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ESCUELA DE LENGUAS - INGLÉS

RESEARCH PROJECT:  
“THE TRADITIONAL ASSESSMENT AFFECTS THE ENGLISH  
LEARNING PROCESS IN THE SEVENTH GRADE OF STUDENTS AT  
CENACULO SCHOOL ACADEMIC YEAR 2011 – 2012”

PREVIO A LA OBTENCIÓN DEL TÍTULO:  
LICENCIADO EN LENGUA INGLESA  
ESPECIALIZACIÓN LINGÜÍSTICA Y LITERATURA

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AÑO LECTIVO  
2013 – 2014  
GUAYAQUIL-ECUADOR

## **ABSTRACT**

### **Key Words**

**English    Assessment    Traditional    Authentic or Alternative    Improve**

This project analyzes the reasons why Traditional Assessment affects the English learning process of students from seventh grade group A at Unidad Educativa Padres Somascos El Cenaculo that emerges from the necessity to improve the English language acquisition, the student's performances, and his learning process.

In order to collect data and be able to give a right diagnostic, it was necessary to apply a survey and a test to thirty six students from 7<sup>th</sup> grade group A; one survey to thirty six parents, and another survey was conducted to seven English teachers. An interview was applied to the Principal, to the English coordinator and to the English teacher from that course also class observations were made too.

The results showed that the teacher most of the time uses the Traditional Assessment in class and here are some of the methodological strategies that the teacher applies in class: She uses 50% of English during the class and teaches the rules and words mechanically. She also teaches the second language in an isolated form such as drilling or repetition of words without any concrete purpose.

Finally, after diagnosing the reasons why Traditional Assessment impairs the English learning process, this project recommends to provide the students with Alternative or Authentic Assessment tools such as portfolios. If Authentic Assessment is applied in class, it will develop in students different skills in learning the English language and also improve their learning process.

## ***ACKNOWLEDGMENT***

*We do not have words to express what we feel inside our heart towards GOD to whom we owe all that we have achieved.*

*We want to express our deepest gratitude to our family for all love and support, and to our friends for their friendship and stimulus.*

*Also we would like to thank our teachers and our tutor Miss Martha Palacios and MSc Cristina Vizcaino for all their patience, support, guidance and knowledge they have imparted in us.*

*To all these people our sincere gratefulness*

*Belén Martínez M.  
Jalime Bumachar F.*

## ***DEDICATION***

*We dedicate this research project to God, our families and our future students.*

*Belén Martínez M.  
Jalime Bumachar F.*

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# CHAPTER I

## 1.1 INTRODUCTION

This research project is an overall effort that recognizes the needs and importance of applying a different type of assessment in the classes, to improve the English learning process.

It is the interest to provide valuable information that gives the opportunity to develop solutions, combining experience and important contribution of experts in collaborating to improve the process of learning the English language and also to motivate others to research and develop modern teaching methods that really meet the students' needs.

The research which was developed at Unidad Educativa Padres Somascos El Cenaculo involves in a significant way the importance of assessment in the English classes. This paper is divided into four chapters and deals in a clear and detailed way with a problem that deserves attention in the area of English language learning. The chapters are:

- Chapter I, Statement of the problem.
- Chapter II, Literature review.
- Chapter III, Methodology.
- Chapter IV, Final outcomes.

Chapter I exposes the antecedents and explains the situation – conflict, and also the causes and consequences of the problem; formulating the main questions that can help teachers approach to a solution, apart from setting clear and realistic objectives. Besides exposing the importance of this project, this offers valuable information and suggestions to an educational institution.

Chapter II develops definitions, concepts, types of assessments, glossary consulting widely different aspects and topics of interest that constitute a support for this research project, from bibliographic texts to electronic pages consultation.

Chapter III corresponds to the methodology that was applied and presents the design of the investigation, exposing the types of research used and data analysis.

Finally, Chapter IV presents the results, the same that are complemented with the respective conclusions, recommendations, which are expected to provide a solution to the problem.

Field research was done to develop these chapters letting approach different members of the educational institute and to know their realities and necessities, which with the complement of the scientific foundation permits teachers to get ideas for overcoming the shared needs and contribute to a better quality of English learning.

The reader of this project can find a reference for his or her daily work, as well as for other researchers, and consider the presented results as a source for future projects. It is the intention to reach as many teachers as possible and transfer the importance of the topic presented in this research, so that they can develop their own contributions to their classes.

## 1.2 BACKGROUND TO THE STUDY

Unidad Educativa Padres Somascos El Cenaculo is a catholic big school located on km. 14 ½ vía Daule and Cenaculo Avenue, in the northwest part of Guayaquil.



**Graphic 1 Unidad Educativa Padres Somascos El Cenaculo (2012)**

El Cenaculo started as a place of coexistence for the community by the archdiocese. Later the archdiocese gave Cenaculo to the Padres Somascos Community; it was how Unidad Educativa Padres Somascos El Cenaculo started.

This school is administrated by the Padres Somascos Community. They are two priests and four other people that are part of the community. They are from Italy and Colombia and they live in a house that is in the school. The Padres Somascos Community is based mainly in these words *prayer - work - charity*, which is the charisma of the Padres Somascos Community taken from San Jeronimo Emiliani who was a christian man that helped many poor people.

The Vision of Unidad Educativa Padres Somascos El Cenaculo is:

*To be a leading institution in facilitating the development of skills in the teaching and learning processes and pedagogical and technological competences, leading our students to become social actors of the changes, based on human and Christian principles that enable them to perform in any workplace like qualified professionals.*

The Mission of Unidad Educativa Padres Somascos El Cenaculo is:

*Promote the whole development of the students, exploring the principles and aptitudes, leading them to solve problems in the action fields and impulse the technological development and also the productive work with the Padres Somascos Community's philosophical foundation piles externalized in coexistence with our neighbors.*

Unidad Educativa Padres Somascos El Cenaculo has an initial level, basic level and Baccalaureate level. Most of the students are from a low economic class. There are 78 teachers and a total of 1708 students. There are 8 classrooms and a computer laboratory for the initial level; there are 18 classrooms, a computer laboratory and an English room for basic level; there are 23 classrooms, two computer laboratories, two English laboratories, and a video room for Baccalaureate level. There are 30 to 40 students in each classroom.



**Graphic 2 Basic level Cenaculo School (2012)**

There are seven English teachers who are distributed in the following way: one English teacher for the initial level; two English teachers for the basic level; and four English teachers for the Baccalaureate level. They work an average of 35 hours per week.

The classes at basic level start in the morning at seven o'clock and finish at twelve thirty at noon from Monday to Friday.

At basic level students from seventh grade receive four hours of English per week; this is two hours one day, and two hours in another day, each hour of 40 minutes. Students study English per session two hours in their classroom with individual chairs and the other two hours in the English classroom where there is a TV with DVD, long tables and chairs along them, air conditioner, a whiteboard, a bookshelf and a desk for the teacher.



**Graphic 3 Seventh grade students group "A" Cenaculo's English room (2013)**



**Graphic 4 Seventh grade students group "A" Cenaculo School (2013)**



The staff in the school is made up by a priest as the main authority, the principal, the general inspector, teachers, the administrative staff, and the maintenance staff.



**Graphic 5 Cenaculo's staff (2013)**

After giving an overview to the place where the research project was developed, here are the instruments that helped to identify the problem, and the reasons that motivated the development of it.

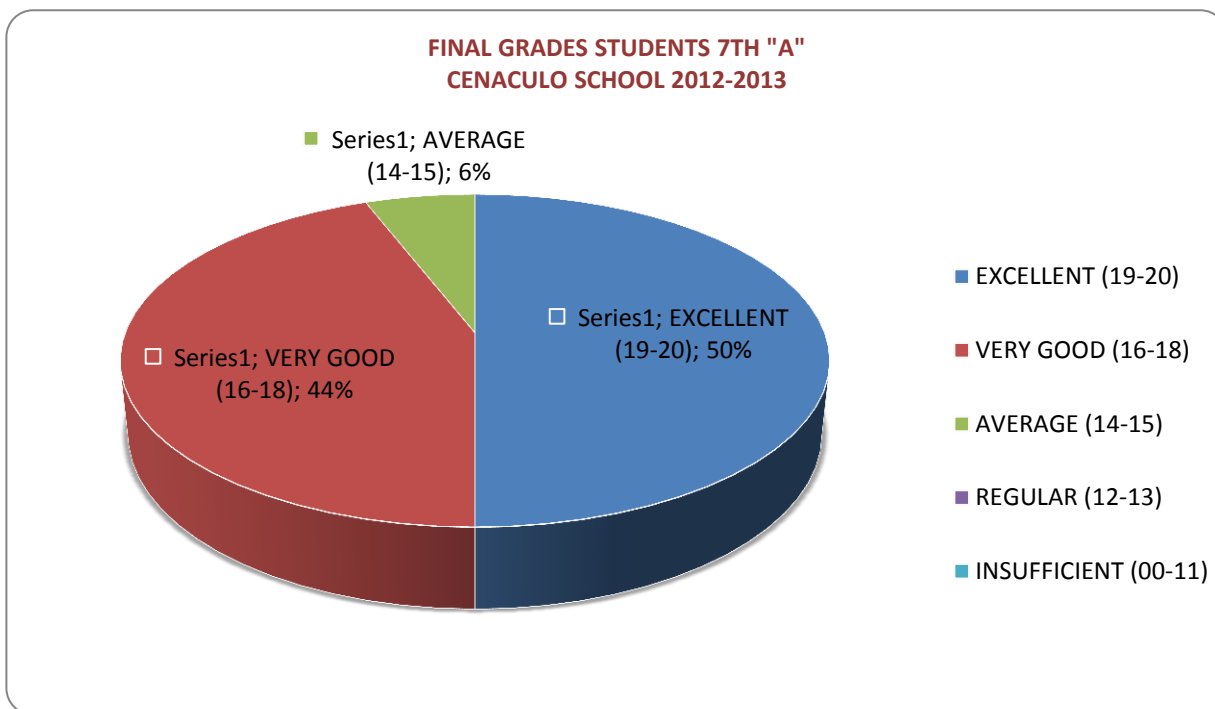
To diagnose the principal matter of this research project, it was necessary to carry out the following data to get a better understanding on how Traditional Assessment affects the English learning process.

The results of the following data were collected, analyzed and interpreted in order to find the factors why Traditional Assessment affects the English learning process of the students from seventh grade group “A” at Cenaculo School.

**FINAL GRADES**  
**STUDENTS 7TH "A"**  
**CENACULO SCHOOL 2012-2013**

**Table 1 Final Grades Students 7th "A"**

DESCRIPTION		FREQUENCY	%
EXCELLENT	(19-20)	17	50%
VERY GOOD	(16-18)	15	44%
AVERAGE	(14-15)	2	6%
REGULAR	(12-13)	0	0%
INSUFFICIENT	(00-11)	0	0%
<b>TOTAL</b>		<b>34</b>	<b>100%</b>



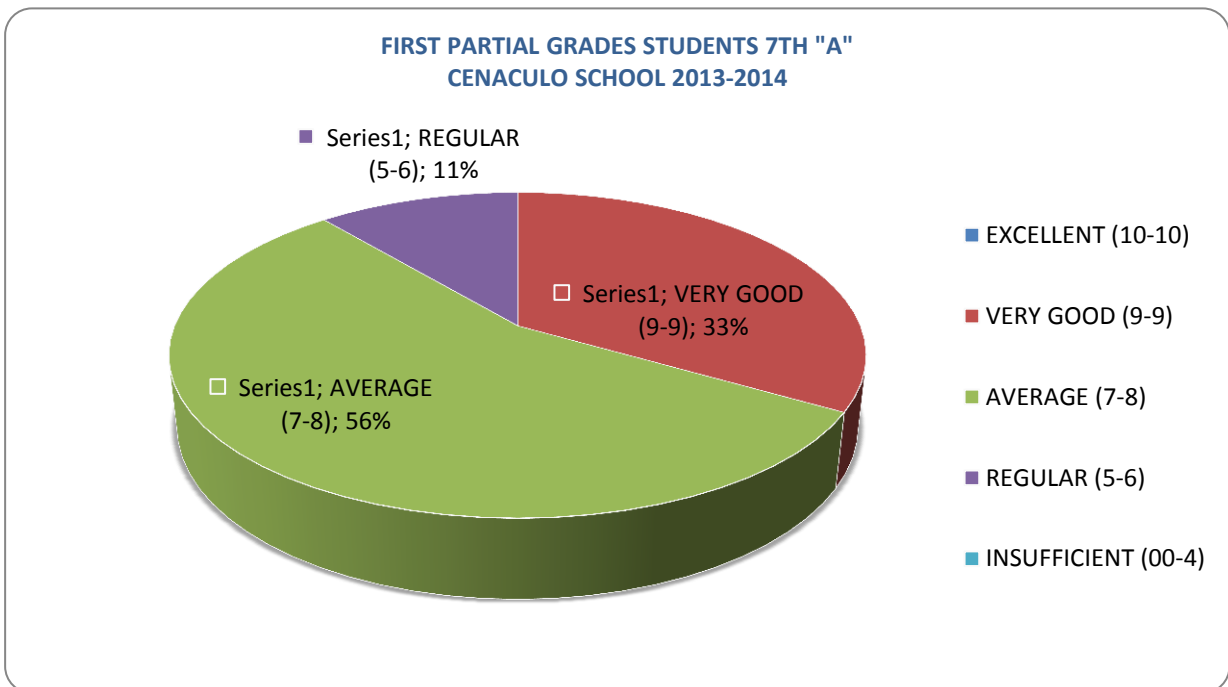
**Graphic 6 Final Grades Students 7th "A" Cenaculo School 2012-2013**

This graphic shows that 50 % of the students had excellent grades during the 2012-2013 academic year; 44% had very good grades; 6% had average grades; and nobody got regular or insufficient grades.

**FIRST PARTIAL GRADES**  
**STUDENTS 7TH "A"**  
**CENACULO SCHOOL 2013-2014**

**Table 2 First Partial Grades Students 7th "A" Cenaculo School 2013-2014**

DESCRIPTION		FREQUENCY	%
EXCELLENT	( 10 - 10 )	0	0%
VERY GOOD	( 9 - 9 )	12	33%
AVERAGE	( 7 - 8 )	20	56%
REGULAR	( 5 - 6 )	4	11%
INSUFFICIENT	( 00 - 4 )	0	0%
<b>TOTAL</b>		<b>36</b>	<b>100%</b>



**Graphic 7 First Partial Grades Students 7th "A" Cenaculo School 2013-2014**

This graphic shows that 56 % of the students had average grades during the first partial 2013-2014 academic year; 33% had very good grades; 11% had regular grades; and nobody got excellent or insufficient grades.

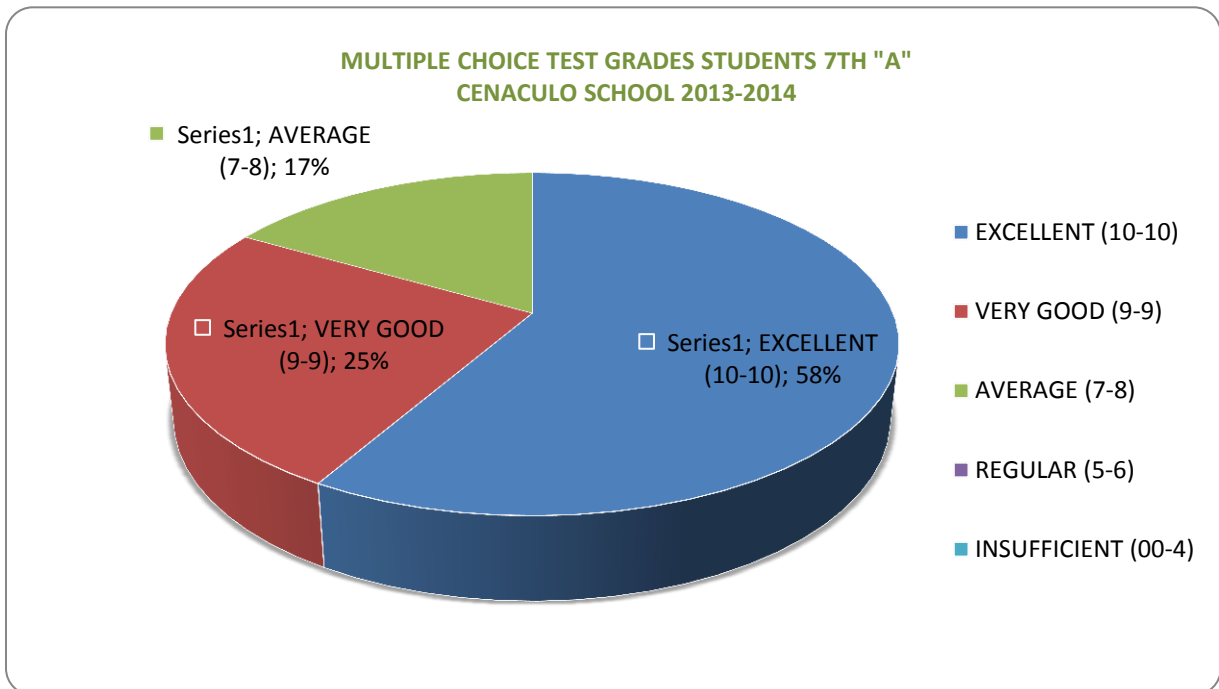
**MULTIPLE CHOICE TEST GRADES**

**STUDENTS 7TH "A"**

**CENACULO SCHOOL 2013-2014**

**Table 3 Multiple Choice Test Grades Students 7th "A" Cenaculo School 2013-2014**

DESCRIPTION		FREQUENCY	%
EXCELLENT	(10 -10)	21	58%
VERY GOOD	( 9 - 9)	9	25%
AVERAGE	( 7 - 8)	6	17%
REGULAR	( 5 - 6)	0	0%
INSUFFICIENT	(00 - 4)	0	0%
<b>TOTAL</b>		<b>36</b>	<b>100%</b>



**Graphic 8 Multiple Choice Test Grades Students 7th "A" Cenaculo School 2013-2014**

This graphic shows that 58 % of the students had excellent grades in a multiple choice test; 25% had very good grades; 17% had average grades; and nobody got regular or insufficient grades.

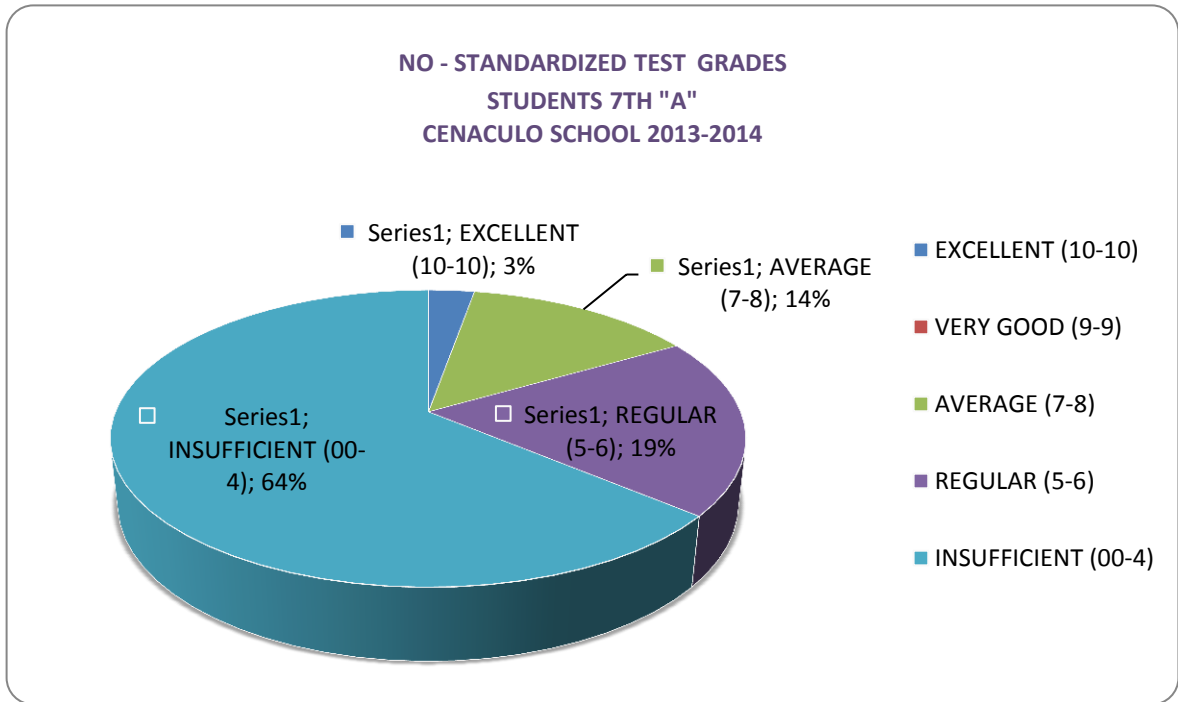
**NO - STANDARDIZED TEST GRADES**

**STUDENTS 7TH "A"**

**CENACULO SCHOOL 2013-2014**

**Table 4 No - Standardized Test Grades Students 7th "A" Cenaculo School 2013-2014**

DESCRIPTION		FREQUENCY	%
EXCELLENT	(10 -10)	1	3%
VERY GOOD	( 9 - 9)	0	0%
AVERAGE	( 7 - 8)	5	14%
REGULAR	( 5 - 6)	7	19%
INSUFFICIENT	(00 - 4)	23	64%
<b>TOTAL</b>		<b>36</b>	<b>100%</b>



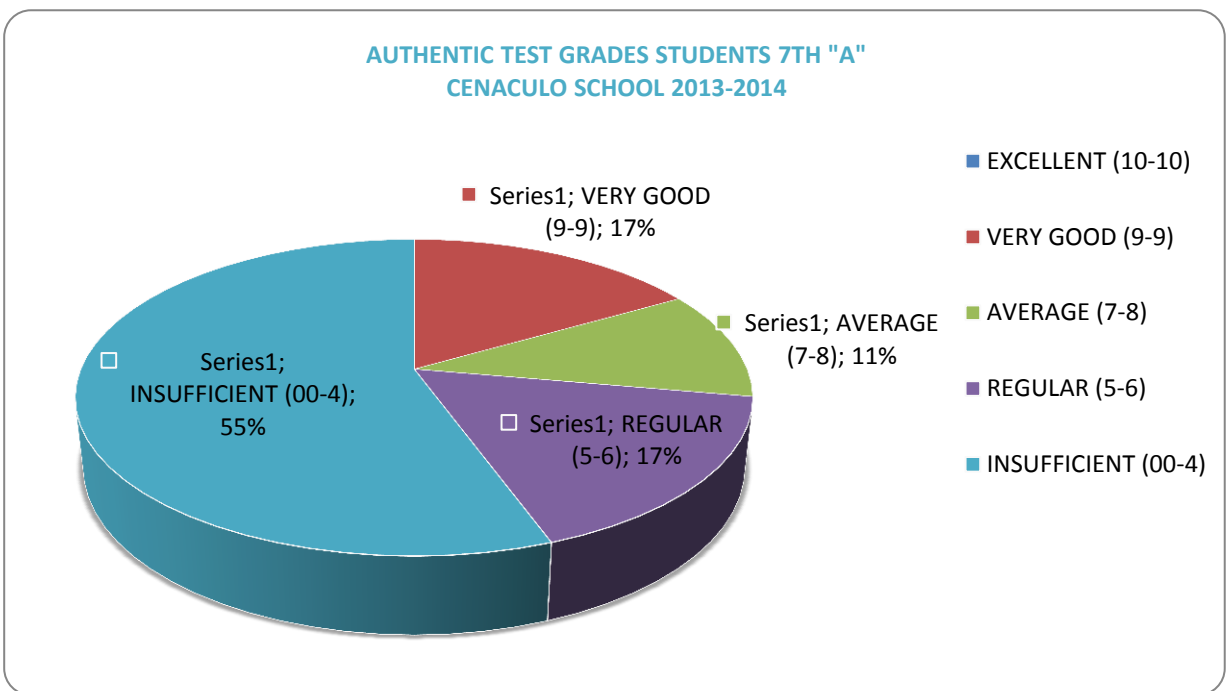
**Graphic 9 No - Standardized Test Grades Students 7th "A" Cenaculo School 2013-2014**

This graphic shows that 64 % of the students had insufficient grades in a no-standardized test; 19% had regular grades; 14% had average grades; 3% had excellent grades; and nobody got very good grades.

**AUTHENTIC TEST GRADES**  
**STUDENTS 7TH "A"**  
**CENACULO SCHOOL 2013-2014**

**Table 5 Authentic Test Grades Students 7th "A" Cenaculo School 2013-2014**

DESCRIPTION		FREQUENCY	%
EXCELLENT	(10 -10)	0	0%
VERY GOOD	( 9 - 9)	6	17%
AVERAGE	( 7 - 8)	4	11%
REGULAR	(5 - 6)	6	17%
INSUFFICIENT	(00 - 4)	20	55%
<b>TOTAL</b>		<b>36</b>	<b>100%</b>



**Graphic 10 Authentic Test Grades Students 7th "A" Cenaculo School 2013-2014**

This graphic shows that 55 % of the students had insufficient grades in an authentic test; 17% had regular and very good grades; 11% had average grades; and nobody got excellent grades.

Graphic 6, during the school year 2012-2013, shows that 94% of the students got good academic final grades in the English subject.

Graphic 7 reflects the grades of the first partial of the school year 2013-2014 also found a big percentage 89% of the students have very good grades in the subject.

Graphic 8 presents when a multiple choice test was applied to students and the result is that 83% obtained a higher score.

Graphic 9, a no-standardized test was applied and 83% got regular grades and with the same content of this test, the teacher applied another test using Authentic or Alternative Assessment and on graphic 10 the result is that 72% got regular grades one more time.

This data collected shows a clear concern about why if students have an acceptable academic average in the subject, they are not able to get good grades when the teacher evaluates them with a no-standardized test, or when the teacher assesses them in a test where they have to produce the language using the Authentic Assessment.

The issue of this situation where students did not get good grades in the no-standardized or in the Authentic Assessment test may be because the students are not accustomed to do this type of assessments that is why when applied it to them they were not capable to get good grades.

It is necessary to start implementing this type of assessment in classes in order to improve the learning process of the students. Assessment is a positive tool for education and must be used correctly; there should be a balance between Traditional Assessment and Authentic Assessment. Assessment has to be designed for the purpose of improving the students' performance. It should not be used only to examine, register, classify the students or criticize the education.

## THE ENGLISH TEACHER CLASS OBSERVATION

The topic was *Our Father's Prayer*. This class was developed in a period of 40 minutes with a total of thirty-six students in the classroom.

The teacher came into the class and greeted students in English and they replied. Then, the teacher presented the topic to students and started to give the instruction of the activity in English, but she also provided some explanation in Spanish to the students.

The activity consisted in listening and placing the prayer in correct order. The teacher gave some pieces of paper to some students where there was the prayer. The students listened to the prayer from a CD and pasted it in correct order on a chart that was on the board.

The tape recorder was not in good conditions so the teacher had to say the sentences, making the activity easier. Finally, the teacher asked students to copy the prayer in their notebooks, memorizing it for the following class. Meanwhile, she was writing the teacher's lectionary and calling the role.

Although it was a very good activity and appropriate for the students' level, the teacher did not use a warm-up. Students were encouraged to participate in class, but still she needed to have all of the students participate, and she required a little bit more of monitoring, because there were some distracted students. The students did not repeat the prayer by themselves and the class was teacher centered most of the time. At the end of the class the teacher dictated the diary in Spanish and she did not provide feedback.



## THE ENGLISH TEACHER INTERVIEW

The interviewed teacher has nine classrooms with around 33 to 40 students in each class and 35 class hours. She explained why she carried out the traditional assessment in her class; she said that it is due to; first of all, she had thirty six students and she only had four hours of English classes per week, each hour with forty minutes. She has to get grades for homework, classwork, group work, oral / written lessons and an evaluation at the end of each partial; and it is more practical for her and her students to develop the traditional assessment in class most of the time.

The pedagogical material she uses in her class is a notebook, a book with a CD, an English-Spanish dictionary and a journal. The English textbook has been changed every two years which influences that the teacher does not follow a sequence of contents in each level. Currently, students are using a book called *Join in Split edition # 6* for 7th grade. The teacher considered appropriate to lower one level for this grade and use book # 6. Although it is a practical book with exercises like: complete, color, draw, stick on, match, short listening exercises, due to the limited time, it is not possible to cover all the activities and the teacher does the class focusing on the activities that are relevant for her students based on the covered topics. The notebook is divided into two parts, the first one is called: Classwork. Here she develops classes: exercises, class reviews and students write down additional information about the topic she is teaching. The second part of this notebook is for homework, based on word repetition from vocabulary, and for exercises developed in class.

She dictates everything in Spanish for the diary, letting parents understand and control at home what the students have to do for homework or study for the following class or quiz.

The types of evaluation she applies are sometimes elaborated by her, but most of the time she makes copies from the teacher's guide or evaluates in the same book, with simple instructions. She evaluates speaking just in the exam time because there is not any other moment to test this skill.

Finally, she said that if there were more hours she could develop another type of activities that could help them do different assessments. She said that things will improve little by little for students in the English learning process. Also, the coordinator has to make some changes in the way the English area works because they are not working in an adequate way in any aspect of the learning process and evaluations, causing an uncomfortable environment by the time teachers make changes, that have not been set beforehand.

### **1.3 STATEMENT OF THE PROBLEM**

If the teacher is interested in improving the English learning process and production on students, and reach a better level of English, where they will be able to express their knowledge, and perform situations they might encounter in real life, it is necessary to apply another type of assessment where the teacher can evaluate not only the product such as specific learners' ability or display students' knowledge in a predetermined manner, but also the process of the students' learning.

It is also necessary for the teacher to create an environment where students feel motivated and able to interact with others. Clearly, the constant use of Traditional Assessment in teaching English is the major problem at Unidad Educativa Padres Somascos El Cenaculo.

After analyzing the situation in this school and developing a series of interviews, surveys, and class observations, the question that rises here is: How does the use of Traditional Assessment affect the English learning process of the students from seventh grade at Cenaculo School?

## 1.4 RATIONALE FOR THE RESEARCH PROJECT

It is important to carry out this research project because of the constant use of the Traditional Assessment in the English classes from seventh grade group A at Unidad Educativa Padres Somascos El Cenaculo, and also due to the teacher's worries based on the following important factors:

- Students cannot express their knowledge in their own ways, meaning that they cannot perform well or develop tasks without following a designed pattern.
- They do not develop all skills in learning the English language; the most they do is the use of words from vocabulary in an isolated way.
- They get good grades only in objective tests.
- They forget what they studied after a few days.
- They do not show interest in learning the subject.
- They do not put into practice, in or outside of class, what they have learned.
- They are not able to write sentences or short paragraphs by themselves without the help of the teacher.

It is important to consider that when the class observations were made some aspects came out such as: The teacher started the class greeting students, then students sang a song and after that they prayed. The interesting thing is that most of them looked motivated by doing this kind of activities where they could practice English orally.

Then the teacher presented the topic and went directly to the section where the grammar rules are, and taught them. She used translations when explaining, and then she did some exercises following the pattern that she taught at the beginning. She made the students work in their books. The teacher was always being the center of the class guiding all the exercises and most of the time she finished giving the answers to complete the exercises. Homework is based on word repetition from the vocabulary. Students did not show production at any time and they did not practice a dialogue or ask questions to the teacher.

For all these factors, it is important to carry out this research project, because assessment is one of the crucial components of the English learning process and teachers should provide students with authentic assessment tools which could become real situations later in their lives.

Once these aspects are known, it is necessary to propose the use of the Authentic or Alternative Assessment in class, to improve the English learning process of the students.

- Develop activities to promote the use of the Alternative Assessment.
- Design a lesson plan where the teacher can develop her classes on the Alternative Assessment.
- Recommendations for having successful English classes where the teacher can assess the students not only on the product but also in the process.

The use of the Authentic or Alternative Assessment will benefit, first of all, the students, the teacher, and the English area at Cenaculo School because they will reach the objectives in order to have a better level of English, focused on the learning process and performances of the students.

Students will feel motivated in learning English and they will become reflexive about the importance to construct their knowledge in the best way. They will be well prepared to face any type of assessments and performances on their studies and real life. They will be formed academically as well as in values, as education requires nowadays.

## **1.5 PURPOSE OF STUDY**

This research project is focused on finding the reasons why Traditional Assessment affects the English learning process of the students from seventh grade group A at Unidad Educativa Padres Somascos El Cenaculo. It also attempts to suggest the use of Authentic or Alternative Assessment that will improve the learning process of the students.

This Authentic or Alternative Assessment includes activities to promote its use, and design a lesson plan where the teacher can develop the classes on this type of assessment. These will reconstruct a better system of education in learning the English Foreign language at Cenaculo School and cover the academic students' necessities on learning it.

### **1.5.1 BROAD OBJECTIVE**

The main goal of this research project is to diagnose the reasons why Traditional Assessment is affecting the English learning process in the seventh grade of students at Unidad Educativa Padres Somascos El Cenaculo Academic Year 2011-2012.

### **1.5.2 SPECIFIC OBJECTIVES**

- Identify the reasons why traditional assessment criteria applied in the seventh grade affects the English learning achievement process.
- Develop activities to promote the use of the Alternative Assessment.
- Design a lesson plan where the teacher can develop her classes on the Alternative Assessment.

## CHAPTER II

### 2.1 LITERATURE REVIEW

#### 2.1.1 DEFINITION OF ASSESSMENT

For a more accurate definition it is necessary to break down the word assessment. The definition of the word “*assess*” 1400-50 Middle English, probably from Medieval Latin *assessus*, past participle of *assidēre*, from Latin, to sit beside, assist in the office of a judge. (Merriam-Webster Online Dictionary copyright © 2013 by Merriam-Webster, Incorporated)

The definition of the suffix “*ment*” Middle English, from Anglo-French, from Latin *-mentum*; akin to Latin *-men*, suffix denoting concrete result, Greek *-mat-*, *-ma* ,it is the action or process of something. (Merriam-Webster Online Dictionary copyright © 2013 by Merriam-Webster, Incorporated)

When putting these two definitions together, they give you the interpretation of the word and it is defined as the process of sitting with somebody and obtaining a result. The word assessment has many definitions in many areas; like for example it means the value of property of something in the *economic area* , it also has the definition of an amount assessed as payable in the *business area*, and it has the definition of the act of assessing; appraisal, evaluation in the *education area* . This project will focus assessment in the area of education.

The word assessment in the education area is understood as the teacher sits with the learner to be able to assess him or her. We can determine the definition better as being able to measure the knowledge, skills, attitudes or beliefs of the student in the classroom. This could be as individual learners or as groups.

### **2.1.2 TYPES OF ASSESSMENT**

The assessment that teachers have planned in their daily lessons are divided into some categories but in this project we are going to focus in formative and summative assessment.

### **2.1.3 FORMATIVE ASSESSMENT**

This assessment is considered to be the informative. This allows the teacher to be informed on how the student is in the unit or at various stages of the preparation. As teachers, we know that formative assessment is ongoing during the course of a unit of study.

### **2.1.4 SUMMATIVE ASSESSMENT**

This assessment is done at the end of a unit of study; it is to conclude the level of the student in the unit. This assessment is expected to have a grade or a mark. Most of the teachers are determined to use this type of assessment during a class or even a unit. This is what helps them determine their aims and objectives for a class.

### **2.1.5 PURPOSES OF THE ASSESSMENT IN A CLASSROOM**

*A question that most teachers and students ask themselves is why is assessment important?* This question can have various answers but the most common answer is that they provide summaries of what the learners have learned during the unit, it also shows progress of the learning, it can diagnose the strengths and weaknesses of the learner.

It is important for the teacher to establish the real purpose of why the assessment in class. The following are the purposes that are considered the most important.

The purposes of assessment:

- Assessment for learning
- Assessment of learning
- Assessment as learning

### **2.1.6 ASSESSMENT FOR LEARNING**

This takes place during the process of learning; it is where students are considered to be given a feedback of their progress. This is what you consider to be formative assessment.

In assessment for Learning, teachers apply assessment as a resourceful tool to find out as much as they can about what their students know and can do, and what confusions, or gaps they might have.

### **2.1.7 ROLE OF THE TEACHER IN THE ASSESSMENT FOR LEARNING**

The teacher, during this assessment, has the role of identifying particular learning needs of students or groups, selecting and adapting materials and resources creating differentiated teaching strategies and learning opportunities for helping individual students move forward in their learning and providing immediate feedback and direction to students. Teachers may use the assessment for learning as a motivation for students to commit to the learning process.



### **2.1.8 ASSESSMENT OF LEARNING**

This happens when teachers make judgment calls of students' learning using evidence taken in class which is (summative assessment). It is designed to provide evidence of achievement to parents, other educators, the students themselves, and sometimes to outside groups.

### **2.1.9 ROLE OF THE TEACHER IN THE ASSESSMENT OF LEARNING**

In this assessment the role of that teacher is to report students learning accurately and fairly, clear descriptions of the intended learning and processes that make it possible for students to demonstrate their competence and skills.

### **2.1.10 ASSESSMENT AS LEARNING**

In this process, students are able to learn about themselves as learners and be aware of how they learn and become self-learners. Assessment as learning helps students to take more responsibility for their own learning.

### **2.1.11 ROLE OF THE TEACHER IN THE ASSESSMENT AS LEARNING**

The role of this assessment should be as a prompter, should provide opportunities and challenges so students can become self-confident, monitor and create a great environment for students to feel motivated.

### **2.1.12 ADVANTAGES AND DISADVANTAGES OF ASSESSMENT**

Teachers may find a lot of advantages and disadvantages on assessing students in a class, but there are some features that teachers should have in mind while planning assessment in their lessons, so it could be considered a resourceful tool for the students rather than something that can discourage them in their process of learning.

### **2.1.12.1 ADVANTAGES OF ASSESSMENT**

- It can provide them summaries of their students' progress in the class
- Helps to filter if the student needs help or tutoring classes
- Allows teachers to have records of what is being interiorized by students in class
- Could be formal or informal depending on the needs of the student.

### **2.1.12.2 DISADVANTAGES OF ASSESSMENT**

- Make students feel unmotivated because of the grades or marks they get
- Make students feel stupid or even have a low self-esteem
- It could cause rejection towards learning the second language

Teachers should give great importance into what assessment means: Understanding the purpose of assessment, the advantages, and the disadvantages.

### **2.1.13 DEFINITION OF WORDS**

#### **Hots**

High ordering thinking skills

#### **Lots**

Low ordering thinking skills

#### **AA**

Authentic Assessment or Alternative Assessment

#### **TA**

Traditional Assessment

#### **2.1.14 ASSESSMENT**

Assessment could be a harmful tool for the learning process if not used appropriately in the classroom. In this project we will focus on explaining two types of assessment, which are the *Traditional* and the *Authentic or Alternative* Assessment.

#### **2.1.15 TRADITIONAL ASSESSMENT**

TA is described in many ways but the most appropriate definition is that it is considered a conventional method of assessing what the student may know about a determined subject. In TA assessment you will see many different types of questions like fill in the gap, match, multiple choice etc.

This type of assessment is also called a *one shot deal* because it takes place usually after a unit or end of a chapter (summative). The format of this assessment is usually produced in a written document where it is marked by a number or letter that defines how well the student acquired the knowledge and it is also taken individually and in isolation.

The TA focused on this project is:

- Multiple choice

#### **2.1.16 MULTIPLE CHOICE TESTS**

This is considered to be a formal and summative assessment. The format of this test is to choose a possible answer or answers from a choice list. The student has to answer a question by picking the correct answer, has to solve a problem or complete a statement that is incomplete.

**Example:**

Ann drives \_\_\_\_\_ car to work on Sundays.

- a. My                      b. Her                      c. Their



**Graphic 11 multiple choice test**

**By Admin on October 28, 2012**

Are multiple choice tests reliable and valid? It really depends on the necessity of the teacher. The objectives of these exams are to test as much as they can. There are many advantages and disadvantages of multiple choice tests.

**2.1.16.1 ADVANTAGES OF MULTIPLE CHOICE TESTS**

- Less time to do for the student and it can focus on more content.
- Easy to correct because teachers do not have to spend time on their handwriting and clarity of presentation.

- Teachers have an overall idea of how their students are doing and be able to give them the appropriate diagnostic feedback.

#### **2.1.16.2 DISADVANTAGES OF MULTIPLE CHOICE TESTS**

- Assess limited knowledge skills and it focuses on LOTS.
- It does not matter if the student has the knowledge of the topic if the test taker chooses the wrong answer he or she will fail.
- It demands the student to have a high reading skill level because if the student reads the question incorrectly he or she may choose a wrong answer.

#### **2.1.17 ALTERNATIVE OR AUTHENTIC ASSESSMENT**

According to Jon Mueller, Professor of Psychology (2013) this assessment evaluates students by performing real-world tasks that demonstrate meaningful application of the knowledge and abilities interiorized in class.

This AA is focused on student's ability to integrate what they have learned with creativity and being able to work in groups producing the language.

Teachers believe this type of AA is more productive because the students are applying the knowledge acquired into real world tasks.

Some type of activities that students do in this AA:

- Self-evaluation
- Peer evaluation
- Portfolios
- Performance task

## 2.1.18 SELF - EVALUATION

Self-assessment is to make students be self-reflective towards the knowledge they acquired.

Example:

Color the happy face if your answer is **yes** and sad face if your answer is **no**.

**1. I understand the grammar of unit 1.**



**2. I understand the vocabulary of unit 1.**



**3. I think I have to improve in reading.**



### **2.1.18.1 ADVANTAGES OF SELF-EVALUATION**

- Encourages responsibility.
- It allows students to be critical with their work.
- It makes students be more reflective with the learning process

### **2.1.18.2 DISADVANTAGES OF SELF-EVALUATION**

- It could be considered unreliable.
- It is difficult presenting the technique for students that are not considered mature enough.
- Time consuming in class.



**Graphic 12 A student self-assessing  
Lycee Marie Laurencin 2010**

## **2.1.19 PEER EVALUATION**

This technique allows students to correct their peers' work in class.

Example:

Oral Presentation:

- What was the topic about? \_\_\_\_\_
  - Does the speaker give a lot of details about the topic? \_\_\_\_\_
  - Do you like how the speaker concluded the presentation? \_\_\_\_\_
  - Write some suggestions you would like to tell the speaker about the presentation.
- 

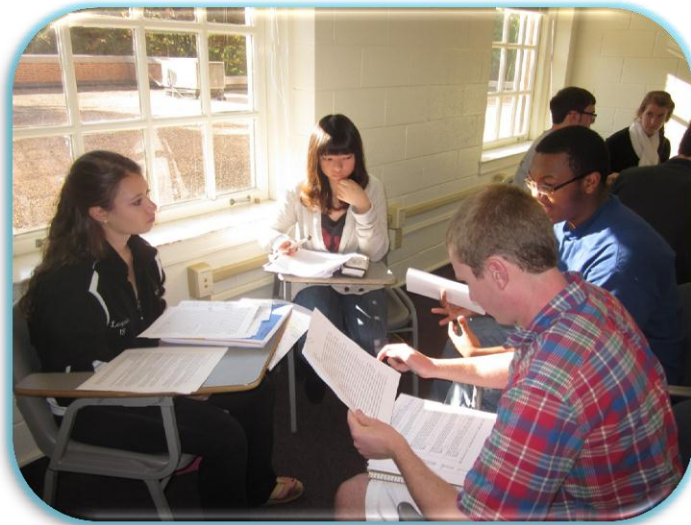
### **2.1.19.1 ADVANTAGES OF PEER EVALUATION**

- Encourages students' involvement.
- The feedback is more appreciated because it comes from a peer.
- Make students be more analytical with their work and their peers.



### 2.1.19.2 DISADVANTAGES OF PEER EVALUATION

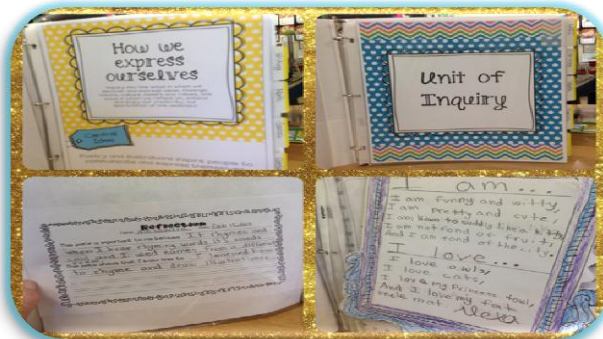
- Students won't feel unconfident to make judgmental calls on peer's work
- Students can feel afraid because they will be ganged up if the other students are not satisfied with their grade.



**Graphic 13 Peer correction done in class Wake Forest University (writing program)**

### 2.1.20 PORTFOLIOS

This assessment is the collection of students' work that already has been graded by determined criteria given by the teacher and it could also be self-assessed.



**Graphic 14 Portfolio picture Shelly Houseman Portfolio Pimpin' & a few (blog)**

### **2.1.20.1 ADVANTAGES OF PORTFOLIOS**

- Richer source of information about the student's learning process.
- Authentic performance of the student in the classroom.
- Improved teaching and student learning.

### **2.1.20.2 DISADVANTAGES OF PORTFOLIOS**

- Parents and students are not used to these types of assessment. They are accustomed to single scores.(Traditional Assessment)
- Not considered reliable
- Cost
- Scoring

### **2.1.21 PERFORMANCE TASK**

It allows students to perform the tasks by using the knowledge acquired. It also requires students to use HOTS in any given task.



**Graphic 15 Students doing a task in group**

**Gulliver Schools May 19 2010**

### 2.1.21.1 ADVANTAGES OF PERFORMANCE TASK

- Engages student in active learning.
- Can promote student's creativity.
- It can promote student motivation because it is student centered.
- It can motivate self-assessment and self-reflection.

### 2.1.21.2 DISADVANTAGES OF PERFORMANCE TASK

- Time consuming for teachers and students.
- Must be carefully designed to have productive outcome.

### 2.1.22 TRADITIONAL ASSESSMENT VS AUTHENTIC ASSESSMENT

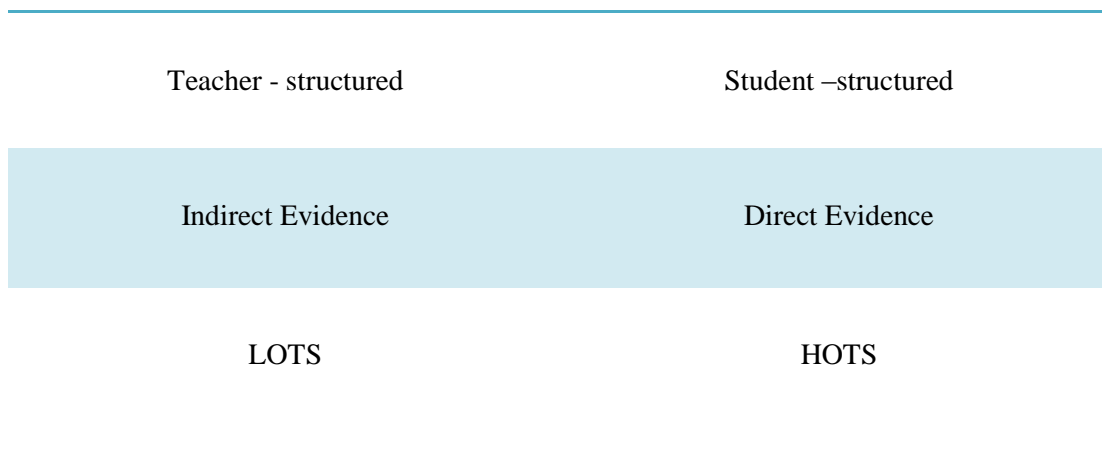
In this chart you will find the main objectives of the Traditional and Authentic or Alternative Assessment.

A Chart found in Jon Muller's Authentic Assessment Toolbox.

Table 2.1.22

**Table 6 Traditional Assessment VS Authentic Assessment**

TRADITIONAL	AUTHENTIC
Selecting a response	Performing a task
Contrived	Real life
Recall / Recognition	Construction / Application



Jon Mueller, Professor of Psychology 2013

### 2.1.23 LEGAL FRAMEWORK

In the legal framework of Ministry of Education in Ecuador there is a ***Chapter I de la Evaluación de los aprendizajes*** that talks about the assessment of learning. We will choose this chapter to take in notice the importance of assessment in planning the classes.

In **Art.184** tells you the definition of assessment and the significance it has in a classroom:

*“Los procesos de evaluación estudiantil no siempre deben incluir la emisión de notas o calificaciones.” This is what now the Ministry of Education believes that is important in classrooms; assessment does not only have to be in a formal way it could also be in an informal way. This can be difficult because many schools in Ecuador focus on a lot of summative assessments instead of formative. The summative assessment only helps the teachers have grades or marks but it doesn’t allow students to reach the objective of acquiring the language in a useful way.*

In **Art.185** talks about the purposes of assessment and how it should be considered by the teachers in Ecuador.

*En atención a su propósito principal, la evaluación valora los aprendizajes en su progreso y resultados; por ello, debe ser formativa en el proceso, sumativa en el producto y orientarse a:*

- 1. Reconocer y valorar las potencialidades del estudiante como individuo y como actor dentro de grupos y equipos de trabajo.*
- 2. Registrar cualitativa y cuantitativamente el logro de los aprendizajes y los avances en el desarrollo integral del estudiante.*
- 3. Retroalimentar la gestión estudiantil para mejorar los resultados de aprendizaje evidenciados durante un periodo académico.*
- 4. Estimular la participación de los estudiantes en las actividades de aprendizaje.*

By reading this extract of the article 185 it gives you a very precise idea of how teachers must understand the purpose of assessment in the classrooms. The Ministry of Education wants to change the profile of the teachers in the classroom therefore these articles sustain the idea of how assessment has nowadays changed its perspective.

These two articles help understand what is the real significance of assessment in the classrooms. This will help teachers when planning their daily lessons. Thanks to the new laws of education assessment will play an important role in the classrooms. The guidelines of assessment will be accompanied by new formats of lesson plans.

## **2.2 HYPOTHESIS**

If the teachers use an Alternative Assessment instead of Traditional Assessment, students will improve the English learning process.

## 2.3 VARIABLES AND INDICATORS

**Table 2.3**

**Table 7 Variables and Indicators**

VARIABLES	INDICATORS
The format of tests	Changing the assessment criteria ( Formative )
Methodology used in class	Teacher training
Attitude of the students	By giving them more moral support in a second language
Resources	Asking for books that are appropriate for the children´s level

## 2.4 BENEFICIARIES

The beneficiaries of this project of choosing a substitute for the traditional assessment will be the community, Unidad Educativa Padres Somascos El Cenaculo, and directly the students and teachers. If alternative solution is applied there will be meaningful differences in many areas:

### **Students**

- Will have better results in their work.
- Will be more motivated.

### **Teachers**

- Will have more stimulated students in the classroom.
- Will have better scores in the work done by students.

## **CHAPTER III**

### **3.1 METHODOLOGY**

### **3.2 RESEARCH POPULATION**

The problem of this research project is taken at Unidad Educativa Padres Somascos El Cenaculo, the school has a total of 78 teachers, 1708 students and 49 classrooms at initial, basic and baccalaureate levels.

The sample Universe for this research is:

- One classroom with Thirty-six students from 7<sup>th</sup> group “A” Basic course level. This number of students makes up the 2.10 percent of the population.
- Seven English teachers.
- Parents

### **3.3 SAMPLE SIZE AND PROCEDURES**

This research project was carried out in order to find the reasons why Traditional Assessment affects the English learning process to the students at Unidad Educativa Padres Somascos El Cenaculo. This study was concentrated on the students and the teacher’s performance in the classes.

We considered necessary the use of the following methods, techniques and instruments for obtaining the best data for this research project. The instruments for collecting the information for this research project were the following: Surveys (multiple choice), Class observations (descriptions), Interviews (open questions), Grades, and Tests.

### 3.4 RESOURCES

RESOURCES	REQUIREMENTS
<b>HUMAN RESOURCES:</b>	
STUDENTS, PARENTS, TEACHERS, PRINCIPAL	To get data from interview and surveys.
<b>MATERIAL RESOURCES:</b>	
COMPUTER	To write the research project, surveys, interviews, and calculate the percentages of them.
INTERNET	To investigate and find useful information for the project.
CAMERA	To take photos for the research project.
PRINTER	To print the research project, surveys and interviews.
COPIES	To reproduce the surveys, interviews, and tests.

### 3.5 RESEARCH INSTRUMENTS

The data obtained for this research project was through observational study, interviews and surveys. Also we used Evaluation instruments to collect exact information.

These instruments included one survey for thirty-six students from 7<sup>th</sup> grade group “A”, one survey for thirty-six parents from 7<sup>th</sup> grade group “A”, one survey for seven English teachers, one interview to the English Coordinator and the Principal; two class observations, and tests.



### 3.6 DATA COLLECTING

- The surveys were conducted on the teacher's and students' assessments in the class. They contained a total of ten questions each.
- One survey was applied for parents to get clear and more useful information about the assessments of their children.

These surveys were multiple choice design, there were five choices provided for every statement. The choices indicated the frequency, and the specific information about assessments used in the class.

- The English Coordinator interview, it contained a total of thirteen open questions.
- The English class observation, it contained a total of twenty questions. Four frequency descriptions were conducted for the class observation.

All these were important to carry out for obtaining additional and relevant information about the assessment in the English classes.

### 3.7 DATA ANALYSIS

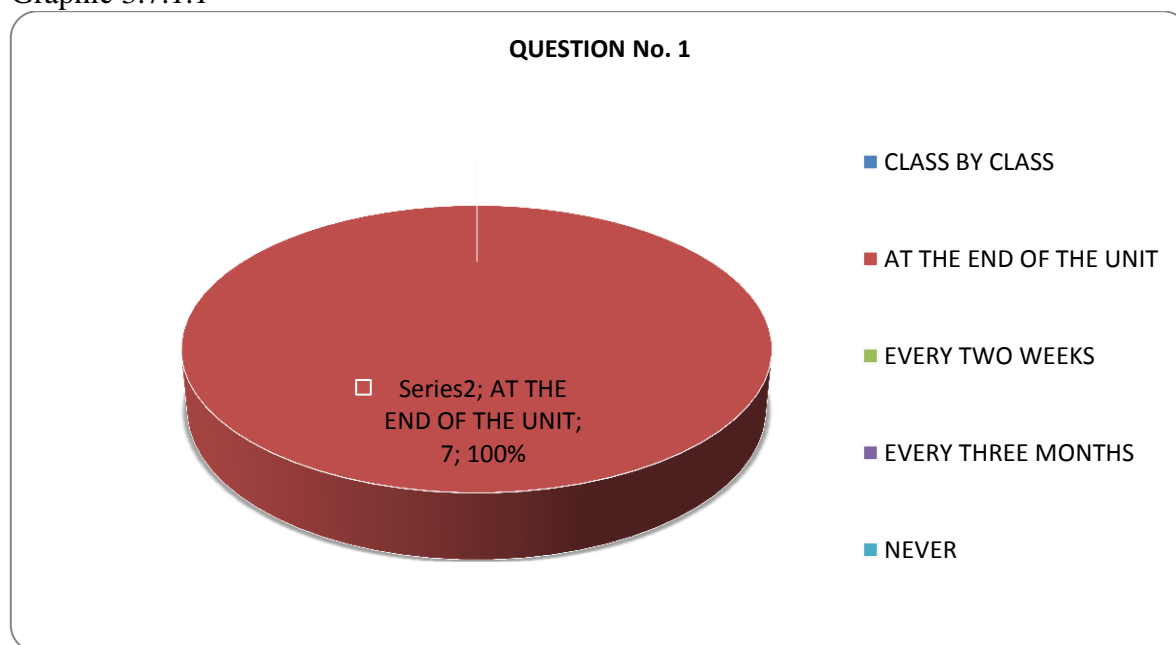
#### **Survey for Teachers**

The following graphs shows the data that was collected by the surveys applied to the teachers of Unidad Educativa Padres Somascos El Cenaculo. This collected information will give an idea of the assessment approach and the effect it has had in the classroom.

Table 3.7.1.1  
Table 8 Survey for teachers Q.1

<b>QUESTION No. 1</b>			
<b>HOW OFTEN DO YOU ASSESS YOUR STUDENTS?</b>			
	<b>DESCRIPTION</b>	<b>FREQUENCY</b>	<b>%</b>
A.	CLASS BY CLASS	0	0%
B.	AT THE END OF THE UNIT	7	100%
C.	EVERY TWO WEEKS	0	0%
D.	EVERY THREE MONTHS	0	0%
E.	NEVER	0	0%
	<b>TOTAL</b>	<b>7</b>	<b>100%</b>

Graphic 3.7.1.1



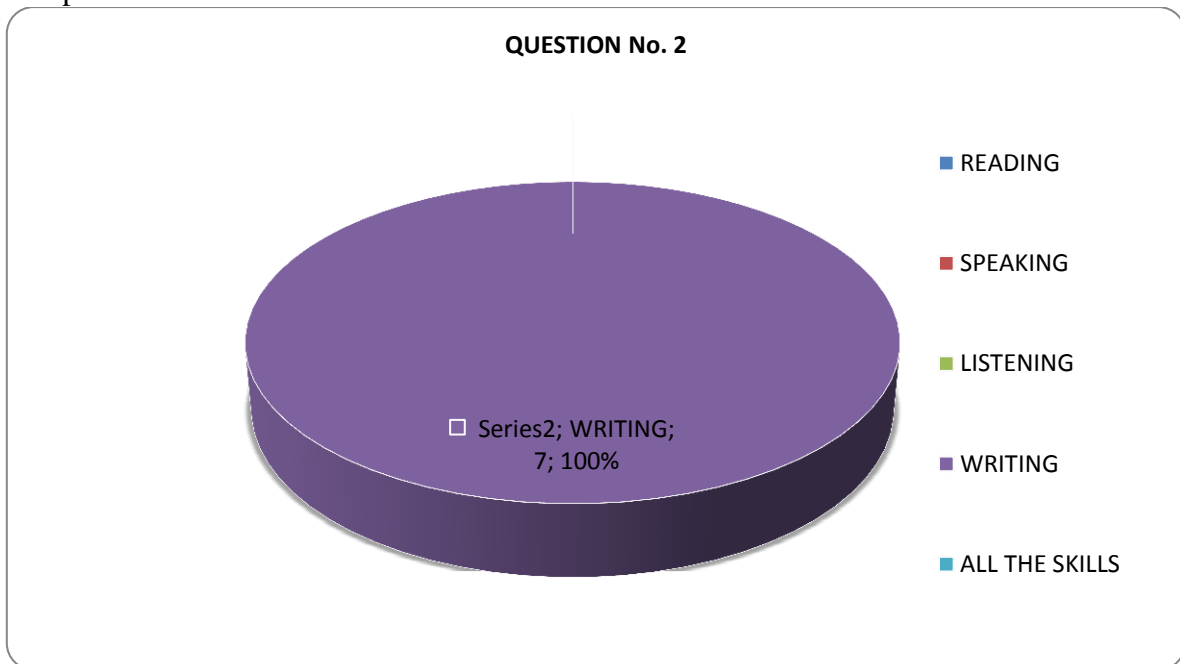
Graphic 16 Survey for teachers Q.1

The graphic 3.7.1.1 shows that a (100%) of the teachers agreed that their students were only being assessed formally once a month.

Table 3.7.1.2  
Table 9 Survey for teachers Q.2

<b>QUESTION No. 2</b>			
<b>WHAT SKILL DO YOU ASSESS?</b>			
	<b>DESCRIPTION</b>	<b>FREQUENCY</b>	<b>%</b>
A.	READING	0	0%
B.	SPEAKING	0	0%
C.	LISTENING	0	0%
D.	WRITING	7	100%
E.	ALL THE SKILLS	0	0%
	<b>TOTAL</b>	<b>7</b>	<b>100%</b>

Graphic 3.7.1.2



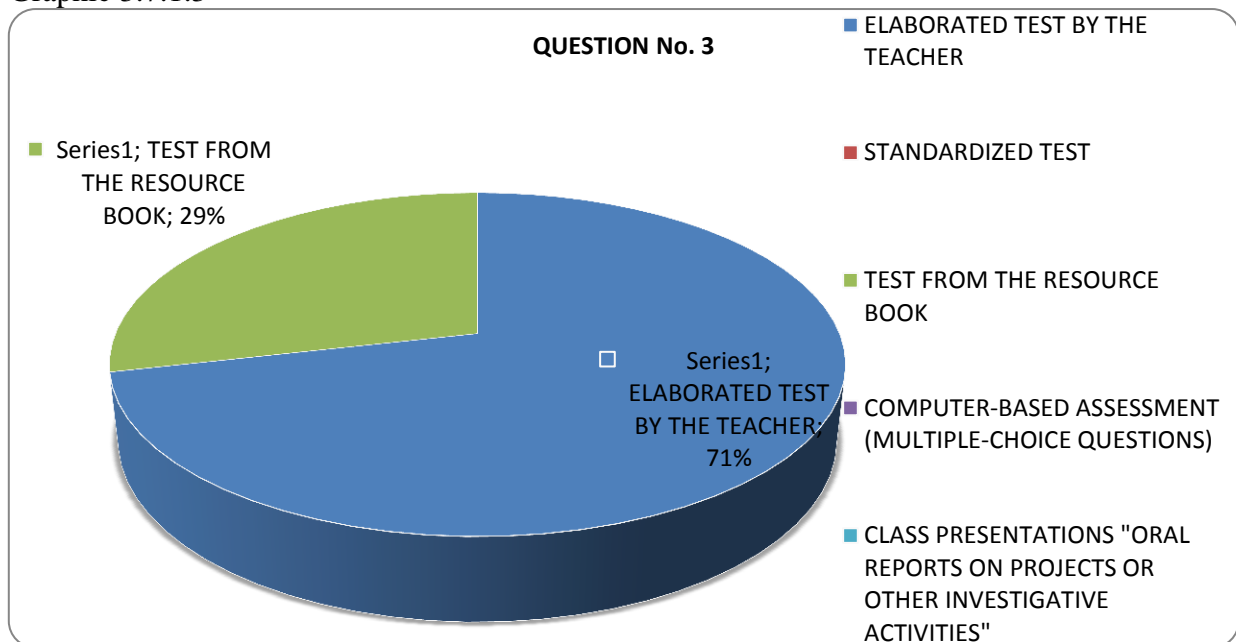
Graphic 17 Survey for teachers Q.2

The graphic 3.7.1.2 reveals that a (100%) of teachers agreed that they only assess writing in their test or quizzes.

Table 3.7.1.3  
Table 10 Survey for teachers Q.3

<b>QUESTION No. 3</b>		
<b>WHAT KIND OF QUIZ DO YOU GIVE YOUR STUDENTS?</b>		
<b>DESCRIPTION</b>	<b>FREQUENCY</b>	<b>%</b>
A. ELABORATED TEST BY THE TEACHER	5	71%
B. STANDARDIZED TEST	0	0%
C. TEST FROM THE RESOURCE BOOK	2	29%
D. COMPUTER-BASED ASSESSMENT (MULTIPLE-CHOICE QUESTIONS)	0	0%
E. CLASS PRESENTATIONS "ORAL REPORTS ON PROJECTS OR OTHER INVESTIGATIVE ACTIVITIES"	0	0%
<b>TOTAL</b>	<b>7</b>	<b>100%</b>

Graphic 3.7.1.3



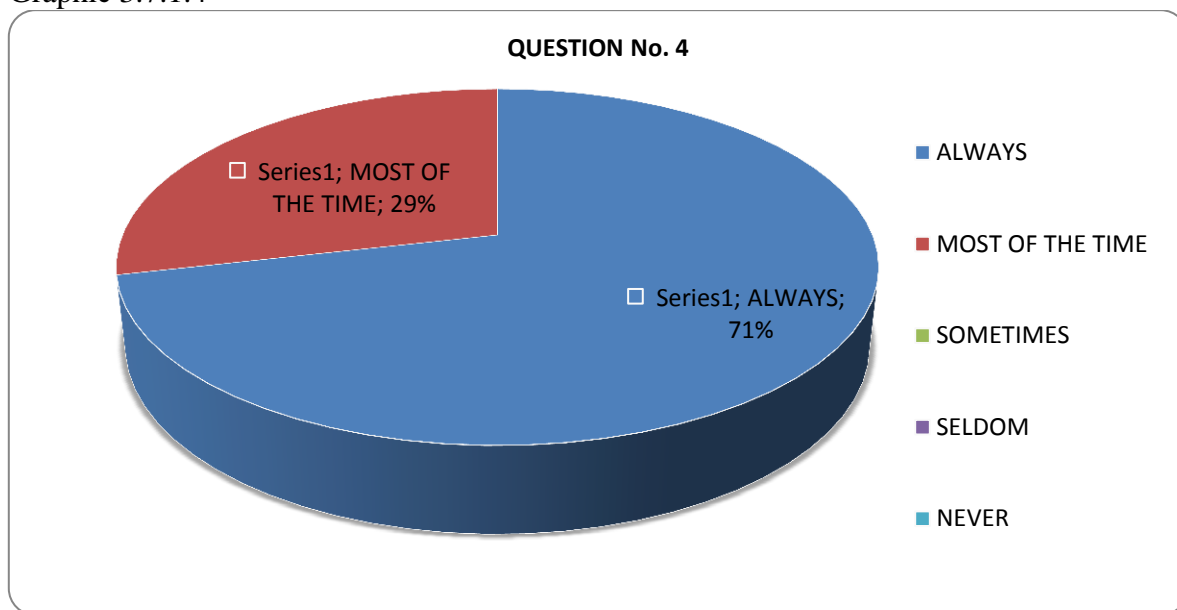
Graphic 18 Survey for teachers Q.3

In graphic 3.7.1.3 there is a high percent (71%) of teachers that elaborate their own test or quizzes while there is a low percent that obtain their assessments from the course book they use in class.

Table 3.7.1.4  
Table 11 Survey for teachers Q.4

<b>QUESTION No. 4</b>			
<b>HOW OFTEN DO YOU USE THE TEST ABOVE?</b>			
	<b>DESCRIPTION</b>	<b>FREQUENCY</b>	<b>%</b>
A.	ALWAYS	5	71%
B.	MOST OF THE TIME	2	29%
C.	SOMETIMES	0	0%
D.	SELDOM	0	0%
E.	NEVER	0	0%
	<b>TOTAL</b>	<b>7</b>	<b>100%</b>

Graphic 3.7.1.4



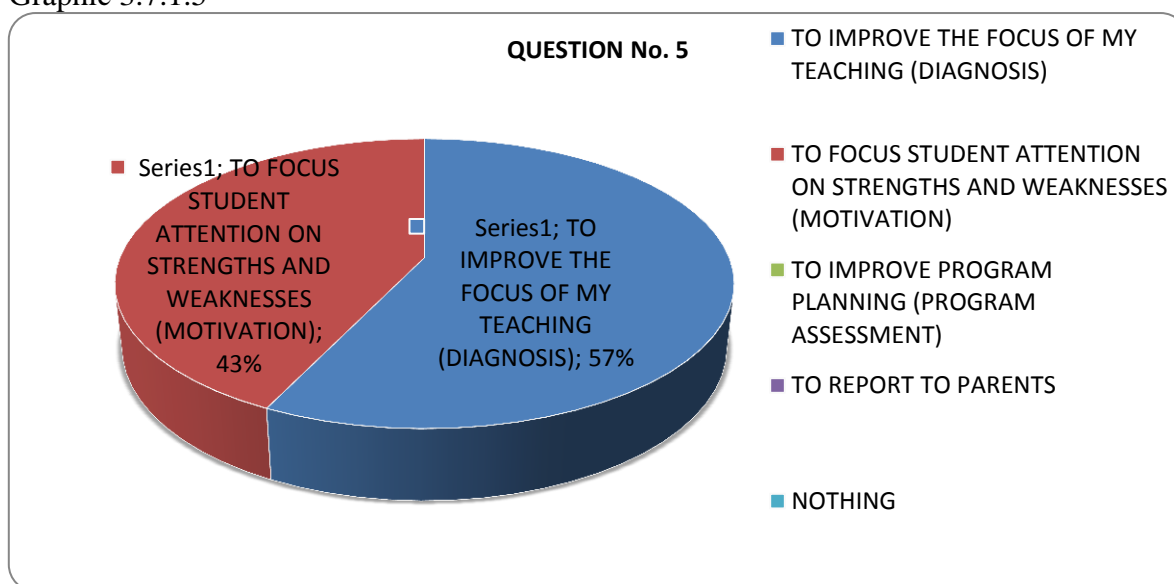
Graphic 19 Survey for teachers Q.4

The graphic 3.7.1.4 shows that a high percent of teachers (71%) tend to use the formal assessments done by them. By looking at the graph 3.7.1.4 it could be determined that there is no variety of assessment.

Table 3.7.1.5  
Table 12 Survey for teachers Q.5

<b>QUESTION No. 5</b>		
<b>WHAT YOU DO WITH THE INFORMATION FROM YOUR ASSESSMENT?</b>		
<b>DESCRIPTION</b>	<b>FREQUENCY</b>	<b>%</b>
A. TO IMPROVE THE FOCUS OF MY TEACHING (DIAGNOSIS)	4	57%
B. TO FOCUS STUDENT ATTENTION ON STRENGTHS AND WEAKNESSES (MOTIVATION)	3	43%
C. TO IMPROVE PROGRAM PLANNING (PROGRAM ASSESSMENT)	0	0%
D. TO REPORT TO PARENTS	0	0%
E. NOTHING	0	0%
<b>TOTAL</b>	<b>7</b>	<b>100%</b>

Graphic 3.7.1.5



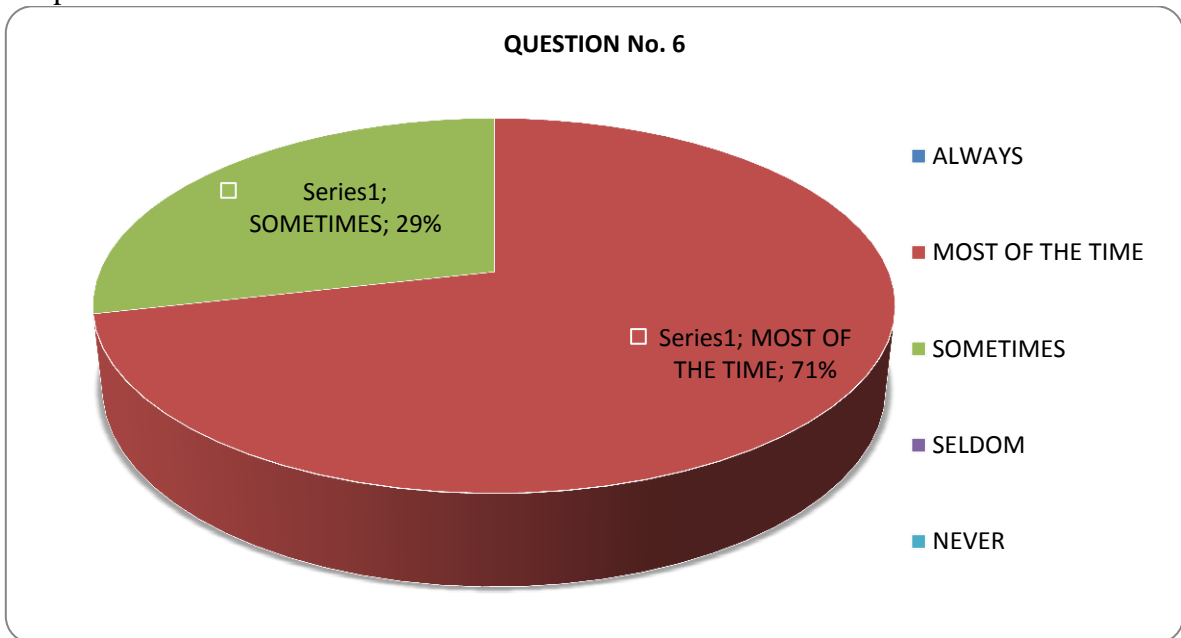
Graphic 20 Survey for teachers Q.5

In the graphic 3.7.1.5 there is a (57%) of teachers that use the results of their assessment in a productive way, which is to improve the quality of their teaching, while there is a (47 %) percent that use the results to focus on the students' weakness and strengths. Having this in mind, the challenge of elaborating new assessment could bring teachers better results for their students.

Table 3.7.1.6  
Table 13 Survey for teachers Q.6

<b>QUESTION No. 6</b>		
<b>IS THE BOOK YOUR ONLY RESOURCE WHEN ASSESSING YOUR STUDENTS?</b>		
<b>DESCRIPTION</b>	<b>FREQUENCY</b>	<b>%</b>
A. ALWAYS	0	0%
B. MOST OF THE TIME	5	71%
C. SOMETIMES	2	29%
D. SELDOM	0	0%
E. NEVER	0	0%
<b>TOTAL</b>	<b>7</b>	<b>100%</b>

Graphic 3.7.1.6



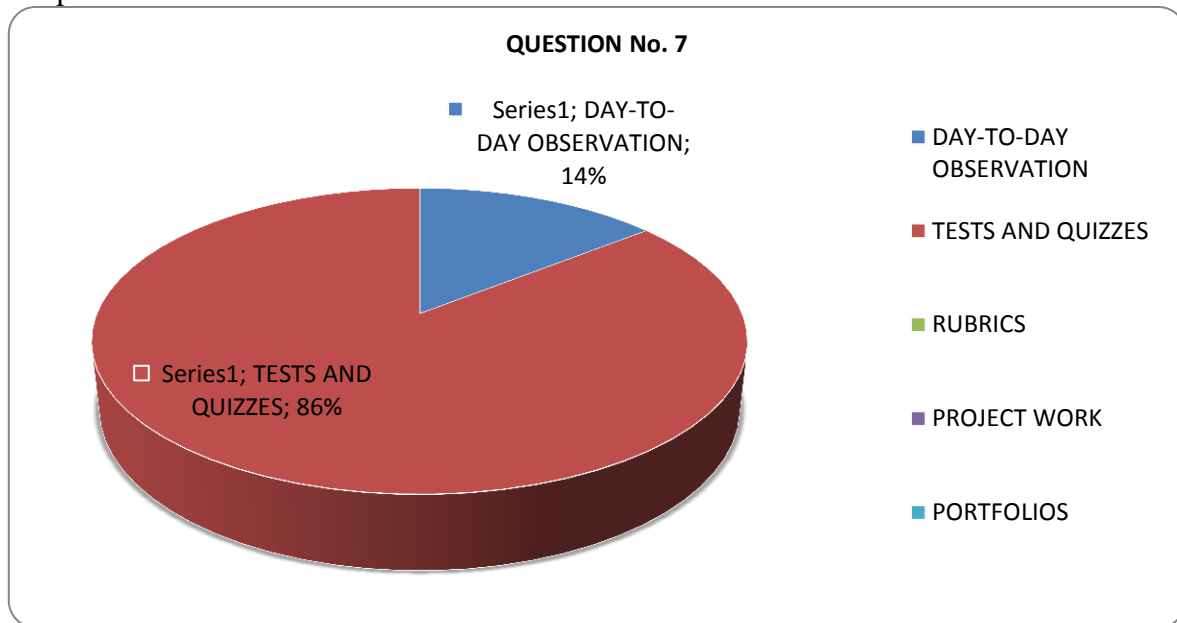
Graphic 21 Survey for teachers Q.6

In graphic 3.7.1.6 there is a (71%) of teachers that use the course book as their only tool of resource while preparing and making their formal assessment.

Table 3.7.1.7  
Table 14 Survey for teachers Q.7

<b>QUESTION No. 7</b>			
<b>HOW DO YOU ASSESS YOUR STUDENTS?</b>			
	<b>DESCRIPTION</b>	<b>FREQUENCY</b>	<b>%</b>
A.	DAY-TO-DAY OBSERVATION	1	14%
B.	TESTS AND QUIZZES	6	86%
C.	RUBRICS	0	0%
D.	PROJECT WORK	0	0%
E.	PORTFOLIOS	0	0%
	<b>TOTAL</b>	<b>7</b>	<b>100%</b>

Graphic 3.7.1.7



**Graphic 22 Survey for teachers Q.7**

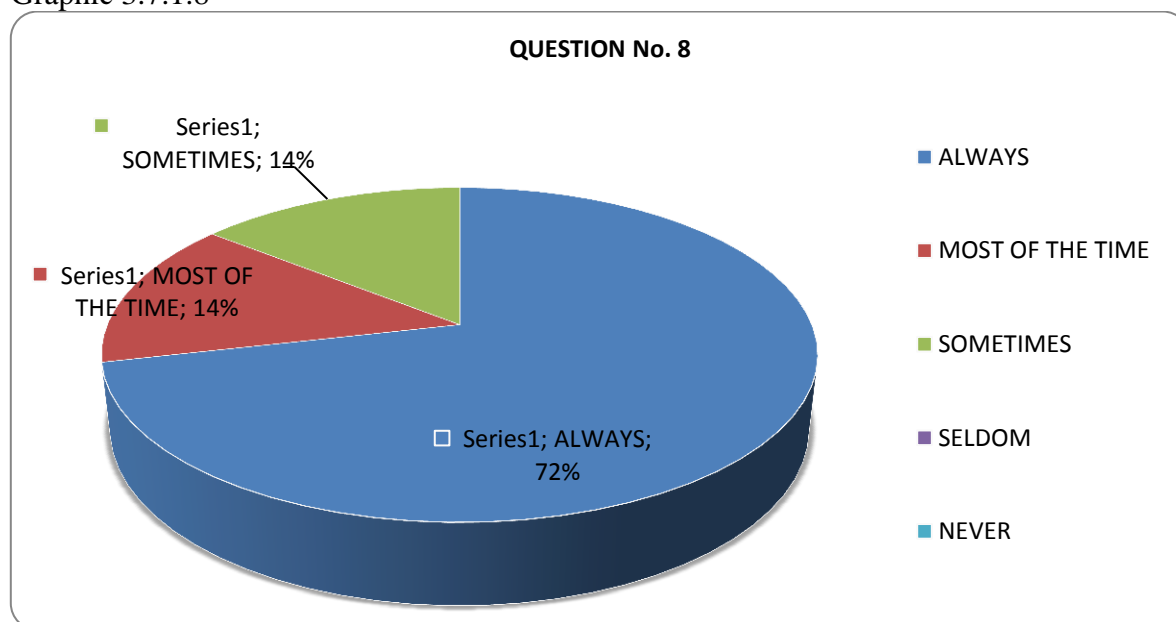
The graphic 3.7.1.7 shows that (86%) of teachers use only the formal type of assessment which are quizzes and tests to be able to assess their students in class.



Table 3.7.1.8  
Table 15 Survey for teachers Q.8

<b>QUESTION No. 8</b>			
<b>DO YOU FOLLOW THE SEQUENCE OF THE BOOK?</b>			
	<b>DESCRIPTION</b>	<b>FREQUENCY</b>	<b>%</b>
A.	ALWAYS	5	72%
B.	MOST OF THE TIME	1	14%
C.	SOMETIMES	1	14%
D.	SELDOM	0	0%
E.	NEVER	0	0%
	<b>TOTAL</b>	<b>7</b>	<b>100%</b>

Graphic 3.7.1.8



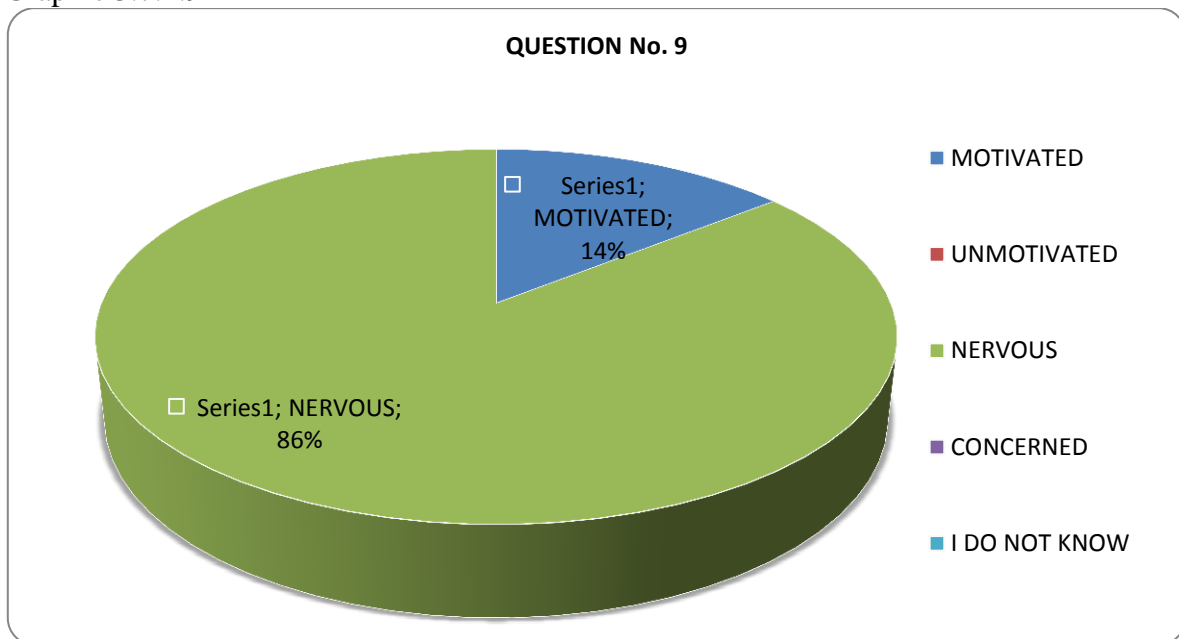
Graphic 23 Survey for teachers Q.8

The graphic 3.7.1.8 shows that a (72%) of teachers always follow the sequence of the book giving no room for alteration in the course syllabus.

Table 3.7.1.9  
Table 16 Survey for teachers Q.9

<b>QUESTION No. 9</b>		
<b>HOW DOES YOUR STUDENTS FEEL WHEN THEY ARE BEING ASSESSED?</b>		
<b>DESCRIPTION</b>	<b>FREQUENCY</b>	<b>%</b>
A. MOTIVATED	1	14%
B. UNMOTIVATED	0	0%
C. NERVOUS	6	86%
D. CONCERNED	0	0%
E. I DO NOT KNOW	0	0%
<b>TOTAL</b>	<b>7</b>	<b>100%</b>

Graphic 3.7.1.9



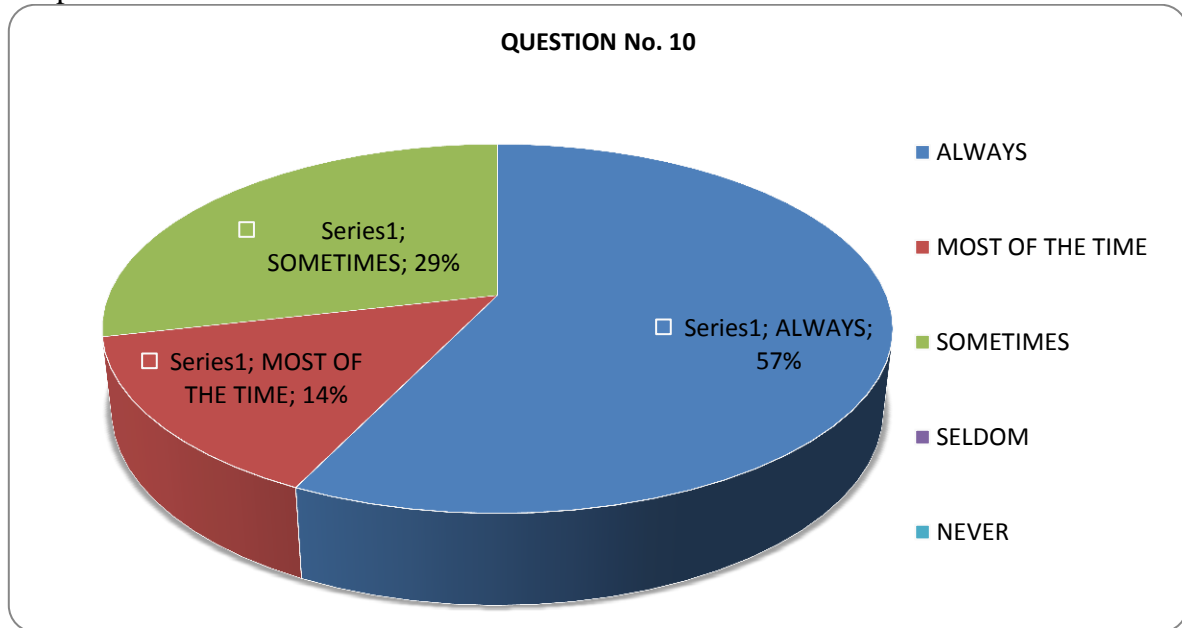
Graphic 24 Survey for teachers Q.9

The graphic 3.7.1.9 shows that (86%) of the teachers observe and have noticed that their students feel nervous while being assessed.

Table 3.7.1.10  
Table 17 Survey for teachers Q.10

<b>QUESTION No. 10</b>			
<b>ARE YOU HAPPY WITH THE RESULTS OF THE UNIT QUIZZES?</b>			
	<b>DESCRIPTION</b>	<b>FREQUENCY</b>	<b>%</b>
A.	ALWAYS	4	57%
B.	MOST OF THE TIME	1	14%
C.	SOMETIMES	2	29%
D.	SELDOM	0	0%
E.	NEVER	0	0%
	<b>TOTAL</b>	<b>7</b>	<b>100%</b>

Graphic 3.7.1.10



Graphic 25 Survey for teachers Q.10

In the graphic 3.7.1.10 there is a variety of answers a (57%) of teachers that are happy with their results in the assessments done in class while there are other two percentages of teachers that partially agree with the results of their students during the assessments.

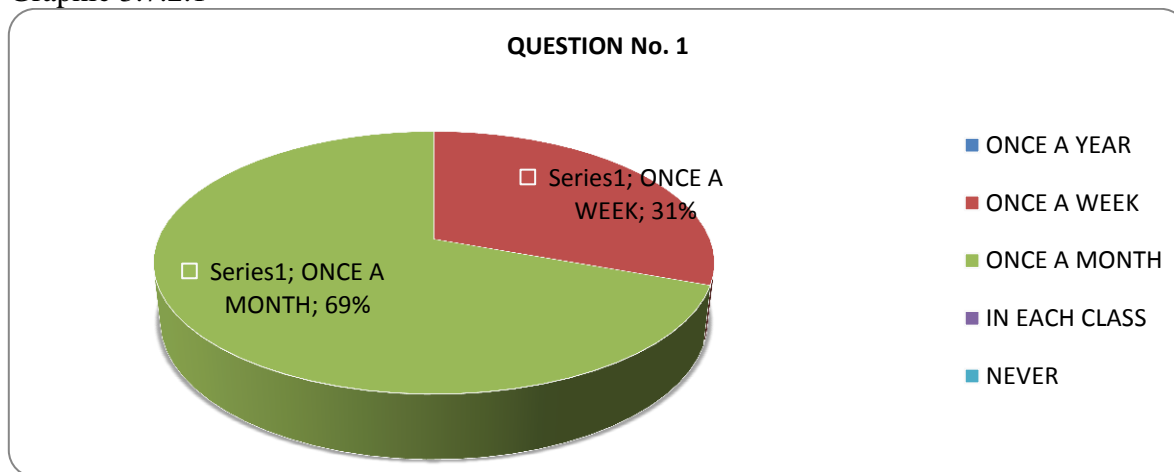
## SURVEY FOR PARENTS

The following graphs are surveys done to the parents of Unidad Educativa Padres Somascos El Cenaculo. This collected data will give an idea of the comfort or discomfort of the assessment criteria in the school.

Table 3.7.2.1  
Table 18 Survey for parents Q.1

<b>QUESTION No. 1</b>			
<b>HOW OFTEN IS YOUR CHILD EVALUATED IN ENGLISH?</b>			
	<b>DESCRIPTION</b>	<b>FREQUENCY</b>	<b>%</b>
A.	ONCE A YEAR	0	0%
B.	ONCE A WEEK	11	31%
C.	ONCE A MONTH	25	69%
D.	IN EACH CLASS	0	0%
E.	NEVER	0	0%
	<b>TOTAL</b>	<b>36</b>	<b>100%</b>

Graphic 3.7.2.1



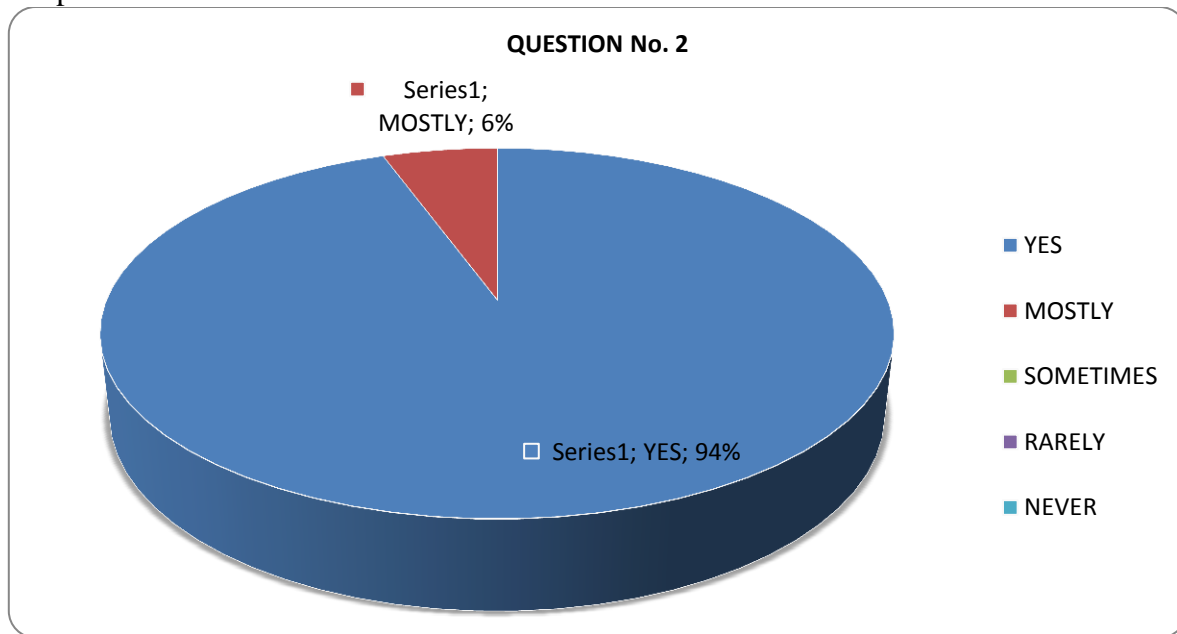
Graphic 26 Survey for parents Q.1

The graphic 3.7.2.1 shows that (69%) of parents agree their children are being assessed once a month while there is a low percentage (31%) of parents that think their children are being assessed once a week. This difference could be a big disadvantage for the children in the classroom.

Table 3.7.2.2  
Table 19 Survey for parents Q.2

<b>QUESTION No. 2</b>		
<b>DO YOU THINK THAT YOUR CHILD IS BEING EVALUATED ACCORDING TO WHAT HE/SHE STUDIED IN ENGLISH CLASS?</b>		
<b>DESCRIPTION</b>	<b>FREQUENCY</b>	<b>%</b>
<b>A. YES</b>	34	94%
<b>B. MOSTLY</b>	2	6%
<b>C. SOMETIMES</b>	0	0%
<b>D. RARELY</b>	0	0%
<b>E. NEVER</b>	0	0%
<b>TOTAL</b>	<b>36</b>	<b>100%</b>

Graphic 3.7.2.2



Graphic 27 Survey for parents Q.2

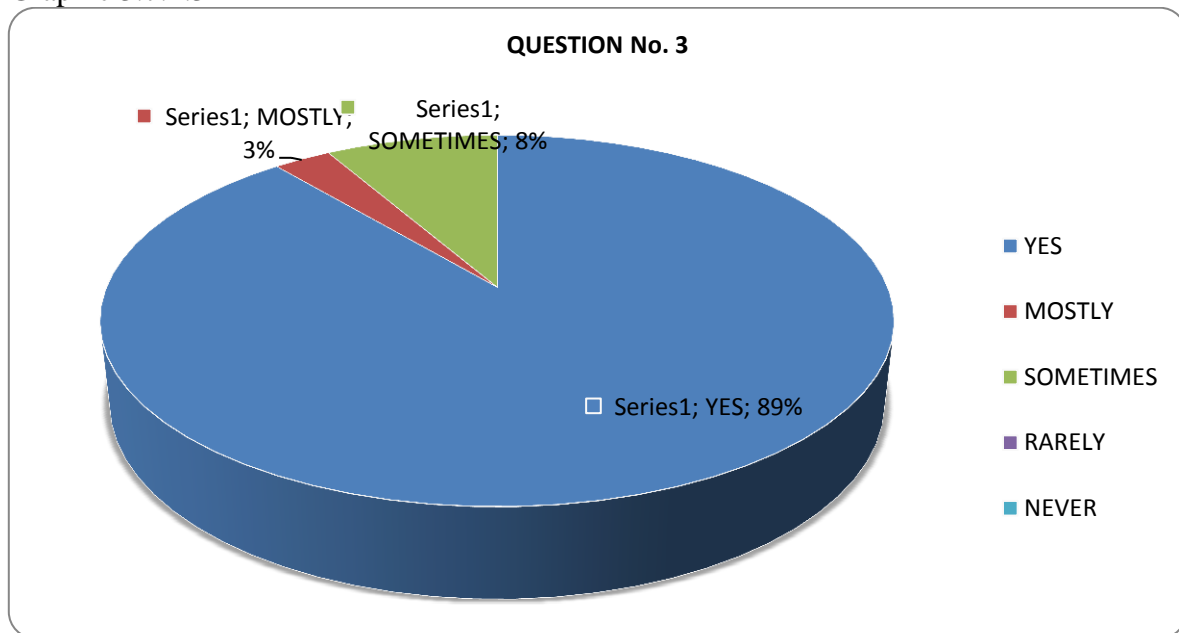
The graphic 3.7.2.2 reveals that (94%) of parents agree that their children are being assessed only on what they have learned in class.

Table 3.7.2.3

Table 20 Survey for parents Q. 3

<b>QUESTION No. 3</b>		
<b>DO YOU THINK THAT THE GRADES YOUR CHILD GETS ARE REFLECTING WHAT HE/SHE KNOWS?</b>		
<b>DESCRIPTION</b>	<b>FREQUENCY</b>	<b>%</b>
A. YES	32	89%
B. MOSTLY	1	3%
C. SOMETIMES	3	8%
D. RARELY	0	0%
E. NEVER	0	0%
<b>TOTAL</b>	<b>36</b>	<b>100%</b>

Graphic 3.7.2.3



Graphic 28 Survey for parents Q. 3

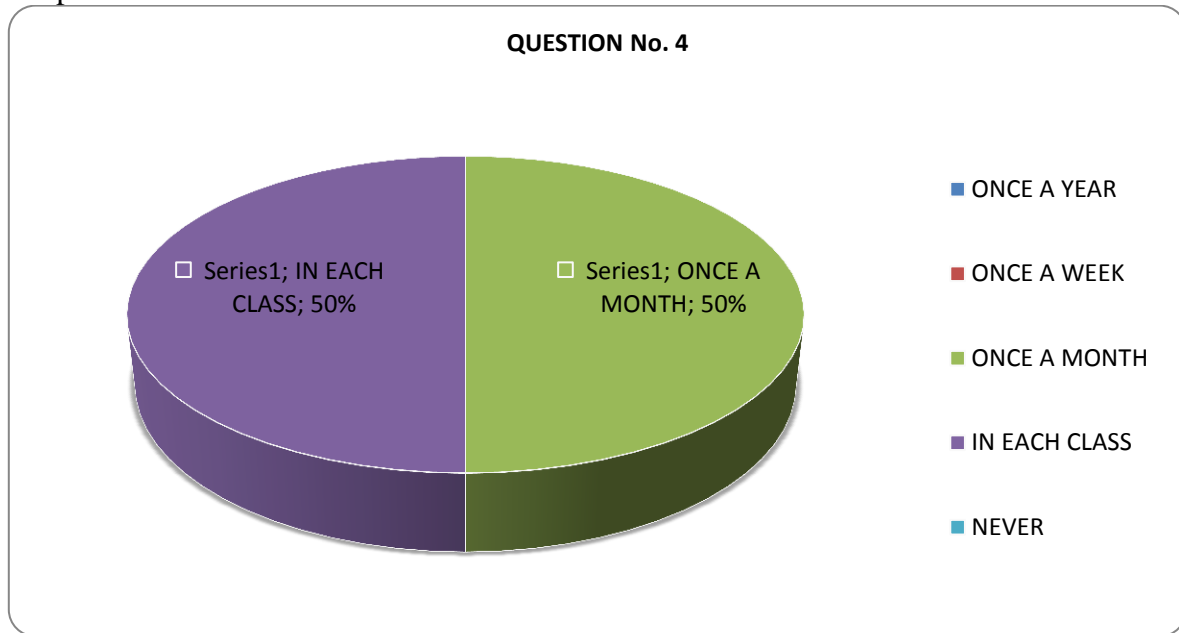
In graphic 3.7.2.3 notifies that (89%) percent of the parents that the grade or mark their children get in their quizzes or tests reflect how much they have learned or know about the topic.

Table 3.7.2.4

Table 21 Survey for parents Q. 4

QUESTION No. 4		
HOW OFTEN DO YOU THINK YOUR CHILD SHOULD HAVE TESTS IN ENGLISH?		
DESCRIPTION	FREQUENCY	%
A. ONCE A YEAR	0	0%
B. ONCE A WEEK	0	0%
C. ONCE A MONTH	18	50%
D. IN EACH CLASS	18	50%
E. NEVER	0	0%
<b>TOTAL</b>	<b>36</b>	<b>100%</b>

Graphic 3.7.2.4



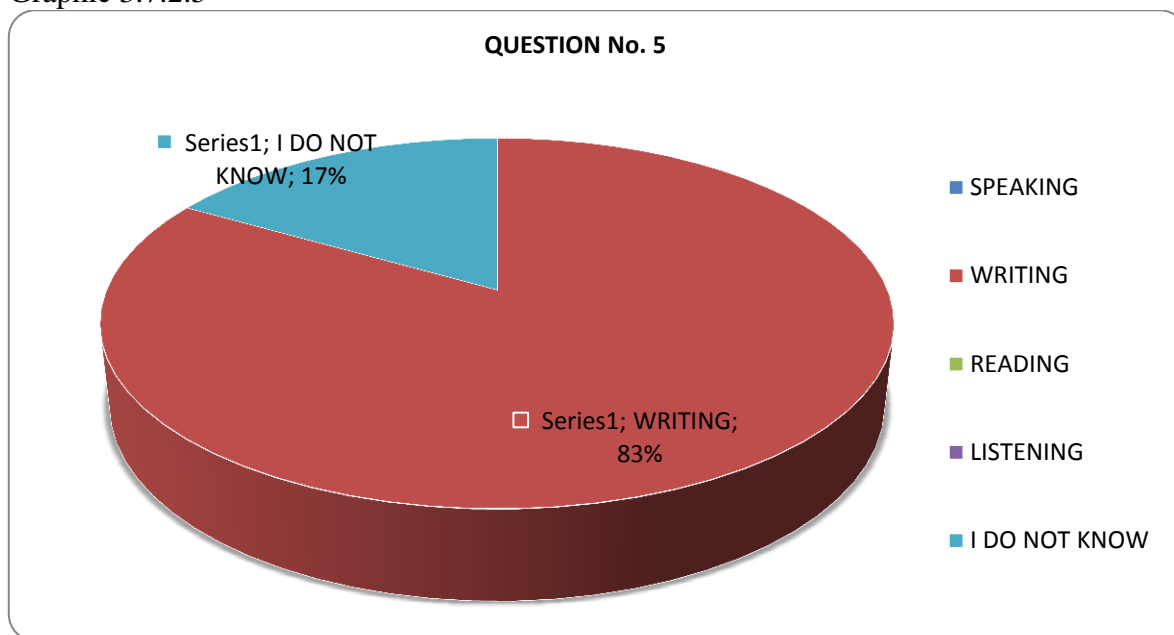
Graphic 29 Survey for parents Q. 4

The graphic 3.7.2.4 allows showing that (50%) of parents agree their children should be assessed in each class. This information shows the discomfort that most of the parents in the assessment area have.

Table 3.7.2.5  
Table 22 Survey for parents Q. 5

<b>QUESTION No. 5</b>			
<b>WHAT SKILLS ARE BEING EVALUATED IN YOUR CHILD`S KNOWLEDGE OF ENGLISH?</b>			
	<b>DESCRIPTION</b>	<b>FREQUENCY</b>	<b>%</b>
A.	SPEAKING	0	0%
B.	WRITING	30	83%
C.	READING	0	0%
D.	LISTENING	0	0%
E.	I DO NOT KNOW	6	17%
	<b>TOTAL</b>	<b>36</b>	<b>100%</b>

Graphic 3.7.2.5



Graphic 30 Survey for parents Q. 5

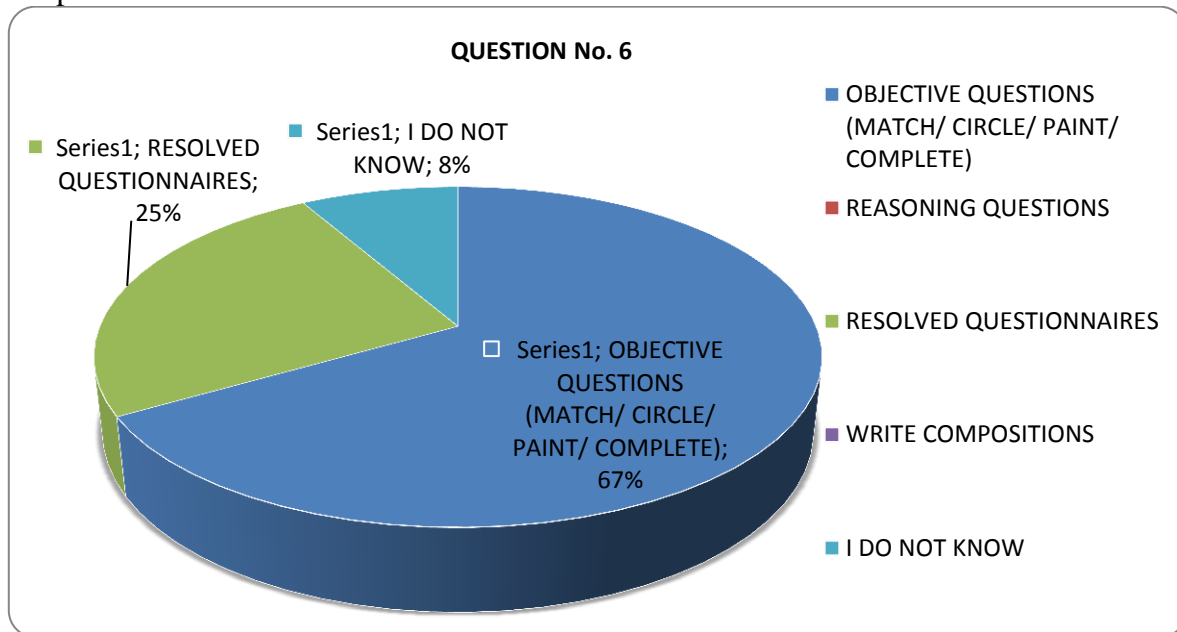
The graphic 3.7.2.5 reveals that (83%) of parents agree the only skill being assessed is writing. This is could also be considered a mayor disadvantage for the children.



Table 3.7.2.6  
Table 23 Survey for parents Q. 6

QUESTION No. 6		
WHAT KIND OF ENGLISH TESTS DOES YOUR CHILD USUALLY HAVE?		
DESCRIPTION	FREQUENCY	%
A. OBJECTIVE QUESTIONS (MATCH/ CIRCLE/ PAINT/ COMPLETE)	24	67%
B. REASONING QUESTIONS	0	0%
C. RESOLVED QUESTIONNAIRES	9	25%
D. WRITE COMPOSITIONS	0	0%
E. I DO NOT KNOW	3	8%
<b>TOTAL</b>	<b>36</b>	<b>100%</b>

Graphic 3.7.2.6



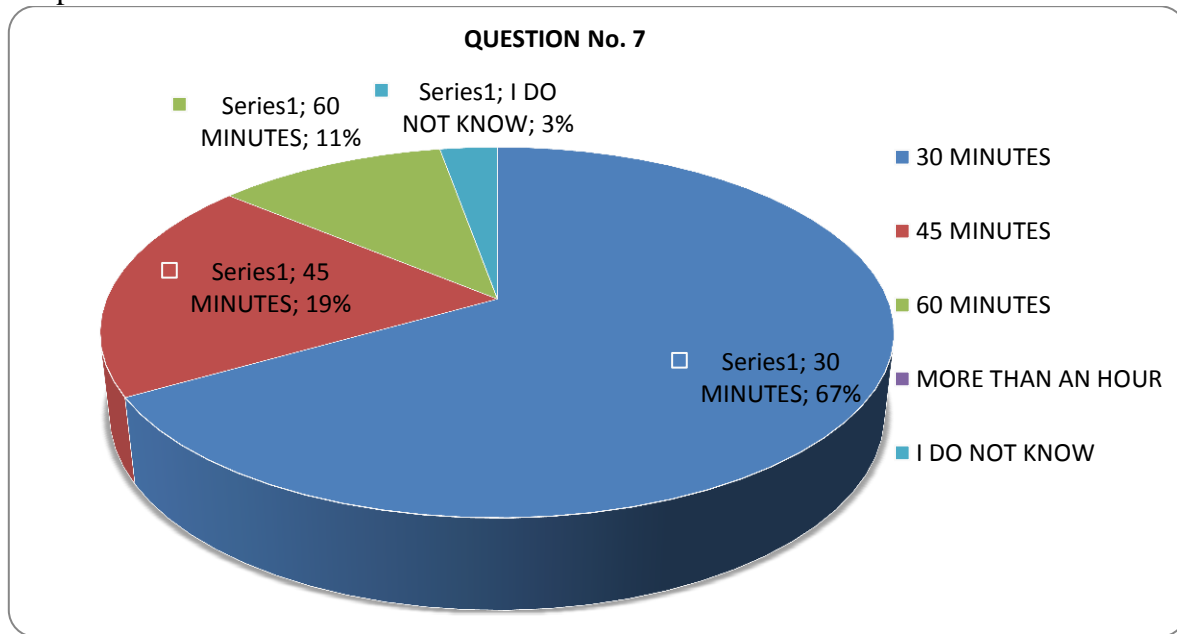
Graphic 31 Survey for parents Q. 6

The graphic 3.7.2.6 demonstrates that (67%) of parents agreed their children’s test or quizzes are objective (circle, match or paint). This information shows there is no variety in the form of assessment for the children.

Table 3.7.2.7  
Table 24 Survey for parents Q. 7

<b>QUESTION No. 7</b>		
<b>HOW LONG DOES IT TAKE FOR YOUR CHILD TO STUDY FOR AN ENGLISH TEST?</b>		
<b>DESCRIPTION</b>	<b>FREQUENCY</b>	<b>%</b>
A. 30 MINUTES	24	67%
B. 45 MINUTES	7	19%
C. 60 MINUTES	4	11%
D. MORE THAN AN HOUR	0	0%
E. I DO NOT KNOW	1	3%
<b>TOTAL</b>	<b>36</b>	<b>100%</b>

Graphic 3.7.2.7



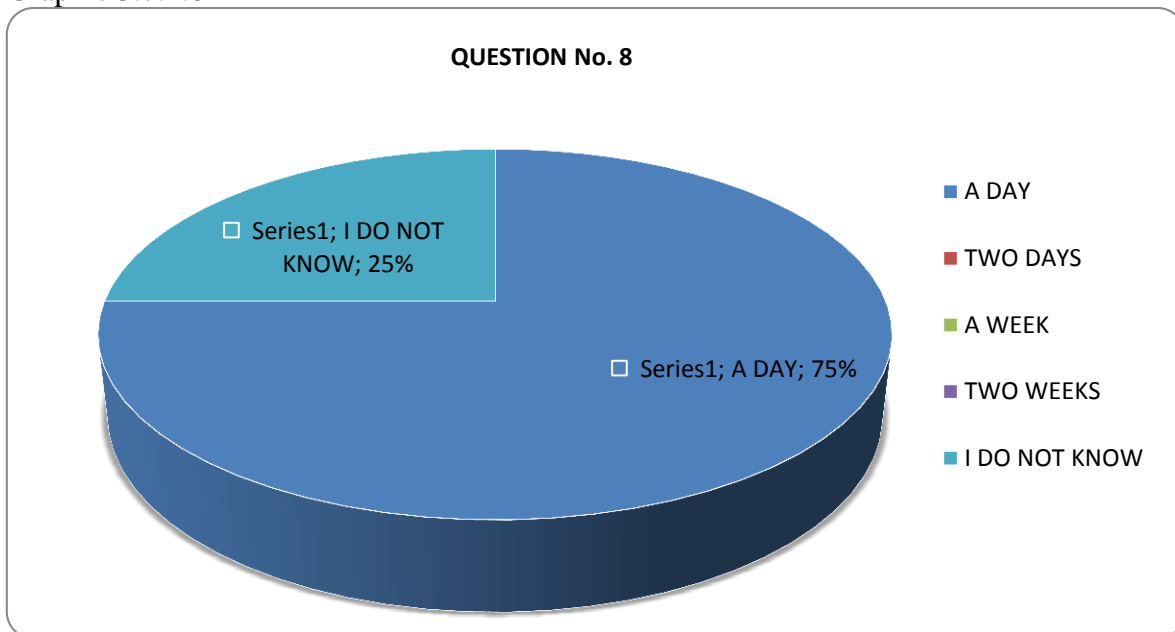
Graphic 32 Survey for parents Q. 7

The graphic 3.7.2.7 notifies that (67%) of parents agree their children only spend thirty minutes to study for the subject when they are going to be assessed. By looking at the graph there can be an assumption made which is that the content is not challenging enough for the children.

Table 3.7.2.8  
Table 25 Survey for parents Q. 8

<b>QUESTION No. 8</b>		
<b>HOW MUCH TIME DOES THE TEACHER GIVE YOUR CHILD TO STUDY FOR THE ENGLISH TEST?</b>		
<b>DESCRIPTION</b>	<b>FREQUENCY</b>	<b>%</b>
A. A DAY	27	75%
B. TWO DAYS	0	0%
C. A WEEK	0	0%
D. TWO WEEKS	0	0%
E. I DO NOT KNOW	9	25%
<b>TOTAL</b>	<b>36</b>	<b>100%</b>

Graphic 3.7.2.8



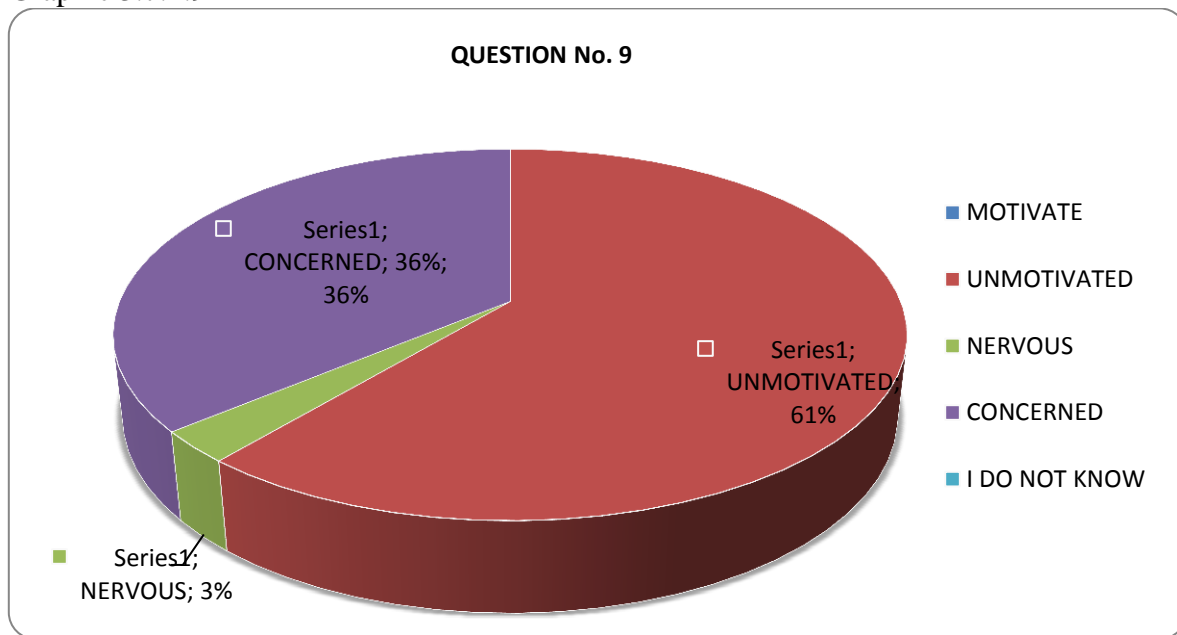
Graphic 33 Survey for parents Q. 8

The graphic 3.7.2.8 shows that (75%) parents agree their children have a day to study for a test.

Table 3.7.2.9  
Table 26 Survey for parents Q. 9

<b>QUESTION No. 9</b>		
<b>HOW MOTIVATED IS YOUR CHILD WHEN STUDYING FOR AN ENGLISH TEST?</b>		
<b>DESCRIPTION</b>	<b>FREQUENCY</b>	<b>%</b>
A. MOTIVATE	0	0%
B. UNMOTIVATED	22	61%
C. NERVOUS	1	3%
D. CONCERNED	13	36%
E. I DO NOT KNOW	0	0%
<b>TOTAL</b>	<b>36</b>	<b>100%</b>

Graphic 3.7.2.9



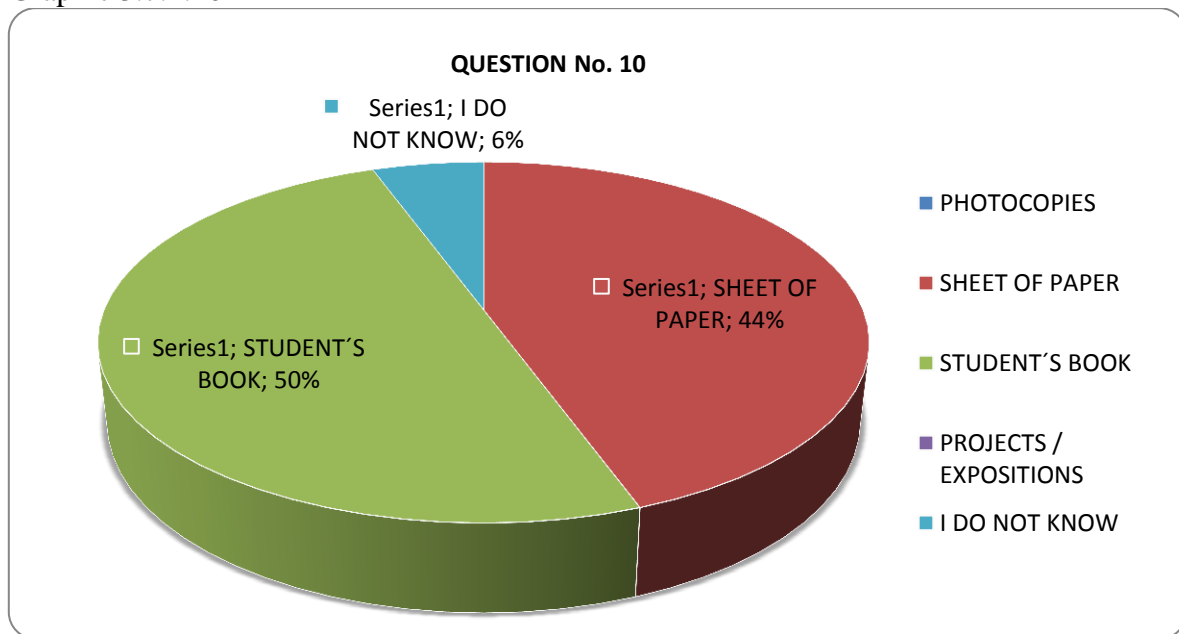
Graphic 34 Survey for parents Q. 9

The graphic 3.7.2.9 shows (61%) percent of parents answered that their children feel unmotivated while studying for tests. There could be an assumption made by looking at this collected data which is that students are not encouraged to study for these formal quizzes or tests and, at the same time, it could affect the grade they get.

Table 3.7.2.10  
Table 27 Survey for parents Q. 10

QUESTION No. 10		
WHAT TYPE OF TESTING MATERIAL IS YOUR CHILD BEING EVALUATED WITH?		
DESCRIPTION	FREQUENCY	%
A. PHOTOCOPIES	0	0%
B. SHEET OF PAPER	16	44%
C. STUDENT'S BOOK	18	50%
D. PROJECTS /EXPOSITIONS	0	0%
E. I DO NOT KNOW	2	6%
<b>TOTAL</b>	<b>36</b>	<b>100%</b>

Graphic 3.7.2.10



Graphic 35 Survey for parents Q. 10

The graphic 3.7.2.10 exposes that (50%) of parents agree that the only material used to assess the children is student's book. The assumption that can be made by looking at this data is that there is no variety in content to study.

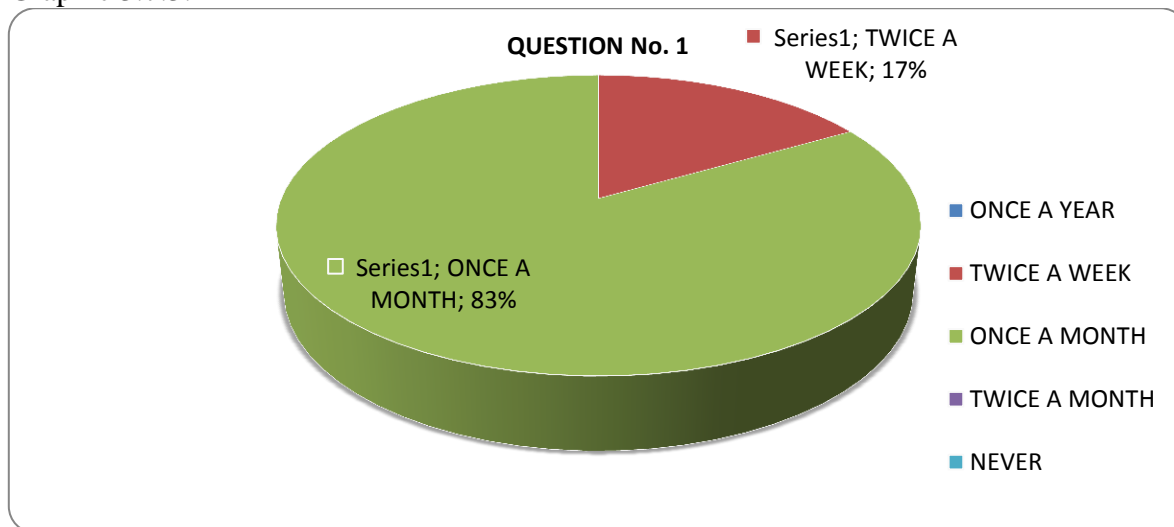
### SURVEY FOR STUDENTS

The following graphs are surveys done to the students of Unidad Educativa Padres Somascos El Cenaculo. This collected information will display a better overview of the students' perspective towards the assessment criteria.

Table 3.7.3.1  
Table 28 Survey for students Q. 1

<b>QUESTION No. 1</b>		
<b>HOW OFTEN DOES YOUR TEACHER TAKE ENGLISH TESTS?</b>		
<b>DESCRIPTION</b>	<b>FREQUENCY</b>	<b>%</b>
<b>A. ONCE A WEEK</b>	0	0%
<b>B. TWICE A WEEK</b>	6	17%
<b>C. ONCE A MONTH</b>	30	83%
<b>D. TWICE A MONTH</b>	0	0%
<b>E. NEVER</b>	0	0%
<b>TOTAL</b>	<b>36</b>	<b>100%</b>

Graphic 3.7.3.1



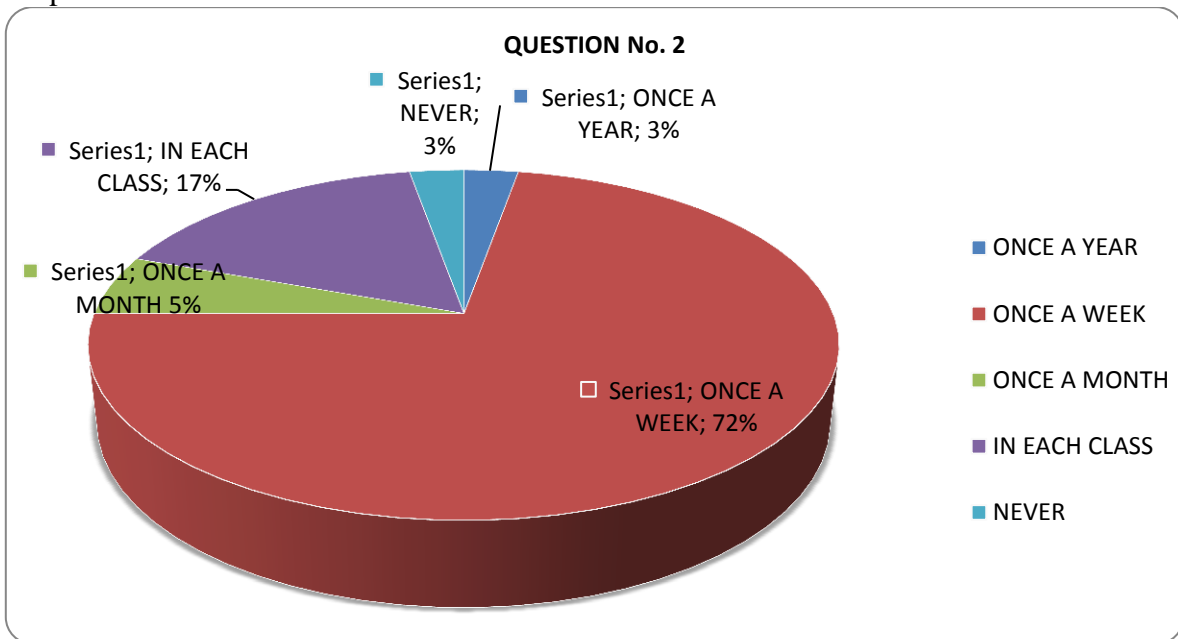
Graphic 36 Survey for students Q. 1

The graphic 3.7.3.1 shows that (83%) of students answered they were assessed once a month. This information allows making an assumption which is that students have no other type of assessments which can affect significantly their averages.

Table 3.7.3.2  
Table 29 Survey for students Q. 2

<b>QUESTION No. 2</b>		
<b>HOW OFTEN DO YOU THINK YOU SHOULD HAVE ENGLISH TESTS?</b>		
<b>DESCRIPTION</b>	<b>FREQUENCY</b>	<b>%</b>
A. ONCE A YEAR	1	3%
B. ONCE A WEEK	26	72%
C. ONCE A MONTH	2	5%
D. IN EACH CLASS	6	17%
E. NEVER	1	3%
<b>TOTAL</b>	<b>36</b>	<b>100%</b>

Graphic 3.7.3.2



**Graphic 37 Survey for students Q. 2**

The graphic 3.7.3.2 displays that a high percent (72%) of students answered they would like to be assessed once a week. This information also allows making suggestions in the assessment area. The fact that students want to be assessed once a week is very productive for the learning process.

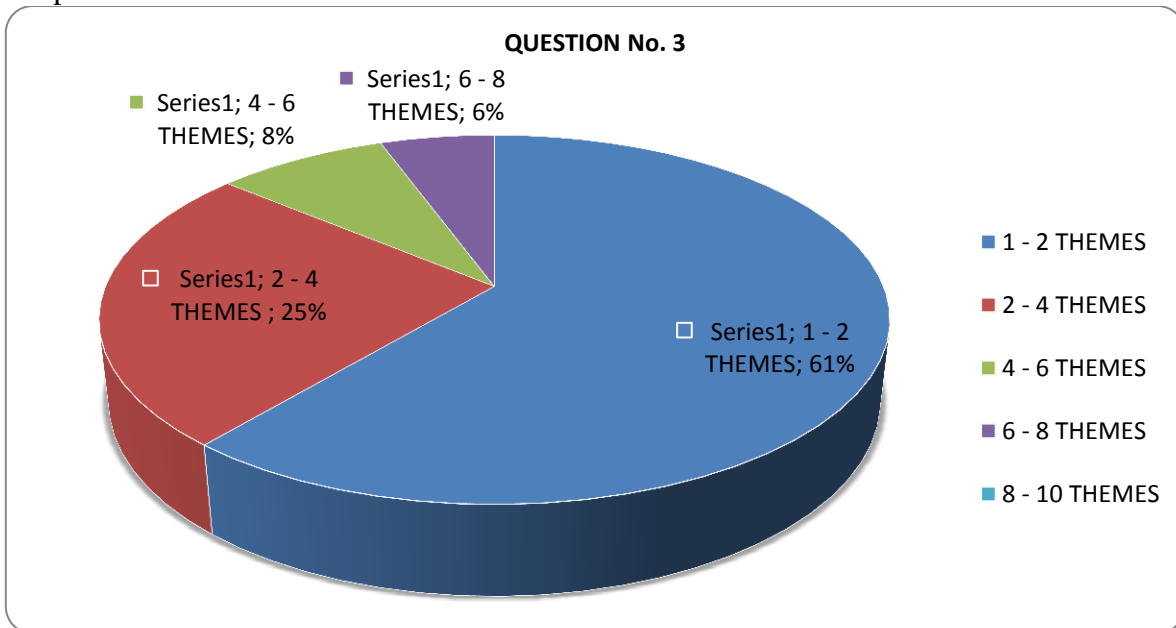
Table 3.7.3.3  
Table 30 Survey for students Q. 3

**QUESTION No. 3**

**HOW MANY THEMES DOES YOUR ENGLISH TEST USUALLY HAVE?**

	<b>DESCRIPTION</b>	<b>FREQUENCY</b>	<b>%</b>
<b>A.</b>	1 - 2 THEMES	22	61%
<b>B.</b>	2 - 4 THEMES	9	25%
<b>C.</b>	4 - 6 THEMES	3	8%
<b>D.</b>	6 - 8 THEMES	2	6%
<b>E.</b>	8 - 10 THEMES	0	0%
	<b>TOTAL</b>	<b>36</b>	<b>100%</b>

Graphic 3.7.3.3



**Graphic 38 Survey for students Q. 3**

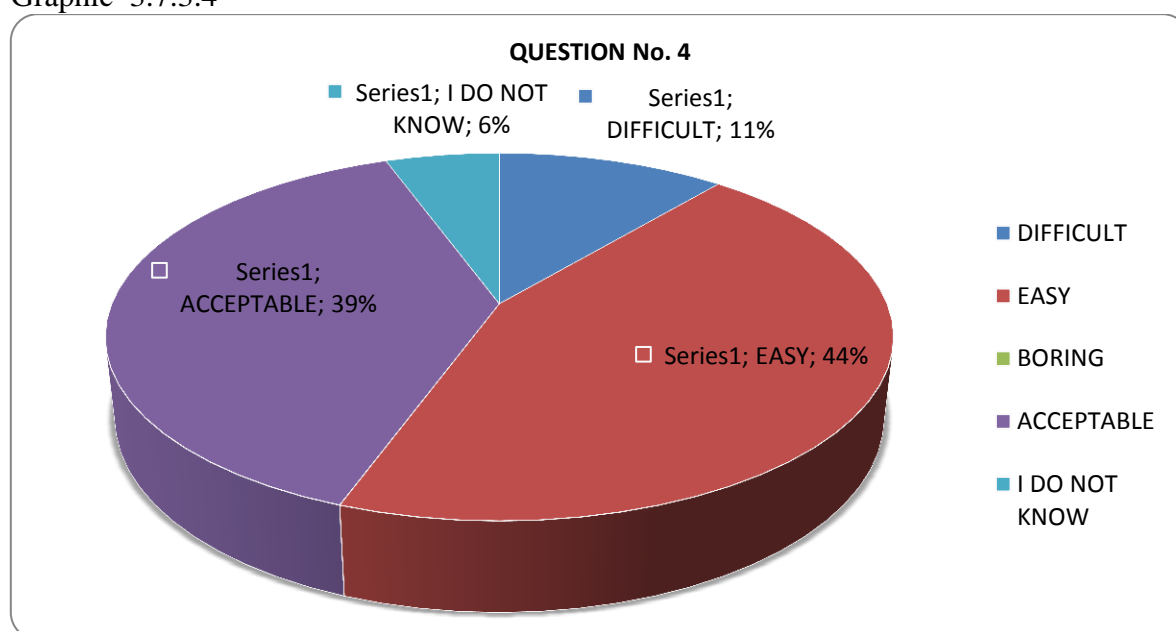
The graphic 3.7.3.3 reveals that a (61%) of students answered they were only assessed on two themes per quiz or test. This can be a very big disadvantage for the students because they do not have a diversity of themes so if they get it wrong it brings their grade down.



Table 3.7.3.4  
Table 31 Survey for students Q. 4

<b>QUESTION No. 4</b>		
<b>HOW DIFFICULT ARE YOUR ENGLISH TESTS IN YOUR OPINION?</b>		
<b>DESCRIPTION</b>	<b>FREQUENCY</b>	<b>%</b>
A. DIFFICULT	4	11%
B. EASY	16	44%
C. BORING	0	0%
D. ACCEPTABLE	14	39%
E. I DO NOT KNOW	2	6%
<b>TOTAL</b>	<b>36</b>	<b>100%</b>

Graphic 3.7.3.4



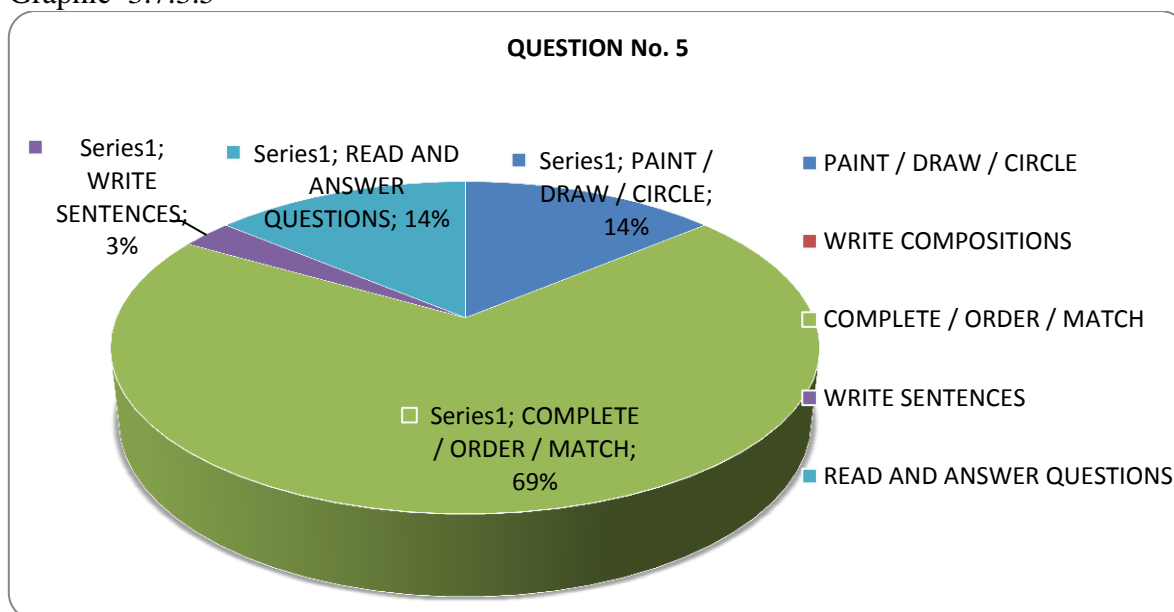
Graphic 39 Survey for students Q. 4

The graphic 3.7.3.4 shows that (44%) of students who answered, thought their quizzes were very easy. This information is being taken into account because students need a challenge in the process of learning, if they do not have the challenge they do not learn anything new.

Table 3.7.3.5  
Table 32 Survey for students Q. 5

<b>QUESTION No. 5</b>		
<b>WHAT ARE THE MOST COMMON INSTRUCTIONS THAT YOU FIND IN YOUR ENGLISH TESTS?</b>		
<b>DESCRIPTION</b>	<b>FREQUENCY</b>	<b>%</b>
A. PAINT / DRAW / CIRCLE	5	14%
B. WRITE COMPOSITIONS	0	0%
C. COMPLETE / ORDER / MATCH	25	69%
D. WRITE SENTENCES	1	3%
E. READ AND ANSWER QUESTIONS	5	14%
<b>TOTAL</b>	<b>36</b>	<b>100%</b>

Graphic 3.7.3.5



Graphic 40 Survey for students Q. 5

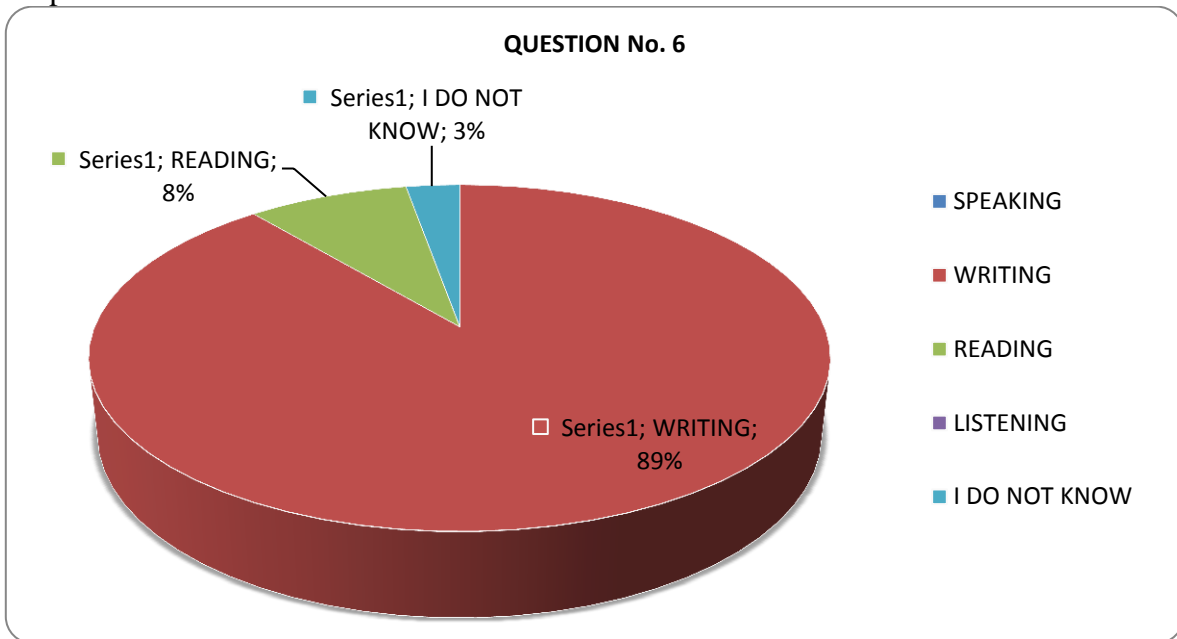
The graphic 3.7.3.5 exposes (69%) of students answered that the most common instructions seen in their quizzes or tests are complete, order and match. This information is very useful because it allows understanding why the students considered the quiz or tests very easy.

Table 3.7.3.6

Table 33 Survey for students Q. 6

QUESTION No. 6		
IN WHAT AREAS DOES YOUR TEACHER EVALUATE YOU THE MOST?		
DESCRIPTION	FREQUENCY	%
A. SPEAKING	0	0%
B. WRITING	32	89%
C. READING	3	8%
D. LISTENING	0	0%
E. I DO NOT KNOW	1	3%
<b>TOTAL</b>	<b>36</b>	<b>100%</b>

Graphic 3.7.3.6



Graphic 41 Survey for students Q. 6

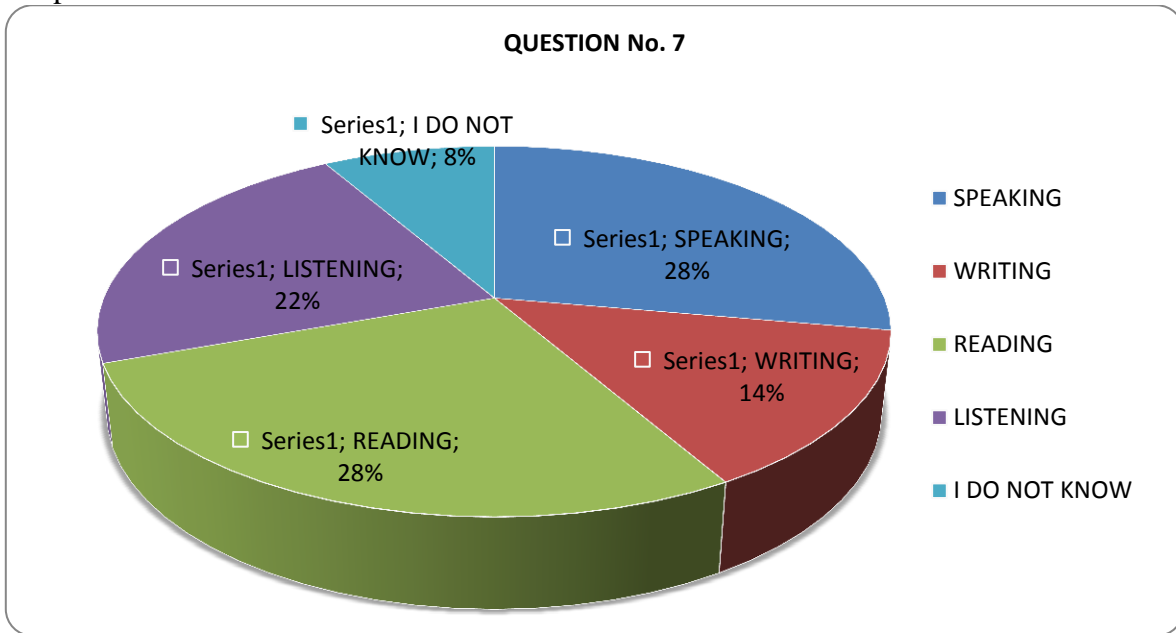
The graphic 3.7.3.6 displays that (69%) of students are only being assessed in the writing skill.

Table 3.7.3.7

Table 34 Survey for students Q. 7

QUESTION No. 7		
IN WHAT AREAS DO YOU THINK YOUR TEACHER SHOULD EVALUATE YOU MORE?		
DESCRIPTION	FREQUENCY	%
A. SPEAKING	10	28%
B. WRITING	5	14%
C. READING	10	28%
D. LISTENING	8	22%
E. I DO NOT KNOW	3	8%
<b>TOTAL</b>	<b>36</b>	<b>100%</b>

Graphic 3.7.3.7



Graphic 42 Survey for students Q. 7

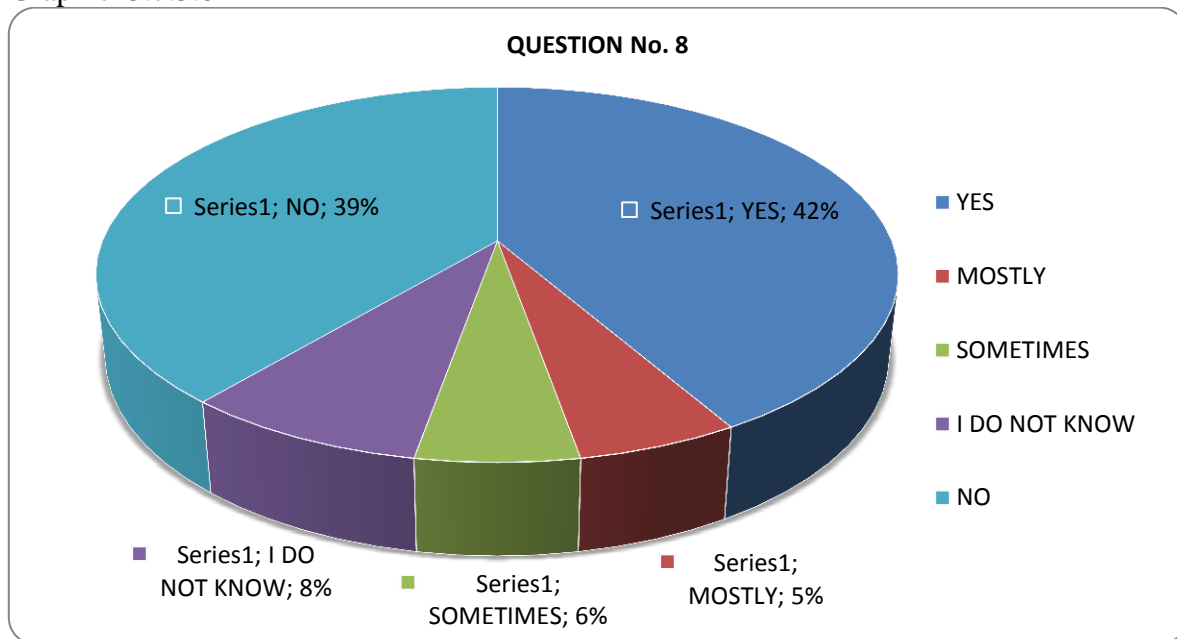
The graphic 3.7.3.7 shows plenty of useful information which allows to make many changes in the assessment area. There are groups of students of (28%) and (28%) that would like to be assessed in speaking and reading. This is encouraging for teachers to know so that they may plan different activities.

Table 3.7.3.8

Table 35 Survey for students Q. 8

QUESTION No. 8		
DO YOU BELIEVE THAT YOUR GRADES REFLECT WHAT YOU KNOW?		
DESCRIPTION	FREQUENCY	%
A. YES	15	42%
B. MOSTLY	2	5%
C. SOMETIMES	2	6%
D. I DO NOT KNOW	3	8%
E. NO	14	39%
<b>TOTAL</b>	<b>36</b>	<b>100%</b>

Graphic 3.7.3.8



Graphic 43 Survey for students Q. 8

The graphic 3.7.3.8 indicates a very interesting perspective. (42%) percent of students realize that their grade does not necessarily reflect their knowledge. However, there is (39%) of students that do feel their grade is reflecting their knowledge of the language. This information grants the idea to understand the discomfort students feel about their grades.

Table 3.7.3.9

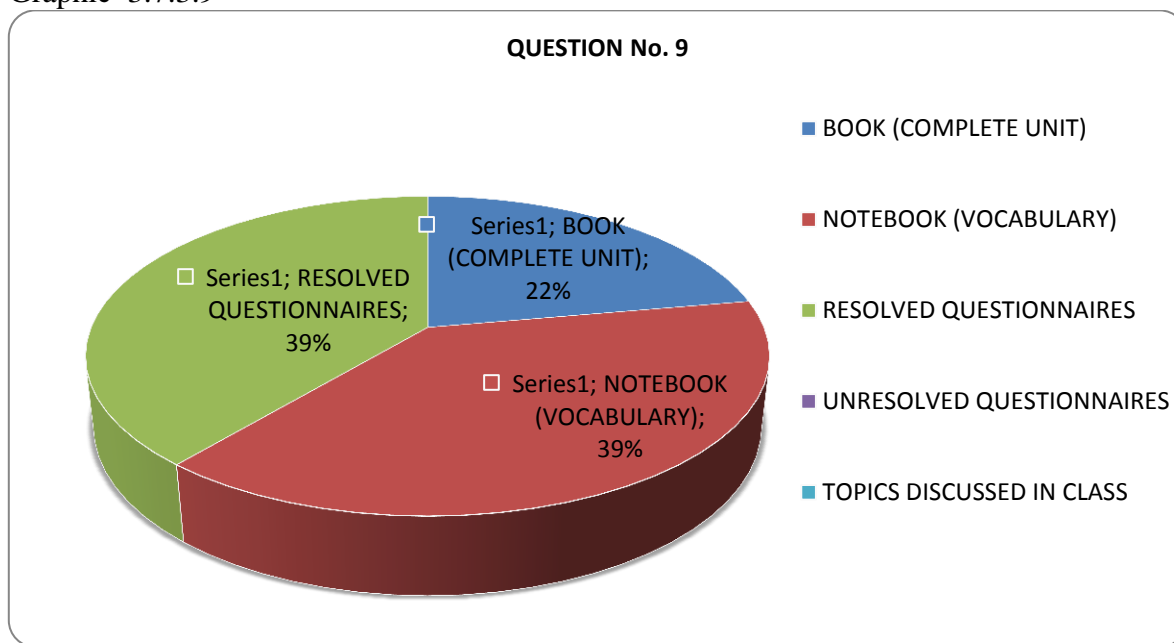
Table 36 Survey for students Q. 9

**QUESTION No. 9**

**WHAT TYPE OF MATERIAL DOES YOUR ENGLISH TEACHER SEND YOU TO STUDY?**

DESCRIPTION	FREQUENCY	%
A. BOOK (COMPLETE UNIT)	8	22%
B. NOTEBOOK (VOCABULARY)	14	39%
C. RESOLVED QUESTIONNAIRES	14	39%
D. UNRESOLVED QUESTIONNAIRES	0	0%
E. TOPICS DISCUSSED IN CLASS	0	0%
<b>TOTAL</b>	<b>36</b>	<b>100%</b>

Graphic 3.7.3.9



**Graphic 44 Survey for students Q. 9**

In the graphic 3.7.3.9 (39%) of students determined that the material being used to assess were notebooks. Another (39%) of students answered that resolved questionnaires were also used to assess them. This information is very important because now it is easier to understand why students believe quizzes and tests are easy.

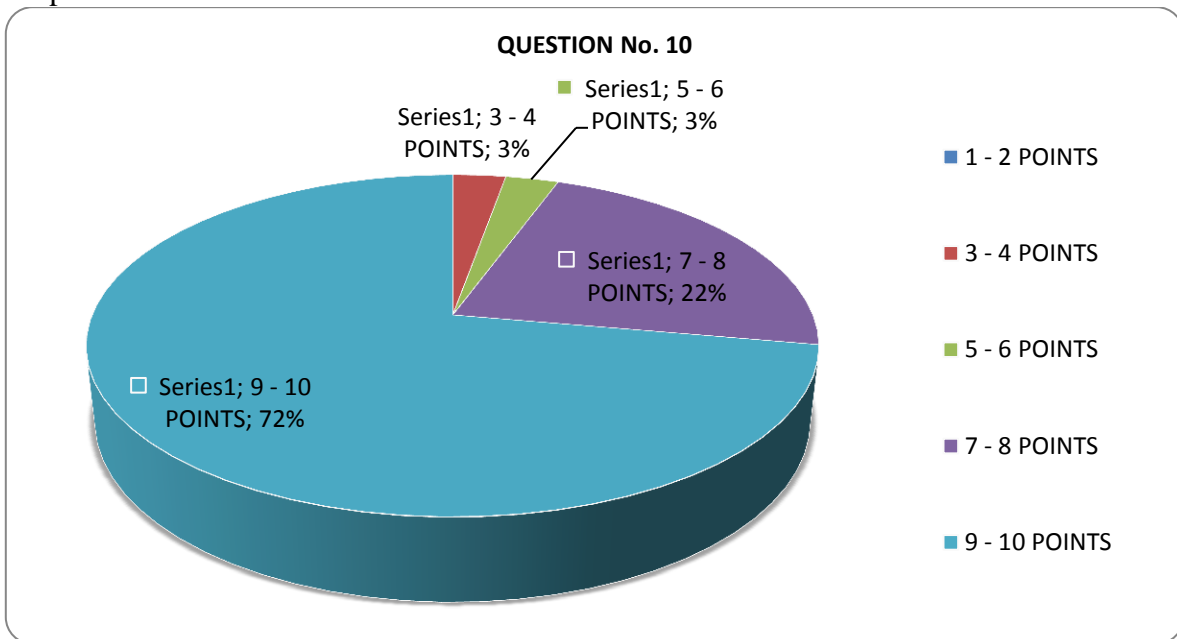
Table 3.7.3.10  
Table 37 Survey for students Q. 10

**QUESTION No. 10**

**WHAT ARE YOUR USUAL GRADES FROM YOUR ENGLISH TESTS?**

DESCRIPTION	FREQUENCY	%
A. 1 - 2 POINTS	0	0%
B. 3 - 4 POINTS	1	3%
C. 5 - 6 POINTS	1	3%
D. 7 - 8 POINTS	8	22%
E. 9 - 10 POINTS	26	72%
<b>TOTAL</b>	<b>36</b>	<b>100%</b>

Graphic 3.7.3.10



**Graphic 45 Survey for students Q. 10**

The graphic 3.7.3.10 exposes a group of (72%) of students who answered that their grades are high in the classroom. Particularly, this information is very valuable because although they are getting good grades it does not necessarily mean that they are successfully learning.

#### 3.7.4.1

### **THE ENGLISH COORDINATOR INTERVIEW**

In the interview done to Miss Angela Rodriguez in Unidad Educativa Padres Somascos El Cenaculo the following questions were asked.

- How many hours of class are given in the seventh grade ?
- Does the School offer training courses for the teachers ?
- What are the objectives for the English Department in the learning process of a second language ?
- Does the institution have specific criteria in the assesment area for the English Department ?
- Do you believe that standarized tests are the only way to measure knowledge of the students ?
- Do teachers in the deparment tell the students why they are being evaluated ?
- In what way do teachers prepare the students for the assessment?
- Does the school have certain strategies for assesments and which are they ?
- Do the students have to solve questionnaires to be familiarized with what they are going to be assesed?



- Are the teachers allowed to do modifications on the quizzes or tests for the students with difficulties in English ?
  
- Can students do their quiz or test again if they fail?
  
- Do teachers do follow up activities or give tutorials to the students that have low averages ?
  
- What kind of help does the school provide to students that have problems in the learning process of a second language ?

In this interview the English coordinator explained how the English Department is established and what its objectives are in learning a second language. First of all in many things she was not so familiarized because she was new and in others she responded very well.

Referring to the first question she answered the students received four hours of English during the week and I personally asked if she knew how the students' achievement was doing, and she could not answer.

In the second question she answered that the school was very limited in resources and that if teachers wanted to get training they had to do it in their own time and with their own money.

In the third question she referred already meeting with her English Department at the beginning of the year and explaining to them what the objective of the classroom was. The objective is to motivate students in their learning process of a second language however she mentioned that she did not do observations of her teachers. Therefore, she was not acquainted if the teachers were following the objective .

In the fourth question she answered that the English Department does not have an assessment criteria established by the school. The English Department is only required by the school to present the quizzes or tests done monthly to prove that students are working and they are learning.

In the fifth question she announced that she was not very keen with the standardized tests but she knew that some teachers in the English Department used them in their classrooms.

In the sixth question she informed that students of each grade were almost never acknowledged of the assessment. She referred to not having to acknowledge the student because the student must be aware of how the system works in the school.

In the seventh question she mentioned that the teachers worked on previous questionnaires solved on the blackboard and the students proceed to copy. The next day they were evaluated on the same questionnaires they solved. This was the practice that teachers had to do before any quiz or test.

In the eighth question she said that there were no specific strategies for the assesment given by the English Department. Teachers just have to do exercises very similar to what the students were going to see in the quiz or test.

In the ninth question she informed that students were obligated to do questionnaires as reviews for the quizzes or tests. These were done always on the blackboard.

In the tenth question she explained that there were certain modifications done in the quiz or test for the students with difficulty in the learning process of a second language, but that she was not familiarized if the teachers always modify the tests.

In the eleventh question she said that no student was allowed to repeat a quiz or test if he or she failed. The student was allowed to do remedial work.

In the twelfth question she mentioned that there were follow up activities and tutorials offered but that not all students took advantage of these opportunities.

In the thirteenth question she responded that tutorials were the only way the school provided help for the students' difficulties in learning this second language.

In this interview with the coordinator plenty of information was collected that could be used to improve the quality of assessment at this Unidad Educativa Padres Somascos El Cenaculo. It seems that the help that teachers and the school provide is not the most accurate for these types of students.

#### 3.7.5.1

### **THE ENGLISH TEACHER CLASS OBSERVATION**

The topic was "*Present continuous*". This class was developed in a period of 40 minutes with a total of thirty-six students in the classroom.

The teacher came into the class and greeted students in English and they replied, then the teacher presented pictures and a list of verbs on the board asking students repeat three times each verb. After that some students came in front of the class and did mimes for others to guess the words that described the actions.

Later, the teacher pasted the pictures on one side of the board and wrote the verbs on the other side for students to match them correctly. Finally, she did one more activity where some students listened and took out the correct picture and showed it to the class saying the word.

Then, the teacher wrote on the board the present continuous structure and explained to students in English and also in Spanish. After that, she asked some students to do mime while the teacher was asking: *what are they doing?* So other students were writing on the board sentences about the actions that their partners were doing, but it was possible with the teacher's help when she gave the answers to students.

Later, the teacher asked students to open their books and do exercises. They were sentences with picture matching activities, where students listened and circled the correct picture. There was one dialogue that the teacher did not make students practice. She just helped them to complete it.

Finally, the teacher asked students to write homework in the diary and this consisted on: the repetition of verb list adding the "*ing*" to the verb, paste or draw a picture related to the word and the other was to write down the five sentences that students did on the board and also paste pictures related to the sentences.

Although the teacher encouraged students' participation not all of them were involved; the teacher used some Spanish to explain the instructions and the activities were easy for them because they did not have the necessity to analyze or think. They just followed the teacher's patterns. The teacher requested students to learn the rules and words mechanically. The material provided was relevant and the activities followed a logical sequence but it did not involve all the skills, she did not bring extra worksheets or group work to reinforce or do feedback for students' learning, and there was not interaction between teacher – student because most of the time the class was teacher centered.

## ACTIVITIES

Activity Plan	April 30	May	June	July	August	September	October
Title selection, presentation of the research proposal.	X						
Design surveys, interviews and class observations formats.		X					
Application of class observations, diagnostic, surveys and interviews.		X					
Collection of primary data, and review data collection.		X					
Analysis, Interpret and summarize data.			X				
Writing Chapter I				X			
Writing Chapter II					X		
Writing Chapter III						X	
Writing Chapter IV						X	X
Review the final writing project.							X

**Table 38 Activity Plan**

## **CHAPTER IV**

### **FINAL OUTCOMES**

#### **4.1 RESULTS**

Assessment is a very important tool in the learning process if used appropriately. The traditional assessment applied in the Unidad Educativa Padres Somascos El Cenaculo has given fair results to the students, but the most significant aspect of learning a second language is how well it is interiorized. In this project it was necessary to apply many different methods of investigation to prove that there was an unpleasantness in the assessment area for the students.

The first evidence as researchers was the observation done in class. The class was very guided and limited for students. The approach of the teacher in the classroom was (80%) Spanish and (20 %) English. The students did not produce any language. This exposed the curiosity of how were the students going to be evaluated?

The second evidence was the interview to the teacher this also displayed that the teacher was not worried about the production of the language nor how students interiorized the language. Her main concern was to finish a syllabus plan and the course book.

Finally the last evidence were the surveys particularly the students' survey which demonstrated that although students were getting good grades they were not satisfied with the way they were being assessed.

The students answered in the survey that they wanted to be assessed in other skills not only in the writing skill as they were being assessed. Another discomfort was the frequency with which they were being assessed which was only once a month, they preferred to be assessed once a week.

The biggest discomfort was they did not agree that their grades reflected what they knew about the language. This demanded our research to understand how is the traditional assessment method affecting the students?

All of these evidences demonstrated that another assessment could be a better way to help the students in the learning process

## 4.2. CONCLUSIONS

In conclusion, after gathering all the information from the different methods of investigation, the students' discomfort in the assessment area could be improved by implementing a new assessment method.

This could be very productive for the learning process and very stimulating for the students. The assessment that is suggested to be used is the Authentic or Alternative assessment.

The Authentic or Alternative assessment will help students since the main objective of this is to focus on performing tasks. The main function of this assessment is to apply the language in real situations which basically means to make the student produce the language in any given way.

This allows the students to interiorize the usage of the language. By using this assessment the students will have a variety of activities to be able to develop critical thinking. The training of teachers is another very important element that should be implemented in this school. The findings showed that teachers were very limited in the resources used when planning for a quiz or a test.


Finally, implementing this new assessment approach and training of the teachers will create a better environment for students and teachers. This will make students produce the target language more effectively regarding the standards that should be reached when learning a second language.



### 4.3. RECOMMENDATIONS

Due to the results obtained in this research project and the necessities found in the seventh grade group “A” at Unidad Educativa Padres Somascos El Cenaculo, we would like to make the following recommendations for teachers and their classes in order to help students learn in an appropriate way.

- To recommend providing training seminars on the Authentic or Alternative Assessment to the English teacher at Cenaculo School.
- To design a lesson plan where the teacher makes the objective Authentic or Alternative Assessment
- To provide new dynamic activities where the students have active participations in class.
- To make the student get accustomed to the use of Authentic or Alternative Assessment activities by giving them a set of tasks and then periodically increasing the type of activities.
- To set as a goal to work with this Authentic or Alternative Assessment in all the grades at Cenaculo School.
- To increase the English hours in the initial level and the basic level.
- To apply some activities such as self-evaluation, peer evaluation portfolios and performance tasks which are more useful for her students.

- 
- *SELF- EVALUATION*
  - *PEER EVALUATION*
  - *PERFORMANCE TASKS  
AND PORTFOLIO*

## *ACTIVITIES*

UNIDAD EDUCATIVA PADRES SOMASCOS "EL CENACULO"

SELF-EVALUATION

READING



Student's name: \_\_\_\_\_ Grade: \_\_\_\_\_

Date: \_\_\_\_\_ Name of the story: \_\_\_\_\_

1. Color ONE face to answer the questions.

1. DID I READ THE WORDS CORRECTLY?



YES



SO – SO



NO

2. DID I READ THE WORDS NOT TOO FAST, BUT NOT TOO SLOW?



YES



SO – SO



NO

3. DID I PAY ATTENTION TO THE PUNCTUATION?



YES



SO – SO



NO

4. DID I READ WITH INTONATION?



YES



SO – SO



NO

2. Check ONE thing you want to work on the next time.

\_\_\_\_\_ Read the words correctly.

\_\_\_\_\_ Read faster.

\_\_\_\_\_ Read slower.

\_\_\_\_\_ Pay attention to the punctuation.

\_\_\_\_\_ Read with intonation.

UNIDAD EDUCATIVA PADRES SOMASCOS "EL CENACULO"

SELF-EVALUATION

LISTENING/COMPREHENSION

Student's name: \_\_\_\_\_ Grade: \_\_\_\_\_

Date: \_\_\_\_\_

1. Color ONE face to answer the question.

DID I UNDERSTAND ..... WHEN THE TEACHER SPOKE ENGLISH IN CLASS?



ALL THE WORDS



A FEW WORDS



NONE OF THE WORDS

2. Check ONE thing you want to work on the next time.

\_\_\_\_\_ Look at the teacher (speaker) when listening.

\_\_\_\_\_ Pay attention to the teacher (speaker).

\_\_\_\_\_ Do not interrupt to the teacher (noise or talking with a partner).

UNIDAD EDUCATIVA PADRES SOMASCOS “EL CENACULO”

SELF-EVALUATION  
LISTENING ACTIVITY

Student's name: \_\_\_\_\_ Grade: \_\_\_\_\_

Date: \_\_\_\_\_ Topic: \_\_\_\_\_

1. Color ONE face to answer the question.

DID I UNDERSTAND ..... OF THE LISTENING  
ACTIVITY FROM THE CD TRACK # \_\_\_\_\_



ALL THE WORDS



A FEW WORDS



NONE OF THE WORDS

2. Check ONE thing you want to work on the next time.

\_\_\_\_\_ Understand the listening exercises at the first time.

\_\_\_\_\_ Do not entertain with other things when listening.

\_\_\_\_\_ Practice the vocabulary before and after doing the listening activity.

UNIDAD EDUCATIVA PADRES SOMASCOS “EL CENACULO”

SELF-EVALUATION





PRESENTATION

Student's name: \_\_\_\_\_ Grade: \_\_\_\_\_





Date: \_\_\_\_\_ Topic: \_\_\_\_\_

➤ Color ONE face to answer the questions.




1. Did I plan a beginning, middle, and end?

	YES	SO - SO	NO
			





2. Did I use pictures or drawings?

	YES	SO - SO	NO
			

3. Did I look at my audience?

	YES	SO - SO	NO
			

4. Did I speak loudly and clearly?

	YES	SO - SO	NO
			

5. Did I answer questions from the audience?

	YES	SO - SO	NO
			

UNIDAD EDUCATIVA PADRES SOMASCOS "EL CENACULO"

SELF-EVALUATION

WRITING

Student's name: \_\_\_\_\_ Grade: \_\_\_\_\_

Date: \_\_\_\_\_ Topic: \_\_\_\_\_

➤ Color ONE face to answer the questions.

1. Did I start sentences with a capital letter?

A B C



all the sentences



some sentences



few or no

2. Did I use correct punctuation?

. ? ,



all the punctuation



some punctuation



few or no

3. Did I use details?



all the details



some details



few or no

4. Did I spell words correctly?

red



all the words



some words



few or no

5. Did I do my writing carefully and neatly?

*Hesse,*  
*my name*



all the writing



some part of the writing



few or no

UNIDAD EDUCATIVA PADRES SOMASCOS “EL CENACULO”

SELF-EVALUATION  
MY ACTIONS IN CLASS

Student's name: \_\_\_\_\_ Grade: \_\_\_\_\_

Date: \_\_\_\_\_

➤ Color ONE face to answer the questions.

1. Was I a great classmate?



YES



SO - SO



NO



2. Was I a responsible student?



YES



SO - SO



NO



3. Was I a cooperative student?



YES



SO - SO



NO



4. Was I a respectful student?



YES



SO - SO



NO





UNIDAD EDUCATIVA PADRES SOMASCOS “EL CENACULO”  
PERFORMANCE TASK # 1

Student’s name: \_\_\_\_\_ Grade: \_\_\_\_\_

Date: \_\_\_\_\_ Topic: \_\_\_\_\_

Write a creative story to go along with the picture.  
Tell the story in class.

Title: \_\_\_\_\_

Written by: \_\_\_\_\_



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UNIDAD EDUCATIVA PADRES SOMASCOS “EL CENACULO”

PEER-EVALUATION

PERFORMANCE TASK # 1

Student's name: \_\_\_\_\_ Grade: \_\_\_\_\_

Date: \_\_\_\_\_ Topic: \_\_\_\_\_

- Write your name on the line. Then choose one option. Finally do the same with your partner.

My ideas' contribution was.....

EXCELLENT

ACCEPTABLE

UNACCEPTABLE



My participation was.....

EXCELLENT

ACCEPTABLE

UNACCEPTABLE



Name: \_\_\_\_\_

My partner ideas' contribution was.....

EXCELLENT

ACCEPTABLE

UNACCEPTABLE



My partner's participation was.....

EXCELLENT

ACCEPTABLE

UNACCEPTABLE



**UNIDAD EDUCATIVA PADRES SOMASCOS “EL CENACULO”**  
**PERFORMANCE TASK # 2**

**Student's name:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

**Date:** \_\_\_\_\_ **Topic:** \_\_\_\_\_

- **Write to complete the story.**
- **Students have to draw the story according to the sentences.**

**Two girls and one boy are walking in the forest.** \_\_\_\_\_

\_\_\_\_\_

**The boy gets sick.**

\_\_\_\_\_

\_\_\_\_\_

UNIDAD EDUCATIVA PADRES SOMASCOS “EL CENACULO”

GROUP SELF-EVALUATION

PERFORMANCE TASK # 2

Student's name: \_\_\_\_\_ Grade: \_\_\_\_\_

Date: \_\_\_\_\_ Topic: \_\_\_\_\_

➤ Color ONE face to answer the questions.

1. Did we finish our task on time, and did a good job?

YES



SO - SO



NO



2. Did we encourage and cooperate with each other?

YES



SO - SO



NO



3. Did we use quiet voices in our communication?

YES



SO - SO



NO



4. Did we share and value each other's ideas?

YES



SO - SO



NO



➤ Next time we could improve at \_\_\_\_\_

\_\_\_\_\_

**UNIDAD EDUCATIVA PADRES SOMASCOS “EL CENACULO”**  
**PEER EVALUATION WORKSHEET**  
**FOR SPEAKING PRESENTATION**

**Student's name:** \_\_\_\_\_ **Grade:** \_\_\_\_\_  
**Date:** \_\_\_\_\_ **Unit:** \_\_\_\_\_



1. Topic of the speaking presentation \_\_\_\_\_
2. Did you understand the topic? \_\_\_\_\_ YES \_\_\_\_\_ NO
3. Did you find it interesting? \_\_\_\_\_ YES \_\_\_\_\_ NO
4. Did he / she speak clearly? \_\_\_\_\_ YES \_\_\_\_\_ NO
5. Did he / she read during the presentation? \_\_\_\_\_ YES \_\_\_\_\_ NO
6. Write new words heard in the speaking presentation:  
\_\_\_\_\_  
\_\_\_\_\_

7. Grade the speaking presentation.

**UNIDAD EDUCATIVA PADRES SOMASCOS “EL CENACULO”**  
**SELF-EVALUATION WORKSHEET**  
**FOR READING SKILL**

Student's name: \_\_\_\_\_

Grade: \_\_\_\_\_

Date: \_\_\_\_\_

Unit: \_\_\_\_\_



1. Is it difficult to read? \_\_\_\_\_ YES \_\_\_\_\_ NO

2. Do I pace myself when I read \_\_\_\_\_ YES \_\_\_\_\_ NO

3. Am I a fast reader? \_\_\_\_\_ YES \_\_\_\_\_ NO

4. Do I find some words to be difficult? \_\_\_\_\_ YES \_\_\_\_\_ NO

5. Do I get some definitions of words through the context? \_\_\_\_\_ YES \_\_\_\_\_ NO

6. Write the difficult words

\_\_\_\_\_

7. How was the reading in this unit?



## THE IMPLEMENTATION OF A PORTFOLIO IN THE CLASSROOM

We suggest the implementation of a portfolio in the classroom to have more successful outcomes in the learning process. Here we present how to start doing a portfolio and some worksheets.

- Step 1: The first week of class in the new school year, the teacher has to give out the cover of the portfolio.
- Step 2: The teacher has to explain how the portfolio will be done.

The portfolio is divided into six units which are the units covered in the seventh grade Group “A” Unidad Educativa Padres Somascos El Cenaculo. The name of the units comes from the English book they use Join in # 6 new edition by Santillana.

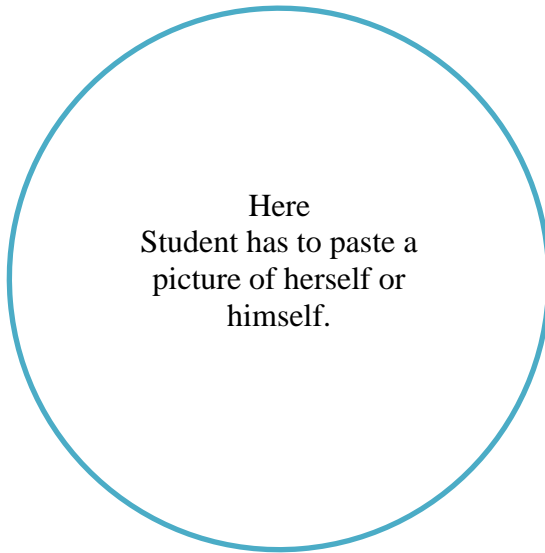
- Step 3: The student will receive during the unit worksheets of the different skills.
- Step 4: The student has to complete each worksheet which can be evaluated by the teacher, peer or himself / herself.

If the worksheet of the skill is corrected by a peer or by himself / herself they will have to complete a self - evaluation or peer - evaluation worksheet.

- Step 5: When receiving the worksheet back, the student will have to decide which he or she considers the best work to archive it in the portfolio.
- Step 6: The teacher will have to decide if the portfolio will be presented to the parents in every partial or at the end of the quimester.

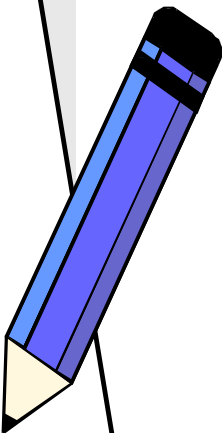
The Objective of the portfolio is to have concrete evidence of the student’s progress to show the parents and other future teachers. The other objective is to build on reflective students.

# My Seventh Grade English Portfolio



**NAME:** .....

**SCHOOL:** .....





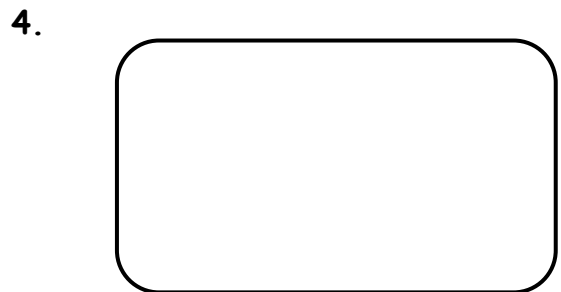
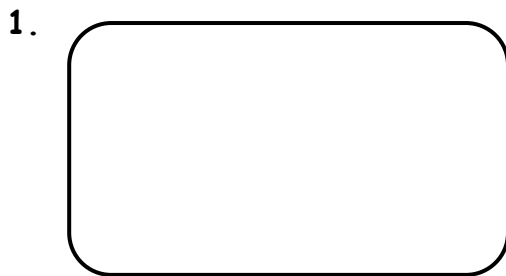
UNIDAD EDUCATIVA PADRES SOMASCOS "EL CENACULO"

PERFORMANCE TASK  
LISTENING WORKSHEET

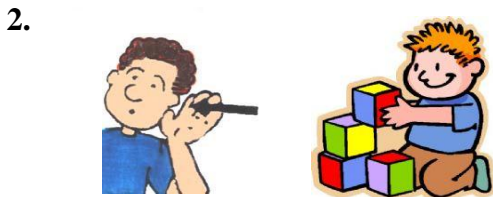
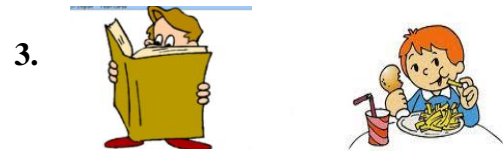
Student's name: \_\_\_\_\_ Grade: \_\_\_\_\_

Date: \_\_\_\_\_ Unit: \_\_\_\_\_

A. Listen and Draw.



B. Listen and Circle.



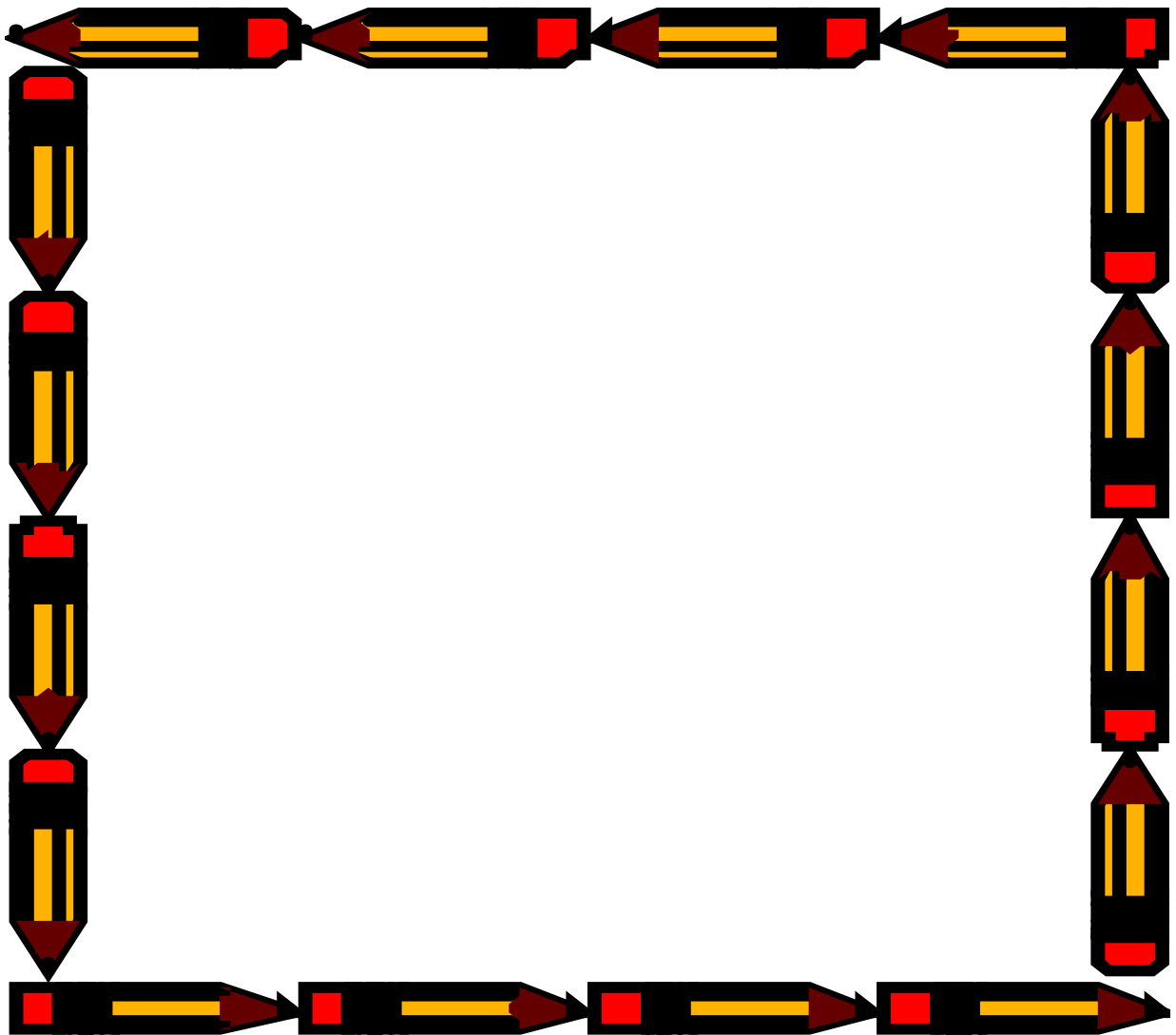
UNIDAD EDUCATIVA PADRES SOMASCOS "EL CENACULO"

PERFORMANCE TASK  
SPEAKING WORKSHEET

Student's name: \_\_\_\_\_ Grade: \_\_\_\_\_

Date: \_\_\_\_\_ Unit: \_\_\_\_\_

Draw what you are doing NOW



I am .....

UNIDAD EDUCATIVA PADRES SOMASCOS “EL CENACULO”

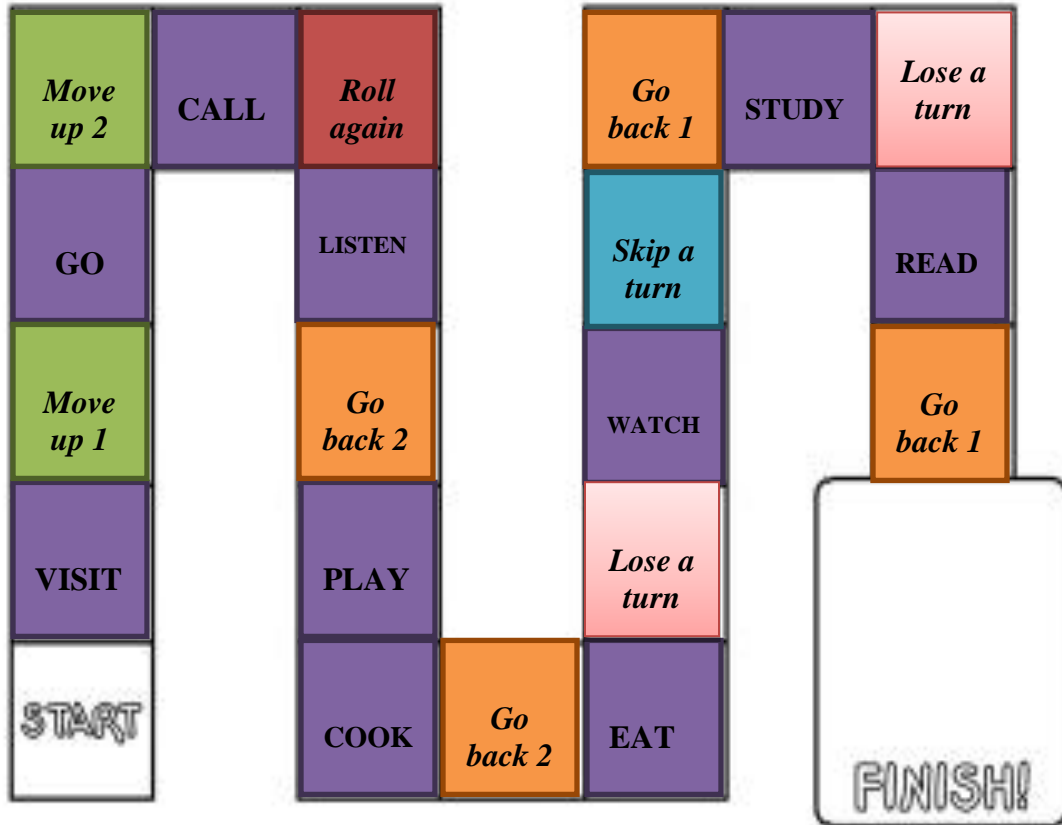
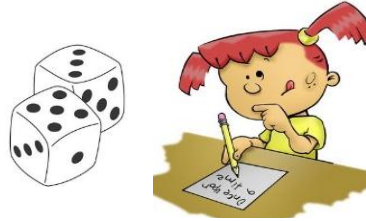
PERFORMANCE TASK

WRITING WORKSHEET

Student’s name: \_\_\_\_\_ Grade: \_\_\_\_\_

Date: \_\_\_\_\_ Unit: \_\_\_\_\_

Write sentences using the board game.



.....  
 .....  
 .....

UNIDAD EDUCATIVA PADRES SOMASCOS “EL CENACULO”

PERFORMANCE TASK  
READING WORKSHEET



Student's name: \_\_\_\_\_ Grade: \_\_\_\_\_

Date: \_\_\_\_\_ Unit: \_\_\_\_\_

**A. Read**



The Browns are going to a party.

They love going to parties with their friends

Now, they are getting ready for the party while their kids are staying at home.

The Browns are leaving at 7 pm so they could be at the party at 8 pm.

They are sure they will have fun like always.

**B. Circle the present continuous in the reading.**

**C. Answer the questions**

Where are the Browns going?

---

Who is staying at home?

---

What time are the Browns leaving?

---

## LESSON PLAN

Another recommendation is to modify the lesson plan to be able to have a better overview of what is being taught. This way the teacher has a clear idea of what objective he must have during the unit. This will also help the coordinator and other peers.

**CLASS 1 April 4<sup>th</sup>** Students of the Seventh Grade

**Duration:** 40 minutes

**Source:** Join # 6 New Edition

**Focus:** Reading Activities

**Stimulus:** Ask Students to guess what action is being made. Mime game ( verbs)

**Activities:** Teacher will reinforce the structure. Teacher will use resources to make students engage and participate in class.

**Research:**

**Writing and Reading Link:** The teacher may use the link of the book used in class

**Evaluation:** In open class

**Assignment:** worksheet of the structure used in class

**Teacher's Feedback:** Teacher will correct students in class with pronunciation

By using this lesson plan Teachers can achieve their target in their teaching the second language. It helps the teachers narrow down the skills that are being applied.

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# ANNEXES

Universidad Laica VICENTE ROCACUERTE de Guayaquil  
Project “The Traditional Assessment Affects the English Learning Process”  
Survey for English teachers

School: \_\_\_\_\_ Course: \_\_\_\_\_ Date \_\_\_\_\_

**Choose the option that you consider appropriate.**

1. How often do you assess your students?
  - a. Class by class
  - b. At the end of the unit



- c. Every two weeks
  - d. Every three months
  - e. Never
2. What skill do you assess?
- a. Reading
  - b. Speaking
  - c. Listening
  - d. Writing
  - e. All the skills
3. What kind of quiz do you give your students?
- a. Elaborated test by the teacher
  - b. Standardized test
  - c. Test from there sourcebook
  - d. Computer-based assessment (multiple- choice questions)
  - e. Class Presentations “Oral reports on projects or other investigative activities”
4. How often do you use the test above?
- a. Always
  - b. Most of the time
  - c. Sometimes
  - d. Seldom
  - e. Never
5. What do you do with the information from your assessment?
- a. To improve the focus of my teaching (diagnosis)
  - b. To focus student attention on strengths and weaknesses (motivation)
  - c. To improve program planning (program assessment)
  - d. To report to parents
  - e. Nothing
6. Is the book your only resource when assessing your students?
- a. Always
  - b. Most of the time
  - c. Sometimes
  - d. Seldom
  - e. Never
7. How do you assess your students?
- a. Day-to-day observation
  - b. Tests and quizzes
  - c. Rubrics
  - d. Project work

- e. Portfolios
8. Do you follow the sequence of the book?
    - a. Always
    - b. Most of the time
    - c. Sometimes
    - d. Seldom
    - e. Never
  9. How do your students feel when they are being assessed?
    - a. Motivated
    - b. Unmotivated
    - c. Nervous
    - d. Concerned
    - e. I do not know
  10. Are you happy with the results of the unit quizzes?
    - a. Always
    - b. Most of the time
    - c. Sometimes
    - d. Seldom
    - e. Never

Describe the techniques that you use in your classes:

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**Thank you for your time!**  
**Universidad Laica VICENTE ROCACUERTE de Guayaquil**  
**Project “The Traditional Assessment Affects The English Learning Process”**  
**Survey for Parents**

**School: Cenáculo**

**Course: Seventh “A”**

**Date: June 2013**

➤ **Choose the option that you consider appropriate.**

1. How often is your child evaluated in English?
  - a. Once a year
  - b. Once a week
  - c. Once a month
  - d. In each class
  - e. Never
2. Do you think that your child is being evaluated according to what he/she studied in English class?
  - a. Yes
  - b. Mostly

- c. Sometimes
  - d. Rarely
  - e. Never
3. Do you think that the grade your child gets is reflecting what he/she knows?
- a. Yes
  - b. Mostly
  - c. Sometimes
  - d. Rarely
  - e. Never
4. How often do you think your child should have tests in English?
- a. Once a year
  - b. Once a week
  - c. Once a month
  - d. In each class
  - e. Never
5. What skills are being evaluated to your child in English?
- a. Speaking
  - b. Writing
  - c. Reading
  - d. Listening
  - e. I do not know
6. What kind of English assessments does your child usually have?
- a. Objective questions (match/ circle / paint / complete)
  - b. Reasoning questions
  - c. Resolved questionnaires
  - d. Write compositions
  - e. I do not know
7. How long does it take for your child to study for an English test?
- a. 30 minutes
  - b. 45 minutes
  - c. 60 minutes
  - d. More than an hour
  - e. I do not know
8. How much time does the teacher give your child to study for the English test?
- a. A Day
  - b. Two days
  - c. A week
  - d. Two weeks
  - e. I do not know

9. How motivated is your child when studying for an English test?
- a. Motivate
  - b. Unmotivated
  - c. Nervous
  - d. Concerned
  - e. I do not know
10. What type of testing materials is your child being evaluated with?
- a. Photocopies
  - b. Sheet of paper
  - c. Student's book
  - d. Projects / expositions
  - e. I do not know

**THANK YOU FOR YOUR TIME!**

**Universidad Laica VICENTE ROCACUERTE de Guayaquil**  
**Proyecto "The Traditional Assessment Affects the English Learning Process"**  
**Encuesta para Padres de Familia**

**Escuela: El Cenáculo**

**Año Básico: Séptimo      Fecha: \_\_\_\_\_**

➤ **Poner en un círculo el literal de la opción que considere correcta.**

1. ¿Cada que tiempo su representado está siendo evaluado en inglés?
- a. Una vez al año
  - b. Una vez por semana
  - c. Una vez al mes
  - d. En cada clase
  - e. Nunca
2. ¿Cree usted que las evaluaciones son acorde a lo que está viendo su representado en la clase de inglés?
- a. Si
  - b. Casi siempre
  - c. A veces
  - d. Casi nunca
  - e. Nunca
3. ¿Cree usted que lo que obtiene en las evaluaciones de inglés es lo que su representado sabe?

- a. Si
  - b. Casi siempre
  - c. A veces
  - d. Casi nunca
  - e. Nunca
4. ¿Cada cuánto tiempo cree usted adecuado que su representado debe ser evaluado en inglés?
- a. Una vez al año
  - b. Una vez por semana
  - c. Una vez al mes
  - d. En cada clase
  - e. Nunca
5. ¿Qué habilidades están siendo evaluadas a su representado en inglés?
- a. Speaking (forma oral)
  - b. Writing (Forma escrita)
  - c. Reading (lectura comprensiva)
  - d. Listening (Forma auditiva)
  - e. No sé
6. ¿Qué tipo de evaluaciones de inglés suele tener su representado?
- a. Preguntas objetivas (unir, encerrar, colorear, completar)
  - b. Preguntas de razonamiento.
  - c. Preguntas basadas en un cuestionario resuelto.
  - d. Realizar composiciones.
  - e. No sé.
7. ¿Cuánto tiempo le toma a su representado estudiar para una evaluación de inglés?
- a. 30 minutos
  - b. 45 minutos
  - c. 60 minutos
  - d. Más de una hora
  - e. No sé
8. ¿Cuánto tiempo le da la maestra a su representado para que estudie para la evaluación de inglés?
- a. Un día
  - b. Dos días
  - c. Una semana
  - d. Dos semanas
  - e. No sé
9. ¿Qué tan motivado ve a su representado al estudiar para una evaluación de inglés?
- a. Motivado
  - b. Desmotivado
  - c. Con miedo

- d. Preocupado
  - e. No sé
- f. ¿Con qué tipo de material didáctico es evaluado su representado en inglés?
- a. Fotocopias
  - b. Hojas de cuaderno
  - c. Libro de trabajo
  - d. Proyectos / exposiciones
  - e. No sé

## ¡GRACIAS POR SU TIEMPO!

**Universidad Laica VICENTE ROCACUERTE de Guayaquil**  
**Proyecto “The Traditional Assessment Affects The English Learning Process”**  
**Encuesta para Estudiantes**

Escuela: El Cenáculo

Año Básico: Séptimo

Fecha: \_\_\_\_\_

➤ **Poner en un círculo el literal de la opción que considere correcta.**

1. ¿Cuántas veces tu maestro te toma lecciones de inglés?
  - a. Una vez a la semana
  - b. Dos veces a la semana
  - c. Una vez al mes
  - d. Dos veces al mes
  - e. Nunca
  
2. ¿Cada cuánto tiempo crees tú que deberías tener lecciones de inglés?
  - a. Una vez al año
  - b. Una vez por semana
  - c. Una vez al mes
  - d. En cada clase
  - e. Nunca
  
3. ¿Cuántos temas suelen tener tus lecciones de inglés?
  - a. 1 – 2 temas
  - b. 2 – 4 temas
  - c. 4 – 6 temas
  - d. 6 – 8 temas
  - e. 8 – 10 temas
  
4. ¿Para ti cómo son tus lecciones de inglés?
  - a. Difíciles

- b. Fáciles
  - c. Aburridas
  - d. Interesantes
  - e. No sé
5. ¿Cuáles son las instrucciones que con mayor frecuencia encuentras en tus lecciones de inglés?
- a. Pintar/Dibujar/Encerrar
  - b. Escribir composiciones
  - c. Completar/ordenar/unir
  - d. Realizar oraciones
  - e. Leer y contestar preguntas
6. ¿En qué áreas tu maestra te evalúa más?
- a. Speaking (forma oral)
  - b. Writing (Forma escrita)
  - c. Reading (lectura comprensiva)
  - d. Listening (Forma auditiva)
  - e. No sé
7. ¿En qué áreas crees tú que tu maestra debería evaluarte más?
- a. Speaking (forma oral)
  - b. Writing (Forma escrita)
  - c. Reading (lectura comprensiva)
  - d. Listening (Forma auditiva)
  - e. No se
8. ¿Crees tú que lo que obtienes de calificación refleja lo que sabes?
- a. Si
  - b. Casi siempre
  - c. A veces
  - d. No lo sé
  - e. No
9. ¿Qué tipo de material te manda tu profesora de inglés a estudiar?
- a. Libro (unidad completa)
  - b. Cuaderno (vocabulario)
  - c. Cuestionarios resueltos
  - d. Cuestionarios sin resolver
  - e. Temas dialogados en clase
10. ¿Cuáles suelen ser tus calificaciones en las lecciones de inglés?
- a. 1-2 puntos
  - b. 3-4 puntos

- c. 5-6 puntos
- d. 7-8 puntos
- e. 9-10 puntos

**Observación:**

¿Qué quisieras agregarle a tus lecciones de inglés?

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**Universidad Laica VICENTE ROCACUERTE de Guayaquil**  
**Project “The Traditional Assessment Affects The English Learning Process”**  
**Survey for Students**

**School: Cenáculo**

**Course: Seventh “A”**

**Date: June 2013**

➤ **Choose the option that you consider appropriate.**

1. How often does your teacher take English tests?
  - a. Once a week
  - b. twice a week
  - c. Once a month
  - d. Twice a month
  - e. Never
  
2. How often do you think you should have English tests?
  - a. Once a year
  - b. Once a week
  - c. Once a month
  - d. In each class
  - e. Never
  
3. How many themes does your English test usually have?
  - a. 1 – 2 themes
  - b. 2 – 4 themes
  - c. 4 – 6 themes
  - d. 6 – 8 themes
  - e. 8 – 10 themes
  
4. How difficult are your English tests in your opinion?
  - a. Difficult
  - b. Easy
  - c. Boring
  - d. Interesting
  - e. I Do not know
  
5. What are the most common instructions that you find in your English tests?
  - a. Paint /draw / circle
  - b. Write compositions



- c. Complete/ order / match
  - d. Write sentences
  - e. Read and answer questions
6. In what areas does your teacher evaluate you the most?
- a. Speaking
  - b. Writing
  - c. Reading
  - d. Listening
  - e. I do not know
7. In what areas do you think your teacher should evaluate you more?
- a. Speaking
  - b. Writing
  - c. Reading
  - d. Listening
  - e. I do not know
8. Do you believe that your grades reflect what you know?
- a. Yes
  - b. Mostly
  - c. Sometimes
  - d. I do not know
  - e. No
9. What type of material does your English teacher send you to study?
- a. Book (complete unit)
  - b. Notebook (vocabulary)
  - c. Resolved questionnaires
  - d. Unresolved questionnaires
  - e. Topics discussed in class
10. What are your usual grades from your English tests?
- a. 1-2 points
  - b. 3-4 points
  - c. 5-6 points
  - d. 7-8 points
  - e. 9-10 points

**Observation:**

What would you add to your English evaluations?

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Universidad Laica VICENTE ROCACUERTE de Guayaquil

**Proyecto “The Traditional Assessment Affects The English Learning Process”  
Entrevista a Coordinadora de Inglés**

Escuela: \_\_\_\_\_ Nombre: \_\_\_\_\_ Fecha: \_\_\_\_\_

➤ **Conteste las siguientes preguntas en forma concisa.**

1. ¿Cuántas horas clase de inglés hay en el séptimo año básico?
2. ¿Ofrece la institución programas de capacitación a sus docentes del área de inglés?
3. ¿Cuáles son los objetivos que el área de inglés desea lograr cuando diseña las estrategias de evaluación del aprendizaje de sus alumnos?
4. ¿Existen en la institución criterios claros, específicos y formales para que los docentes del área de inglés realicen las evaluaciones del aprendizaje de sus alumnos? Indique cuales:
5. ¿Considera usted que las evaluaciones estandarizadas son la única forma de medir el rendimiento y los conocimientos de los alumnos?
6. ¿Se le comunica al alumno la razón por la cual se lo evalúa?
7. ¿En qué forma preparan a los alumnos para las evaluaciones?
8. ¿Existe/ existen en la institución estrategia (s) establecida (s) previa (s) a las evaluaciones?  
Indique:
9. ¿Tienen los alumnos oportunidad de responder algunas preguntas modelos (cuestionarios) para familiarizarse con el formato de las evaluaciones?

10. ¿Se permite hacer adaptaciones en las evaluaciones para los alumnos que pudieran tener problemas de aprendizaje en el área de inglés?
  
11. ¿Se le permite al alumno dar nuevamente la misma evaluación si le va mal en ella?
  
12. ¿Existe algún seguimiento a los alumnos con bajo rendimiento en inglés?
  
13. ¿Qué tipo de apoyo puede esperar el estudiante con problemas en el proceso de aprendizaje en un segundo idioma por parte de la institución?

**¡GRACIAS POR SU TIEMPO!**  
**Universidad Laica VICENTE ROCAFUERTE de Guayaquil**  
**Research Project “The Traditional Assessment Affects The English Learning Process”**  
**CLASS OBSERVATION REPORT**

**Teacher:** \_\_\_\_\_ **Course:** \_\_\_\_\_ **School:** \_\_\_\_\_  
 \_\_\_\_\_  
**Topic:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Number of students:** \_\_\_\_\_  
 \_\_\_\_\_

+ Outstanding	OK Satisfactory	NI Needs Improvement	NA Not Applicable
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1.-The teacher used warm-up			
2.-The teacher had a clearly visible lesson plan.			
3.-The class activities followed a logical sequence.			
4.-The activities were planned to involve all students.			
5.-The activities were appropriate for the student’s level.			
6.-The teacher involved distracted students.			
7.-The teacher encouraged student participation.			
8.-The teacher spoke English in class all the time.			
9.-The teacher used translation in class all the time.			
10.-Students learned the rules, words mechanically.			
11.-Teacher helped learners discovered the rules, topic, and words through meaningful communication.			
12. -Material provided was interesting and relevant.			
13.-Teacher helped students to reinforce the meaning using visual materials, gestures, intonation, etc.			
14.-Teacher used the basic skills in class (speaking, listening, reading, writing)			
15.-Teacher used other activities that were not on the student’s book.			
16.-Teacher provided group activities to the class.			
17.-Students produce the target language during the hour of class.			
18.-Teacher used too much repetition in class for teaching new words without meaning.			
19.-The class was student’s centered.			
20.-Teacher provided feedback at the end of the class.			

Comments:

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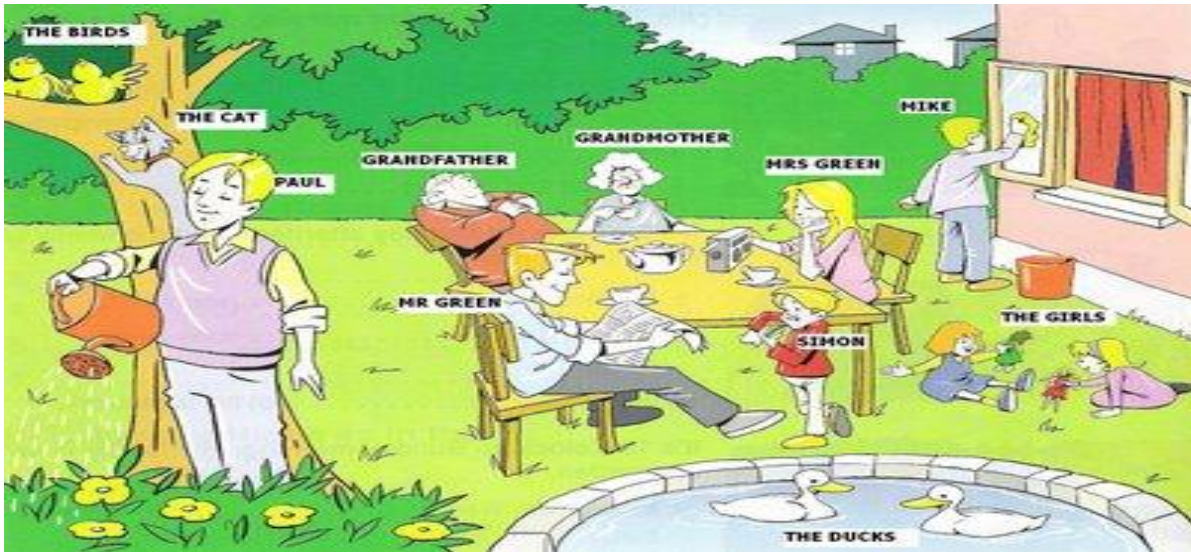
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UNIDAD EDUCATIVA PADRES SOMASCOS EL CENACULO

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Grade: \_\_\_\_\_

English Test  
(Present continuous)

1. Look at the picture, choose and write 5 sentences about what each person is doing at the moment.



1. ....  
.....  
2. ....  
.....  
3. ....  
.....  
4. ....  
.....  
5. ....  
.....

**2. Answer the following questions about you.**

**a. Are you watching TV?**

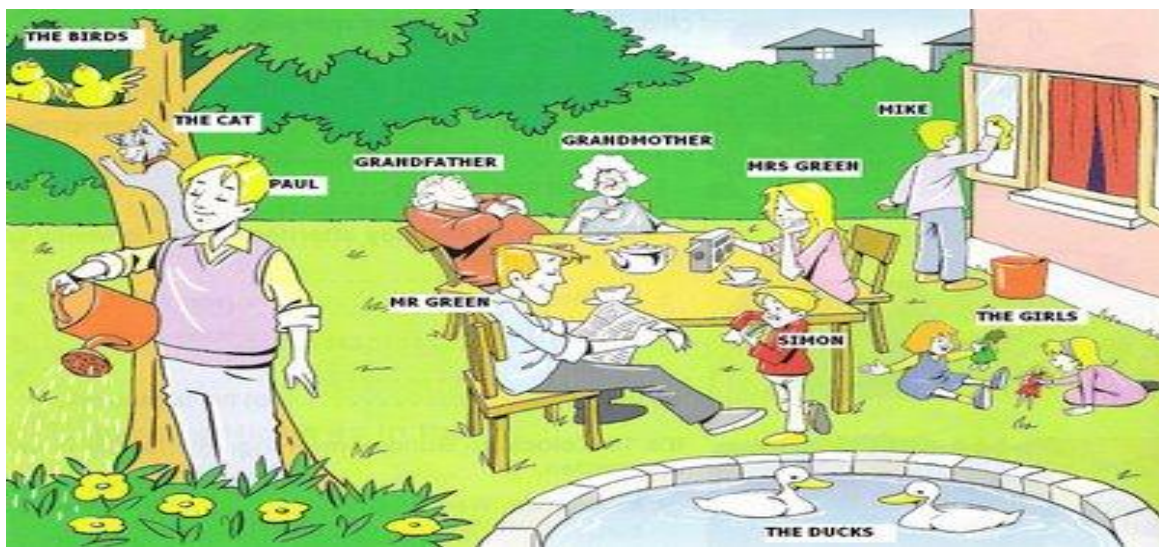
**b. What are you doing?**

**UNIDAD EDUCATIVA PADRES SOMASCOS EL CENACULO**

**Name: \_\_\_\_\_ Date: \_\_\_\_\_ Grade: \_\_\_\_\_**

**English Test  
(Present continuous)**

**1. Read the sentences about what 5 people are doing at the moment and circle the correct letter.**



**1. Grandfather**

- a. is sleeping      b. are sleeping      c. sleep**

**2. The cat**

- a. is eating      b. is climbing      c. climbing**

**3. Mr Green**

- a. is writing      b. are writing      c. is reading**

**4. Simon**

**a. is eating**

**b. are writing**

**c. eat**

**5. The girls**

**a. is playing**

**b. are playing**

**c. play**

**2. Read and circle correct letter.**

**1. Are you watching TV?**

**a. No, I am not.**

**b. Yes, she is.**

**c. No, I not.**

**2. What are you doing?**

**a. She is doing a test.**

**b. I am doing a test.**

**c. They are doing a test.**

**Universidad Laica VICENTE ROCACUERTE de Guayaquil**  
**English Teacher Interview**

Best regards from the teachers **HIRLANDA MARTÍNEZ MOLINA** and **JALIME BUMACHAR FEIJOO** graduates from English School at Vicente Rocafuerte Laica university, in the friendliest way ask to you provide the following information in order to develop a research project called “The Traditional Assessment Affects the English Learning Process” the same information that will be carried out under a strict level of confidentiality.

- What is your name?
- How old are you?
- How many years have you been working as a teacher?
- In which classrooms do you teach English?
- How many students do you have in each classroom?
- How many English hours do you have in each class?
- What is the total of class hours that you have per week?
- How many English hours do the students from seventh grade “A” have per week?
- How long is the English class?
- What type of assessment do you use in class? And why?
- What are the pedagogical materials that you use in class?
- How often is the textbook changed?
- What types of evaluation do you apply to the students?

**Observation:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
**TEACHER**



**Universidad Laica VICENTE ROCACUERTE de Guayaquil**  
**Entrevista a Directora**

Tenga un cordial saludo de las profesoras **HIRLANDA MARTÍNEZ MOLINA** y **JALIME BUMACHAR FEIJOO** egresadas de la Universidad Laica Vicente Rocafuerte de Guayaquil – Escuela de Inglés, de la forma más cordial nos dirigimos ante usted ya que nos encontramos en el proceso de realizar el proyecto de investigación que tiene como tema “The Traditional Assessment Affects the English Learning Process” por tal motivo requerimos de la siguiente información que será llevada bajo un estricto nivel de confidencialidad.

- Nombre de la institución: \_\_\_\_\_
- Dirección donde se encuentra ubicado: \_\_\_\_\_
- Breve historia de cómo se formó esta institución: \_\_\_\_\_
- En la actualidad quien o quienes administran la institución: \_\_\_\_\_
- Quienes conforman la institución: \_\_\_\_\_
- Hora de inicio y termino de las clases: \_\_\_\_\_
- Cuántas secciones cuenta la institución: \_\_\_\_\_
- Total de docentes en toda la institución: \_\_\_\_\_
- Total de estudiantes en toda la institución: \_\_\_\_\_
- Total de salones de clases en cada sección: \_\_\_\_\_
- Total de estudiantes en cada salón de clase: \_\_\_\_\_
- Total de docentes en el área de inglés por secciones: \_\_\_\_\_
- Número de horas clases que tiene el docente: \_\_\_\_\_
- Cuál es la visión y misión de la institución: \_\_\_\_\_

\_\_\_\_\_  
Directora