

Analyzing teacher's assessment practices using formative assessment supported on web 2.0

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Abstract

Formative assessment is crucial in educational contexts as it enhances students' performance. For many years, have applied traditional assessment methods with poor results, leading to realize the necessity of transforming the assessment practices to a formative approach, while recognizing the value of Web tools as support in this transition. The purpose of this research is to analyze how the assessment practices have evolved after implementing formative assessment based on Web 2.0 tools. Today, the concept of assessment has shifted. The authors argue that authentic assessment is formative because it enables both students and teachers to learn; they can learn from mistakes, fostering continuous improvement. The research methodology employed was qualitative, utilizing a case study approach, with data collection instruments including diaries and observations, and thematic analysis for data interpretation. The results indicated that during this implementation, the assessment practices changed in four significant ways. The students benefited from the assessment as they received feedback on their strengths and areas for improvement, enabling them to enhance their performance. This process also facilitated the learning and reflection on the teaching practices. Additionally, the use of assessment criteria, which the students were aware of from the outset of the activities, contributed to this change. Furthermore, the assessment became continuous, meaning it was integrated throughout the entire teaching process and utilized Web tools to support the practices. In conclusion, formative assessment has allowed me to reflect on how to enhance the teaching and has guided the students in understanding how to improve their performance.

Key Words: EFL, formative assessment, Web Tools 2.0

Resumen

La evaluación formativa es crucial en contextos educativos, ya que mejora el rendimiento de los estudiantes. Durante muchos años, apliqué métodos de evaluación tradicionales con resultados pobres, lo que me llevó a darme cuenta de la necesidad de transformar mis prácticas de evaluación hacia un enfoque formativo, reconociendo al mismo tiempo el valor de las herramientas web como apoyo en esta transición. El propósito de esta investigación es analizar cómo han evolucionado mis prácticas de evaluación tras implementar la evaluación formativa basada en herramientas Web 2.0. Hoy en día, el concepto de evaluación ha cambiado. Los autores argumentan que la evaluación auténtica es formativa porque permite tanto a los estudiantes como a los docentes aprender; pueden aprender de los errores, fomentando la mejora continua. La metodología de investigación empleada fue cualitativa, utilizando un enfoque de estudio de caso, con instrumentos de recolección de datos que incluyen diarios y observaciones, y análisis temático para la interpretación de los datos. Los resultados indicaron que, durante esta implementación, mis prácticas de evaluación cambiaron de cuatro maneras significativas. Mis estudiantes se beneficiaron de la evaluación al recibir retroalimentación sobre sus fortalezas y áreas de mejora, lo que les permitió mejorar su rendimiento. Este proceso también facilitó mi propio aprendizaje y reflexión sobre mis prácticas de enseñanza. Además, el uso de criterios de evaluación, de los cuales mis estudiantes estaban al tanto desde el inicio de las actividades, contribuyó a este cambio. Asimismo, mi evaluación se volvió continua, lo que significa que se integró a lo largo de todo el proceso de enseñanza, y utilicé herramientas web para apoyar mis prácticas. En conclusión, la evaluación formativa me ha permitido reflexionar sobre cómo mejorar mi enseñanza y ha guiado a mis estudiantes en la comprensión de cómo mejorar su rendimiento.

Palabras clave: evaluación tradicional, evaluación formativa, herramientas Web 2.0

Contextualization

This research is about students' formative assessment based on Web Tools 2.0. Langer (2009) defines Web 2.0 tools as a technology that allows users of the Internet not just to read and listen to information, but also share information created by themselves. Also, she mentions that students arrive at school as digital natives. Therefore, teachers must learn how to use these tools and implement them in their classes to enrich and make them more engaging.

Additionally, (Arabist & Fox, 2016) notes that over the past two decades, the field of language assessment has grown in importance, sophistication, and scope. Consequently, evaluative practices and approaches have evolved and advanced alongside the development of modern technologies.

But assessment not only has changed regarding the tools that are used in these practices, but the assessment has also historically been concerned with the result and with finding weaknesses in student learning, usually at the end of a term, this kind of assessment is known as traditional assessment. Recently, however, the focus has shifted from results to process, emphasizing more creative, continuous, and formative assessment practices.

I have worked as a teacher for seven years in various schools, and I have always used questionnaires with multiple-choice questions as a tool for assessment in EFL, despite being aware of different Web 2.0 tools that are useful at this stage of the learning process. These questionnaires are administered at the end of the term and only enable me to evaluate reading and writing.

However, over the past two years, It has been noticed that students perceive it merely as a grade; the assessment remains static and solely summative. Therefore, The primary aim is to implement formative assessment for students using various Web 2.0 tools that facilitate the evaluation of basic skills in EFL and transform the assessment into a dynamic learning experience for students.

This research project was carried out in IE Colegio Real de Mares, this school is located in the El Castillo neighborhood, in the district of Barrancabermeja in the department of Santander. The neighborhood is a low-middle-class area. The school is public and offers education from kindergarten to eleventh grade, serving children and teenagers from socioeconomic strata one, two, and three, both girls and boys, aged four to eighteen. They come from the urban area of Barrancabermeja. The school has 1,200 students, with class sizes ranging from 30 to 40 in both elementary and secondary levels. Additionally, the school has two computer rooms and an institutional platform.

This research project was carried out with sixth graders, specifically with the group sixth-four. This group had 34 students, 22 girls, and 12 boys, between 10 and 15 years old. Most of them had a good attitude towards learning English. Most of them had smartphones with the Internet. The majority also had at least one computer with Internet access at home and each had access to an institutional website, and they knew how to use it. Based on the field research in LLEI at Santo Tomas University, it is proposed to use it properly for macro project one, innovative practices in English teaching and learning, engaged with its subproject pedagogical innovations in EFL teaching and learning contexts because this project is related to the teaching process, specifically to assessment strategies and it finds to impact in an educational context through the implementation of web tools as assessment tools in the classroom. This practice is innovative in the contexts where the research project was to be carried out.

Research Statement

The problem in this research is that the English assessment was not formative, summative was only used and just assessed reading because questionnaires with multiple choice questions as the only tool to assess, and the skills of speaking, listening, and writing were not assessed. In the end, students did not consider the assessment as a learning experience; they saw it just as a grade. As a consequence, was found that despite of as a teacher, were knew other tools to assess, but were not used, English I could not know the students' progress in these skills and students often cheated during the assessment and I had to annul it because they just want to "pass the subject". After all, if they did not pass, they have issues with her parents. This is a problem since the assessment is not fulfilling its objectives.

This research idea emerged in 2021, during the pandemic of COVID – 19, when all the Schools were in the virtual modality. Was decided to use a Web 2.0 tool for making the assessments, but also, we were also being trained in the use of other tools, among them were Liveworksheets and Educaplay. Despite the most of the teachers thought that both tools were better than the tool that we were using, was realized that just a few teachers used those tools to assess because that tool allowed to create questionnaires with multiple choice questions that are faster score and easier of design. When the assessments were observed in Liveworksheets. I thought that while we just could assess vocabulary and grammar, using this one we could assess other skills such as listening. Also, was realized that by using other tools it could design a variety of more appealing activities instead of just questionnaires. But it happened at the end of the year, and I could not implement those Web 2.0 tools. Also, was realized that the assessment only was at the end of the term and was Summative, was used to assign a grade, but the students were not learning in the assessment and weren't given feedback.

In 2021 when all students had returned to classrooms, was realized that teachers were using the same tool to assess as before the pandemic, written questionnaires with multiple choice questions. I am following this trend, and the assessment has not changed.

Research Question

To what extent have the assessment practices as a language teacher evolved following the implementation of formative assessment strategies utilizing Web 2.0 tools at I.E. Real de Mares in Barrancabermeja, Colombia?

General Objective

To analyze the way the assessment practices as a language teacher have changed after using formative assessment based on Web 2.0 tools at I.E Colegio Real de Mares in Barrancabermeja, Colombia

Specific Objectives

1. To describe the assessment practicum as a language teacher at I.E Colegio Real de Mares in Barrancabermeja, Colombia.
2. To determine the changes in assessment's practice after using formative assessment based on Web 2.0 tools at I.E Colegio Real de Mares in Barrancabermeja, Colombia.

Theoretical Framework

In this session, it will be presented the theoretical framework describing the constructs of the research (formative assessment, web 2.0 tools, and EFL class) and how those concepts support this one.

Formative Assessment

One of the teacher's functions is to assess the progress of the students and this is essential in the learning process. Teachers use different activities to understand how well students are learning, and indeed this process supports teachers to improve their teaching methods, techniques, and strategies. Nowadays, assessment is a concept that has changed, it is not only an act of measurement of students' learning as it was, currently, it is common to listen about formative assessment. (Black & Wiliam 1998) describe formative assessment as teaching and learning activities that are adapted to meet students' needs based on feedback received from students.

This construct is related to this study and is the main concept in this one because I seek to analyze the way the assessment practices as a language teacher have changed after using formative assessment supported by Web tools, therefore, it is essential to have a comprehension about what a formative assessment is and its basic principles.

Formative assessment is designed with the intent to understand the learner and use this understanding to provide specific instruction but without a focus on ranking or ability grouping. According to Confrey et al. (2019), the goal of formative assessment is to allow teachers to obtain systematic evidence about student thinking during instruction and to use that data to adjust and adapt instruction to meet individual students' needs.

Formative assessment is not an act or something that happens in a moment, it is a process, therefore it has stages and practices. (William and Thompson, 2007 as was cited in Polly et al. 2022) suggest a formative assessment framework in which teachers implement the following practices: Explain to the students the learning objectives and the criteria for meeting those objectives; facilitate effective discussions that provide students with opportunities to demonstrate their understanding of concepts and to ask questions about concepts that need further clarification; provide ongoing feedback to students to advance their learning; encourage students to serve as instructional resources for one another and encourage students to take ownership of their learning.

Bahr and Garcia (2010) mention some characteristics of this type of assessment, they say that Formative assessments are typically informal and are embedded within an instructional activity. Examples include observations of students, student interviews or informal question-answer activities, admit slips or exit slips, journals, classroom discussions, and short written assignments. Other aspect that is important because is related with the second construct of this research it is mentioned by (Pilli and Aksu, 2013 as was cited in Gezera et al, 2021) they say that technology tools, such as interactive white boards, mobile device apps, and educational software can support the use of formative assessment while providing students with immediate feedback.

Web Tools 2.0

Nowadays teachers use different methods and have a wide variety of tools to assess. Also, there are many Web 2.0 tools available on the Internet that are used by many teachers in their classrooms for different didactic purposes and these applications have facilitated strategies to enhance teaching and learning considering the idea that students at elementary and secondary schools are digital natives. According to (Grosseck, 2009, as was cited in Romero et al. 2019).

There are multiple definitions for Web 2.0, but they all have in common that it envelops diverse techniques, services and tools that enable participants to collaborate actively in the creation of content, generation of knowledge and sharing of information online.

The major aim of Web 2.0 technologies- which were first suggested by (O'Reilly, 2004, as was cited in Izgi, 2020) is to secure that people can share content without facing any technical obstacles and that they can make use of the social interaction and cooperation potential of the internet.

Having in mind the above, the use of Web 2.0 applications in educative contexts have many advantages and benefits, for instance (Horzum, 2010, as was cited in Izgi, 2020) mentioned that they make it possible for teachers and learners to go out of the classroom environment and to contact people from all over the world about projects and ideas they want. Participants' web literacy and collaborative active participation come into play while they are using the Web 2.0 tools- which enable them to have practice with materials which are coded as open resource. Also, (Álvarez et al, 2013, as was cited in Romero et al.2019) say that they can meet various needs of student diversity, flexibility, and ubiquity, and facilitate collaboration and communication between instructors and students, also causing the latter to be responsible for their learning.

English Foreign Language

EFL is a basic concept of the English teaching and one of the first that English teachers must understand. English foreign language is defined by (Richards et al, 1985, cited in Roldan A, 1995) as the role of English in countries where is taught as a subject in schools but not used as a medium of instruction in education nor as a language of communication (e.g. in government, business or industry) within the country. Therefore, when we talk about EFL we refer to the

teaching of English to students whose native language is not English, and they do not need English to communicate with other people in the context where they live.

In Colombia, the learning of EFL has increased during the last two decades because much of the knowledge available on the Internet and books is in this language. English language is also useful in research, business and in many works because of the globalization. From 1994 in the General Education Law foreign language is considered an obligatory subject in the curriculum of schools, English being the most taught.

State of the Art

This section details the previous research that has been carried out on assessment in EFL.

Assessment in EFL has been studied by (Herrera & Macias, 2015) in their article entitled, A call for language assessment literacy in the education and development of teachers of English as a foreign language.

In this article the purpose was to raise awareness for more preparation in assessment for language teachers, including EFL teachers in Colombia. They also offer some definitions of assessment literacy from a general education perspective and from the point of view of language education and highlight its importance in EFL teaching.

This article contributes to the research proposal because it highlights the relevance of the formative assessment and the necessity that the teachers have of seeing one as a practice that must benefit both students and teachers. This must be considered as an opportunity to monitor the progress and understanding of the students but also to know the effectiveness of a teaching method. The authors also mention that assessment is not an act of measurement the students

learning, and they address teachers must obtain more training about one to improve their skills to assess.

Assessment in EFL also has been studied by Giraldo (2019) in his thesis entitled *Language Assessment Practices and Beliefs: Implications for Language Assessment Literacy*. The author is from Universidad Tecnológica de Pereira. This study was conducted in a language institute of a public Colombian university. The institute teaches English to undergraduate students (teenagers, young adults, and older adults) enrolled in different university programs. The participants were five English teachers.

The topic of this research is language assessment literacy and highlights the importance of the realities and contexts where teachers work and their beliefs, practices, attitudes, and experiences in the assessment field. The design of the research is descriptive and two semi-structured interviews and reflective journals were used for data collection.

The findings of this research show that the teachers used varied traditional and alternative assessment instruments, assessed language and non-language constructs, used assessment information to improve teaching and learning, evaluated assessment results, and engaged students in quantitative peer assessment. Data showed that students' success and failure in assessment were connected to past experiences, and that assessment was appropriate given several features. Participants' answers about language assessment literacy show a complex and multi-faceted construct.

This study contributes to the proposal because it does not treat the topic of the language assessment as something general but having in mind some cases, in other words, this study looks and show the assessment as a process that can vary according to the context and even the teacher, it is not something generic.

The use of technology and web tools in the English learning and teaching process has been studied by Herrera et al. (2014) in their thesis entitled *Using Personal Portable Devices as Learning Tools in the English Class*. This study was conducted in Universidad Veracruzana de Mexico. The participants were a group of forty students of that university.

The topic of this research is the use of personal portable devices for educational purposes. The project was qualitative, and specifically developed through action research. Three instruments were used for data collection: field notes, photos, and app screenshots.

This research aimed to implement activities entailing the use of devices and to know their impact on students' learning and the use of English in class. A series of applications was used to promote the use of these devices for the benefit of the English as Foreign Language class. It was found that students were able to productively use these devices as learning tools plus they expressed comfort and interest in using them.

This study contributes to the proposal because it treats about the use of web tools as an innovative strategy in English classes and this is the other part of the research topic. Also, in the context's research there is a similar problem to this project, many students cheat in the exams because they find the answers in their cellphones, so the assessment does not achieve their purposes. This research shows that gadgets and applications can be used to the benefit of the process of teaching and learning.

EFL teacher's assessment practices have been studied by Aliakbar et al. (2023) this study was carried out in a University in Iran. The participants were 28 EFL teachers. The study adopted a qualitative approach and used semi-structured interviews. The study aimed to explore Iranian EFL teachers' classroom assessment practices following the curriculum reform introduced in 2011. It also examined whether there were differences in teachers' practices based

on variables such as gender, teaching experience, and educational degree through qualitative and quantitative approaches.

The results of the study were respect to summative assessment, participants expressed concern about the accountability aspect of the assessment to communicate the final test results with the parents and school management. It implies that accountability objectives of assessment can dominate teachers' assessment beliefs, suggesting a dichotomy between the accountability-driven and improvement-focused objectives of assessment. Also, thematic analysis of data found that assessment practices of teachers were associated with teachers' concerns about students' understanding and confusion. Particularly, teachers assess students to ascertain whether the students have understood or been confused about English language learning.

The study contributes to the proposal because it talks about EFL teacher's assessment practices, how teaching and assessment are related and the importance of implementing various forms of formative assessment.

EFL teacher's assessment practices also have been studied by Çimen (2021) The participants of the study were fifty EFL teachers who work at upper secondary schools in nineteen different cities.

The main topic of the study was the assessment practices of EFL teachers in the upper secondary level in Turkey. The study was in qualitative design and used questionnaires and interviews to explore EFL teachers' assessment practices and purposes in assessment.

The results reveal that most of the teachers assess the learners to understand if or how much they learn. It is followed by getting feedback about their teaching tailoring their future practices, and helping learners improve in the TL with the same frequencies. Assessing learners

Just to grade them and to make the learners get prepared for the centralized university exam are the purposes of less teachers.

The study contributes to the proposal because it talks about EFL teachers' purposes for assessing learners, aspects of language that EFL teachers assess in their learners, how teaching and assessment are related, and the feelings of EFL teachers about their assessment practices. It is very important to highlight that the study explores teacher assessment practices, not student results.

Another study about EFL teachers' practices was carried out by (Arslan & Üçok-Atasoy, 2020). The participants were 152 EFL teachers.

The main topic of the study was EFL teacher's assessment practice. The project was carried out following mixed methods research and used questionnaires and documents to find out the assessment practices of EFL teachers working with young learners.

The results of the study show that most of the teachers preferred assessing accuracy rather than communicative competence in their exams or traditional assessment was preferable for teachers than alternative assessment. Results supported that the mean scores of traditional assessments were higher than those of the alternatives. It meant EFL teachers mostly applied traditional pen-and-paper tests while assessing young learners in middle schools.

The study contributes to the proposal because it sought to know if teachers used traditional or alternative assessment practices, and this sense is like the research.

Research Design

Considering that the objective of this research is to analyze the way the assessment practices as a language teacher as changed after using formative assessment based on Web 2.0 tools at I.E Colegio Real de Mares in Barrancabermeja, Colombia, this research is framed within the qualitative research paradigm as it corresponds to the nature of this phenomenon.

Qualitative Approach

According to (Saban et al, 2010, as cited in Ezer & Aksut, 2021) qualitative research means a long-term and versatile in-depth examination of certain facts and events within their natural environment. In the words of (Yildirin,1999, as cited in Ezer & Aksut, 2021) qualitative research is an approach emphasizing the holistic and realistic manifestation of the events in the natural environment they are attached to and using different qualitative data collection tools such as observation, interview and document analysis therefore, we can say that qualitative research is the research where certain cases and events are examined in depth in their natural environments by using qualitative data collection tools and also a qualitative process is followed to understand the perceptions and experiences of individuals. Therefore, qualitative research is the studies that try to investigate, understand, and make sense of a situation, event, and phenomenon in their natural environment.

There are two basic concepts in qualitative research, analysis, and interpretation, (Glesne, 1999, as cited in Bozkurt & Ozturk, 2022) mention that Qualitative research relies on analyzing and interpreting social experiences and concepts in their context. Using this approach, researchers and practitioners' endeavor to comprehend, describe, interpret, and develop innovative ideas about a context.

Therefore, I can affirm that this research is qualitative because I am going to analyze in depth an individual experience or event, which is the change in the evaluative practices, this will be done in its natural environment which is the classroom and this will allow me to interpret it to know the perceptions about this change.

Research Design

A case study is an intensive study about a person, a group of people, or a unit, which is aimed to generalize over several units (Gustafsson, 2017, as cited in Heale & Twycross, 2017). A case study has also been described as an intensive, systematic investigation of a single individual, group, community, or some other unit in which the researcher examines in-depth data relating to several variables.

A case study, according to (Yin, 1999, as cited in Wünsch & Araujo, 2019) is an empirical investigation that studies a contemporary phenomenon within its real-life context, especially when the boundaries between the phenomenon and its context are not evident. Case study research deals successfully with a technically distinctive situation in which there are many more variables of interest than observational data; and, as a result, it relies on multiple sources of evidence, with data that must converge in a triangulation style; and, also as a result, it benefits from the prior development of theoretical propositions that guide the data collection and analysis.

In this research, the implementation of the student's formative assessment based on Web 2.0 tools with 6th graders of the IE Colegio Real de Mares can be considered as the real-life contemporary bounded phenomenon that Yin mentions, and through the development of this project, the purpose is to analyze the assessment practices using formative assessment

Data Collection Instruments

The present research used two data collection instruments: diaries and observations.

Diaries

It is a first-person account of the learning or teaching experience, documented employing regular and sincere entries and subsequently analyzed through recurrent patterns or relevant events. The telling of personal history is, by definition, retrospective. It helps to understand the individual factors involved in the experience. The diary's author systematically records events, details, and sensations of his daily experience.

In this research, it was written seven diaries with dates between May 5 and June 5 of 2024; they were written after each English class with sixth–fifth grade, and after each time the students' learning was assessed. This was a written teaching experience, described assessment practices that were tried in the classroom and how they were changing concerning the former traditional practices, and, was related to moments out of the school when I assessed students' works and many perceptions that I had about those changes and many students' reactions.

Observations

According to Creswell (2015), it is the technique used by the researcher to connect with reality and form the most accurate idea of the problem under study. In this technique, two types of instruments are used: the first is the temporary records that record in short periods and continuously the inferences made by the observer, and the second is the general record, in which the greatest number of situations, the intervention of actors, characteristics of the environment, as well as factors that affect the aspect being observed, are recorded.

In this research I used self-observation because I observed the assessment practices, it was instrumented observation because I used audio recordings, and the observation was

Unstructured because I used general records. Eight observations were transcribed to ease the analysis.

Participants

I am the participant. My name is Ross Bell Martinez Perez, I have been working as an English teacher for eight years and this year I have worked at two public schools: I.E Colegio Realde Mares in Barrancabermeja, Colombia, I teach English from the second grade of elementary to sixth grade of secondary, I teach to ten groups in total with about 35 students each one and at I.E Camilo Torres Restrepo in the same city, I teach English from sixth to eleventh grade I am a group director in sixth grade. The English level is B2 according to the Common European Framework and nowadays I am studying for a bachelor's in English at Universidad Santo Tomas.

Data Analysis and Findings

After the data collection process to know to what extent the assessment practices as a language teacher have changed after using formative assessment based on Web 2.0 the analysis of the diaries and observations began. The data analysis used was themes analysis. According to Creswell (2015), themes are similar codes aggregated together to form a major idea in the database, they form a core element in qualitative data analysis. Like codes, themes have labels that typically consist of no more than two to four words.

The first step was to write the diaries and transcribe the audio from the observations on a Word document. After that, I put all the information in an Excel document to ease the work. Then, I started to identify the inductive codes with different colors as shown in Figure 1. According to Creswell (2015), inductive codes are defined as those that are discovered

Progressively from the successive examination of the data in all possible ways. They do not start from the restrictive theoretical structure of the data.

Figure 1 Inductive codes

	Use of rubrics
	Giving oral feedback
	Giving written feedback
	Self-assessment
	Co - evaluation
	Participatory activities
	Oral feedback's topics
	Written feedback's topics
	Student's perception
	Teacher's perception
	Testing and grading
	Formative assessment
	Educalab rubrics
	Wordwall
	Canva
	Voicethreed
	Platform

Source: Own creation

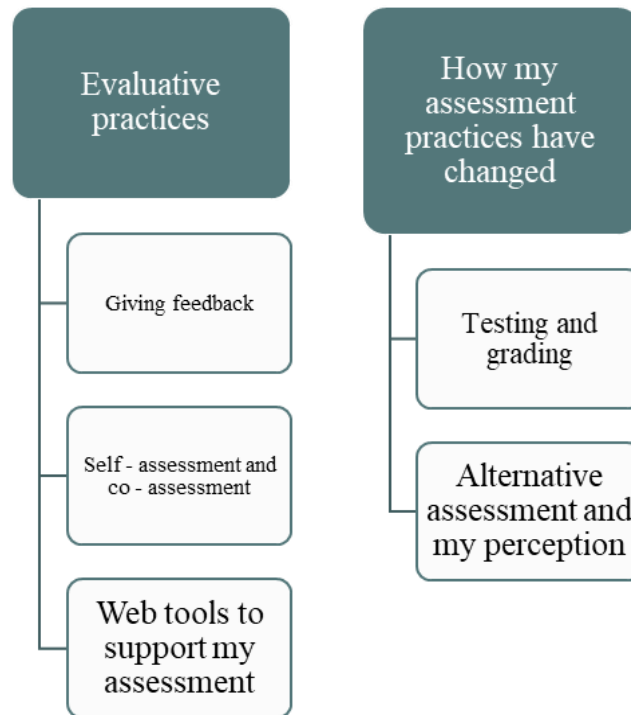
Then, similar codes were joint such as into a first version of the themes: use of rubrics, giving oral feedback, giving written feedback, self-assessment, co-evaluation, participatory activities, oral feedback topics, written feedback topics, students and teachers' perception, testing, and grading, formative assessment, use of Educa lab rubrics, use of Wordwall, use of Canva, use of VoiceThread and use of platform.

Then, deductive codes were identified in the data. Deductive codes, according to Creswell (2015) are those codes that are established before the analysis of the information; these codes are deduced from a theory, that is to say, they come from the theoretical structure. In this sense, codes related to evaluative practices, the use of web tools, and teacher's perception and testing were identified.

Finally, all the codes were joint an axial data analysis was made, a type of coding that presents the relationship between themes and subthemes. In the beginning, there were three.

Themes and all the codes were included but to reduce the overlap and redundancy of many codes I reduced them to two main themes with three and two subthemes as shown in Figure 2.

Figure 2 Themes



Source: Own creation Findings

Evaluative Practices

Thanks to this research, I could implement different evaluative practices that foster creativity and innovation and contribute to providing continuous feedback to the students. These practices included providing oral or written feedback to students after and during class activities or assignments. The application of these contributed to improving students' performance because it allowed them to realize the aspects to improve on their tasks and that they made the pertinent changes.

Another practice was the use of diverse kinds of rubrics and explaining the assessment criteria before the activities and tasks. Alternative assessments such as peer assessment and self-assessment were also implemented during the classes in the form of rubrics. The implementation of these practices benefitted both, the students and me because when I read and explained the criteria on the rubrics the students knew what I expected from them in the activities and tasks, and it allowed me to have a clear idea about what to assess.

All these evaluative practices were supported on web tools such as Edukalab, VoiceThread, Canva, and an educational platform called Integra. The use of these digital tools eased the work to assess and made it faster and more efficient.

The evaluative practices mentioned above are considered formative because they are carried out continuously and allow both the teacher and the student to reflect on their performance and practices and to improve them, making this a continuous cycle.

Giving Feedback. In the teaching-learning process, Ávila (2009) points out that feedback is a process in which concerns and suggestions are shared to know the performance and improve in the future and enhance reflection. On the other hand, Sadler (1989) considers it fundamental for the student to be able to compare his or her current performance with a standard of good performance and take steps to close the gap, if any, or improve. Students must know the assessment criteria, and, in this way, they know what the teacher expects from their tasks and work. The feedback must include the aspects to improve taking into account the criteria and how to improve, but also the teacher must highlight the positive aspects of the tasks or activities.

Feedback was seen in the following observations:

The most frequent aspects for improvement were spelling, confusion when using the verbs to have and to be, the non-use of connectors such as "and" and lack of order in the

Description. The least frequent aspects to improve were the correct use of the adjectives seen in class and the organization of the poster, that is, the aspects related to aesthetics and creativity (Observation 4).

After the class I started the process of giving feedback, I looked at the rubric, listened to the recordings, and gave them feedback through the platform email. In those messages I wrote them very specific aspects that they should improve such as the pronunciation of some words or the fact that they should vocalize more when speaking, I also wrote them the strengths that I had noticed” (Observation 6).

These excerpts showed that all feedback I gave to students contained specific clear suggestions that allowed them to improve their performance, all suggestions were according to assessment criteria that they knew previously therefore, they perceived the feedback as something positive despite it requiring them more work or repeat a work, they are interested in doing things better.

Concerning the teaching practice, giving feedback helps me adequate the future lessons to fill students’ needs and I considered this one allowed me to personalize the teaching.

These findings agree with Heron et al (2023), because they say that it is wrong to consider feedback only a written exercise, this thinking has been detrimental to understanding what can in some cases be the richest, most abundant form of feedback available – the feedback talk permeating taught sessions. In Diary 3, written feedback provided

Students had the opportunity to read the feedback at all times that were necessary to know and understand how to improve their performance:

After evaluating and filling out the rubrics, I started with the task of giving feedback, for I used again the school's email platform, I had the opportunity to write to the students simply and clearly, what was in the rubric, with messages of congratulations to all for the effort and dedication and with corrections to some to improve their work.

(Diary 3).

But in observation 3 excerpts also seen the use of oral feedback, during the different activities in class, many students had the opportunity to talk about the specific aspects that they need to enhance in their tasks and activities, but many times it was not necessary to call them to get feedback, they came to ask for it themselves because they wanted to make the things correctly.

Many students took advantage of the time and had feedback during the class, and only had to transcribe their descriptions to the poster. I would read their productions and tell each one what aspects of their writing they needed to improve. (Observation 3).

These excerpts showed that I did not limit the feedback to writing suggestions and advice to improve students' work by the end of the activities, but also, gave them oral feedback during

The development of the tasks that would be assessed. I realized that students improved in the aspects I gave feedback, the spelling got better, the ideas and sentences were more organized, the writing productions were more coherent and logical, and many of them started to use connectors and did not confuse the verbs have and be, that was a common mistake. Oral feedback and written feedback were the same, the only difference was the first was given during the activities while the second was given after the activities. During this implementation I could understand the importance of giving feedback, it is a way I can use the assessment as a teaching tool, and the students and I can learn from the assessment.

It was also found feedback was effective because it was clear and understandable, it must provide clues for future action, and it must provide useful and meaningful information (Figueiredo,2024). In observations 4 and 3 these characteristics are evidenced in the oral and written feedback that was given. The language that was used was simple, students understood what they had to do to improve, and they could take into account the comments not only in that moment but also in future activities.

The most frequent aspects for improvement were spelling, confusion when using the verbs to have and to be, the non-use of connectors such as "and" and lack of order in the description. The least frequent aspects to improve were the correct use of the adjectives seen in class and the organization of the poster, that is, the aspects related to aesthetics and creativity. (Observation 4).

I focused on three aspects: the use of the correct adjectives, for example, if the character they chose has long hair, is tall and thin, the adjectives they used in their description had

To match; also, if the description was coherent, logical, and organized, if they were using the correct verbs, connectors, and personal pronouns, and if the grammar and spelling were correct (Observation 3).

These excerpts showed that the feedback I gave to students was easy to understand for them, the aspects mentioned were specific and allowed them to know how to do better work in the future. I tried to use understandable language; the suggestions were short but in them, I mentioned all they needed to know to improve their performance. As a consequence of the feedback, they improved their spelling, and the order of their ideas and sentences in their writing productions, their works were more organized and logical, they understood the difference of the verbs to have and to be and started to use them in a correct form. I realized that students took into account the suggestions that I gave in other activities, and the quality of their production got better; so, the next time I had to do fewer corrections and I considered that this is the purpose of the feedback, not only improve the performance at the moment but also in the future.

Finally, in Diaries 2 and Observation 3, it is seen that the most students read the comments and had a good reaction, they followed the suggestions given and when they presented their works again the changes were evident and I knew that they had read the comments because the platform I used to give feedback allowed me to realize when they opened the messages.

After the feedback, the vast majority of the students read the comments and corrected their posters, even though some had to make very significant changes. There was one case that I want to mention and that is one of the students who usually does not submit assignments, he not only corrected the poster once but twice and it was something that happened with several students (Diary 2).

On the other hand, many understood easily, after the feedback they started to work to improve their writing and the product was satisfactory, their writing was more organized, the spell and grammar were correct also the use of verbs and personal pronouns (Observation 3).

These excerpts showed that during this implementation students read the feedback and took into account the suggestions that I wrote and tried to follow these on to improve their work. They did not want to send the task twice or more. When I gave feedback, I was worried that the students did not read the suggestions, in part because it was the first time I did it, but they were motivated and interested in correctly developing the activities and improving their work, therefore they read the comments, many of them did it the same day and they quickly got work in the aspects to improve and sent the tasks again. There were cases of students who sent the same task three times, but their final products were satisfactory.

Self-assessment and Co-assessment. In this subcategory, I included two kinds of assessments that are not made by the teacher. Therefore, I have self-assessment and peer-assessment.

They are evident in diary 5 in which is told the experience with self-assessment. The students had the opportunity of self-assessing an oral description of a person's physical appearance. The tool that they used for that was a rubric. This assessment was internal and allowed them to realize what their level of speaking skill was.

The self-assessment of the activity was an interesting part because some of them expressed that it was something new and even more so because they had to fill out a rubric, but they had no problem, they were very sincere and very objective. They recognized

Their strengths and the aspects they needed to improve. (Diary 5).

This excerpt showed that students assumed responsibility for assessing. They assessed aspects of their work such as the correct use of adjectives, if their descriptions were suitable and complete, if they used an appropriate vocabulary, if their pronunciation was clear, and if they used the grammar rules taught in class. Students demonstrated an awareness of their strengths and weaknesses, especially in the aspect of pronunciation, most of them mentioned that they had to work a lot because their level was low. In this opportunity the burden of assessment was on the students' shoulders, this represented a saving of time and work for me, I only guided them on how to fill the rubric, and by the end of the class, they delivered me the completed rubric.

These findings agree with Liu & Brantmeier (2019) because they say that Self-assessment as a component of learner autonomy is a metacognitive tool that helps learners appraise and control their learning process. Oscarson (1989) mentioned that it is an internal assessment that shows the level of learners' abilities and skills from their perspective.

Concerning peer assessment, it helped me trust more in the student's skills, I was able to empower them, and I created a collaborative environment among them, in this one if there was a more skilled student, he could help a less skilled one. The above is evident in (Observation 8) which is the experience with peer assessment.

After this exercise I asked them how they felt evaluating their classmates, they mentioned that they felt good and liked the exercise and that it helped them to learn from their

Classmates. I felt it was a way to empower the students, make them see that they know too and that they have the ability to evaluate and help their classmates to improve, I had to trust them and, their skills because they had enough knowledge to assess this activity but also, I had to trust in the work, that is, in the teaching (Observation 8).

The students had the opportunity to work together and were motivated, they were also autonomous at the moment of assessment because I only explained to them the criteria and how to fill the rubric and it was evident that they made an effort to present good works.

The peer-assessment exercise was developed by students...I explained to them each criterion to be evaluated and that they should read the descriptions made last class by the partner they were to evaluate and mark if they fulfilled or not each criterion. (Observation 8).

These findings about peer- assessment agree (with Falchikov, 2007 as was cited in Vo & Nguyen, 2023) who mentioned that peer assessment involves students in assessing their peer's work based on a given performance criterion. Despite variants of peer assessment, its value lies in the fact that peer assessment is an effective method that engages students in the learning process and encourages students' self-assessment and reflection. Designing and applying peer assessment.

Designing and applying peer assessment taught me that I was not the only one who could assess in the classroom because I was not the only one with knowledge, students had enough skills and knowledge to assess, help, and give feedback to each other. I realized that designing an

Assessment is not the same as designing a questionnaire, designing an assessment is to prepare a tool that allows one to know how much the students have learned and how good the teaching has been, therefore this one can have more than one form. Furthermore, peer assessment decreased the workload, because I did not have to assess a large amount of student's work as it is mentioned in Diary 7:

Something I realized after the exercise of peer assessment was, I saved time and effort, in the previous exercise I spent much time assessing because formative assessment demands time, but an activity where I could spend two or three hours between assessment and giving feedback, implementing peer assessment, the students did it in thirteen minutes. (Diary 7).

In summary, the experience of applying peer assessment with the students taught me that I am not the only one who can assess, If I teach something in a correct and clear form and if the students understand it, they also can assess and give feedback, this experience also taught me that I need trust more in the students and their skills because it shows that I trust in the process that I am doing. Implementing peer assessment also showed me that not all formative assessments are exhausting or demand a lot of time, thanks to alternative assessments to assessment may be simpler and briefer work. Finally, peer and self-assessment could become this labor in a collaborative activity, a space where the students and I worked together to improve their performance and I, the teacher.

Using Web Tools To Support The Assessment Practice. This subcategory included the use of web tools during this implementation. The first web tool I used was Wordwall, this is a digital platform that allows to create and edit personalized learning activities that students can

Develop during a class. Users can create the activities from predesigned templates and adapt them according to the lesson plan. Users can also share their activities.

The use of this web tool is evident in Diary 1. In this one, students participated in an activity that I used to verify if they had understood the vocabulary taught in class. The use of this Web tool contributed to the assessment practice making it more interesting and attractive for the students and less tense and formal because they were being assessed and they did not realize it. Web tools like this one can help me in the future to become the assessment in something continuous because they can be used at any time of the class.

After that, students participated in an activity created with a Web tool called Wordwall. This was the first time that I used this tool in class, and it was something significant for the students because they wanted to participate and show how much they had learned, and I could realize if they had understood (Diary 1).

This excerpt showed that the use of activities designed with web tools could motivate students to participate in class because they are attracted to and interested in them, especially if these are presented as games. Also, it showed that this kind of activity helped me to make assessment a more frequent and spontaneous activity and to integrate teaching and assessment into one process. Finally, the use of this web tool allowed me to realize how much students had understood the topic and the aspects to strengthen and review.

The second Web tool I used was Edukalab Rubrics, this is an online platform that guides users in the process of creating rubrics. The platform uses AI and helps in the definition of learning objectives, and assessment criteria, in the generation of rubrics. Edukalab Rubrics help teachers to save time. The use of this Web tool allowed me to implement rubrics in the process of assessing and it is well known that rubrics are useful tools in formative assessment but

Designing a rubric demands time and usually, I do not have it. Using this tool I only introduced some information and Edukalab generated the rubric, I reviewed it and edited it when it was necessary, this one represented a time saver.

The use of this web tool was evident during this implementation as is shown in diaries 1, 5, and 7. In these, I mentioned some advantages and characteristics of this web tool. The rubric was created using a Web tool called Edukalab. It uses AI to generate rubrics of diverse kinds and allow to edit them. This tool was quite useful because one of the factors that I think as a teacher when using rubrics as a formative assessment tool, is the time it takes to design them, but the IA creates them in just one minute (Diary 1). This rubric, as well as the previous one, was worked on physically, this is another advantage of the tool Edukalab, it allows me to download and print the rubrics (Diary 5).

In that class the students did a co-assessment exercise, I used a checklist rubric, another advantage I found in the web tool I used, this one allows me to create different types of rubrics (Diary 7).

These excerpts showed the use of this Web tool helped me to change and improve the assessment practice because this generated rubrics that contained assessment criteria that I took into account at the moment to assess and when I used criteria I had I clear idea about what aspectsto assess in a work and the students knew what I expected from them. Having criteria allowed

Me and the students to know the level of appropriation of a topic if the topic had been understood or if they needed more explanation or practice.

Another web tool that was used during this implementation was Canva. This tool was used during this research by the students to create a poster where they are going to describe the physical appearance of a person. Using this web tool helped me to make the work easier, because having the students' work in a digital format avoided me having to carry around papers and the risk of losing one, and the students did not have the excuse of having forgotten the homework at home.

The task consisted in the creation of a poster using the Web tool called Canva, on the poster they had to write a physical description of a person or a cartoon character, they had to include an image and send the task through the email of the institutional platform (Diary 3).

VoiceThread was another web tool used in this implementation. I used this Web tool to record the students' voice during a speaking activity, in this one they had to present the description of the person that they described in the poster in the first activity. The use of this tool helped me in the assessment practice in the sense that I could take time to listen to their productions many times to know their strengths and the aspects to improve and it allowed me to give them suitable feedback. It is evident in diary 5.

I recorded the descriptions using an app called VoiceThread. This activity lasted four hours, the four classes that took place over two weeks... The fact that I had the recordings was something that helped me a lot because I could take the time to listen more than once

and write all the comments that were relevant so that for a next opportunity they could do better. This job took me several days (Dairy 5).

This excerpt showed that the use of this web tool eased the work because it allowed me to assess more carefully the students' oral skills since I could listen their productions many times, realize their strengths and things to improve and give suitable feedback. When I listen to a student speaking once it is possible that I overlook many aspects of his or her production, but the use of this Web tool decreases that risk.

The last web tool that I used in this implementation was the email of the educational platform called Integra. I used that tool to send all the explanations about the first task and to give feedback, and students used the platform to send their works. It is shown in observations 1 and 4.

They had to send the task through the email of the institutional platform called Integra, this one is used at school to many academic works as upload grades, senthomework and other activities and it is the means of institutional communication (Observation 1).

This Web tool was very useful in this implementation because it allowed me to be efficient and timely in giving feedback. It was also a way to have more contact with the students because I only teach two hours of English per week. By using this tool, they had the opportunity to know the aspects to improve and make the pertinent improvements in their work before the due date.

... Using the institutional platform which allowed me to have all the students' works in order of arrival to the e-mail, I reviewed the works, wrote feedback, and sent it, this tool eased me the work (Observation 4).

These excerpts showed that platform's email was a useful tool in the process of assessing because it allowed me give feedback and students could read it at the right time. This tool was also useful for giving explanations about the tasks and students had that information available all the time when they needed to consult it. Giving feedback and assessment are reflexive processes that require time. During this implementation I realized that many times is not enough to give a quick commentary and put a grade. Using the platform, I could take enough time for assessment process. The findings agree (Cumhur and Cam, 2021) who mentioned that Web tool can be integrated into the assessment design and application. Using these tools for assessment and evaluation purposes contributes to the learning and teaching process in terms of repetition, continuous reinforcement, effective use of time and providing quick feedback.

How The Assessment Practices Have Changed. During this implementation I could realize many changes in the assessment practices, compare them with the former practices and reflect on this. Before this research, the assessment was summative but during this one became it in formative assessment to discover ways to improve as a teacher and help the students' performance. This experience taught me the assessment practices before this implementation, were not suitable in the grades that I teach because the students could not learn from the assessment, it was only a way to measure their performance, they did not have the opportunity of try something again and improve it. Implementing formative assessment helped me to turn the practices more reflexive and aware of the importance of this process, to understand that I also

learn from this one not only the students because its results allow me to realize and recognize the mistakes during the teaching, therefore this also became more honest.

Testing And Grading. The assessment before this implementation was summative and traditional, I tested and graded, the tool to assess was questionnaires of multiple choice and applied them by the end of the term, this one was vertical, that is, the students did not participate in the process, they only developed the tests and received a result; there was not a learning from the assessment as is mentioned in observation 5.

Reflecting in this experience, the assessment practices that I am trying are completely different to the traditional assessment which I applied before it because I only designed questionnaires of multiple choice and applied them at the end of the term during the exam's week, the students did not have the opportunity to receive feedback to improve their performance, they only received grades, many times these were bad but the most worrying is that they did not learn from the assessment because they only knew where they had failed but did not know how to improve and they did not have time for this because the period was over, therefore their mistakes were definitive (Observation 5).

These excerpts showed that the evaluation had all the characteristics of the traditional summative evaluation because it was not continuous, it was only applied at the end of the period, the students did not have an active participation in the evaluation because I was the only one who evaluated, I did not reflect on the practice as a teacher and the students did not learn from the evaluation either.

These findings about testing and grading agree with Tobon, et al. (2006), A traditional evaluation is one in which the parameters are established by the teacher without taking into account academic or professional criteria, quantitative grades are assigned without clear criteria

To justify them, it focuses more on mistakes than on achievements, it does not take into account student participation, mistakes are punished and are not considered a source of learning, it does not help self-improvement, the results are definitive without the possibility of change and it focuses on individual students.

Before this implementation I confused the concept of assessment with applying tests and grading, I applied questionnaires and graded them, I did not explain to the students the evaluation criteria that were going to be taken into account, in part because I did not have defined criteria, when they made mistakes, it was definitive because they lost the exam and sometimes the subject. This type of evaluation did not help them to improve or learn and turned them into conformist students who were happy to get basic grades as was shown in diary 4.

Before this experience I observed that when I simply gave a grade to an assignment on some topic the students did not improve, they did not make any effort even to correct mistakes when I asked to do it, if they got a basic grade to pass they were happy, for them that was enough, the important thing was to pass and when they did not pass some did not care and when they did some other activity about the same topic, the mistakes persisted as well as the bad grades. (Diary 4)

This excerpt showed that the students did not learn from summative assessment, this one only provide them grades, but did not represent a learning experience, this one did not give them the opportunity of improve their performance, did not have feedback and sometimes was a sanction to those students who had low performance, they perceived it as a consequence of their lack of skills or knowledge and it turned in something frustrating for both the students and me because they felt that they did not achieve to learn and I felt that I had spent a term teaching something without success. This was general in the group of students, most of them failed the

assessment of the term. Finally, assessment was not important for them, they only cared about the grade and to get a good grade they usually cheated and for that I did not know I they really had learned something.

These findings about summative assessment agree with Álvarez (2011) any activity and any practice of educational evaluation that does not educate, that does not educate and from which the subjects do not learn, should be discarded at non-university levels, those where education is compulsory, since it is considered a common good and is recognized as a guarantee to reduce social inequalities.

Alternative Assessment. The opposite of traditional assessment is alternative assessment, this one encompasses many practices that have as main characteristic the formative intention, this means, students and teachers must learn from the assessment. This important aspect is shown in diaries 7 and 4

During this activity I could notice the progress that the students have made, their productions have improved a lot, many of them are able to make a description without errors or with less mistakes and I notice that this learning comes from the assessment, they have learned from each evaluation experience even from their mistakes (Diary 7).

I realized that the assessment should be a learning tool for the students and a guide for them to improve, so the assessment was becoming a continuous cycle, they would do the assignment, I would assess it using the rubric and give them feedback through the platform's email, they would improve the activity and the cycle would start again until the assignment was satisfactory according to the assessment criteria (Diary 4).

As a teacher I learnt how to improve the practice, the aspects of the language teaching I had to explain more clearly or perhaps change the teaching strategy because the students did not understand. The students learnt from the assessment because during this one they continuously got feedback with clear and important comments about how to improve their performance in the two skills that they work, writing and speaking, they did not see their mistakes as something that “was going to make them lose the evaluation” but as something they could learn from or an opportunity of improve. I can say that after each evaluative experience they increased their knowledge.

Álvarez (2011) mentioned that formative assessment is a continuous process, if teachers do it the risk that the students fail will reduce because we will always arrive in time to act and intervene at the right moment when the student needs our guidance and help to prevent any detected failure from becoming definitive. This formative assessment's characteristic is evident in diary 4, where I describe this one as a continuous improvement cycle that allows students and me to recognize the aspects to improve.

Now that I am starting to change the way of evaluating and I am relying on technology, not only has the number of students who submit homework or develop activities in class increased, but also their desire to do things better, and it is something that I see beyond correcting mistakes but to meet criteria and in this way of improvement they are learning a little more therefore, knowing the assessment criteria before the activities are basic in formative assessment (Diary 4).

The assessment was becoming a cycle, they would do the assignment, I would evaluate it using the rubric and give them feedback through the platform's email, and they would

improve the activity, and the cycle would start again until the assignment was satisfactory according to the assessment criteria.” (Diary 4).

An aspect to highlight in these excerpts is a characteristic that the evaluation acquired, this one became something continuous because I described it as a cycle. This was not only an exam by the end of the term or by the end of a topic, when I finished the explanation I assessed to know if the teaching had been clear and if they had understood, during the activities that they developed I assessed to know their progress and they know how to improve and when they improved, but I also assessed again and when activity finished they and me assessed to know how the performance has improved and how it could be better in the future. This excerpt also showed that before each activity I explained the assessment criteria, and this one was a change in the assessment practices, I established criteria that the students and I knew and took into account during the development of the activities and it represented an improvement because, from the beginning of the activities, the students knew what was expected of them, what they had to do and in what way; and I knew what aspects of the students’ works to assess.

It is important to mention that during this implementation I gave them a grade in part because they did not ask about it. Therefore, learning and the need for improvement took the first place and the grade took the place that corresponds. At that point, the assessment was not only a test at the end of the term but a continuous exercise, and the change in the student’s results was evident, the most of them delivered the work and the quality of their productions was good, also many of them demonstrated a good comprehension of the topics and improved their language skills, especially in writing.

During this implementation, I had different perceptions of the different assessment activities. When I was giving feedback, I perceived it as something frustrating because

Sometimes the students did not get better, or they did not understand the comments because they persisted in a mistake. I considered that the feedback was clear but at the beginning, it did not work with a few students. It is shown in Diary 2.

“I felt that I was individualizing the teaching, that this feedback was a way of teaching them, it was something that required time and sometimes I felt frustrated because no matter how much I explained to some, they persisted in making mistakes” (Diary 2).

Another perception in this implementation was that formative assessment practices demanded much time, the time is something important to me, as a teacher I had a lot of responsibilities apart from teaching and assessment, therefore I had to learn how to manage the time in a better way to spend more time in this important labor that allowed me to improve the practice (Diary 3).

These excerpts showed many perceptions that I had during the implementation but I usually perceived all the activities related to the changes in the assessment as something significative, a worthwhile labor because it was about to become the poor assessment practice in an authentic assessment practice, one that helped me to reflect about the teaching and improve it. Usually, I considered it something gratifying, especially at moments when the students got better when they were able to write a text using suitable grammar, spelling, verbs, and structures, or when they talked in English despite, being nervous because their level was low.

Sometimes the progress seemed insignificant but implementing formative assessment allowed me to notice that little advances, appreciate them, and make the students see them because assessment also values all honest efforts to improve performance.

Conclusions

This research focused on analyzing the way the assessment practices as a language teacher have changed after using formative assessment supported by Web 2.0 tools at I.E Colegio Real de Mares in Barrancabermeja. For that, I described the assessment practices and determined the changes in these practices.

Before using formative assessment, I could describe the assessment practice as traditional and summative, I only tested and graded, and the tool to assess was questionnaires of multiple selection, and applied them by the end of the term, this one was vertical, the students did not participate in the process, they only developed the tests and received a result. Therefore, the students did not learn from the assessment. The exams' results were definitive. I did not learn either from these former practices because I did not reflect on these and how to improve the teaching.

I changed the assessment practices to a more formative one, which means that the students learned from the assessment. The reason why this happened was, I continually gave them feedback. This one was a very useful tool, through it the students knew the aspects to improve or how to improve their skills such as writing and speaking, the students were able to understand what I taught them during the assessment, it became a way of learning. Not only did the students learn, too, but I could reflect on the practices and whether the teaching was effective or not.

Something important was the use of criteria, it was the first time I used assessment criteria. Established criteria, making them known to students, taking them into account during the assessment process, and asking students to do the same during the development of their activities were changes in the assessment practice. The criteria helped me to have specific aspects to assess

And helped the students to focus on the most important things that they had to learn and make.

Another important change in the assessment practice was that it became continuous because I assessed from the beginning of the process to the end.

The use of Web tools during this implementation was something new. Web tools eased many processes and made them more effective and opportune. For instance, Edukalab can generate Rubrics with assessment criteria using AI and it represents a time saving; using the institutional platform (Integra) allowed me to send feedback promptly; the use of Wordwall let me know if the students understood a vocabulary.

This study contributed to my professional development as a teacher in the sense that I have acquired knowledge about an authentic assessment, I have changed the false concept I had that testing and grading are the same, because assessment is more related to learning by the teacher, I must evaluate the learning, and the students must learn from the assessment. Also, this one helped me to be more reflexive about teaching practices in general because I think that if the assessment's results are positive, the teaching is efficient but if these show that there are many things to improve it is possible that I must improve and adjust the teaching.

Finally, this study contributed to the strengthening of my ICT skills because I could try Web tools that I did not know and they are useful as support in the assessment practices, they can help them to be more opportune and effective in relation to the time, the processes are faster using this kind of tools.

About the research design I consider that it was suitable because the qualitative approach allowed me to analyze this experience and reflect about this. The instruments were also

appropriated, diaries and observation let me recollect the information that I needed, and they eased me the labor of recognize the themes that were analyzed in the data analysis.

This study had a limitation and was the time because as a teacher in the school where I work, I only have two hours per week of English class and sometimes that one hour can be lost due to different circumstances that are common in the school where the study was conducted. In despite the observation being a suitable instrument, the fact that I used recordings instead of videos did not let me analyze many reactions of the students in the classroom. For further research I suggest getting involved more teachers that teach in other grades, to know if they obtain similar results and that the implementation be extended to more than one school period to see if the results can be sustained over time.

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Annexes A Diaries

Diary 1

Date: Wednesday, May 8th

On Wednesday, I had an English class with the group sixth – four of Institución Educativa Colegio Real de Mares in Barrancabermeja Santander, the topic of the class was “describing people’s physical appearance.” I started the class presenting the vocabulary of adjectives to describe people, the hair, eyes, height, build and general appearance, if the person is young, old, pretty or ugly. I used slides to present the vocabulary. Next one I explained how to describe a person’s physical appearance using those adjectives. After that, students participated in an activity created with a Web tool called Wordwall. This one consisted in a game where students looked at some pictures of cartoon characters and read three options of descriptions, and they had to choose the correct one. This was the first time that I used this tool in class, and it was something significant for the students because they wanted to participate and show how much they had learned, and I could realize if they had understood. I noticed that the part of the description most difficult for them was the hair, therefore I took some minutes to clarify this part. I felt that, even though this activity was a game, I can consider it as an assessment, because the assessment cannot be something that happens at the end of the teaching process, it is something that happens together with the process, they cannot be separated. That was something good, to know how much they had learned up to that moment and how well I had explained.

Finally, I explained the homework that was the first activity I applied formative assessment. The task consisted in the creation of a poster using the Web tool called Canva, on the poster they had to write a physical description of a person or a cartoon character, they had to include an image and send the task through the email of the institutional platform, that day in the afternoon I upload the explanation of the task to the platform with a tutorial video created by me about how to create a poster using Canva and a poster as example. The tool that I used to assess this task was a rubric, this one was created by me using a Web tool called Educa-lab, it uses AI to

generate rubrics of different kinds and allow to edit them, it was very useful and eased me the work but, the rubric had four criteria: use of physical adjectives, poster organization, description and correct grammar. I consider that the design of the rubric was suitable, the IA generated it with the criteria I wanted to take into account when evaluating and as it gives the option to edit the rubric, I could simplify it a little to make it clearer for students, this tool was quite useful because one of the factors that I think as a teacher when using rubrics as a formative assessment tool, is the time it takes to design them, but the IA creates them in just one minute. I think the rubric only lacked the spelling criterion, although I explained it orally to the students, I think it should have been explicit in it. But in this part I made a mistake, I didn't explain the criteria of assessment because the class had finished and that day some students sent the task and they could not take in account the criteria and made many mistakes, but on the next day I had the opportunity of explain the rubric and the criteria assessment, one of the students that had sent the task said me " teacher, you had to explain it before" because he had to correct the task. It happened on Thursday.

Diary 2

Date: Friday, May 10th

On Friday I had the opportunity to have class with the group, do a review of the topic and advance the work, the objective was for them choose the person or cartoon character and write the description and present it to me to make corrections. Many students took advantage of the time and had feedback during the class, and only had to transcript their descriptions to the poster.

I would read their productions and tell each one what aspects of their writing they needed to improve, I focused on three aspects: the use of the correct adjectives, for example if the character they chose has long hair, is tall and thin, the adjectives they used in their description had to match; also, if the description was coherent, logical and organized, if they were using the correct verbs, connectors and personal pronouns and if the grammar and spelling were correct. I felt that I was individualizing the teaching, that this feedback was a way of teaching them, it was something that required time and sometimes I felt frustrated because no matter how much I explained to some, they persisted in making mistakes, they wrote the verb to have where they had to write the verb to be and vice versa, she when the person was a man and he when the person was a woman and the spell was bad in despite of they were looking at the vocabulary on the TV, but I had to be patient because they were students and they were learning. On the other hand, there were many who understood easily, after the feedback they started to work to improve their writing and the product was satisfactory, they writings were more organized, the spell and grammar were correct also the use of the verbs and personal pronouns. In this way I finished that class.

Diary 3

Date: Saturday, May 11th

On Saturday I started to assess the students' works, I was impressed with the amount of work I had received and the amount I received during the day, approximately 80% of the group, the quality of the work was very good, the students were making an effort to follow the assessment criteria, it should be noted that they were not perfect work, the vast majority had

things to improve. The most frequent aspects for improvement were spelling, confusion when using the verbs to have and to be, the non-use of connectors such as "and" and lack of order in the description. The least frequent aspects to improve were the correct use of the adjectives seen in class and the organization of the poster, that is, the aspects related to aesthetics and creativity. Even some wrote things that were difficult to understand and that was a good thing because it indicated to me that they had done the work themselves. Before this experience I did not use devices at the moment to assess, just paper and a pen, now I was in front of the computer, with the platform open, reviewing work created with web tools and using a rubric, an instrument that I had never applied before and it was really something completely new for me and very demanding. Reviewing work by work and taking into account the evaluation criteria was something that took me more time than I had ever taken evaluating an activity but I felt I was doing something worthwhile, it was not easy, but the formative assessment was something that was helping me to do things better and so were the students, because when those who had sent the activity before knowing the criteria, they changed it and sent it again and that is something the students rarely do.

After evaluating and filling out the rubrics, I started with the task of giving feedback, for that I used again the school's email platform, I had the opportunity to write to the students in a simple and clear way what was in the rubric, with messages of congratulations to all for the effort and dedication and with corrections to some to improve their work, specifically in aspects as spell, the order of the sentences, because the idea was for them to expose their posters the next class. Something curious I did was to use a meme created with a generator I have on the cell phone to congratulate those who did not have to make any corrections.

Diary 4

Date: From Monday May 13rd to Wednesday May 15th

After the feedback, the vast majority of the students read the comments and corrected their posters, even though some had to make very significant changes to them because the descriptions did not have sense or they were not what I was requiring because they described aspects as the personality and that was not the topic and there were three cases of tasks that they were not made by the students, I realized it because the descriptions were very complex. There was one case that I want to mention and that is one of the students who usually does not submit assignments, he not only corrected the poster once but twice and it was something that happened with several students, that required me to spend even more time evaluating. For me it was a pleasure to send more “good job” messages. None of this happened when I simply graded the assignments. Before this experience I observed that when I simply gave a grade to an assignment on some topic the students did not improve, they did not make any effort even to correct mistakes when I asked to do it, if they got a basic grade to pass they were happy, for them that was enough, the important thing was to pass and when they did not pass some did not care and when they did some other activity about the same topic, the mistakes persisted as well as the bad grades and all this indicated to me that they were learning little or nothing. Now that I am starting to change the way of evaluating and I am relying on technology, not only has the number of students who submit homework or develop activities in class increased, but also their desire to do things better, and it is something that I see beyond correcting mistakes but to meet criteria and in this way of improvement they are learning a little more. Therefore, knowing the assessment criteria before the activities is basic in formative assessment

At this point of this experience, I realized that the assessment should be a learning tool for the students and a guide for them to improve, so the assessment was becoming a cycle, they would do the assignment, I would evaluate it using the rubric and give them feedback through the platform's email, they would improve the activity and the cycle would start again until the assignment was satisfactory according to the assessment criteria. The only challenge that I could find giving feedback in that way was the students were not attentive to the platform's email and did not read the comments but that was not the case.

Diary 5

Date: Thursday, May 16th

On Thursday I started with the next activity, the poster presentation, I am sure most of the students had never done a presentation in English. In this activity they had to self-assess themselves, for that I had prepared a quite simple but complete rubric using the same web tool. This rubric had criteria such as the correct use of adjectives, vocabulary, and pronunciation. During the activity, the students passed by, showed on the TV the image of the person or cartoon character they had chosen and gave the physical description of it, before starting the presentation I told them the assessment criteria and explained that they were going to self-assess. These were: correct use of adjectives, description, vocabulary, pronunciation, and grammar, in front of each criterion there were two boxes, one with a happy face that meant good and the other with a

serious face that meant to improve. This rubric, as well as the previous one, was worked on physically, this is another advantage of the tool I used, it allows me to download and print the rubrics. Self-assessment gave them some confidence because some of them were nervous. I recorded the descriptions using an app called VoiceThread. This activity lasted four hours, the four classes that took place over two weeks. When each student finished, I gave them a small sheet of paper with the rubric, they self-assessed themselves and gave it back to me. At the end I asked them how they felt doing the self-assessment, the answers were very positive, they felt comfortable, some mentioned that it gave them the opportunity to reflect on the aspects to improve, some mentioned that it was simple, they found it easy to understand and others mentioned that they had never done a self-assessment like this, but that it was good.

I was not sure how this activity was going to turn out or what the students' response was going to be, I thought it was going to be difficult for them to speak in front of a tape recorder in English, I even thought that some of them were not going to go on to present. It turned out to be a challenge for them, but they all accepted it. The self-assessment of the activity was an interesting part because some of them expressed that it was something new and even more so because they had to fill out a rubric, but they had no problem, they were very sincere, very objective. They recognized their strengths and the aspects they needed to improve, for example, most indicated in the rubric that the use of adjectives was correct, but most also recognized that they needed to improve their pronunciation. Even the students who made the best presentations indicated at least one aspect to improve. This helped me to realize which aspects of the teaching I needed to improve, for example that I should look for strategies to teach pronunciation, but it also helped me to recognize that the strategies I was using to teach vocabulary and grammar were efficient.

After each of these classes I started the process of giving feedback, I looked at the rubric, listened to the recordings, and gave them feedback through the platform email. In those messages I wrote them very specific aspects that they should improve such as the pronunciation of some words or the fact that they should vocalize more when speaking, I also wrote them the strengths that I had noticed in them, some pronounced quite well, others gave an orderly description and others were very confident when speaking, no matter how many shortcomings they had, I always mentioned something positive for which I congratulated them, I really think that this exercise has helped me to stop grading and to begin to value what the students do. The fact that I had the recordings was something that helped me a lot because I could take the time to listen more than once and write all the comments that were relevant so that for the next opportunity they could do better. This job took me several days.

Something that caught the attention was the fact that the students at no time asked about the grade, which is what many are concerned about, they were only concerned about doing well or better.

Diary 6

Date: Friday, May 31st

In that class I proposed an activity that had the purpose of strengthening the students' writing skills, because I realized that some of them had a lot of room for improvement in that aspect. The activity consisted of presenting them with three slides, each one with the image of a character that they had to describe in their notebooks. Before that there was a review of the lesson. The students worked individually and autonomously and sometimes they would come up

for feedback. The idea with this activity is that the next class will perform a co-evaluation exercise using a specific rubric designed by the teacher.

During this activity I could notice the progress that the students have made, their productions have improved a lot, many of them are able to make a description without errors or with less mistakes and this learning comes from the assessment, they have learned from each evaluation experience even from their mistakes

7 Diary

Date: Wednesday, June 5th

In that class the students did a co-assessment exercise, I used a checklist rubric, another advantage I found in the web tool I used, this one allows you to create different types of rubrics depending on the kind of assessment being done, that is, if it is assessment, self-assessment or as in this case co-assessment. The criteria were: appropriate use of grammatical structures, use of a variety of adjectives, describe at least after people, use vocabulary related to personal appearance, the description is clear and coherent and use connectors in the description.

The co-evaluation exercise was developed as follows: each student was given a sheet with the rubric, each student exchanged notebooks with the partner next to him/her, and on the back of the sheet each student wrote: evaluator and his/her name and evaluated and the name of the partner. I explained to them each of the criteria to be evaluated and that they should carefully read the descriptions made last class by the partner they were to evaluate and mark if they fulfilled or not each criterion.

After this everyone took some time to show their partner the co-evaluation sheet and give feedback orally, what they said was very brief, for example: you didn't do all three descriptions

or one of the descriptions was incomplete, in the second description the character had short hair and you wrote that he had long hair, you used some “weird” adjectives that the teacher didn’t teach in class, you misspelled several words. These were some of the comments I heard as I went through each table.

Something I realized after the exercise of peer assessment was, I saved time and effort, in previous exercise I spend much time assessing because formative assessment demand time, but an activity that I could spend two or three hours between assess and give feedback, implementing per assessment, the students did it in thirteen minutes, for the simple and obvious reason that there were much people doing the work.

After this exercise I asked them how they felt evaluating their classmates, some said it was not easy because they did not want to make their friend feel bad, others said it was a big responsibility because if they “graded” their classmate badly they could get a bad grade and they could be scolded at home, and others mentioned that they felt good, that they liked the exercise, that it helped them to learn from their classmate. There were two students who did not take the co-evaluation seriously and did not perform it correctly. But overall, the exercise was good, it is a way to empower the students, make them see that they know too and that they have the ability to evaluate and help their classmates to improve.

Annexes B Observation

Observation transcription 1

Date: Wednesday, May 8th

This is the first recording about the experience changing the assessment way. Today I had an English class with the group sixth – four of Institución Educativa Colegio Real de Mares in Barrancabermeja Santander, the topic of the class was “describing people’s physical appearance”. I started the class presenting the vocabulary of adjectives to describe people, the hair, eyes, height, build and general appearance, if the person is young, old, pretty or ugly. I used slides to present the vocabulary. Next one I explained how to describe a person’s physical appearance using those adjectives. After that, students participated in an activity created with a Web tool called Wordwall, this one consisted in a game where students looked some pictures of cartoon characters and read three options of descriptions, and they had to choose the correct one. This was the first time that I used this tool in class, and it was something significant for the students because they wanted to participate and show how much they had learned, and I could realize if they had understood.

Finally, I explained the homework that was the first activity I applied formative assessment. The task consisted in the creation of a poster using the Web tool called Canva, on the poster they had to write a physical description of a person or a cartoon character, they had to include an image and send the task through the email of the institutional platform called Integra, this one is used at school to many academic works as upload grades, sent homework and other activities and it is the means of institutional communication. The tool that I used to assess this task was a rubric. I consider that the design of the rubric was suitable. I think the rubric only lacked the spelling criterion, although I explained it orally to the students, I think it should have been explicit in it. But in this part, I made a mistake, I did not explain the criteria of assessment because the class had finished, now I have to explain the criterium in the next class and the

problem is that today many students sent me the task and they have made many mistakes because they did not know the assessment criteria.

Observation Transcription 2

Date: Thursday, May 9th

This is the second recording about the experience as a teacher changing the assessment method. Today I had the opportunity of explaining the rubric and the criteria assessment, one on the students that had sent the task told me “Teacher, you had to explain it before” because he had to correct the task. The rubric has four criteria: use of physical adjectives, poster organization, description, and correct grammar. After I explained the criteria, I answered their questions. That is all I did today because I did not have English class, but I wait that the students take in account the criteria and do the task in the correct way.

Observation Transcription 3

Date: Friday, May 10th

This is the third recording about the experience as a teacher changing the assessment way. Today I had the opportunity to have class with the group, do a review of the topic and advance the work, the objective was for them choose the person or cartoon character and write the description and present it to me to make corrections. Many students took advantage of the time and had feedback during the class, and only had to transcript their descriptions to the poster. I would read their productions and tell each one what aspects of their writing they needed to improve, I focused on three aspects: the use of the correct adjectives, for example if the character they chose has long hair, is tall and thin, the adjectives they used in their description had to match; also, if the description was coherent, logical and organized, if they were using the correct verbs, connectors and personal pronouns and if the grammar and spelling were correct. I felt that

I was individualizing the teaching, that this feedback was a way of teaching them, it was something that required time and sometimes I felt frustrated because no matter how much I explained to some, they persisted in making mistakes, they wrote the verb to have where they had to write the verb to be and vice versa, she when the person was a man and he when the person was a woman and the spell was bad in despite of they were looking at the vocabulary on the TV, but I had to be patient because they were students and they were learning. On the other hand, there were many who understood easily, after the feedback they started to work to improve their writing and the product was satisfactory, they writings were more organized, the spell and grammar were correct also the use of the verbs and personal pronouns. In this way I finished that class.

Observation Transcription 4

Date: Saturday, May 11th

This is the fourth recording about the experience as a teacher changing the assessment way. Today I started to assess the students' works, I was impressed with the amount of work I had received, approximately 80% of the group, the quality of the work was very good, the students were making an effort to follow the assessment criteria, it should be noted that they were not perfect work, the vast majority had things to improve. The most frequent aspects for improvement were spelling, confusion when using the verbs to have and to be, the non-use of connectors such as "and" and lack of order in the description. The least frequent aspects to improve were the correct use of the adjectives seen in class and the organization of the poster, that is, the aspects related to aesthetics and creativity. Even some wrote things that were difficult to understand and that was a good thing because it indicated to me that they had done the work themselves. Before this experience I did not use devices at the moment to assess, just paper and a

pen, now I was in front of the computer, with the platform open, reviewing work created with web tools and using a rubric, an instrument that I had never applied before and it was really something completely new for me and very demanding. Platform allowed me to have all the students' works in order of arrival to the e-mail, I reviewed the works, wrote feedback, and sent it, this tool eased me the work. Reviewing work by work and taking into account the evaluation criteria was something that took me more time than I had ever taken evaluating an activity but I felt I was doing something worthwhile, it was not easy, but the formative assessment was something that was helping me to do things better and so were the students, because when those who had sent the activity before knowing the criteria, they changed it and sent it again and that is something the students rarely do.

After evaluating and filling out the rubrics, I started with the task of giving feedback, for that I used again the school's email platform, I had the opportunity to write to the students in a simple and clear way what was in the rubric, with messages of congratulations to all for the effort and dedication and with corrections to some to improve their work, specifically in aspects as spell, the order of the sentences, because the idea was for them to expose their posters the next class. Something curious I did was to use a meme created with a generator I have on the cell phone to congratulate those who did not have to make any corrections. Now I wait that the students to read the feedback and make the corrections. This has been exhausting work, but the changes are not easy.

Observation Transcription 5

Wednesday, May 15th

This is the fifth recording about the experience as a teacher changing the assessment method. It has passed four days after I gave the feedback, the vast majority of the students have

read the comments and corrected their posters, even though some had to make very significant changes to them because the descriptions did not have sense or they were not what I was requiring because they described aspects as the personality and that was not the topic and there were three cases of tasks that they were not made by the students, I realized it because the descriptions were very complex. There was one case that I want to mention and that is one of the students who usually does not submit assignments, he not only corrected the poster not one but twice and it was something that happened with several students, that required me to spend even more time evaluating. None of this happened when I simply graded the assignments. When I simply gave a grade to an assignment on some topic the students did not improve, they did not make any effort even to correct mistakes, if they got a basic grade to pass they were happy, for them that was enough, the important thing was to pass and when they did not pass some did not care and when they did some other activity about the same topic, the mistakes persisted as well as the bad grades and all this indicated to me that they were learning little or nothing. Now that I am starting to change the way of evaluating and I am relying on technology, not only has the number of students who submit homework or develop activities in class increased, but also their desire to do things better, and it is something that I see beyond correcting mistakes but to meet criteria and in this way of improvement they are learning a little more.

At this point in this experience, I realized that the assessment should be a learning tool for the students and a guide for them to improve, so the assessment was becoming in a continuous cycle, this is not something that happened at the end of the term but during all the teaching process because both, the students and me need to know how much both have progressed during the process, not only at the end of this, therefore they would do the assignment, I would evaluate it using the rubric and give them feedback through the platform's email, they would improve the

activity and the cycle would start again until the assignment was satisfactory according to the assessment criteria.

Reflecting in this experience, the assessment practices that I am trying are completely different to the traditional assessment which I applied before it because I only designed questionnaires of multiple choice and applied them at the end of the term during the exam's week, the students did not have the opportunity to receive feedback to improve their performance, they only received grades, many times these were bad but the most worrying is that they did not learn from the assessment because they only knew where they had failed but did not know how to improve and they did not have time for this because the period was over, therefore their mistakes were definitive.

Observation Transcription 6

Date: Thursday, May 16th

This is the sixth recording about the experience as a teacher changing the assessment way. Today I started with the next activity, the poster presentation, I am sure most of the students had never done a presentation in English. In this activity they had to self-assess themselves, for that I had prepared a very simple but complete rubric using the same web tool. This rubric had criteria such as the correct use of adjectives, vocabulary, and pronunciation. During the activity, the students passed by, showed on the TV the image of the person or cartoon character they had chosen and gave the physical description of it, before starting the presentation I told them the assessment criteria and explained that they were going to self-assess. These were: correct use of adjectives, description, vocabulary, pronunciation, and grammar, in front of each criterion there

were two boxes, one with a happy face that meant good and the other with a serious face that meant to improve. This rubric, as well as the previous one, was worked on physically, this is another advantage of the tool I used, it allows me to download and print the rubrics. Self-assessment gave them some confidence because some of them were nervous. I recorded the descriptions using an app called VoiceThread. When each student finished, I gave them a small sheet of paper with the rubric, they self-assessed themselves and gave it back to me. At the end I asked them how they felt doing the self-assessment, the answers were very positive, they felt comfortable, some mentioned that it gave them the opportunity to reflect on the aspects to improve, some mentioned that it was simple, they found it easy to understand and others mentioned that they had never done a self-assessment like this, but that it was good.

I was not sure how this activity was going to turn out or what the students' response was going to be, I thought it was going to be difficult for them to speak in front of a tape recorder in English, I even thought that some of them were not going to go on to present. In reality it turned out to be a challenge for them, but they all accepted it. The self-assessment of the activity was an interesting part because some of them expressed that it was something new and even more so because they had to fill out a rubric, but they had no problem, they were very sincere, very objective. They recognized their strengths and the aspects they needed to improve. Even the students who made the best presentations indicated at least one aspect to improve.

After the class I started the process of giving feedback, I looked at the rubric, listened to the recordings, and gave them feedback through the platform email. In those messages I wrote them very specific aspects that they should improve such as the pronunciation of some words or the fact that they should vocalize more when speaking, I also wrote them the strengths that I had noticed in them, some pronounced quite well, others gave an orderly description and others were

very confident when speaking, no matter how many shortcomings they had, I always mentioned something positive for which I congratulated them, I really think that this exercise has helped me to stop grading and to begin to value what the students do. The fact that I had the recordings was something that helped me a lot because I could take the time to listen more than once and write all the comments that were relevant so that for the next opportunity they could do better.

This exercise was repeated for two weeks it took four hours of classes.

Observation Transcription 7

Date: Friday, May 31st

This is the seventh recording about the experience as a teacher changing the assessment way. In the class of today I proposed an activity that had the purpose of strengthening the students' writing skills, because I realized that some of them had a lot of room for improvement in that aspect. The activity consisted of presenting them with three slides, each one with the image of a character that they had to describe in their notebooks. Before that there was a review of the lesson. The students worked individually and autonomously and at sometimes they would come up for feedback. The idea with this activity is that the next class they will perform a co-evaluation exercise using a specific rubric designed by me.

Observation Transcription 8

Date: Wednesday, June 5th

This is the seventh recording about the experience as a teacher changing the assessment way. In the class of today the students did a co-assessment exercise, I used a checklist rubric, another advantage I found in the web tool I used, this one allows you to create different types of

rubrics depending on the kind of assessment being done, that is, if it is assessment, self-assessment or as in this case co-assessment. the criteria were: appropriate use of grammatical structures, use of a variety of adjectives, describe at least after people, use vocabulary related to personal appearance, the description is clear and coherent and use connectors in the description.

The co-evaluation exercise was developed as follows: each student was given a sheet with the rubric, each student exchanged notebooks with the partner next to him/her, and on the back of the sheet each student wrote: evaluator and his/her name and evaluated and the name of the partner. I explained to them each of the criteria to be evaluated and that they should carefully read the descriptions made last class by the partner they were to evaluate and mark if they fulfilled or not each criterion. Their reaction was positive, they assumed the responsibility with confidence and enthusiasm

After this everyone had some time to show their partner the co-evaluation sheet and give feedback orally, what they said was very brief, for example: you didn't do all three descriptions or one of the descriptions was incomplete, in the second description the character had short hair and you wrote that he had long hair, you used some "weird" adjectives that the teacher didn't teach in class, you misspelled several words. These were some of the comments I heard as I went through each table.

After this exercise I asked them how they felt evaluating their classmates, some said it was not easy because they did not want to make their friend feel bad, others said it was a big responsibility because if they "graded" their classmate badly they could get a bad grade and they could be scolded at home, and others mentioned that they felt good, that they liked the exercise, that it helped them to learn from their classmate. There were two students who did not take the co-evaluation seriously and did not perform it correctly. But overall, the exercise was good, I felt

it is a way to empower the students, make them see that they know too and that they have the ability to evaluate and help their classmates to improve. I had to trust them and, in their skills, because they had enough knowledge to assess this activity but also, I had to trust in the work, that is, in the teaching.

Thinking about the last two assessment experiences in classes, the self-assessment and the co- assessment, something to highlight is the active participation of the students in the assessment process because they before had a passive participation, they only asked a questionnaire and the only one who evaluated was me.

Annexes C Rubrics

Rubric used to assess an activity.

This rubric is used to evaluate a poster project in which students must describe a person using physical adjectives learned in class. The evaluation criteria are divided into 5 levels of performance and allow for a detailed view of the student's strengths and weaknesses in each aspect evaluated.

Criteria	5	4	3	2	1
Use physical adjectives	The student use a great variety of adjectives.	The student use several adjectives.	The student many adjectives but several in the wrong way.	The student use few adjectives but in the wrong way.	The student does not use adjectives.
Poster organization	The poster is organized, clear and very creative.	The poster is organized, clear and creative.	The poster is organized, clear and a little creative.	The poster is poorly organized and creative.	The poster is not organize nor clear.
Description	The physical description is coherent and logical and organized.	The most of the physical description is coherent and logical.	The physical description is organized but basic.	The physical description is basic but disorganized.	The physical descriptions is not logical nor organized.
Correct grammar	Grammar is correct, precise and accurate.	Grammar is correct and precise.	There are a few grammatical errors.	There are many grammatical errors.	The use of the gammar is incorrect.

Self – assessment Rubric

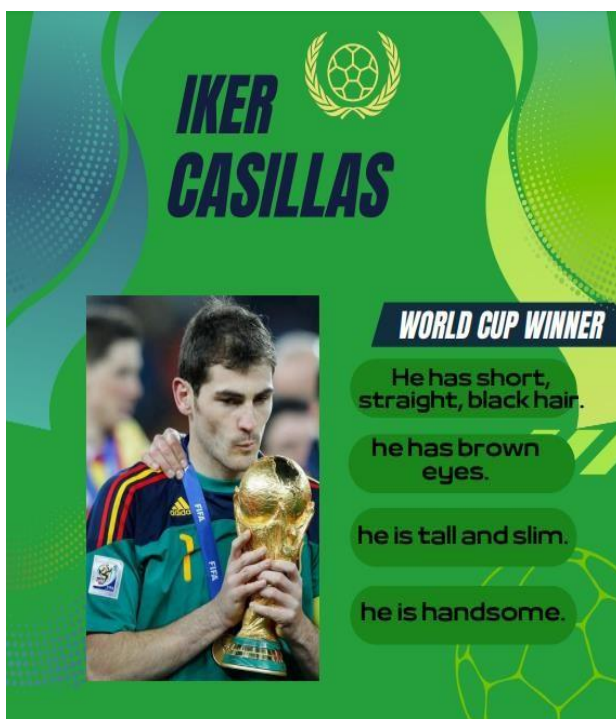
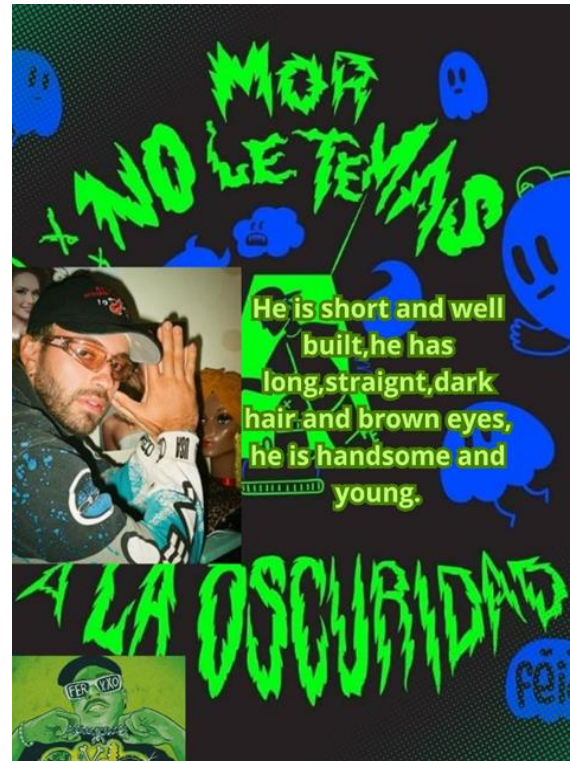
Criterial	Good	To improve	Comments
Correct use of adjectives.			
Description			
Vocabulary			
Pronunciation			
Grammar			

Co – assessment rubric

This rubric evaluates students' ability to describe people using structures and adjectives learned in class. The evaluation criteria are presented in the form of a checklist, assessing whether or not each element is present in the student's work.

Items to evaluate		
Use appropriate grammatical structures to describe persons	YES	NO
Use a variety of adjectives to describe the physical characteristics of people.	YES	NO
Describes the physical appearance of at least three people	YES	NO
Use vocabulary related to people's physical appearance.	YES	NO
Present the description in a clear and coherent manner.	YES	NO
Use connectors to link the different parts of the description.	YES	NO
Correctly use of the vocabulary and structures learned in class.	YES	NO
Total Score		

Annexes D Students' Writing



Annexes E Students' Speaking Productions

<https://voicethread.com/thevoice/thread/28250569>

<https://voicethread.com/thevoice/thread/28294513>

<https://voicethread.com/thevoice/thread/28250643>

<https://voicethread.com/thevoice/thread/28250569>