical responses.
 - Playing lottery or bingo so the students find the matches with possible questions and responses.



SABER 11 – Part 4 – Questions and Strategies

- Part 4 in *Saber 11* evaluates grammar and collocation knowledge and the skill to identify the correct word in a particular context.
- One text with 8 spaces to be completed with 1 out of 4 options.



Questions and Design

- A longer section with a higher weight in the grade. Grammar knowledge on tenses, auxiliaries, question words, prepositions and linking words are common input for the questions here.

Know Now Training 4

¿Qué evalúa esta sección?

¿Cómo responder este tipo de pregunta?

Tips

Refuerce la estrategia

Pruebe sus habilidades en clase

Reflexión final



Pt 4 Example and Scoring

Genghis Khan

China, India, Afghanistan, Iran and a vast variety of countries that we know in today's geographical organization formed a single territory conquered by Genghis Khan. He was the founder and single ruler of (0) Mongol Empire. It is well known (1) Genghis Khan was a brilliant military commander. Perhaps one of the most powerful conquerors of all time, Genghis Khan rose from simple beginnings in 12th century Mongolia to become the founder of the Mongol Empire and the ruler of the (2) area of land ever controlled by one empire. Genghis Khan was an exceptional military general and strategist, (3) attacks were usually as brutal as they were well-organised and unexpected. He organised his millions of soldiers into units of 1,000 soldiers called "gurans." Often (4) from a very young age, his skilled horsemen (5) fire waves of long-distance arrows (6) riding their horses at full speed, using their legs to control their horses. The popular conception of Genghis Khan is as a brilliant but cruel and aggressive military commander, but it is less well-known that he also (7) laws giving religious freedom to his subjects, encouraged trade (8) Asia and Europe via the Silk Road, and established one of the first ever international postal systems.



PowerPoint 2010
Ve a Configuración p



Pt 4 Example and Scoring

Ejemplo

0. A. the B. a C. an

Respuesta: 0 A B C

1. A. that B. what C. why

Respuesta: 1 A B C

2. A. largest B. larger C. large

Respuesta: 2 A B C

3. A. who's B. whose C. which

Respuesta: 3 A B C

4. A. trains B. training C. trained

Respuesta: 4 A B C

5. A. could B. can C. should

Respuesta: 5 A B C

6. A. during B. before C. while

Respuesta: 6 A B C

7. A. past B. passed C. is passing

Respuesta: 7 A B C

8. A. against B. between C. above

Respuesta: 8 A B C



Pt 4 Example and Scoring

- Part 3 Weight: 18%
- CEFR: A2
- 11 minutes

Score	Concept
0 – 4 points	
5 - 7 points	
8 points	



Pt 4 Guided Sample

Genghis Khan

China, India, Afghanistan, Iran and a vast variety of countries that we know in today's geographical organization formed a single territory conquered by Genghis Khan. He was the founder and single ruler of (0) _____ Mongol Empire. It is well known (1) _____ Genghis Khan was a brilliant military commander. Perhaps one of the most powerful conquerors of all time, Genghis Khan rose from simple beginnings in 12th century Mongolia to become the founder of the Mongol Empire and the ruler of the (2) _____ area of land ever controlled by one empire. Genghis Khan was an exceptional military general and strategist, (3) _____ attacks were usually as brutal as they were well-organised and unexpected. He organised his millions of soldiers into units of 1,000 soldiers called "gurans." Often (4) _____ from a very young age, his skilled horsemen (5) _____ fire waves of long-distance arrows (6) _____ riding their horses at full speed, using their legs to control their horses. The popular conception of Genghis Khan is as a brilliant but cruel and aggressive military commander, but it is less well-known that he also (7) _____ laws giving religious freedom to his subjects, encouraged trade (8) _____ Asia and Europe via the Silk Road, and established one of the first ever international postal systems.



..... JW
Ve a Configuración p



Useful Strategies to Answer Part 4

- You can find a sample of the grammar reference used to create *Know Now* exercises in redacademica.edu.co/catalogo/cartilla-know-now-achieving-skills-preparing-life
- Test-taking skill: predicting
- Use contextual clues in the words before and after the space to start discarding options.



Booklet Additional Resources

<https://learnenglish.britishcouncil.org/en/quick-grammar>

Home » Grammar

Intermediate grammar

Are you an intermediate (CEFR B1) or upper intermediate (CEFR B2) learner of English? This grammar section gives short and clear explanations. There are online exercises and worksheets to help you.

Choose a grammar point



'As' and 'like'

Read the grammar explanation and do the exercise.

[See more >](#)

0



Adjectives (gradable / non-gradable)

Read about adjectives (gradable / non-gradable) and do the exercise.

[See more >](#)

0



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As and Like

Complete the gaps with 'like' or 'as'.

5 items remaining

My grandfather worked a miner in the 1930s.



Finish

Try again



Booklet Activities + Classroom Strategies

- Using the booklet training section (pages 26-30).
-
- Having a betting contest where the students use credits to bet on the best option for a sentence blank.
 - Creating a sentence making game with a variety of word categories (nouns, adjectives, prepositions, etc.) in groups or as a whole class activity.
 - Creating a categorizing exercise to take one odd word out in a group of words.



Parts 5-7 (Workshop 2)

Part	Number of questions	Item to evaluate	CEFR Level
5: Comprensión de lectura literal	7	Identify explicit information in text	A2
6: Comprensión de lectura inferencial	5	Identify the intention of the autor and non-explicit information	A2-B1
7: Conocimiento lexical y gramatical	10	Make the proper use of vocabulary in context; make the proper use of verb conjugations	B1



Achievement Unlocked!



You have seen specific strategies for implementing and working with your students in Parts 1 – 4 using *Know Now*.

Great job!

Remember that if you have questions, this is a great time to post them.

Alcaldía de Bogotá

Know Now

Initial Diagnostic Test

Alcaldía de Bogotá

Know Now Initial Diagnostic Test

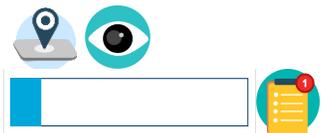
- From pages 5 – 13, you will find the Initial Diagnostic Test. This will prove to be a useful tool for you to understand your students' current performance levels in each section of the *Saber 11* Test.
- Students have 60 minutes to complete this test. Try to replicate normal test-taking conditions and make sure they follow the instructions. Clarify that this is an initial *assessment* tool and while they should try their best, they shouldn't stress if they don't know the correct answer to every question.



Instructions

Para tomar la prueba diagnóstica tenga en cuenta las siguientes instrucciones:

- ✓ Lea cuidadosamente cada una de las instrucciones en las partes de la prueba
- ✓ Tenga en cuenta que debe utilizar máximo una hora para este ejercicio
- ✓ Marque solamente una respuesta para cada pregunta
- ✓ Responda todas las preguntas (recuerde que son 45)
- ✓ Evite el uso de dispositivos electrónicos durante la prueba, esto le hace perder concentración y puede causar su anulación
- ✓ Luego de terminar este diagnóstico siga las instrucciones que le dé su docente
- ✓ La hoja de respuestas para la prueba diagnóstica inicial la encuentra en la página 63



Results Interpretation

Part	Need
Part 1: Uso interactivo del inglés	Identificar propósitos comunicativos de avisos
Part 2: Conocimiento lexical	Conocimiento del vocabulario cotidiano
Part 3: Conocimiento comunicativo	Reconocer cuál es el lenguaje adecuado para usar en conversaciones
Part 4: Conocimiento gramatical	Conocimiento de reglas estructurales
Part 5: Comprensión de lectura literal	Recordar elementos e ideas que expresa el autor de forma explícita
Part 6: Comprensión de lectura inferencial	Comprender la intención comunicativa de una lectura
Part 7: Conocimiento lexical y gramatical	Reconocer tiempos y formas verbales Usar vocabulario de acuerdo al contexto



Plan de Implementación Cartilla Know Now

- This is a practical, suggested tool to use to help you develop a focused strategy to cater to your students' needs according to the results of the initial diagnostic test



PLAN DE IMPLEMENTACIÓN CARTILLA KNOW NOW
INFORMACIÓN INSTITUCIONAL Y DE GESTIÓN

Institución	Docente	Promotor

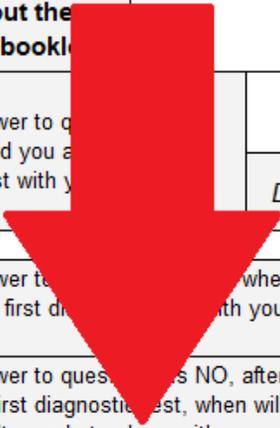
DATE OF DOCUMENT CREATION		DAY		MONTH	2019	YEAR
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1. PREPARATION

A. MAIN OBJECTIVE

What do I need to know before I implement an improvement plan?

1. Are you familiar with the contents of the Know Now booklet?	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>	2. If your answer to question 1 is NO, what actions will you take to familiarize yourself with the Know Now booklet?			
3. If your answer to question 1 is NO, what have you heard or read about the Know Now booklet?				4. If your answer to question 1 is YES, have you applied the first diagnostic test in the booklet with your students?	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
5. If your answer to question 4 is YES, when did you apply the first diagnostic test with your students?			2019	6. If your answer to question 4 is YES, do you already have a report of the results of the first diagnostic test from the booklet?	YES	<input type="checkbox"/>	NO	<input type="checkbox"/>
	DAY	MONTH	YEAR					



B. PRELIMINARY ACTIVITIES

7. If your answer to question 4 is YES, when will you apply the first diagnostic test with your students?	FROM		DAY		MONTH	2019	YEAR
	TO		DAY		MONTH	2019	YEAR
8. If your answer to question 4 is NO, after applying the first diagnostic test, when will you have the results ready to share with your students?	FROM		DAY		MONTH	2019	YEAR



How to Complete the Implementation Plan

- You will need:
 - To have already applied Know Now Initial Diagnostic Test with your students
 - Have them graded (self, peer or teacher corrections are possible if monitored properly)
 - Complete the *Diagnostic 1* Result Format tab provided with the *Plan de Implementación* Excel file that helps you analyze the results at a global and individual scale



Hands-On Practice

- Complete INSTITUTIONAL INFORMATION AND PART 1: PREPARATION with teacher, sections A and B.
- *What if I haven't applied the diagnostic test yet?*



Scenario 1: You Don't Have the Diagnostic Results Yet.

- Establish the date when you will apply the initial diagnostic test. (IP, Part B, question 7)
- Try out the formats that you will use as input and become familiar with them (you can use digital or printed versions of [Plan de Implementación tabs](#) to do this).

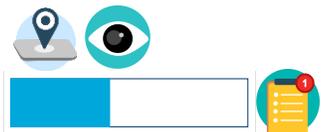


- **Digital version (Excel):** automatically calculates the total score and the average CEFR level of the student's performance. This will definitely be useful information later on.
- **Printed version (PDF):** can be used if you don't have access to the digital version or in today's practice. Remember to use the interpretation of CEFR scores on page 59 of *Know Now* to analyze results.

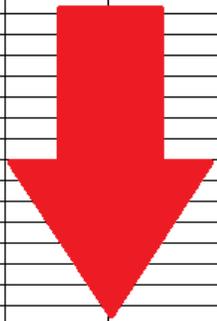


Situation 2: You Already Have the Results.

- Then, you are ready to go!
- Record the results of each student in the format ([Diagnóstico 1 Tab](#))
- Based on the results, complete the [Plan de Implementación](#) Format.



BRITISH COUNCIL 80 YEARS IN COLOMBIA					PLAN DE IMPLEMENTACIÓN CARTILLA KNOW NOW					
ALCALDÍA DE BOGOTÁ MEJOR PARA TODOS					HOJA DE DATOS DIAGNÓSTICO 1					
Institución	Grado	Curso	Docente	Género	Fecha de aplicación diagnóstico			Nombre Promotor		
0			0		DÍA	MES	AÑO	0		
CONVENCIONES			High priority		Medium priority			Low priority		
NOMBRE DE ESTUDIANTE	GÉNERO	RESPUESTAS CORRECTAS PRUEBA DIAGNÓSTICA 1							TOTAL SCORE	CEFR LEVEL
		1. Uso interactivo del inglés	2. Conocimiento lexical	3. Conocimiento comunicativo	4. Conocimiento gramatical	5. Comprensión de lectura literal	6. Comprensión de lectura inferencial	7. Conocimiento lexical y gramatical		
1										
2										
3										
4										
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8										
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Useful Conventions in the Format

- The colors are intended to differentiate the score ranges. It is important for you to make your own conclusions based on the results as it will help you establish priorities (areas to improve) in your implementation plan.
- Use this tool for each of your classes separately, since each group may show different trends and needs.



Useful conventions in the format

	High Priority
	Medium Priority
	Low Priority



NOMBRE DE ESTUDIANTE	RESPUESTAS CORRECTAS PRUEBA DIAGNÓSTICA 1							TOTAL	CEFR
	Uso interactivo del inglés	Conocimiento lexical	Conocimiento comunicativo	Conocimiento gramatical	Comprensión de lectura literal	Comprensión de lectura inferencial	Conocimiento lexical y gramatical		
1									

It is suggested that the name section be completed in this way:
(LAST NAMES + NAMES)

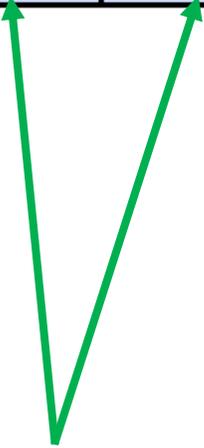
Here you will write down the NUMBER scores obtained in the diagnosis (**only correct answers**)

In the digital version (Excel), these columns will be filled automatically. In case you do it in the printed version, use the table from page 59 of *Know Now* booklet for CEFR reference.





	NOMBRE DE ESTUDIANTE	GÉNERO	1. Uso interactivo del inglés	2. Conocimiento lexical	3. Conocimiento comunicativo	4. Conocimiento gramatical	5. Comprensión de lectura literal	6. Comprensión de lectura inferencial	7. Conocimiento lexical y gramatical	TOTAL SCORE	CEFR LEVEL
1	JOHANSON SCARLETT	F	3	3	3	3	3	3	3	21	A2.1
2	LEGUIZAMO JOHN	M	4	4	4	4	4	4	4	28	A2.2
3	LETO JARED	M	5	5	5	7	5	5	5	37	B1.1
4											
5											
AVERAGE PERCENT CORRECT			80,0%	80,0%	80,0%	58,3%	57,1%	80,0%	40,0%	28,7	A2.2
RANKING (rank parts from 1-7, with the lowest % correct as 1 and the highest % correct as 7)											



At the end of the list, the digital version will calculate the **average percentage** for each component of the diagnosis test as well as the **average score and the CEFR average level for the course**. You will need this information in the next stage.



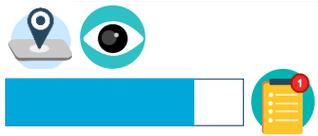
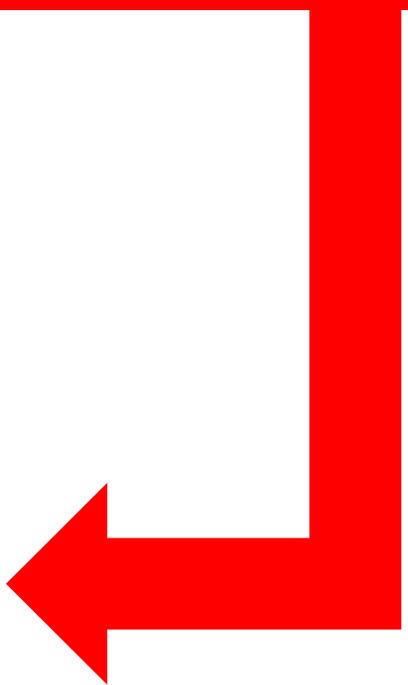
Back to the Implementation Plan

- Once you have completed the table, you can start working in Part C of the Implementation Plan.



	NOMBRE DE ESTUDIANTE	GÉNERO	1. Uso interactivo del inglés	2. Conocimiento lexical	3. Conocimiento comunicativo	4. Conocimiento gramatical	5. Comprensión de lectura literal	6. Comprensión de lectura inferencial	7. Conocimiento lexical y gramatical	TOTAL SCORE	CEFR LEVEL
1	JOHANSON SCARLETT	F	3	3	3	3	3	3	3	21	A2.1
2	LEGUIZAMO JOHN	M	4	4	4	4	4	4	4	28	A2.2
3	LETO JARED	M	5	5	5	7	5	5	5	37	B1.1
4											
5											
AVERAGE PERCENT CORRECT			80,0%	80,0%	80,0%	58,3%	57,1%	80,0%	40,0%	28,7	A2.2
RANKING (rank parts from 1-7, with the lowest % correct as 1 and the highest % correct as 7)											

C. DIAGNOSTIC TEST 1 RESULTS COLLECTION			
Please complete this once you have implemented the first diagnostic test (pages 5-13 from booklet)			
What do I need to focus on?			
The purpose of the first diagnostic test is to identify your students' specific areas of improvement for the Saber 11 test. According to the results of the first diagnostic test, please report the class' average results for each component.		1. Use the format Hoja de datos diagnóstico 1 to obtain the average scores for each component, then please write it down in the column below.	
Part	Item	Class average performance	Ranking
1	Uso interactivo del inglés	#DIV/0!	0
2	Conocimiento lexical	#DIV/0!	0
3	Conocimiento comunicativo	#DIV/0!	0
4	Conocimiento gramatical	#DIV/0!	0
5	Comprensión de lectura literal	#DIV/0!	0
6	Comprensión de lectura inferencial	#DIV/0!	0
7	Conocimiento lexical y gramatical	#DIV/0!	0
TOTAL AVERAGE CEFR LEVEL OF YOUR COURSE		#DIV/0!	



Time to Practice

- In the next 5 minutes, use worksheet 4 to create a sample of an implementation plan.
- Use the sample information of students results to complete the format. Choose the information of 5 students at random.



Some Examples of Strategies for Part 1

Part	Suggested strategies	Proposed by teacher
1. Uso interactivo del inglés	Using the booklet training section (pages 14-17). <input type="checkbox"/>	
	Using the Know Now app for practice and follow-up using the dashboard. <input type="checkbox"/>	
	Playing matching games or having a scavenger hunt using signs and places around the classroom or the school. <input type="checkbox"/>	
	Using brochures, city tour videos or school signs to show and promote the creation of student created examples. <input type="checkbox"/>	
	Brainstorming activity to associate content words to specific places. <input type="checkbox"/>	



Achievement Unlocked!



You have designed an implementation plan to use Know Now in the classroom and work with your students.

That was not an easy task!

Remember that if you have questions, this is a great time to post them.

Workshop 1

Wrap-Up

Alcaldía de Bogotá

Implementation Plan Feedback

After looking at your implementation plan, let's take some time to see how they look. Work in groups and answer some questions:

- What parts of the test have you identified as High and Medium Priority? Why?
- What activities and strategies have you considered in order to work on those areas? When will you be implementing them?
- Let's also use our scenario in our worksheet as an example.



Session Overview

- Know Now General Information
- Know Now Parts 1 – 4
- Initial Diagnostic Test
- Results analysis
- Implementation Plan
- Scorecard



Questions?

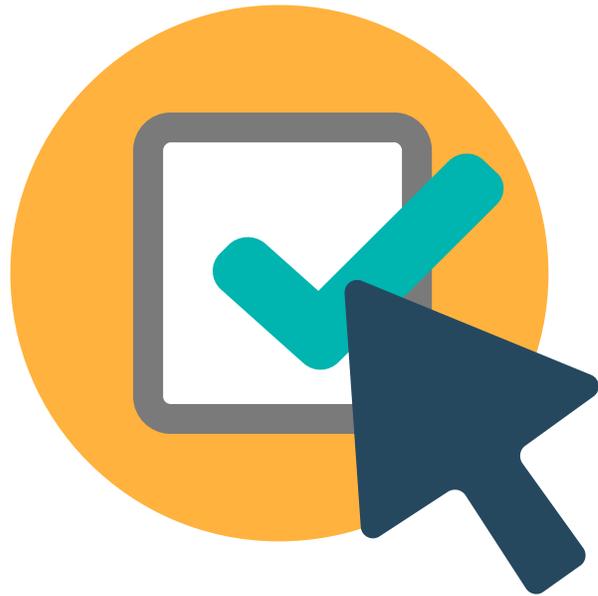


Workshop 2...What to Expect?

- *Know Now* Parts 5 – 7
- Toolbox of strategies and activities to use in the classroom based on the skills developed by *Know Now* and *Currículo Sugerido de Inglés*
- Using the *Know Now* App



Achievement Unlocked!



You have successfully completed the first stage in the Know Now Workshop Series.

Thank you for your participation today and we will see you again in June!

UNA CIUDAD
EDUCADORA,
ES UNA **BOGOTÁ**
MEJOR PARA TODOS

BRITISH COUNCIL | 80 YEARS IN COLOMBIA



ALCALDÍA MAYOR
DE BOGOTÁ D.C.

**BOGOTÁ
MEJOR
PARA TODOS**

SECRETARÍA DE EDUCACIÓN