



DIAGNOSTIC ASSESSMENT

Its function is to gather information, at the beginning of the school year, a quarter or a study block to detect the starting state of the students in the human development areas: cognitive, socio affective and psychomotor, in order to apply the corresponding pedagogical strategies.

With this information, the teacher will be able to discern what the student is, or is not, capable of doing, thus the instructor will design his or her lesson plans to review or re-teach the necessary topics, or to continue teaching based on the students' prior knowledge.

It is more than administering just one test. It also refers to all the activities the teacher uses in class to determine to what extent the students master the objectives.

Special attention should be paid to the topics from the previous school year that are necessary to reach the objectives of the current school year.

Examples of this kind of evaluation:

A listening exercise	A completion of a handout
Fill in the blanks	A game (kinesthetic), bingo, find someone who...
An interview	A role play
Identification of items according to the description	A description of a picture
A dialogue	Pencil and paper test
Responding to questions	Observation of the students' performance
An individual or group activity	A questionnaire

It is very important to design activities that will reveal the achievement of the intended objectives.



EXAMPLE OF AN INSTRUMENT TO KEEP RECORD OF THE RESULTS

1=achieved, 2= not achieved, 3= in the process

STUDY BLOCK →	_____				_____				_____				OBSERVATIONS
	COGNITIVE TARGET				COGNITIVE TARGET				COGNITIVE TARGET				
NAME	A	B	C		D	E	F		G	H	I	J	

COGNITIVE TARGETS:

A=

B=

C=

D=

E=

F=

G=

H=



EXAMPLE OF AN INSTRUMENT TO KEEP RECORD OF THE RESULTS

Example For Third Grade

1=achieved, 2= not achieved, 3= in the process

STUDY BLOCK SECOND GRADE →	MY FAMILY				LIKES AND DISLIKES								OBSERVATIONS
	COGNITIVE TARGET				COGNITIVE TARGET				COGNITIVE TARGET				
NAME	A	B	C		D	E	F	G	H	I	J	K	
Juan	1	1	2		3	3	2	1					Family activities and hobbies and leisure activities need to be taught and reinforced. Nuclear and extended family, feelings related to family ties and kinds of clothing were achieved. Review kinds of food and domestic animals.
Laura	2	3	3		1	1	3	1					"My Family" (not achieved), "Likes and dislikes" (achieved)
Yamileth	2	2	3		3	1	1	1					"My Family" (not achieved), "Likes and dislikes" (achieved)
Randal	1	1	1		2	2	2	3					"My Family" (achieved), "Likes and dislikes" (not achieved)
Sonia													

COGNITIVE TARGETS:

A= Nuclear and extended family members

B= Feelings related to extended family ties

C= Family activities

D= Different kinds of foods

E=Domestic animals

F= Hobbies, leisure activities, traditional games

G= Kinds of clothing

H=

Adapted from *Evaluación Diagnóstica 2010*, MEP.