

## CRITERIOS DE CORRECCIÓN Y CALIFICACIÓN SEGUNDA PRUEBA, APTITUD PEDAGÓGICA Y TÉCNICA. PARTE A (PROGRAMACIÓN DIDÁCTICA)

## OPOSICIONES MAESTROS ESPECIALIDAD LENGUA EXTRANJERA (INGLÉS) 2022

DIDACTIC PROGRAMMING STRUCTURE	ASPECTS TO CONSIDER IN EACH SECTION	PUNCTUATION (correction criteria)
DIDACTIC PROGRAMMING ELEMENTS. INTRODUCTION, CONTEXT AND JUSTIFICATION	<ul style="list-style-type: none"> <li>- The didactic programming is in line with the current legal framework and teaching level, ECD/25/2022 Order and it has all the elements of the corresponding regulations related to the Primary Education curriculum.</li> <li>- How the defended topic is addressed.</li> <li>- Context in which the didactic programming is developed.</li> <li>- Justification of the chosen context.</li> <li>- School and surroundings features.</li> </ul>	Maximum 1,25 points
OBJECTIVES AND CONTENTS	<ul style="list-style-type: none"> <li>- Sections/index in the didactic programming.</li> <li>- Precision for the objectives in the assessment criteria.</li> <li>- One or more contents blocks or the contents that appear in them are named.</li> </ul>	Maximum 1,75 points
ASSESSMENT CRITERIA	<ul style="list-style-type: none"> <li>- Explanation of how they are addressed along the didactic programming.</li> <li>- Argument of the most important ones for the development of the didactic programming.</li> <li>- Mark criteria: what are they and which ones have been chosen?</li> <li>- Enumeration and explanation of the different assessment procedures and tools.</li> <li>- Development of initial evaluation and its consequences is explained.</li> </ul>	Maximum 1,75 points
ATTENTION TO DIVERSITY	<ul style="list-style-type: none"> <li>- Attention to diversity measures are explained.</li> <li>- Supporting, reinforcement, recovery, extension programs and their assessment.</li> </ul>	Maximum 1 point
METHODOLOGY, MATERIALS AND RESOURCES	<ul style="list-style-type: none"> <li>- The methodology used is explained: methodological principles it is based on, and specific examples.</li> <li>- Selection criteria for materials and resources as well as the students grouping chosen.</li> </ul>	Maximum 2 points
OTHER ELEMENTS	<ul style="list-style-type: none"> <li>- Specific reading plan to be developed from the English area.</li> <li>- Cross curricular elements and complementary programs treatment.</li> <li>- Revision, assessment and modification mechanisms of the didactic programming.</li> </ul>	Maximum 0,75 points
EXPOSITION, FLUENCY, ENGLISH LANGUAGE PROFICIENCY AND COHERENCE	<ul style="list-style-type: none"> <li>- Fluency in English, mastering of contents along the exposition and organizing the exposition correctly for the given time.</li> <li>- Communicative ability (verbal and nonverbal)</li> <li>- Coherence when explaining and relating the defended aspects.</li> <li>- Debate with examining board: precision and correction are shown in given answers; the examinee gives complementary arguments to the ones already exposed.</li> <li>- Originality and personal approach of the proposal.</li> </ul>	Maximum 1,5 points

## CRITERIOS DE CORRECCIÓN Y CALIFICACIÓN SEGUNDA PRUEBA, APTITUD PEDAGÓGICA Y TÉCNICA. PARTE B (PREPARACIÓN Y EXPOSICIÓN DE UNIDAD DIDÁCTICA)

## OPOSICIONES MAESTROS ESPECIALIDAD LENGUA EXTRANJERA (INGLÉS) 2022

DIDACTIC UNIT STRUCTURE	ASPECTS TO CONSIDER IN EACH SECTION	PUNCTUATION (correction criteria)
INTRODUCTION, CONTEXT AND JUSTIFICATION	<ul style="list-style-type: none"> <li>- Initiates exposition showing how the didactic unit is related to the didactic programming.</li> <li>- The context explained in the didactic programming is defined or integrated when developing the activities.</li> <li>- Justifies decisions, taking into consideration specific teaching features and the level addressed, as well as the students for whom the unit is planned.</li> </ul>	Maximum 0,6 points
OBJECTIVES AND CONTENTS	<ul style="list-style-type: none"> <li>- Justifies didactic unit objectives and/or relates them to General Objectives for the English area or stage.</li> <li>- Makes reference to Key Competences, their contextualization and relation to contents.</li> <li>- Relates contents to the curriculum, they are in line with planned objectives and minimums are mentioned.</li> <li>- Both objectives and contents are addressed through the activities.</li> </ul>	Maximum 1,5 points
ASSESSMENT	<ul style="list-style-type: none"> <li>- Description of assessment criteria and they show the achievement of objectives.</li> <li>- Assessment procedures and varied and graded tools are exposed.</li> <li>- Assessment tools are in line with assessment criteria.</li> <li>- Explanation of mark criteria.</li> <li>- Recovery and reinforcement procedures are included.</li> </ul>	Maximum 1,5 points
ATTENTION TO DIVERSITY	<ul style="list-style-type: none"> <li>- Attention to diversity measures are in line with the chosen group of students.</li> <li>- General and specific interventions, coordination with other teachers and specialists.</li> </ul>	Maximum 0,6 points
ACTIVITIES, METHODOLOGY, MATERIALS AND RESOURCES	<ul style="list-style-type: none"> <li>- Coherence between methodology, activities and planned learning.</li> <li>- All methodologies, approaches or theories used must be visible in planned activities.</li> <li>- Activities are innovative, motivating, related to competences, including cross curricular elements and taking into account students diversity.</li> <li>- Didactic materials and resources are varied and suitable.</li> </ul>	Maximum 2,2 points
OTHER ELEMENTS	<ul style="list-style-type: none"> <li>- Strategies to promote reading.</li> <li>- Use of technological resources.</li> <li>- Procedures and tools for the assessment of the didactic unit.</li> </ul>	Maximum 0,9 points
COMMUNICATION: USE OF LANGUAGE	<ul style="list-style-type: none"> <li>- Fluency in English: wide and specialized vocabulary, fluency, intonation and pronunciation.</li> <li>- Communicative ability (verbal and nonverbal) and pedagogical aptitude.</li> <li>- Debate with examining board: precision and correction are shown in given answers; the examinee gives complementary arguments to the ones already exposed.</li> </ul>	Maximum 2,7 points



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