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MASTER'S DEGREE PROGRAM IN

TEACHING ENGLISH AS A FOREIGN LANGUAGE

TITLE

"Improving Classroom Formative Assessment through
Innovative Instruments at Angel Tinoco Ruiz School"

AUTHOR:

Montenegro Ordóñez, Lady Marietha

**SUBMITTED IN FULFILLMENT OF THE REQUIREMENT FOR
OBTAINING THE DEGREE OF MASTER IN
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PROJECT ADVISOR:

Salaberri, Sagrario

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CERTIFICATION

We certify that this research project was presented by Montenegro Ordóñez, Lady Marietha as a partial fulfillment of the requirements for the **Degree of Master in Teaching English as a Foreign Language.**

PROJECT ADVISOR

Salaberri, Sagrario

DIRECTOR OF ACADEMIC PROGRAM

Lic. John González Ubilla, MSc.

Guayaquil, on the 16th day of May of 2018

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I, **Montenegro Ordóñez, Lady Marietha**

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Lady.
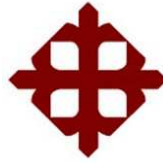
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SCORE

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PhD. Sagrario Salaberri

Project Advisor

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ABSTRACT

Unidad Educativa Angel Tinoco Ruiz was studied through a research study. First, the literature review has shown a revision of the assessment kinds. It was mainly focused on formative assessment procedure applied by English teachers. Additionally, the importance of formative assessment as teachers' role and how to improve the leaners' achievement goals. This project has also provided results of how teachers' work in class during formative assessment. The research was conducted by a survey as the instrument to collect data and the analysis of information has shown that teachers need to get first of all a clear idea of formative assessment process, after that, the application of technology in class to call the students attention to increase the academic proficiency. Finally, a proposal was designed as a possible solution to improve teaching practice.

Key words:

Formative assessment – academic performance – knowledge, reflection, creation and content.

INTRODUCTION

English is used around the world because it is considered as a global language. Learning English language provides many opportunities and it opens doors everywhere. Additionally, learning English is crucial for students and formative assessment process might affect or benefit students' academic performance in the class. Bahous (2011) says that the greatest influence on the students is focused on the appropriate use of formative assessment from teachers. Tron (2012) also explains that students have extrinsic attitudes when their teachers motivate them through a series of activities during the teaching-learning practise. Formative assessment is the teachers' responsibility because of the importance of the instructional process during a class or a period of time.

Teachers build classrooms environment where students are engaged in meaningful tasks and learners could be motivated to go ahead. We as English teachers need to be able to use a variety of instruments to promote learning to make students reflexive and active participants. Assessment is vital to the education process, for this reason, formative assessment refers to frequent, interactive assessment of student progress and understanding to identify learning needs and adjust teaching appropriately, it is also relevant that teachers might identify areas for improvement and to promote effective and constructive cultures of assessment throughout education structures.

The project is based on formative instruments which could help some English teachers to improve teaching practice. Finally, formative assessment has been researched with EFL teachers to show how they apply formative assessment with EFL students in Angel Tinoco Ruiz school.

JUSTIFICATION

Angel Tinoco Ruiz has opened its doors to children teaching English since 2016 and it is in the process to offer International Baccalaureate. This Educational Unit faces the challenge of teaching English in secondary education in order to help them become proficient in the English as a foreign language. To achieve this goal, it is necessary to study closely several aspects of teachers' formative assessment methodologies, and one which is decisive is assessment. The low scores that students at Angel Tinoco Ruiz presents in the field of English would hinder the institution to produce quality knowledge for reaching the International Baccalaureate Certification.

There are two most important beneficiaries for the present study: First, students of baccalaureate in order to help them increase their English in a better way with the use of better strategies by their teachers. Students will also arise their vocabulary through collaborative activities and they will be able to create their own knowledge in pair or group tasks. Students of baccalaureate will also enhance their English because they will get a better prior knowledge of English while they move to the next year and they will use it to become proficient in order to get B1 level according to the Common European Framework of Reference for Languages (CEFR) when they graduate at high school.

Second, the beneficiaries are not only English teachers but it is also other content areas teachers of Angel Tinoco Ruiz Educational Unit because educators could improve teaching-learning process by analysis and reflection on their own actions in class and through a series of strategies to get more attention from their students. Teachers could also think of their daily practice and make possible changes in their lesson planning or activities in class as formative procedure. This study is important to all teachers because it is focused on formative assessment which is a part of the learning process without formative assessment practice, it is not possible to reach a summative result.

Statement of the problem

Unidad Educativa "Angel Tinoco Ruiz" is located in El Oro province, in Atahualpa, and it started working as high school on October 2, 1967 but it was founded on November 25, 2015 as Unidad Educativa. Its mission is focused on the international baccalaureate IB, and it is concerned on the personal, social, scientific and humanistic development of children and adolescents with reflexive and critical thinking skills which contribute to a more solidarity and peaceful world in the context of cultural interrelationship. There are 28 teachers from which five are English teachers; and 580 students who belong to a medium socioeconomic level.

Learning English was become as a need in the institution; for this reason, it was taught as a foreign language for many years ago. However, by empirical observation and analyzing written tests, students of baccalaureate do not manage the tenses and they are not able to identify the structure of them. By grade records, students of baccalaureate score low grades on the use of basic knowledge. Students' availability to learn depends on their background because they learn through their prior knowledge, but they manage a very elementary vocabulary and the lack of knowledge of verbs, and do not use the right structure to make sentences are a big barrier to continue creating their own understanding. Students fail on evaluations due to all these aspects in most of activities during class and they often get low grades at the end of the teaching-learning process as a result they need to take an extra test or remedial one.

English as a foreign language is considered an important subject in Angel Tinoco Ruiz because everybody knows that English opens doors around the world and the institution offers International Baccalaureate; for these reasons, it is relevant that the majority of students of baccalaureate learn English, but there are some issues which are a wall and it limits teachers' roll. The lack of use of strategies makes that students do not show interest to work in pair or group. Students are not successful when they have to work with some tenses and they most of the time mix them. Students show low grades because they have blanks in basic vocabulary. Finally, it is vital to recognize that there

are some limitations to learn English in Angel Tinoco Ruiz and the need to find the problems in order to solve them.

Research question

Which is the influence of formative assessment application on students of baccalaureate during the EFL class in Angel Tinoco Ruiz?

General objective

- To analyze the assessment style being applied by teachers at Unidad Educativa Angel Tinoco Ruiz.

Specific objectives

- To observe the formative assessment being applied during EFL class with students of second course of baccalaureate at Unidad Educativa Angel Tinoco Ruiz.

- To classify several tools of formative assessment in order to enhance understanding in students of second course of baccalaureate.

1 THEORETICAL FRAMEWORK

1.1 Meaning of formative assessment.

(Hanover, 2014, p. 4) "We use the general term assessment to refer to all those activities undertaken by teachers and students in assessing themselves that provide information as feedback to modify teaching and learning activities." This paragraph is based on the use of formative assessment, especially in students' needs. Formative assessment is the key for teachers and students which shows their development through a period of time. Students can find out three aspects during the formative assessment: what they learn, where they are, and how they learn in order to close any blank.

1.2 Importance of formative assessment according the national law

Ley Orgánica de Educación Intercultural (2016) states in 193 article that every student should overcome the defined learning objectives of each subject. The scales begins with DAR 9-10 grades, AAR 7-8.99, PAAR 4.01-6.99, and NAAR -4. The period of the year in divided in two quimestres. The formative assessment is focused on students learning process; for this reason, there is a notable change of parameters in the partial. Nowadays, there are two kind of insumos in the partial, one of them is graded by students individual tasks and the second one involves group activities. The changes are focused to improve formative assessment which is a systematic and sequential activities, one of its purpose is to provide relevant data of educative process. Teachers must do feedback in order to be effective and help significative construction and durable learning in learners.

Ley Orgánica de Educación Intercultural (2013) claims that formative assessment is a constant process of observation, assessment, and register information which show the achievements of the learning objectives and it includes feedback to improve teachers methodology and outcomes of the learning. The most important purpose of formative assessment is that educators guide their students in opportune, effective, and detailed way to support them. Teachers should carry out a process of analysis and reflection as facilitator of the learning process, and develop effective formative assessment.

Assessment has several characteristics as:

·   To recognize and assess the students' abilities in individual and group activities.

·   To register qualitative and quantitative learning achievements.

·   To offer feedback to improve learning outcomes.

·   To encourage students' participation involved in learning activities.

1.3 The objective of formative assessment.

Lopez (2012) states that every assessment has an objective and it is to improve the teaching-learning process which helps students learn more through errors and teachers learn to work better, it means to improve teaching practice. In other words, the main objective is not get a grade, it is to gather information in order to develop understanding into students and teachers learn to do our work every time better. Formative assessment objective should be a whole process for checking, evaluating and making decisions inside a humanizing perspective. Formative assessment should be useful to improve learning process, teaching competence, and teaching-learning.

1.4 Shared assessment

About shared assessment, on one hand, (Perez & Lopez, 2017, p. 43) "it is the process from dialogues between teacher and students of the evaluation of the learning and teaching-learning." The dialogues could be individual or in group. It refers to three ways of assessment through dialogues which teachers can apply in class: individual, group, and by assembly. On the other hand, the same authors also consider relevant to promote the shared assessment among teachers in order to contribute improving teaching practice.

1.5 Types of assessment.

Perez & Lopez (2017) argue that teachers face some challenges like to change the traditional assessment patterns which focused on tests and grades, to adopt useful assessment patterns based on significant learning. It

is like change the test culture to assessment culture. Teachers and parents have an obsession by grades. For these reasons, there is the importance to know the best ways to assess students fading the word grade. The aforementioned authors explained that there are most of research of formative assessment two decades ago and they show that a variety of assessments as; initial, continue, final, diagnostic, formative, summative, quantitative, qualitative, observational, experimental, objective, so on.

Nowadays, the same authors claim that there are other ways to assess students applying throughout alternative, formative, authentic, integrated, oriented assessment. Teachers are able to understand the role of educative education with each one of these terms, even though all of these words are involved in formative assessment. Those concepts are provided to make big positive changes against traditional evaluation.

2 LITERATURE REVIEW

2.1 Innovations of formative assessment

Wiggins (1991) argues that there is not so much significant the high scores in multiple choice tests because students believe that right answers are just important and the critical thinking does not. Students get quality through standards in activities which are learnt and worth, and this quality is also a need and it is not an option. Wiggins defends the assessment which meaning in the real world. In other words, the students' understanding is not measured by tests with abilities and knowledge without context, students can apply their knowledge in fluently, flexibly, and aptly way when they have acquired knowledge previous to be tested.

The traditional tests are relevant in the formative process when teachers establish clearly and authentic rules. Learning is more than knowing the correct answers; however the right answers are significant for students. Education should be focused on knowledge more than solving problems. Education is thoughts, ideas, opinions, concepts, theories. While more tested are students, they will be better learning because frequent tests improve learners learning and remembering, and the traditional tests provide useful information about content learning.

2.1.1 Subject areas with authentic assessment

Hirvela & Pierson (2000), Valencia, Hiebert & Afflerbach (1994) and Montgomery (2001) suggest that authentic assessment should be in content areas. Authentic assessment could be meaningful in writing skills when it includes activities from literacy use. Montgomery says that authentic assessment could be used through content-specific understanding in social studies, math, science, and language arts, the author explains that real world is assessed by cognitive complexity of any situation. Ekbatani & Person (2000) argue that assessment is authentic in (EFL) English as a foreign language when the test is learner-directed and performances as formative assessment. While Paris & Ayres (1994) states that providing feedback and allowing self-assessment are part of the authentic assessment. However, Bachman (2000)

draws the attention on one main component to EFL students and it is the nature of the task matched in the target language use domain.

Woolfolk (2013) states that authentic assessment is focused on abilities and skills with the real world. For instance, students could adapt quantities to make a recipe. Wiggins explains that if teachers benchmarks are related with the four skills of English language and create, think, investigate, and apply knowledge, the educators' tests must be related with those skills. Authentic assessment is mainly based on performances like thinking, physical, creative performances, those performances should be made by recital, exhibition, game, or a mock trial. Thinking as a performance could be sound odd, but the results are consequences of our thoughts. Eisner (1999) provides an example, as a famous painter shows beautiful paintings, they could coped criticism and the painter role is to improve by his/her skills and techniques in order to transmit results to the audience.

2.1.2 The use of formative assessment as a habit.

An article of how to make formative assessment a habit from NWEA organization (2016) states that formative assessment can be an old habit and trying to change it could be harder than applying a new one. Habits is powerful in classroom and it is relevant for learners, but formative assessment is more than a common habit, first educators need to notice and plan when check students' outcomes, then it leads to keep a routine, finally they will see the results on students proficiency and teacher efficiency.

There are two main components in order to promote the development of formative assessment.

1. Choice is the teachers' autonomy to decide strategies during formative assessment. Choice is based on teachers' willingness to increase students' efficacy through formative assessment.

2. Flexibility where teachers take advantages from strategies in order to modify them according to learners' environment.

2.1.3 Three practices which make a difference in class.

NWEA organization (2016) affirms that teachers should have in their set of tools three practices, as the main purpose the use of a better formative assessment procedure.

Practice 1: Clarifying learning.

Teachers want their students learn. When students know and are able to do, it means students have learnt successfully. It makes a big difference because learners improve on getting information and they are able to compare their effort among them to notice their current learning. Group strategy should be useful, teachers make small groups taking a few minutes to discuss what students have learnt, and they can clarify some questions each other or if they are any doubt the teacher can respond them. (NWEA, 2016)

Teachers can take advantage of new technologies for clarifying information. Animoto is a digital application which allows to students make a short video explaining what they have learnt after a lesson. Lino is another application, students use sticky-notes to make questions and they are taken back to the class, the teacher can use them to answer student's inquiries.

Practice 2: Eliciting evidence.

It is based on how teachers know where their students are acquiring knowledge and gathering evidence in order to know students' needs in the suitable moment. Questioning is a strategy which has two purposes, it promotes student thinking and find errors or misconceptions. No hands up should be done by teachers in order to make questions, it is used with craft sticks with the names of each student. AnswerGarden is an online polling tool, teachers can use it in real time to see learners feedback on questions. Kahoot is also another tool which is a game based on questions and quizzes. (NWEA, 2016)

Teachers should recognize the better moment to give effective feedback then the feedback matters to students. In other words, teachers should give information to students which help them better understand

problems and solutions. It is important because students not only learn for themselves, they learn to provide feedback to others. The strategy to give feedback could be comment only marking, this strategy is significant because their main purpose is based on comments but no grades. This promotes thinking and clear guidance on what should be improved. (NWEA, 2016)

For all rubrics is a free software which allows to teachers create, import, and score rubrics on smart devices. Formative feedback for learning is an iPad application designed to cultivate and promote communication between teachers and students, it is based on conferences images to provoke discussions.

Tomlinson, Moon & Imbeau (2015) add some information of feedback in formative assessment, they say that effective assessment should be aligned with the learning objectives, specific to the current activity, frequent, positive, measured a particular student knowledge, viable in order to students notice what to do keeping up.

Nolen (2012) explains that formative assessment supports students' understanding and the power of the feedback is dominant because students learn of making errors. It is relevant because the use of formative assessment strategies make learning significant and occurs a link between formative and summative assessment as a measurement of students development over time and between assessments. It is also beneficial to implement effective practices of formative assessment which encourage student learning.

Practice 3: Activating learners.

Teachers should find out how to motivate their students using their prior knowledge. It is relevant that learners monitor their own development because they achieve to be more autonomous and efficient. In other words, teachers teach to go beyond with their students because they develop a growth mindset to choose strategies which work for them. Stop/slow signals strategy could be done with some instruments like cups, disks or red-yellow-green cards which students indicate during learning. Green color indicates that students understand, yellow means that there is a question for a teacher but there is not a barrier to the learning, red is shown when there is a question and the student

cannot go and keeping up. TitanPad is a digital tool for collaborative work which is based on eight colors, it is helpful to make group work more interactive.

2.2 Innovative instruments to be used in formative assessment.

(Pastor & Lopez, 2017, p. 80) define instrument as "a simple object made which is used to do any activity or a paper or document to justify or test something" it is important to keep in mind both meanings because all are helpful in applying formative assessment in class. Instruments should be used to cultivate significant ideas, processes or concepts to increase critical thinking, taking and planning decisions in order to create and perform knowledge. Instruments are considered learning tools because they have the purpose of supporting students acquiring knowledge through content. All instruments should be applied as evidence of formative assessment where teachers can notice if their students are learning or not and clarify what learners know and do not know while the formative assessment is performed in class.

2.3 The use of multimedia to improve formative assessment in class.

Eady & Lockyer (2013) talk about the use of technology to improve formative assessment and they try to explain the role of it, the applications, and possible barriers and difficulties that teachers could face using technology. It is vital to understand that technology has taken part of the teaching-learning practice and it is obvious that it is an integral part as resources that teachers apply to support students learning. Devices are more powerful and they could be used in several ways, they could be on the desk or in the hand, imagine that internet links students' devices to each other inside a class, school or even outside; in other words, technology tries to change the way of teaching. Technology has two roles with education: teachers raise engagement and motivation of students and provide different learning styles to improve learning outcomes.

Eady & Lockyer (2013) explain that digital learning resources can help students to develop mental representations mixing media components. Digital

learning resources could include content and learning activities, they should combine text, video, audio and image in order to show a specific information. The same authors also describe that digital resources support students to process the information into working memory, it is carried out when learners meaningfully interact with the multimedia data because they are able to learn the information into a long term.

The interaction should be meaningful when there is involvement of activities with the use of digital resources as a lesson which is created by the educator and the learning resources should be applied to reduce load on students' memory, it is to become students able to create schemata. The activities should have a close relationship to the schema construction and it should be identified the complexity of learning tools and the students' experience. Both points of view are useful for teachers as a guide in evaluating the digital resources to be used with students. It is a need to assess digital resources which cover the topic taught, suitable information, and activities which are addressed to support learning outcomes.

Educators could use digital resources to several purposes:

·   To present a topic to learners.

·   To demonstrate something.

·   To promote pair, group or whole class discussion.

·   To give learners access to a diversity of text.

·   To do activities that are not possible in a common classroom.

·   To allow learners to work alone with short or long activities.

2.3.1 Blogging as a formative assessment instrument.

Eady & Lockyer (2013) takes a consideration of what happens when a traditional activity goes online. Journal writing tasks have taken into account education since decades ago and they help students to reflect on what and how they learn. This traditional learning activity was focused on a notebook and a pencil. Nowadays, teachers can use this as a digital resource called a weblog but most people call a blog. Users can type an entry, add videos,

images and links. People who read it can also post comments. Blogs are a new way of technology that students can use to interact and make their ability to transfer technology skills from one tool to another easier.

Blogging with learners could be fun and it may have several educational benefits that teachers should take advantage of.

Parent communication: parents' communication is considered as an integral part of students' development and parents wish to be informed of their child's performance. On one hand, parents have access to their child's blogs and they also can add a video or a few photos to add any information. It is a fun activity to the whole class because there is the participation of parents, children and teachers. On the other hand, parents can just see their child's development without any participation.

Literacy skills: while the students are participating in a blog, they are improving literacy skills. Blogging encourages learners to produce writing which should be better quality work. Blogging is also a wonderful tool to teach spelling, language conventions and grammar. The first step is to edit a blog together with the class and then students could be able to understand how much importance to put on self-correcting before publishing a blog to the rest of their classmates.

ICT skills: blogging is helpful to develop or improve students' ICT skills making them into more efficient students. It may also improve confidence to work with technology inside the classroom and outside it because they can manipulate a keyboard or research online and publish the information in the blog.

Real audience: blogging is useful to engage students working with an authentic audience. It is not only convenient with classmates and the teacher, it is also useful to reach a wider audience like parents, other teachers and classmates in the school, even people from an outside educative community. The class can ask questions while they are researching of different topics and it provides to students a better comprehension.

2.3.2 Kahoot as a formative assessment instrument.

Brand & Brooker (2013) argue that kahoot is a web platform based on learning which makes assessment efficient and engaging, people could pay for a subscription or they can use it for free. It is helpful because people can work in kahoot in any device with internet access and it has a series of benefits. It could be used for educational purposes; for instance, it benefits teachers, because it provides instantaneous and a good quality information, and a feedback for students on time. Kahoot application has a simple access structure and teachers and students can have a fun and significant experience. Students and educators will be able to create Kahoot quizzes effectively because it does not necessitate a lot of knowledge or experience. In other words Kahoot was designed for teachers who like to teach in an easier way with efficacy, it keeps in mind enriching education throughout the world.

Benefits of Kahoot in a general way.

· People develop abilities to make their own quizzes or take them from other kahooters and its productive quizzes are better when they are based on multiple choice or true/false questions in kahoot's website.

· Kahoot is quick and painless for educators. Teachers start creating the quiz and students are able to enter using a code and then they can start working in less than 3 minutes.

· Kahoot is an easy integrated activity in the classroom and it is a technology which can be in schools.

Pedagogical benefits of Kahoot: the most important pedagogical benefit is the gamification, it is the application of a game linked with a context to engage students in classroom.

· Students reduce anxiety and nerves when they are playing in a quiz, it also increases interest in learning and students feel motivated in participating in classroom tasks.

· Gamification was designed to raise the assessment accuracy. It is an indicator of academic development because students, through the game, can learn even when something could be difficult.

· Ghost mode was designed recently and it is useful to make students compete among themselves, learners can notice if they can achieve further understanding of the content.

2.3.3 Animoto as a formative assessment instrument.

Animoto is a wonderful instrument to be applied in class, it allows teachers and students to create videos from pictures. It could be used to present a unit, topic, or a lesson. This application is very useful for students because it is easy to use and free, they can create 30 seconds of any video included images inside it. Nowadays, students are little interested in printed material or textbooks, so video as an interactive instrument is more interesting for them. The use of video in the classroom is strongly accepted and positively observed because students could improve speaking and listening skills. Yunus & Siliman (2014) found important changes in the development of listening and speaking skills before and after the use of animoto.

Animoto is useful because students reduce anxiety while enhancing speaking skills. The use of videos causes a constructive impact in formative assessment acquiring language because learners are able to think critically of their learning. Animoto could be recommended for before beginning a lesson. Yunus (2016) states that videos facilitate learners' engagement and they acquire language proficiency; in other words, students make important improvements in vocabulary with the use of videos. Students also make a connection between their prior knowledge and are able to apply it within their environment.

English language acquisition using animoto.

Animoto has an important role in learning the English language because it is a constructivist instrument that engages students to create and learn knowledge. Atkins (1993) shows some benefits of the use of technology as animoto and it has improved learning. Harper et al (2000) reveal that there is

the need to use authentic learning tools in which students can get meaningful knowledge. Animoto gives interactive activities which allow learners to become creative people by building their own learning experiences, students can also construct and reconstruct concepts in significant ways.

Students can be assessed by animoto because they can create unlimited videos in class or home, after creating those, students are able to show and present them to the class. It promotes some opportunities to show projects, lessons, and field trips in a great way. Animoto is a free application and the videos as created by song and students' images, those videos can open more chances to make education more effective and enjoyable. In summary, teachers can choose to make formative assessments using animoto through videos.

2.3.4 WebQuest and WixSite as formative assessment instruments.

The creator of the WebQuest is Bergie Dodge in 1995 and Dodge in 1997 while the creator of WixSite Abrahami Avisahi and the wix organization in 2006. They agree that both are applications created to make activities where learners interact with resources from internet. WebQuest and Wixsite were made to develop activities using instructions with internet in classroom learning. These instruments can be used in an interdisciplinary way or with one discipline, it involves several activities through elements. Researching, synthesising, and analysing is the main purpose of this application because students develop those skills in order to create them.

Students learn to work in teams and they feel motivation to work in a collaborative learning environment, students are able to develop social skills even if they do not like to participate in class. Cooperative learning also makes those students transform information into something else; in other words, it is the use of several datum adapted in their own words, it is the interpretation that students can make in order to create the activities. Teachers' roles are important because they are in charge of leading the students to make meaningful organization.

The creation of a WebQuest.

This tool can be done individually or in groups, it contains an introduction which gives enough information on the topic and tells the reader about the research or activities. Tasks are another element that are involved in the activity, it should give responsibilities for cooperative group learners. Resources are also required which make links used in the collection of the information available to see. The process is the element that provides enough information to students as a descriptive guide in order to know the steps that students should be doing during the process of the instrument. The evaluation is the way which inform the students how they should be usually assess through checklists or rubrics. The conclusion is the last element included in the application, it is focused on a summary of what students or teachers hope to achieve of people who make the activities.

The creation of a WixSite.

People who create this website do not need to have any experience. It includes home, welcome, content units, about the actors. Teachers can stick some pictures in home in order to give an overview of the creators of the web page. Welcome is the encouragement to students in order to have a general idea about the topic. Content units includes each unit with their names and activities; in other words, it is about students tasks and they include four skills in English. In the last section, about us all students are able to find the emails or telephone numbers to contact with the creators of the web page.

Suggestions to use WebQuest and WixSite.

Lipscomb (2003) gives some suggestions before to use WebQuest in order to create it effectively.

· Define students background (content learnt)

· Assess the accessibility of computers.

· Give responsibilities to students (assigning of roles)

· Make assessment clear as teachers can do it.

·   Be sure to show how to research (resources to be used)

2.4 The use of instruments to improve formative assessment inside a common classroom.

Nowadays, Fullan (2017) says that educators should teach through some abilities which involve development of creativity, collaboration, communication, critical thinking, construction of knowledge, and global citizenship, without losing the teaching-learning process of the subject. It is focused on current education which does not involve teaching just with technology, it is based on real resources that teachers have in their hands. Not all high schools have technology like computers, projectors or laboratories; for this reason, assessment could be done by several instruments which are available for students and teachers without technology and using creativity as the main tool.

Integrating students in formative assessment is the teacher's role. A significant challenge is finding tools which engage content knowledge with critical thinking based on the real situation of the schools. Teachers should use a diverse set of tools to observe students' development toward the achievement of goals and objectives of the curriculum with a close relationship with teachers' intention. Active learning instruments should be used to raise communication skills and acquire enough content of the subject, but the most difficult challenge is that students enjoy learning through the use of suitable instruments.

2.4.1 Portfolio as a formative assessment instrument.

Woolfolk (2013) reveals that portfolio as performance in context as authentic assessment. Knowledge is applied in context; for example, learners use grammar when they are producing a letter. A portfolio could be applied in different areas as science, math, language arts, and social studies. Students are able to work alone or in a cooperative group with a portfolio. The author recommends that teachers use rubrics and procedures which ensure high quality for the portfolio. Cooper and Love (2007) describe the portfolio as organized compilations of information which demonstrate knowledge, skills,

values, or achievements that articulate relevance, credibility, and meaning of the presented documents. Cerbin (1994) also explains that the portfolio has an important characteristic as personalized information which represent the specific purposes and students' works as explanation of what, how and why students learn or not.

Cooper and Love (2007) say that the portfolio consists of four major parts as; teaching statement, analysis of student learning, analysis of student feedback, and course summary.

1. Teaching statement: it includes the instructor's assumptions and beliefs of teaching and learning practice with intended learning results, the teaching practice is addressed to the learning outcome which connects the course objectives with the teachers' methods. The teaching statement is the foundation of the portfolio. To clarify the relationship between methods and intended outcomes, the educator creates the environment to analyse and assess teaching and learning in class.

2. Analysis of students learning: it is based upon student performance on two or more key assignments or learning activities which represent the common ways of teaching and learning that takes place in the class and it is also addressed one or more important benchmarks. The analysis of the student learning summarizes strengths and weaknesses of students' learning and it shows how the assignment and classroom practices could be revised to enhance future performance.

3. Analysis of student feedback: this is based on feedback from students of how teaching affects their learning in the class. The teachers summarize students' feedback and they find out how to change the course of teaching in response of students concerns.

4. Course summary: it is based on strengths and weaknesses of the portfolio in terms of students' learning, it offers possible reasons for students learning or lack of learning, and it also identifies some changes that may enhance students' performance. This also includes as a part of the features of the portfolio that students are provided with methods which are used in the portfolio. Students become mindful of how teaching is supposed to be

connected to portfolio goals and learners are always invited to comment on how they experience the portfolio. Learners know how to monitor and assess their progress toward learning goals in relationship to teaching in class.

Cooper and Love (2007) describe three types of portfolio:

Best work: the most used is the best work, probably because it is the work that makes them proud of themselves. Students and teachers become most committed to the process when they experience the joy of exhibiting their best work. The way they feel makes their effort and contribution worthwhile to a culture for learning. The purpose of a display portfolio is to show the highest level of accomplishment by the students and it is required through the years with some extras which are added every year, but the best work may follow curriculum objectives, it is also included as a part of evidence of learners activities beyond school: for instance, a story written at home.

The key involves students preferences, it is who they want to show their portfolio to; such as, their parents or siblings. There are also other audiences like a current teacher who might learn a lot from students' works. Additionally, students could submit their best portfolios to the staff of the school in order to supplement an extra information.

The contents of these portfolios are determined through the audience interests and it may include written works, summaries, projects, and so on. The display portfolio may encourage students to produce work of high quality because more pieces for a display are collected in a working portfolio of school projects. However, students often include works which are from other places like home or their neighborhood like a poem written at home. Students choose the things to use in the display portfolio and they make their selections, students demonstrate what they want and believe is the most relevant in their learning, and what values to show others.

Assessment portfolio: the main purpose is to document students learning on specific results. The portfolio must be designed for specific understanding and using the skills of the outcomes. It is the assessment the task which brings the curriculum results to life; only by specifying what learners can do and how they might do it in any curricular area. They must use any period of time in one unit

or during the whole year. For instance, an educator may want to have evidence that a child has sufficient skills in a content area to go on the next step or level. The criteria for going beyond to the evidence which is established. Then portfolio is collected and assessed by many possible audiences, it depends on the purpose. One of the audiences could be the same students, to show that unit objective is achieved during this period of class.

Cooper & Love (2007) show a kind of performance of portfolio and for this reason there are some principles to develop a good performance assessment in steps. One step is to identify the curriculum benchmarks, the second is to show the decisions that the portfolio is focused on, the third step defines the criteria for every task assessment and it establishes performance standards to the criterion, and the last step determines who assesses the portfolio.

Documentation portfolio: it could be used to document learning outcomes for programs such as the general education. For instance, a department might aggregate and summarize information of students' learning from portfolio whose teach different sections of the same course. Over time, educators teach the same course and they can develop a common way to summarize students' learning. The information grows out of the teachers' classroom experiences and they can suggest ways, changes, or improve their teaching, those are considered as advantages of documentation of the information. It should be relatively easy to score the portfolios for different sections of the same course to determine the extent to which learners receive constructive feedback, they can also engage them through assignments which involve complex thinking, discussing ideas with peers. The audience in this case could be in different situations as looking into documentation of any student.

Creating a portfolio: teachers should take into account several ideas to create the portfolio with their students.

1. **The portfolio is built with a specific purpose**: Cooper & Love (2007) talk about that it is essential that educators share portfolio purpose with their learners. The objective and student learning benchmarks determine the kind of portfolios and the information which teacher want from their students as well

as the criteria on which those documents are assessed by the teacher. A portfolio could reflect a learning objective, a series of learning objectives, or all learning objectives in a given subject. If the portfolio is to be used to document students development, a whole picture or record of where the students were at the beginning of the designated period of learning, including activities as; drafts, revisions, projects, presentations, quizzes, and assessments. This allows to get a clear picture of students understanding toward the attainment of the students learning development.

2.   **Audience of the portfolio:** the audience should be a set of selected groups that watch the students' growth. The whole staff of the school as students, teachers, and parents are good audiences to follow the students' progress as a story on the development of skills.

3.   **Samples of students' work that are added in the portfolio:** it is closely related to the content of the subject, it is the decision of what should be included in the portfolio and it must be depended on the purpose and audience.

Since knowledge, reasoning, skill, product, and disposition could be the focus of evidence gathering for portfolios; all ways of assessment could be included as evidence: pre-test and quiz, extended-response assessment, performance assessment, documentation of the outcomes of personal communication, students' works, reflection, video, audio, graph, photo, and so on.

4.   **Process during the portfolio:** the most important attribute in the portfolio is the process of learning. However, some processes could be developed or analysed with portfolios and three of them are the most used as selection of contents, reflection on the samples, and conferencing of contents and process.

First, Cooper & Love (2007) state selection of content where students could make work selections and they could build their portfolios, it means that they are actively involved and they could reflect on their own learning. There is a positive impact on students' self-confidence because it facilitates students' use of learning strategies and it raises students' abilities to assess and revise their work. In other words, the work sample annotations are comments by students or educators of each piece of evidence selected for the portfolio.

Second, Cooper & Love (2007) argue that reflection on the samples is another vital item of the portfolio process and it is based on students' reflection of their learning progression at the same time with the mastery of the material collected in the portfolio. Learners could have blank if they are not required to analyze from the quality and growth of their work. When students reflect on their weaknesses and strengths, improvements, and progress it is more meaningful as a part of the process.

Third, Cooper & Love (2007) claim that conferencing is consider as a feedback which is provided by the teacher to students of students work and process, it involves important information of student's progress and thinking to provide effective feedback. Individual student feedback is a way to give it and peer to peer is another way because students are provided the opportunity to learn giving feedback as well as receiving it. However, it is relevant to note that peer conferences should be never replace student-teacher conference.

5.   Management of time and material: time and material could be a difficult to the development of the portfolio and it depends on the purpose, audience, content and process. It is a good practice to develop a management system and schedule before beginning the portfolio, it is considered a vital general rule.

6. When and how the portfolio could be shared: the portfolio is like an invitation to others observe and celebrate students' development, growth, and accomplishments. Learners could be the first who share his/her portfolio, in this way they take ownership of their work and they are active participants in the process which allows them achievement.

7.   How the portfolio is applied: the use of the portfolio depends on the teachers' objectives; for instance, if the purpose is to assess the growth, the teachers could judge evidence of progression to provide feedback or/and take notes in their records. The content could be assessed by the teacher, peer, and other teacher. The criteria must be fully and carefully defined and transparent to all, this is usually best done through the use of a rubric.

There are three possible levels of assessment within the portfolio assessment progress.

- The work samples selected.

- Student reflections on the work samples.

- The portfolio itself.

Work Samples: it is important to establish criteria that would commonly be used to define quality performances within a content or skill area. Each of these criteria should be clearly outlined and explained to students so they understand the component parts that indicate mastery. Each work sample included in the portfolio may be assessed using similar types of performance based assessment tools, checklists, or rubrics according to Stevens & Levi (2005).

Student Self-Reflection: the set of criteria on which student reflections will be assessed should support students as they reflect on both the processes and products of their learning. Criteria might include: thoroughness of analysis inclusion of details and evidence, honesty of assessment, self-understanding/revelation, assess of personal goals, statement of future goals, personal voice, and quality of writing according to Woolfolk (2013).

The Portfolio Itself: the portfolio should reflect those elements that you have determined are critical to the development of the portfolio. Teachers and students might consider criteria such as: organization, neatness, visual appeal, evidence of growth, variety of documents, evidence of positive attitude to learning, balance of process and product, risk taking, achievement of specific curricular objectives, and inclusion of all required elements.

2.4.2 Shared learning as a formative assessment instrument.

This activity is focused on developing reading skill and it involves several tasks inside the classroom without any technology, teachers use collaboration in order to engage students. This activity could be called (moments) and it is created to increase autonomy, security and self-esteem. There is a sequence as follows: shared reading is the use of the school library with a combination of music, this task should be applied in every especial program; for instance, a reading party that the Ministry of Education has declared an obligation every quimestre with the campaign (Yo leo).

Shared learning through reading happens when learners share or join together to read. Some books are the instruments to do this activity and the benchmark is to give some responsibilities to each student because they are required to read a part of the book and then explain it to the rest of the group in order to construct a big idea of the whole reading. This activity makes that students participate and collaborate in reading, they also learn critical concepts of how word go together, and they acquire interest to keep reading. Fisher & Medvic (2000) talk about shared reading, it depends on students' needs and teachers' intentions.

This activity is carried out by three stages as; before, during, and after reading. Before reading is presented as an introduction of what the students are going to read and the purpose of it. The responsible of the first stage is just the teachers because they need to introduce the book or books and describe in a brief story the title, cover, and sub-headings. Provide motivation in reading prediction but not telling the story of the book. During reading, students are in charge to read in groups but for a moment they read their part of the book individually, after a time students share their knowledge with the rest of the group. After reading, students are able to say if their predictions were true or false and it is also a technique to connect their prior knowledge with the new information learnt and encourage participation with the whole class.

Fisher & Medvic (2000) state the benefits of using books in shared reading as formative instruments like:

- ➢ Motivate reading prediction.

- ➢ Enjoy of the material which is not available at home.

- ➢ Ensure all students help others in the group.

- ➢ Encourage the relationship between written and oral language of readers.

- ➢ Teach students where they need to pay more attention.

- ➢ Explain to students the need to make connections between prior knowledge and new information.

- ➢ Increase vocabulary.

- ➢ Help learners to increase comprehension.

2.4.3 Project framework as a tool of formative assessment.

Stoller (1997) argues that organizing projects is seen as an effective way to teach language and content simultaneously. The use of projects establishes a direct link between language learning and its application as well as to create opportunities which allow EFL learners to develop their abilities in the target language by interacting and communicating with each other. Teachers have various goals for implementing projects in their EFL classrooms such as; challenging students' creativity, fostering independence, enhancing cooperative learning skills, building decision-making, critical thinking and learning skills.

The aforementioned focuses on Project Framework which is a tool that addresses the learning of language, content, and skills. Its theoretical basis is the integration of language and content. Language and content integration theory recognizes that EFL students actively construct a unique understanding of both their foreign language learning and their foreign academic culture learning by drawing on prior knowledge. Mohan (1986) explains new ways of thinking about language and language learning through the project framework. The Project Framework does this by serving as a mediation tool Vygotsky (1978) which provides a bridge to ways for students to think about language learning and new learning activities which are carried out of English context as a signature. The Project Framework also allows EFL students to see the value of project-based instruction by putting together various components as the acquisition of the language, thinking skills, and content knowledge. The principal purpose of the Project Framework is to show the students the language, content, and skill development which occurs through a project work.

The Project Framework is based on two parts in order to provide enough information for their students and make it understandable. The Project Framework is divided in:

1. The planning graphic

2. The project diary.

The planning graphic: Mohan (1986) argues that the planning graphic raises the students' awareness that all components of the project lead towards the goal of becoming the content of the English book in their new foreign language environment. First of all, teachers could create the planning graphic alone or construct it with the students at the beginning of the project. The graphic contains a categorization of the target language, content, and skills. The components are flexible and teachers could choose the most important according to the context. For instance, the components could be divided into branches like vocabulary, text construction and work scientifically. The teachers' intentions were to capture the components that they felt were important in the projects which are presented to the students and to arrange them in an understandable format for students.
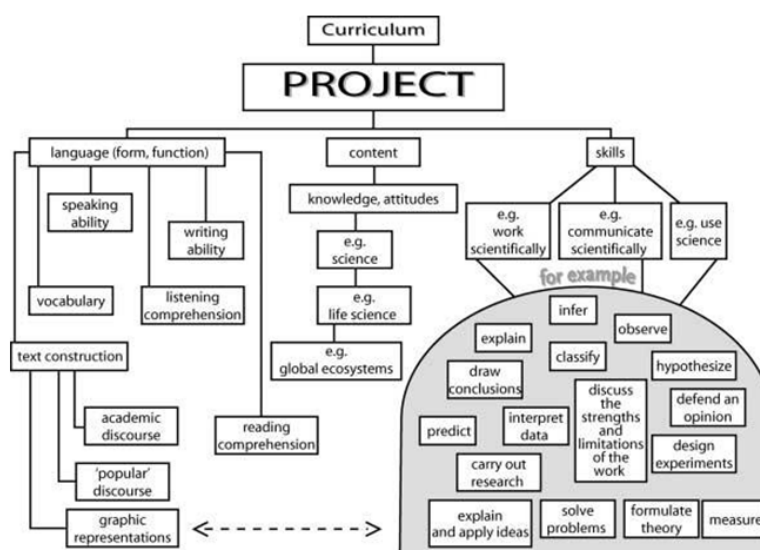
Figure 1: the planning graphic
Stoller (1997*)*

The project diary: The project diary is the second part of the Project Framework; it provides students with a weekly summarization task. It is designed to encourage students to make explicit not only the language, but also the content and the skills they have been using during the week. The project diary also highlights what students have been able to accomplish and what they have been unable to complete as planned. This diary promotes note taking skills, in other words, notes which are together with a written summary of their progress.

Project Diary

Week _____   Name_____

Activity	Knowledge and skills		
Things I did this week.	Things I learned this week.		
☞ I spoke English to _____	**Language** (e.g. vocabulary expressions, grammar)	**Content** (new information about your topic)	**Skills**
☞ I talked English about _____	☞ _____ ☞ _____	☞ _____ ☞ _____	☞ _____ ☞ _____
☞ I read _____	☞ _____ ☞ _____	☞ _____ ☞ _____	☞ _____ ☞ _____
☞ I looked for and found _____	☞ _____ ☞ _____	☞ _____ ☞ _____	☞ _____ ☞ _____
☞ I looked for and didn't find _____	☞ _____ ☞ _____	☞ _____ ☞ _____	☞ _____ ☞ _____
☞ I wrote _____	Things I hoped to learn this week, but didn't. (State reasons for not learning.)		
☞ I observed _____	☞ _____ ☞ _____	☞ _____ ☞ _____	☞ _____ ☞ _____
☞ I created a key visual about _____	☞ _____	☞ _____	☞ _____

Figure 2: the project diary
Stoller(1997)

Procedure of the Project Framework: the teachers provide the planning graphic (Figure 1) and the project diary (Figure 2) as models. The teachers ask or form small groups with students and discuss potential topics of the content during a period of time which could be a term. Once each group had decided on a topic, the group members are asked to create their own planning graphics similar to the teachers' model, but which would capture the students' own goals for language, content, and skills development. The students are also given copies of the project diary to use, and they are encouraged to draw diary graphics which they would find personally useful for making notes about their weekly projects as well as for noting their unachieved plans as a reminder for the following week. Stoller (1997) talks about the creation planning graphic and the project diaries are accomplished of teacher's guidance.

The teacher's assessment of the students' frameworks and project diaries should be submitted with short written proposals by the end of the period of time, in order to indicate that the students understood their tasks and they were able to articulate their project plans and goals. They should also be told to complete their projects as homework outside class and share them with the educative community. It is relevant to add that teachers should check students' project diaries every week to provide feedback.

2.4.4 Rubrics as instruments of formative assessment.

Lopez & Perez (2017) say that rubrics mean scales which are made by different levels. These levels describe the most suitable characteristics that could be students' production. Tapia & Huertas (2012) argue that rubrics makes that students learn more in collaborative activities because they guide them with enough information in order to know what is going to be taken into account. Panadero, Tapia & Huertas (2014) and Panadero, Tapia & Reche (2013) discuss rubrics in the use of formative assessment because they agree that rubrics are used for summative purposes but they can also be used for formative assessment. The authors reveal that the use of rubrics are more relevant when they are applied for formative purposes, teachers need to know how to use them.

Rubrics or scales could be in eight ways:

1. Checklists.
2. Verbal.
3. Numerical
4. Descriptive.
5. Grading.
6. Differentiated.
7. Graduated.
8. Group monitoring.

Checklist: Lopez & Perez (2017) focused on checklist which contains some aspects to be assessed as observational items; in other words, teachers should realize if those aspects are accomplished or not. Educators put an X in the square that they consider is the most suitable for the student behavior. The checklist could have two options (yes/no) or three (yes/no/st (sometimes)), it is better to work with three options because teacher can notice when the students need some help to accomplish any activity, and it is also included a column with observations to add some teachers' comments and a blank line with another aspect to be considered if the teacher believe it is necessary.

Student: …………………… Course: …………… Date: ………………				
	Yes	No	St	Observation
Pay attention to the explanation.				
Do tasks with neatness.				
He/she is autonomous.				
Requires teacher' help.				
Make sure everything is in the place after finishing it.				

Table 1: checklist.
Rubric created by Lady Montenegro, adapted from Lopez & Perez (2017)

Verbal: it is based on checklists, it includes some aspects to be taken into account by the teacher as behaviour or descriptors to be observed. The difference is the items because verbal scale could have more than four options which are focused on frequency (always, often, sometimes, rarely, never). According to Lopez and Perez (2017) is recommended to add an extra column with observation and an extra line to add another aspect that the teacher considers important.

Numeric: it is like checklist and verbal the difference the use of numbers, teachers could create a numeric scales from 1 to 4 or 1 to 5 or 10, it depends on teachers objective. It is recommended to use a scale from 1 to 10 because the Ecuadorian teachers' grade as maximum 10 and it is easier to get a grade and students are more focused on formative assessment than summative.

Descriptive: Stevens & Levi (2005) show different levels which describe the most accurate descriptions of students' production, each level has a percentage in order to give a clear idea of the statement which will be assessed by the teacher. This scale is used to assess quality of any student activity during the formative assessment.

Aspects	Level A (90/100)	Level B (70-89)	Level C (50-69)	Level D (30-49)
Number of sources	10-12	7-9	4-6	1-3
Accuracy	Excellent accuracy	Few inaccuracies	Some inaccuracies	A lot inaccuracies
Organization	It is easy to take the ideas.	It is a little difficult to take ideas.	There is misunderstanding of the ideas.	It is very difficult to take ideas.
Bibliography	All information of the	Most of information of the	Some of information of the	A little of the information of the

	bibliography is relevant.	bibliography is relevant.	bibliography is relevant.	bibliography is relevant.

Table 2: descriptive rubric.
Rubric created by Lady Montenegro, adapted from Stevens and Levi (2005)

Grading: as Stevens & Levi (2005) annotate, it is very similar to the descriptive rubric, the difference is that there is not levels but a number and the sum is taken as global grade. The scoring rubric is useful to take a summative assessment from students' production. Grading scales are efficient and effective instruments because they allow to the teachers assess student from activities, assignments or performances. The following example is based on the above one but the levels are change by numbers in order to show how well rubrics can work as descriptive or grading.

Aspects	(9-10)	(7-8)	(5-6)	(3-4)
Number of sources	10-12	7-9	4-6	1-3
Accuracy	Excellent accuracy	Few inaccuracies	Some inaccuracies	A lot inaccuracies
Organization	It is easy to take the ideas.	It is a little difficult to take ideas.	There is misunderstanding of the ideas.	It is very difficult to take ideas.
Bibliography	All information of the bibliography is relevant.	Most of information of the bibliography is relevant.	Some of information of the bibliography is relevant.	A little of the information of the bibliography is relevant.

Table 3: grading rubric.
Rubric created by Lady Montenegro, adapted from Stevens and Levi (2005)

Differentiated: Chapetón, Núñez & Murcia (2017) recommend this scale of formative assessment because students are able that every moment is assessed and worthy through differentiated scales. Students are more comfortable using this rubric because while they are working they are able to recognize if they need any improvement. This scale includes some aspects and each aspect has achievements to be reached during the activity. In other words, this instrument contains some aspects according the complexity of the task as sum 100 percent in total.

Work in groups of 3, 4 students. Work format: essay. Everyone participates doing the essay.			
Aspects to be taken into account.	**Sub-percentage**	**Achievement criteria.**	**Maximum percentage.**
Content	50	The topic and the task are well developed achieving the intended message. All the biographical information requested about a famous person is provided.	50
	30	The topic and the task are developed, but the blog entry lacks part of the intended message. Provide biographical information about a famous person, but some relevant points are missing.	
	15	The topic and the task are not completely developed. It lacks most of the intended message. Does not provide enough bibliographical information about a famous person.	

	5	The topic and the task are not developed. It lacks the intended message. It does not provide information of a famous person.	
Grammatical accuracy	30	Successful uses simple and complex grammatical structures and patterns to provide biographical information. The appropriate use of these structures and patterns facilitates communication.	30
	20	Is able to identify and uses a basic repertoire of simple and complex grammatical structures and patterns to provide biographical information. Some confusion may be present, but this does not impede the communication.	
	10	Uses with a lot effort, simple and complex grammatical structures and patterns to provide biographical information. Confuses these structures and patterns systematically which causes communication breakdowns.	
	5	Shows insufficient control of simple and complex grammatical structures and patterns to provide biographical information. Excessive confusion and inaccurate use of these structures and patterns impedes communication.	

Vocabulary range	20	Shows an excellent range and accurate control of words to write a biography (personal information, achievements, regular/irregular verbs)	20
	15	Shows control of an average range of vocabulary to write a biography (personal information, achievements, and regular/irregular verbs). Some circumlocutions might be present, but they do not greatly impede communication.	
	10	The range of vocabulary to write a biography (personal information, achievements, and regular/irregular verbs) is limited. Lexical obscure the message.	
	5	The range of vocabulary to write a biography (personal information, achievements, and regular/irregular verbs) is very limited. Frequent misuse of vocabulary completely obscures the message.	

Table 4: differentiated rubric.
Rubric created by Lady Montenegro, adapted from Chapetón, Núñez and Murcia (2017)

Graduated: Chapetón, Núñez & Murcia (2017) explain some sections contained in this rubric like: CEF standards, performance and descriptors, it depends on teachers' objective because the aspects can be changed as teacher consideration. This rubrics can be used with words and numbers in the performance in order to make easier the teachers work and it could include some different skills in English subject or any other one. The graduated scale could be used to formative and summative assessment and it is user at the end of a period of time (partial-quimestre).

Section	CEF standard	Performance	Descriptor
Reading	Can scan longer texts in order to locate desired information, and gather information from different parts of a text to fulfill a specific task.	Excellent (10)	Successfully draws logical conclusions based on the information provided in long texts.
		Good (7-9)	Draws logical conclusions based on the information provided in long texts. Difficulties may be presented when inferring some ideas, but these do not affect comprehension.
		Needs practice (5-6)	Fails to draw logical conclusions based on the information provided in long texts.

Table 5: graduated rubric.
Rubric created by Lady Montenegro, adapted from Chapetón, Núñez and Murcia (2017)

Graphic: it is like other scales described above, the difference is the pattern of scale because it is represented with a graphic. The most useful is the happy, neutral and sad face or traffic lights colors, teacher can use a pictogram in order to show which aspects are going to be assessed, it is recommended when the students do not read yet.

3 METHODOLOGY

A research study is a method to investigate contemporary real-life phenomena through detailed contextual analysis of the process of formative assessment with EFL students. For this reason, the current investigation has been conducted through a research study in Angel Tinoco Ruiz school of Paccha town in Atahualpa canton because it examines the data from English teachers inside a specific context. This research is supported by all English teachers of the Unidad Educativa and it is connected within the context of Paccha town and the application of formative assessment by English teachers during their teaching-learning process.

On the other hand, it will also be considered the records and scores that students show on tests to describe the academic situation at Angel Tinoco Ruiz school of Atahualpa. It means that numerical data is going to be analyzed. Therefore, it is also going to be used a quantitative method. Creswell (2002) states that the quantitative method is the measurement of a quantity of information which is a collection of data to follow a statistical analysis process. This method helps to describe the characteristics of the procedure in formative assessment and it is also demographic because it provides patterns of different styles when using formative assessment by teachers.

The research design of this study corresponds to a case study. According to Zainal (2007) case study is a systematic way of gathering, analysing, and showing data throughout the observation. Additionally, Yun (2012) argues that case study is frequently used to document and investigate the implementation of a process, this idea is supported in this paper because its main purpose is to analyze the assessment style being applied by English teachers in Angel Tinoco Ruiz and according to Mills, Durepos & Wiebe (2010) case study does not only provide knowledge and understanding but also it creates good teaching practices by development and implementations to improve the way of teaching.

Additionally, Stake (1995) mentions that the case study could be one student among others and the time spent in a case study could be a day or a year. The current case study is applied in a specific group of students of

second course which was observed in order to go beyond than students learning process but it was conducted to identify formative assessment process by English teachers. Finally, this case study is exploratory according to Yun (1984) because it researches a phenomenon within a specific topic as formative assessment application.

3.1 Participants and Sample.

Angel Tinoco Ruiz is a school located in the urban area of Paccha-Atahualpa-El Oro. Angel Tinoco Ruiz name is due to the founder of the school. There are 37 teachers working in this institution and 5 of them are English teachers, 3 English teachers work in the elementary, media and superior levels of basic education and 2 teachers work in the unified general baccalaureate. There are also 578 students who live in the urban and countryside area. Most of the students live with their parents and they do not work because their parents support them all the time. Students had not studied English as a foreign language in elementary and basic education because this was not mandatory, as it is today, several years ago.

The participants will be 4 English teachers (F=3) (M=1). English teachers who work in this institution and who have different styles of teaching practice in their formative assessment; for this reason, this study will be a research about how well this style works with a selected group of students in order to consider strengths and weaknesses in their formative assessment as an integral part of teaching-learning process.

3.2 Data Collection Procedure and Instrument.

Data collection will be done with the use of a survey. The instrument was chosen in order to collect the data from English teachers to identify how they apply formative assessment during their teaching-learning procedure. All sections of the survey for this research was adapted from three authors who are Hauser (2015), McKenna (2011), and Michael & Susan Dell Foundation (2016) in order to validate the information asked to English teachers. The use of the survey of Hauser (2015) has determined if differences happen on the levels of the application of the formative assessment, and its purpose was to

get reliable and valid data from teachers to make adjustments on formative assessment and its impact in students learning. Mckenna (2011) also identified the impact of teaching methods especially during formative assessment as an impact in students' attitudes. Finally, the survey of Michael & Susan Dell Foundation (2016) researched the formative assessment practices and how it influences with students.

3.3 Procedure

The research was developed by applying a survey to English educators and it was collected from November and December 2017 in the same institution.

A survey was addressed to 4 English teachers of Angel Tinoco Ruiz school in order to know how they apply formative assessment during class. It was used in a paper survey and its purpose was to get the most accurate data because they feel completely confidential choosing the options alone. The information gathered throughout the survey was the evidence of their knowledge about formative assessment. Finally, the application of the instrument was used as a guide to design a proposal with some innovative instruments of formative assessment for English teachers who can improve their teaching classes with EFL students.

The survey shows 5 sections:

Section one: teachers' background.
Section two: formative assessment.
Section three: use of formative assessment.
Section four: assessment instruments.
Section five: digital resources to be used in EFL class.

All statements have a strongly relationship with formative assessment. English teachers were free to answer the paper survey alone according to their considerations. The survey shows a Likert Scale with these options: strongly disagree, disagree, agree, strongly agree/no at all, once a partial, monthly, weekly, daily, in order to gather easier answers for teachers.

4 DATA ANALYSIS

This part holds the analysis and result of the information gathered from the survey used in this research. The survey provides enough information about how English teachers use formative assessment in class and it allows an understanding of how teachers work to develop students' performance.

Survey on formative assessment for English teachers

Section 1: Teachers' background
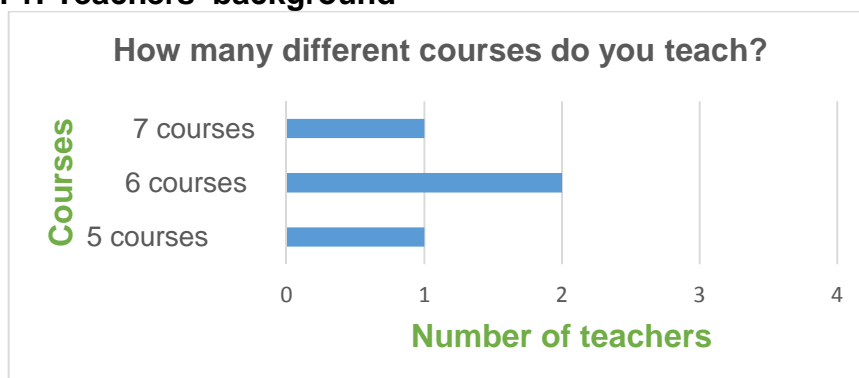
Graph 1: Courses per teacher**.**
Chart created by Lady Montenegro.

Regarding to the quantity of courses that teachers have in charge, one works with 5 courses, while two with 6 courses, and one of them with 7 courses. The maximum of courses is six to teachers but they have more than six or less in some cases. It could be said that the average is 6 courses per teacher.
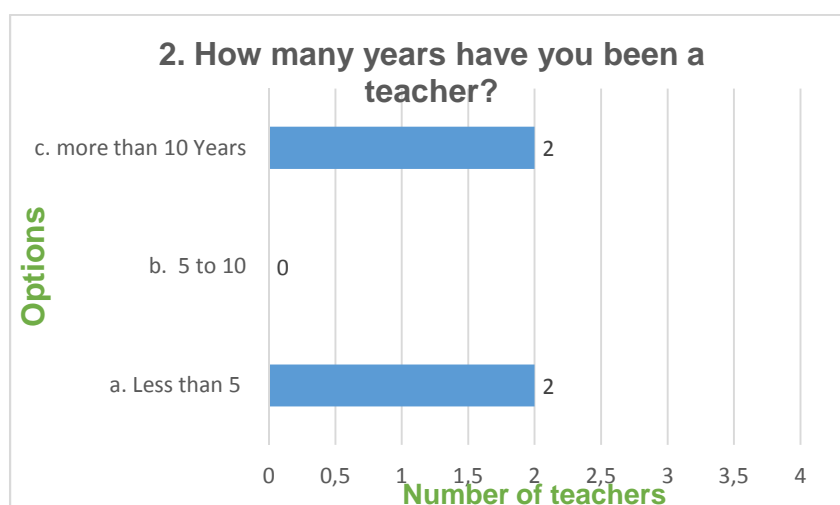
Graph 2: Teaching experience.
Chart created by Lady Montenegro

Regarding teachers' experience, two of them have been working less than 5 years, it means that they may have a little experience in their teaching practice; however, the other half of the educators are working more than 10 years, and it shows that they might have a wider point of view of formative assessment.
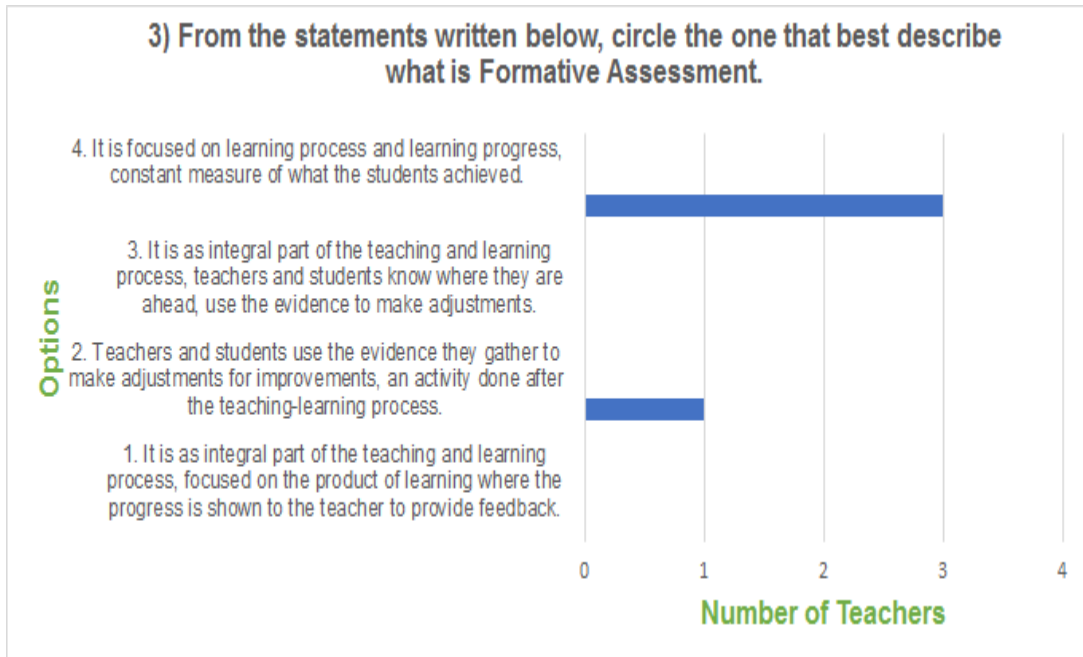
Graph 3: characteristics of formative assessment.
Chart created by Lady Montenegro

This chart shows how much teachers know about formative assessment characteristics, and one of them has answered that formative assessment is an integral part of the teaching and learning process, focused on the product of learning where the progress is shown to the teacher to provide feedback (adapted from Garrison & Ehringhaus, 2010) and 3 teachers have chosen option 4 which indicates that it is focused on learning process and learning progress, it constantly measures what the students have achieved, (adapted from Hauser, 2015). It shows that English teachers do not have a clear idea of formative assessment meaning.

Section 2: Formative assessment.

For each of the statements below indicate your level of agreement as: Formative assessment
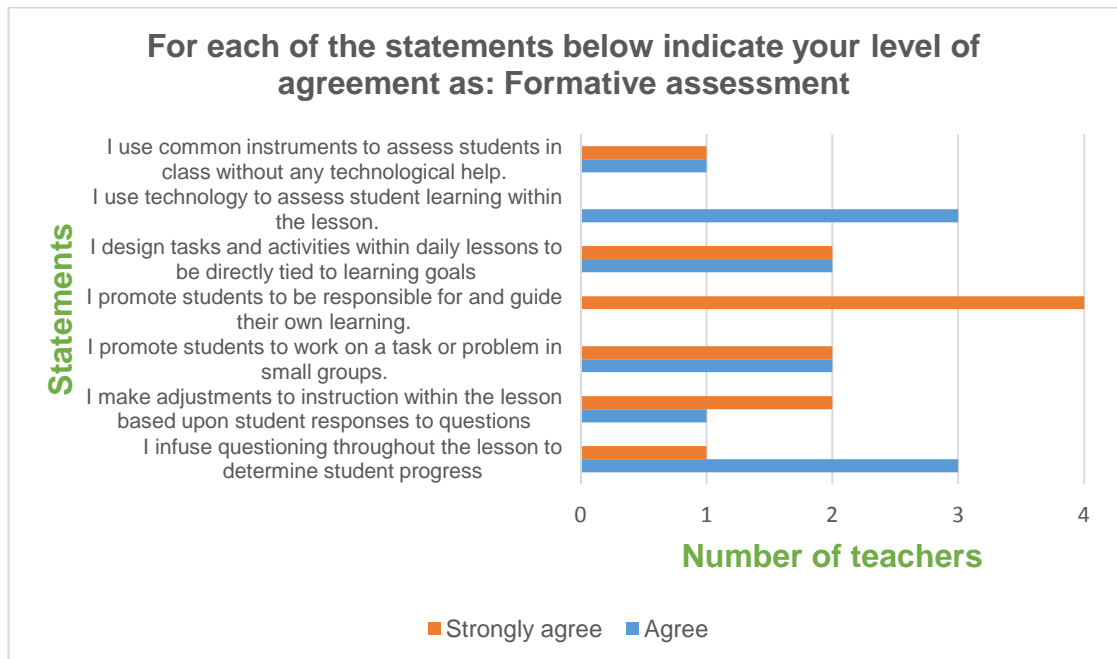
Graph 4: formative assessment.
Chart created by Lady Montenegro

First statement, infusing questions throughout the lesson to determine student progress, one teacher has chosen strongly agree and three agree, it seems that educators like to ask to their students in order to identify students' progress.

Second statement, making adjustments to instruction within the lesson based upon student responses to questions. Two teachers strongly agree, one agrees, and one disagrees. This means that few teachers do not have in mind making adjustments based on students' answers.

Third statement, regarding promoting students to work on a task or problem in small groups, two teachers have chosen strongly agree and two more agree. It shows that educators are eagering to support students working in groups.

Fourth statement, all teachers agree on promoting students to be responsible for and guide their own learning, it seems that the total of them are aware that responsibility and guide are important factors in formative assessment.

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Fifth statement, designing tasks and activities within daily lessons to be directly tied to learning goals, two teachers strongly agree and two agree, it shows that learning objectives have a close relationship with the lesson.

Sixth statement, preparing tasks and activities within daily lessons to provide evidence of student progress toward learning goals, shows that teachers are aware of applying formative assessment and keep evidence of students' development.

Seventh statement, use technology to assess students' learning within the lesson, three agree and one disagrees. It seems that English teachers use technology commonly and one does not use it.

The last statement, use common instruments to assess students in class without any technological help, one strongly agrees, one agrees, and two disagree. It shows that half of teachers do not like to work using technological devices, but there is a contradiction with the aforementioned statement because one disagreed using technology.

Section 3: Use of formative assessment.

For each of the item below indicate the frequency of assessment: use of formative
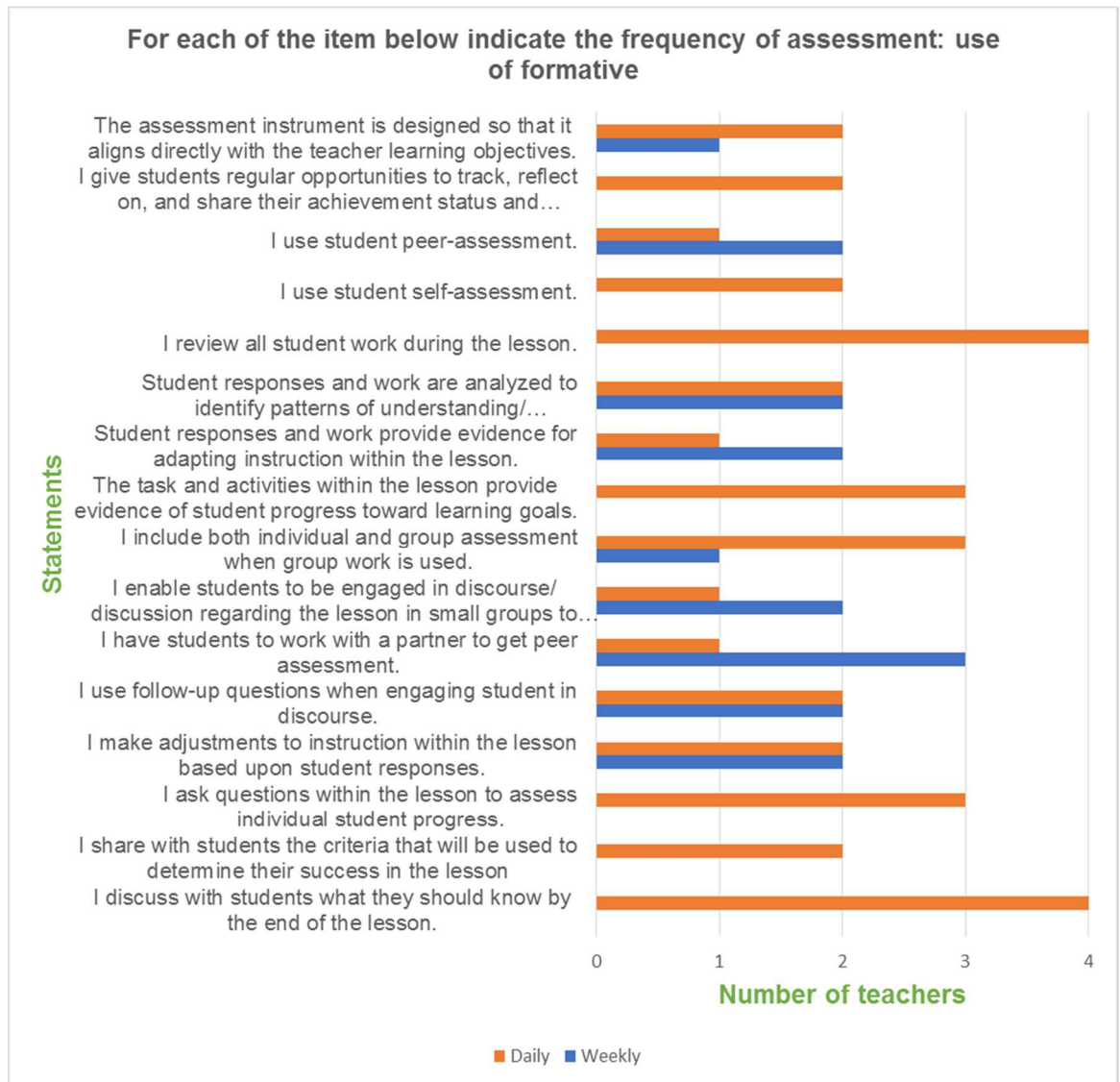
Graph 5: frequency of formative assessment.
Chart created by Lady Montenegro.

Regarding to discuss with students what they should know by the end of the lesson, all teachers have chosen the option (daily); it means, all take students' considerations of the objective of each lesson, educators are concerned to inform of the learners knowledge at the end of the lesson.

According to share with students the criteria that will be used to determine their success in the lesson, half of them answered daily and the other half not at all. It seems that two teachers do not tell to their students the criteria to be taken into account, and two educators inform the criteria to be assessed to identify students' progress.

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About asking questions within the lesson to assess individual student progress, all English teachers agreed that they ask questions daily to make an individual report of students' development.

On making adjustments to instruction within the lesson based upon student responses, half of teachers answer the option daily and it seems that they consider important the possible adjustments through the students responses and half of them have chosen weekly.

The use of follow-up questions when engaging students in discourse is also relevant to the half of teachers because they have chosen the option daily but the other half have answered weekly, it seems that teachers do not have a regular follow-up during class.

Few English teachers have chosen the option daily regarding to have students to work with a partner to get peer assessment and the majority have selected weekly, it is obvious that educators do not apply regularly assessment among students and they prefer teacher-student daily assessment.

To support the aforementioned statement, the minority of teachers have chosen daily in enabling students to be engaged in discourse/discussion regarding the lesson in small groups to get peer assessment, the half of them have selected weekly and the minority have answered monthly. It seems that the most of teachers do not apply peer assessment to engage their students.

Three teachers included both individual and group assessment when group work is used daily, one of them used individual and group evaluation weekly. However, there is a huge contradiction among English teachers answers inside these three statements mentioned because they say that there is peer assessment weekly and after that they mentioned that they include individual and group evaluation.

The majority of teachers say that tasks and activities within the lesson provide evidence of student progress toward learning goals, but one of them has chosen the option not at all. It means that three of teachers consider important getting evidence and one does not apply this part of the formative assessment regularly.

Regarding to student responses and work that provide evidence for adapting instruction within the lesson two teachers have chosen daily, one weekly, and one monthly. It seems that the majority are concerned about making adaptations daily during formative assessment but one makes it weekly and one irregularly, there is a lack of students' consideration in their learning progress.

Regarding to the statement about students' responses and work are analyzed to identify patterns of understanding/misunderstanding within lesson, half of the teachers applies it daily and the other half weekly. It means that teachers take into account the students' progress according to their needs.

All teachers have selected daily on the statement of reviewing all students work during the lesson, it seems that teachers have enough time to review students work every day.

Half of the teachers say that they use student self-assessment daily, while one weekly and one once a partial. One teacher uses student peer-assessment daily and three use it weekly. There is the same contradiction on the aforementioned result, because teachers have chosen that they do not like to do peer assessment but the majority of them have selected that they use peer-assessment at least weekly.

Half of the English teachers give students regular opportunities to track, reflect on, and share their achievement status and improvement daily, and one applies it weekly, but one never uses this chance for students.

Regarding to if the assessment instrument is designed so that it aligns directly with the teacher learning objectives, the majority have chosen daily, the minority weekly and once a partial. It seems that most of teachers keep in mind to use an instrument in formative assessment according to their learning objectives in a regular way; however, one designs the instrument to be used once every 7 weeks and it means that there is not the use of formative instruments or they are used without any learning objective.

Section 4: Assessment instruments.

From the following assessment instruments, which ones do you use in your EFL class? Assessment instruments
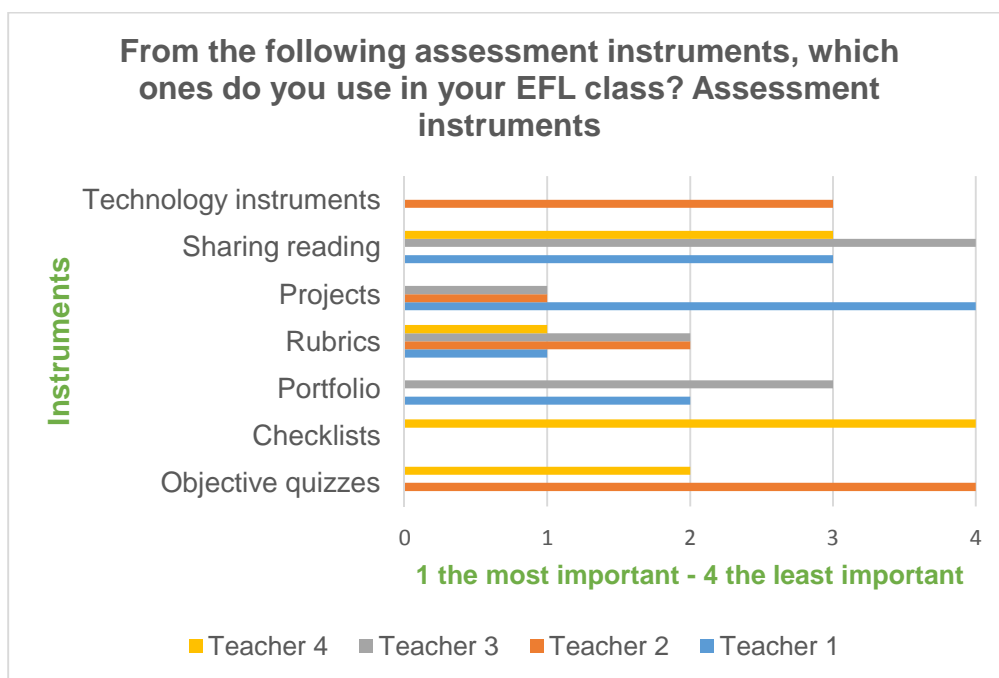
Graph 6: frequency of assessment tools.
Chart created by Lady Montenegro

This section contains to what extent formative assessment tools are important for classwork. There were provided some instruments and teachers were required to select 1 for the most important and 4 for the least important.

Objective quiz, checklists, projects and shared reading were considered the least important by teachers. This result was followed by technology instruments, portfolio and the most chosen was rubrics, which is necessary for assessment.

Finally, there is the lack of use of technological instruments by English teachers because one of them has taken it into consideration as number 3. It means that the majority of educators do not recognize that there are different ways to work during formative assessment using technology and it is helpful to support faster assessment of students understanding and make follow-up to students.

Section 5: Digital resources to be used in EFL class.
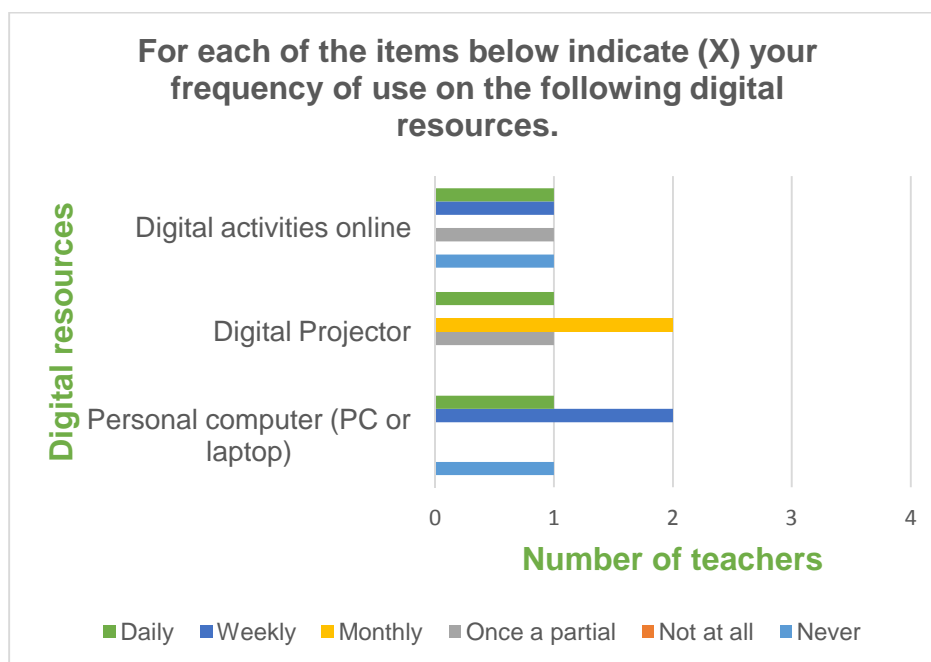
Graph 7: frequency of digital resources.
Chart created by Lady Montenegro

The last section shows the use of frequency of digital resources in EFL class and the options are about the use of personal computer, digital projector and digital activities online.

On the frequency of use, one English teacher said that he/she uses the computer daily; two once per week, and another never. Just two of teachers use the projector daily; once a partial; and, half of them use it monthly.

4.1 Research results.

First, the research results have demonstrated the influence of formative assessment application on students of baccalaureate during EFL class in Angel Tinoco Ruiz School. They are the lack of improvement of English learning, development of critic and reflexive analysis, sense of responsibility in rolls assigned to them, solving individual problems, acquiring coherence between the grammar structure and content. However, the most relevant influence of formative assessment application on students is the lack of participation because they do not understand instructions or basic knowledge. Students do not have awareness of a self-critic about how much knowledge they are acquiring during formative assessment process.

Second, the research result has showed the assessment style being applied by teachers at Unidad Educativa Angel Tinoco Ruiz of students of baccalaureate and it is explained according to section one to the survey applied to English educators. The first section evidences that all teachers haven't known the main characteristics of formative assessment because they have chosen "Teachers and students use the evidence they gather to make adjustments for improvements, an activity done after the teaching-learning process/It is focused on learning process and learning progress, constant measure of what the students achieved" (taken from the survey); it means, if teachers do not keep in mind the real meaning of formative assessment, it is difficult to apply the correct assessment style in class to develop academic proficiency in students.

To support the idea, teachers must not have selected the options aforementioned because formative assessment is not an activity done after the teaching-learning process or a constant measure of what the students achieved. Formative assessment characteristics are focused on teaching and learning process, teachers and students know where they are ahead, and use the evidence to make adjustments. In other words, formative assessment is the improvement of teaching-learning process where the students learn more every class, teachers improve their teaching practice using interactive instruments, and making adjustments during the teaching process when students have shown gaps.

Third, formative assessment being applied during EFL class with students of baccalaureate at Angel Tinoco Ruiz has been researched by the second and third section in the teachers' survey. Section two is about formative assessment and teachers disagree to make adjustments to instruction within the lesson based upon students responses to questions. It is very relevant that English educators realize the diversity of students in the classroom in order to take into consideration learners blanks in learning goals. Research result has shown that there is not modification in any instruction by teachers to facilitate personal learners achievements.

Additionally, section three investigated the use of formative assessment by teachers and the research result revealed that educators do not ask question in class to assess individual student progress. It obvious that teachers do not see that asking questions is an important part of the teaching-learning process. Asking question is important not only for students but for teachers as well as. It is helpful for learners can get a connection between prior knowledge and new information and the most relevant aspect is that it can show students' thinking and conceptual misunderstanding. It is also useful for teachers because through it teachers can observe the individual development in order to support them changing or adapting the formative assessment procedure.

Moreover, there is a significant aspect found out in the research study, it is that teachers believe that task and activities within the lesson provide evidence of students progress toward learning goals once a partial. It is thought that teachers are thinking in summative assessment because it is addressed to the evaluation at the end of a term like a partial. Tasks and activities give evidence of students development every day because it allows to recognize students' weaknesses or strengths and monitor students improvement and learning.

Finally, the research results show how English teachers classify several instruments tools of formative assessment in order to enhance understanding in students of baccalaureate. This statement is supported in section four and five of the survey. It shows that there is not an importance to technological instruments by English educators, the application of formative assessment through the technology is a real challenge because it only one teacher has

chosen technology as number 3. Teachers do not recognize that the use of instruments with the help of technology have a constructivist perspective where learning is not taken as a single or usual process but it is the students ability to acquire knowledge inside an interactive way. The last important result was found out in the contradiction at the end of the survey because teachers say that they use digital projector but they never use a computer, or educators use the computer daily but they never make digital activities online or the use of the projector once a month.

4.2 Discussion

Teachers' background

The literature review indicated that formative assessment is as integral part of the teaching learning process, teachers and students know where they are ahead and teachers use the evidence to make adjustments. Lopez (2012) states that every assessment has an objective and it is to improve the teaching-learning process. (Hanover, 2014, p. 4) "We use the general term assessment to refer to all those activities undertaken by teachers and students in assessing themselves that provide information as feedback to modify teaching and learning activities" and Ley Orgánica de Educación Intercultural (2016) states that the formative assessment is focused on students learning process.

However, this research has demonstrated that zero percent of teachers do not know the characteristics of formative assessment because they believe that the evidence of formative assessment should be gathered at the end of the teaching-learning process. When the teachers do not know the characteristics of the formative assessment, it is a little difficult to apply it every day. There is a limitation of improving student performance when there is not a conception of the real formative assessment.

Formative assessment

The literature review is related according to Wiggins (1991) the students' understanding is not measured by tests with abilities and knowledge

without context, students can apply their knowledge in fluently, flexibly, and aptly way when they have acquired knowledge previous to be tested. However, twenty-five percent of English teachers disagreed to be flexible and make adjustments to instructions. On one hand, Eady & Lockyer (2013) suggest that the use of technology improves formative assessment. On the other hand, twenty-five percent of the teachers disagrees to use technology to assess student learning within the lesson. It is vital to understand that technology has taken part of the teaching-learning practice and it is vital to support students learning.

Use of formative assessment

NWEA organization (2016) argues that questioning is a strategy which has two purposes, it promotes student thinking and find errors or misconceptions, while Wiggins (1991) says that when students are more tested, they are better learning because frequent tests develop learners learning and remembering. Although, one English teacher does not ask questions within lesson to assess individual student progress. Making question is important to teachers and students because teachers can notice the learners gaps and students can make a self-evaluation of their own knowledge acquisition.

Additionally, one teacher has selected to use student self-assessment once a partial, it is because the teacher considers the self-assessment as a test taken by the student at the end of the partial. However, Hanover (2014) stated that students can self-assess to know; what they learn, where they are, and how they learn in order to close any blank. In other words, self-assessment should be taken daily or at least weekly because through it the students can notice their academic development. Wiggins (1991) said that education should be focused on knowledge more than solving problems, through self-assessment the students will be able to recognize if they are acquiring knowledge.

While Lopez (2012) argued that collect information develops understanding into students and teachers learn to work every time better. NWEA organization (2016) stated that gathering evidence purpose is to

identify students' needs in the suitable moment. However, twenty-five percent of teachers said that they provide not at all tasks and activities which reflect evidence of students progress toward learning goals. This statement reflects the lack of teachers awareness of taking evidence with the purpose to close learners gaps. Finally, Ley Orgánica de Educación Intercultural (2016) claims that education is based on thoughts, ideas, opinions, concepts, theories; but one teacher does not give students regular opportunities to track, reflect on, and share their achievement status and improvement.

Assessment instruments.

Eady & Lockyer (2013) states that technology has two important roles with education: teachers raise engagement and motivation of students and provide different learning styles to improve learning outcomes. Although, seventy-five percent of the English teachers haven't selected technological instruments as important during formative assessment, but only one teacher has chosen the technological instrument as number three, it was consider at almost the least important tool. This research has revealed the lack of technological instruments used by English educators.

Objective quizzes has the purpose to show what students have learnt and it seems that the minority of teachers do not consider objective quizzes as important, teachers may not create effective quizzes to see students' progress. Checklist appears to be the least important because only teacher has chosen it as number 4. Educators do not see checklists as tools with specific criteria to be taken into account in order to collect information. The portfolio is located as number 2 and 3, it means that it is more or less useful for English teachers, the majority of teachers do not identify the help of portfolio during the formative assessment because they can provide to them visual and written evidence of class assignments.

All teachers have chosen the rubrics as the most important to be used in the formative assessment, it seems that they provide them to their students before to work in any class activity or extra activity in order to support learning and to make the learners' tasks efficient and objective. Half of teachers have designated projects as the most important, it means that teachers know that

projects are useful to know how to assess learners progress. However, a minority agrees that project is the least important.

Sharing reading was chosen as the least important and it is possible that teachers do not recognize that sharing reading provides useful information of individual weaknesses and strengths.

Digital resources to be used in EFL class.

Eady & Lockyer (2013) explain that digital learning resources help students to develop mental concepts through images. The same authors say that digital resources support students to process the information into working memory when learners meaningfully interact with the multimedia. The interaction should be meaningful when there is involvement of activities with the use of digital resources like the creation of a lesson. However, one teacher never uses the computer and other never applies digital activities online in order to improve the formative assessment.

To sum up, there was found out some issues regarding to formative assessment in Unidad Educativa Angel Tinoco Ruiz which influence on students academic development. The lack of knowledge of the meaning and the use of formative assessment, and the little application of digital resources through technological instruments are the most relevant aspects identified in this investigation. These results from the current research study help as a guide to develop a possible solution to improve the students learning opportunities during formative assessment practices applied by the teachers.

To conclude, how English teachers could have selected that they never use the computer when they mentioned to use projector, it is a big contradiction found in the survey because they need to have both of them in order to work in class.

5 CONCLUSIONS

The analysis of the data contribute to explain some conclusions regarding to how English teachers apply formative assessment in class at Unidad Educativa Angel Tinoco Ruiz.

- The fact is that English teachers infuse questioning throughout the lesson to determine student progress in order to make adjustments to instruction within the lesson based upon student responses to questions. Teachers also promote collaborative work throughout small groups and students take responsibilities as a part of it.

- Teachers talk with students about the learning objective and they make peer assessment weekly, there is also the application of individual and group assessment daily. In this way, there are provided some opportunities to students to track, reflect on their knowledge, and share their achievements and improvements.

- One staff teachers does not use technology during formative assessment, but a half of them do not use common instruments to assess their students in class without any technological help. There is not coherence in teachers answers because they disagree to use common instruments; however, they either use technology to assess students.

- It is not taken into account students involvement of the criteria that will be used to determine success, students ignore how they will be assessed during the class. Teachers believe that self-assessment is part of summative assessment, they are based on the result of the self-assessment at the end of the partial. Teachers do not give opportunities to track, reflect on, and share students achievement status and improvement. There is the lack of tracking of individual student progress and assessing student understanding.

- The striking conclusion is that teachers do not consider important technological instruments to improve formative assessment but they have argued to use technology to assess student learning within the lesson. They said that projects is the most relevant formative

instrument; although, they do not take into consideration that projects are carried out technology because most of the time they are based on research and presentations using technological tools.

- This research study was focused on how English teachers apply formative assessment in class in Angel Tinoco Ruiz school and it has found some negative results; however, it was worth because there were identified the weaknesses in order to provide a possible solution related to improve formative assessment practice.

RECOMMENDATIONS

There are three significant recommendations based on the improvement of formative assessment process by English teachers.

First at all, it is recommended a change of English teachers' methodology where educators keep the focus on assessment with teaching-learning development, it can be done through the use of dialogues to show the criteria to be assessed in order students know the elements required to work in a better way. The methodology changing also includes adjustments in the process a need to give opportunities of self-reflection in the acquisition of the knowledge. Additionally, there is also the need to self-assessment at least weekly because student can recognize their strengths and weaknesses.

Secondly, it is suggested the application of alternative ways of assessment which include questioning and answering or gathering evidence of students progress with the purpose to close students gaps in their learning when the evidence has shown blanks. Fullan (2017) claims that educators should assess using some techniques which allow to the students the development of creativity, collaboration, communication, critical thinking, construction of knowledge, global citizenship, and rezoning without leaving teaching-learning process of the subject.

Finally, it is recommended the use of innovative instruments as portfolios (Woolfolk, 2013) where students interaction and involvement are centered acquiring knowledge in content. Pastor and Lopez (2017) also agree that instruments should be used to cultivate significant ideas, processes or concepts to increase critical thinking, taking and planning decisions in order to create and perform knowledge. Instruments are considered as learning tools because they have as a purpose to support students acquiring knowledge through content. Other instruments to be recommended are the WebQuest (Dodge, 1997) and WixSite (Avisahi, 2006). These instruments can be used in an interdisciplinary way because the students can research, synthesize, and analyse while they are doing the activities shown in these Web applications.

6 PROPOSAL

Improving Classroom Formative Assessment through Educative Technological Instruments.

6.1 Introduction

According to the conclusions presented formerly, the formative assessment process was found not be supportive for students; and, the teacher's methodology used for assessment resulted into a traditional system. A possible solution would be the use of some innovative assessment instruments which can provide a better evaluation process for students and teachers.

Even though it was researched about several possibilities of formative assessment, for this proposal it was chosen mostly a digital solution that will be accompanied with a traditional assessment instrument as it is the portfolio. This proposal might present a constraint for the teacher since she/he must instruct the students on the use of the digital applications to be used and for students it might present a moment to adapt to new instructions and technology.

The most suitable instruments are taken from the literature review and they are WebQuest and WixSite, but they are complementary to one and other; they are connected because they have a close relationship with the topic that will be covered in Unit 1 plus the review activities based on prior knowledge, about people who have changed the world with inventions and technology.

WebQuest is a project based application that focuses on activation of students' previous knowledge, this instrument was chosen because its content has a connection with the last textbook studied in first course of baccalaureate. Students are required to complete all the activities in the webquest app during a certain amount of time. Students will be required to start with a wixSite application when they finish with the activities asked in the webquest. The wixsite has all information related with the unit 1 of the textbook, Getting Away, which content is about. This unit uses present and past simple, and the four English skills.

The wixsite is a web tool where students will spend 4 weeks, which mean 3 lessons all of them are related with the topic. The first lesson demonstrates the students' ability to notice some amazing places in Ecuador. The second lesson is about food, there is a variety of food from Ecuador and students will be able to recognize Ecuador's diversity. The third lesson is the last part of the wixsite and the most relevant because here students will able to compare Ecuador with other countries in their customs.

Additionally, it will be used a portfolio as an instrument with a rubric for each skills section; for instance: vocabulary, grammar, reading, listening, writing, and speaking. The application of this tool is important because it will be focused on all activities done in the Webquest and Wixsite. The use of web applications and portfolio will be helpful to get students involved in different activities, which will achieve collaboration in pair and group work. Students will acquire individual responsibilities and will be able to share ideas to build their own knowledge. Learners will be required to make a portfolio in a notebook with all activities while they are doing in the web. This portfolio will be assessed during the 8 weeks with the help of rubrics.

This lesson plan will take 8 weeks because it is the time to spend in one partial during a unit. It was tested this group of students in the diagnostic assessment period at the beginning of the year and it was noticed the poor use of English skills. Formative assessment will be taken during the application of the instruments contained in this proposal, it must be the monitor moment; at the same time, if there is the need, there will be done adjustments during this stage when whenever it is noticed that students get some blanks due to several reasons like; misunderstanding, complex grammatical structures, lack of Internet knowledge, etc.

It is expected to see students' improvements after the second quimester because it will be the moment when they have learnt to use the two digital applications used for teaching: Webquest and Wixsite. Students must also need to adapt to new classroom management since the lessons will be carried out in a computer laboratory. Finally, it would be necessary to compare the grade reports scores versus the outcomes expected at the beginning of the school year 2019-2020.

Justification

After the investigation of teaching-learning practice of formative assessment there is the need to improve classroom performance. The improvement could be applied through the use of educative technological instruments as a strategy to achieve students' academic performance. The application of a diversity of tools is beneficial because it gives the opportunity to know about teachers' practice, students' achievement, and the strong relationship between the content and the use of instruments; all of these reasons are addressed to improve education in class and achieve learning goals.

There are three important beneficiaries in the use of educative technological instruments: students, English teachers, and the educative institution Angel Tinoco Ruiz.

Students are the most important beneficiaries because they will be engaged on using a different way to learn. The use of technological instruments will promote interaction among students and teachers with students in formative assessment process. It is also beneficial because students could be able to find out their own blank areas to support themselves. The application of collaborative activities will make students be able to create their own knowledge upon their prior knowledge to make a connection with the new information.

The present proposal is one of importance for English educators because they can raise learners' collaboration in order to get successful students. Teachers can include individual, peer, and group assessment through the use of instruments in class, these type of assessment will provide evidence of students' progress with the purpose of making adaptations when there will be found students gaps. Teachers will be able to notice when their students are ahead to improve students' academic performance.

Finally, the educational staff can be benefited because all can apply the instruments provided in this proposal; additionally, they will turn into researchers looking for new instruments after the use of the present

technological tools. Teachers of all areas could also think of their formative practice to make changes in their lesson planning.

6.2 Objectives

General Objective:

To apply the most suitable digital assessment instruments at Unidad Educativa Angel Tinoco Ruiz with second course of baccalaureate

Specific Objectives:

➢ To use digital assessment instruments: Webquest and Wixsite for the formative assessment.

➢ To motivate students to make effort on learning English skills by using digital assessment instruments.

➢ To promote collaboration to participate in group work activities.

7 LITERATURE REVIEW OF THE PROPOSAL

7.1 Definition of educational technology.

Saettler (2014) reveals that the way of giving a message can manage the learning process, it refers of the knowledge been manipulated by teachers through the use of technology. Heinich (2012) also defines technology like a scientific knowledge which has relationship between the human learning with the useful tasks in order to teach and learn. In other words, educational technology is used to promote students' knowledge in practice and this understanding should be effective and predictable addressed to achieve learning goals. The Commission on Instructional Technology cited in Saettler (2014) claims that educational technology is the communication way which can be available for instructional purposes as the teacher can replace the book by the blackboard, the use of the educational technology is going beyond than a text, it is the teachers' ability to teach the content of the book through of the appropriate technology.

7.2 Webquest and Wixsite use.

Based on the research results of formative assessment applied by English teachers and the empirical observation of second course of baccalaureate, it is necessary the implementation of innovative instruments which help to improve the formative assessment practice. WebQuest and WixSite are useful to increase formative assessment practice because they increment the competences to make easier the learning.

Garcia (2017) states that Webquest is an innovative digital resource which can be applied to assess students development. The Webquest can provide some interesting opportunities calling the learners attention. Orna (2012) argues that the Webquest replace all ways of traditional teaching and it is focused on the constructivism where the students can create their own knowledge. The WebQuest is considered like a bridge between a world with a lot of technological tools and learning research ways because students investigate to complete the activities presented in the platform.

Lemley (2018) argues that teachers and learners try to learn together. The teacher takes into account the order of the chairs in rows and the board in front of students and it is a good way to engage thoughts and discussion. Educators have a huge responsibility to inspire the students to love acquiring knowledge; it is said, the engagement of curiosity and it is achieve through the application of tools. WixSite is the digital instrument which allows to work with the methodology and curricular plan, it is developed by teachers to assess the students progress in groups, peer, even individually. The WixSite is a technological instrument to increase the dialogue among learners in order to challenge them to research the activities to be done.

7.3 Characteristics of the WebQuest and WixSite.

Resources Management Association (2010) says that both webquest and wixsite have a cooperative approach because the activities allow to them interact among themselves. These technological instruments allow to incorporate videos or audio-scripts made in other applications like PowToons and the students are required to take individual responsibilities. There are the incorporation of PPT and Word documents through a link.

Quintana & Higueras (2007) state the main characteristics of the WebQuest and Wixsite:

➢ The activities are related to the real life and with the textbook.

➢ Consideration of students' background to make a connection with the new information.

➢ The advantage of own students creation of knowledge and the elaboration of material in order make presentations.

8 GENERAL COURSE DATA

The proposal will be applied to 50 students who attend five hours per week. They will get 40 hours during the lesson plan.

Expected outcomes

➢ The use of several instruments during formative assessment class will improve and raise individual, pair and group work participation and collaboration.

➢ Motivated students who want to make effort learning English in a critical and reflexive way to increase or reinforce understanding.

➢ Students who want to participate with interactive activities every day and keep their interest highly.

Textbook

English textbook for students level B1.1. Ministerio de Educación del Ecuador. I could be said that the textbooks have changed year by year, our government is interested in improving the English teaching practice. They reflect more complex information of grammatical tenses and there is the need of increasing students' knowledge every day.

8.1 Course planning

INSTITUTIONAL LOGO	SCHOOL NAME	SCHOOL YEAR
	UNIDAD EDUCATIVA "ANGEL TINOCO RUIZ"	2018-2019
MICROCURRICULAR PLANNING BY SKILLS AND PERFORMANCE CRITERIA		

1. INFORMATIONAL DATA

Area:	Foreign Language		Subject:	English
Teacher(s):	Lady Montenegro Ordóñez			
Grade/ Course:	2nd course, parallel A-B		Education Level:	BGU B1.1

2. TIME

WEEKLY HOURS 5 HOURS	NUMBER OF WEEKS OF WORK 8 WEEKS	LEARNING ASSESSMENT WEEKS All time	TOTAL WEEKS OF CLASS 7 WEEKS	TOTAL OF PERIODS 40 HOURS
Periods: 40, 5 class periods per week			**Weeks:** 8	

Book: *English B1.1*	Unit: 1 "Getting Away"	**Objectives:** **Retrieved from:** "ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL BACHILLERATO" (Ministry of Education, Website, 2017) O.EFL 5.1 Encounter socio-cultural aspects of their own and other countries in a thoughtful and inquisitive manner, maturely, and openly experiencing other cultures and languages from the secure standpoint of their own national and cultural identity. O.EFL 5.6 Through selected media, participate in reasonably extended spoken or written dialogue with peers from different L1 backgrounds on work, study, or general topics of common interest, expressing ideas and opinions effectively and appropriately. O.EFL 5.7 Interact quite clearly, confidently, and appropriately in a range of formal and informal social situations with a limited but effective command of the spoken language.

Retrieved from: "ENGLISH AS A FOREIGN LANGUAGE FOR SUBNIVEL BACHILLERATO" (Ministry of Education, Website, 2017)
CE.EFL.5.2 Demonstrate an ability to discuss culture by analyzing cultural products and referents from Ecuador and other countries while making informed choices about and taking action on issues of prejudice and discrimination.
CE.EFL.5.7. Production Accuracy and Intelligibility: Use appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level-appropriate purposes.
CE.EFL.5.11. Identify and apply a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs.
CE.EFL.5.14. Identify, critically evaluate and recommend a variety of potential resources and references, including digital tools that support collaboration and productivity, for educational and academic use.
CE.EFL.5.16. Respond to and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text.

Performance Indicators (Ministry of Education, 2016, p. 38)	**Evaluation: Activities / Techniques / Instruments**
Communication and Cultural Awareness I.EFL.5.2.1. Learners can exhibit an ability to discuss culture by analyzing cultural products and referents from Ecuador and other countries while making informed choices about and taking action on issues of prejudice and discrimination.	**ACTIVITIES AND TECHNIQUES** **Using WEBQUEST application: 1st, 2nd, 3rd week.** The teacher will conduct these activities in the computer lab. Students are going to be instructed on how to open the Webquest session and how to use the interface of the application.These are the activities that must be found on the Webquest site designed and provided by the teacher previously. Follow the Site place generated by the author. https://sites.google.com/site/inspirationalpeopleweb/task

Oral Communication I.EFL.5.7.1. Learners can communicate clearly and effectively by using appropriate vocabulary and language in a variety of oral interactions for a range of audiences and level-appropriate purposes. **Reading** I.EFL.5.11.1 Learners can Identify and apply a range of reading strategies in order to make texts meaningful and to select information within a text that might be of practical use for one's own academic needs. (I.1, I.2, I.4, S.3) **Writing** I.EFL.5.11.1. Learners can Identify and apply a range of reading strategies in order to make texts meaningful and to select information within a text	• Introducing stage 1: Making a list of all the inspirational people who have changed and improved the world. • Identify a characteristic that make each person important and inspirational. • Work in pairs using the new suffixes that while exploring more characteristics. http://www.biography.com/people/mark-zuckerberg-507402 • Investigate as much as possible about the chosen inspirational person for next week and write some sentences about that person. • Use the link with the information of Mark Zuckerberg <u>http://www.biography.com/people/mark-zuckerberg-507402</u> as an example to start writing and also watch the video which presents Mark's biography. • In the second stage of the project, Ss (students) should work one week, in groups select an inspirational person and the aspects of his/her life to talk about them. Groups must present a paragraph. • All people in the group present an inspirational person and then they have to agree on selecting only one of them and consider important aspects to elaborate, also assign responsibilities among themselves to investigate. • In the last stage, the third week and Ss are required to summarize and write the information in their own words. Organize chronologically the information about the person chosen. Use the following link in order to clarify the idea. <u>http://puffin.creighton.edu/museums/archive/8_dkovach/nf-bio.html</u> • Finally, create a visual presentation in PowerPoint for the oral one. Use only visual aids to keep the text to a minimum so that Ss get help from pictures and avoid reading everything.

that might be of practical use for one's own academic needs. **Language through the Arts** **I.EFL.5.16.1.** Learners can respond to and interpret literary texts, including original stories written by peers, referring to details and literary elements of the text.	**Using WIXSITE application: 4th, 5th, 6th, 7th week** Ss must complete these activities with the help of the teacher all the time in order Ss can manage the application. Follow the Site place generated by the author. fradekarmy.wixsite.com/misitio-1 **LESSON ONE:** amazing places to visit. - Match the words with their definitions. Use notebooks(Portafolio) - Discuss with a partner "What does Yacuviñay mean". Then listen and check your answers. (Online activity) - Listen again and write the adjectives that you have listened. Use notebooks (Online activity and Portfolio) - Listen, check the questions and circle the correct answers. Use notebooks (Portafolio) - Fill the blanks, use the forms of the BE verb (am-is-are) in affirmative, negative or interrogative.(Online activity and Portfolio) - Complete the first and the second columns of the chart KWL about "Salinas de Tomabelas". Share your answers with the class. Use notebooks (Portafolio) - Read the text about "Salinas de Tomabelas", write T for true sentences and F for false, then correct the false sentences. (Online activity and Portafolio) - Think in an amazing place that you know well, it could be in your hometown, province or country. Then complete the mind map. - Talk to a partner about an amazing place that you know. Use the prompts.

LESSON TWO: passion for food

- Look at these pictures and write the under the correct heading. Then compare your answers with a partner.

- Listen to a conversation between a waitress and Kary. Then answer this question (Online activity and Portfolio)

- Listen and watch a video about some/any and circle the correct word some or any (Online activity and Portfolio)

- In groups of four discuss the following questions:

- Look at the picture. Then read how to make Tigrillo. Do you think it is easy? Can you prepare it? (Online activity)

- Read the text again and answer these questions. Use notebooks (Portafolio)

- Think in some food that you like, love, don't like and hate. Complete the chart below. Use notebooks (Portfolio)

- DRAW and WRITE. First, draw a picture of your favorite food. Second, describe the ingredients, write about the preparation and explain the reasons why you like it! Use notebooks (Portafolio)

- In pairs share their ideas.

LESSON THREE: cultural practices in Ecuador and around the world.

- Listen to the audio script and be familiar with the word bank (Online activity)

- Look at the word bank and write each of them under the image.

- Listen to an interview to a Japanese student who is talking about a Japanese festival, then classify the words under the correct heading. (Online activity and Portafolio)

- Listen to an interview to a Japanesse student who is talking about a Japanesse festival, then answer the following questions. Use notebooks (Portafolio)

- Listen and watch a video with the explanation of present simple and Fill the gaps using the verb in parentheses (Online activity and Portafolio)

- Look at the words enumerated then match with their meaning. (Online activity and Portafolio)

- Read the article again and click to the next link to complete the chart with nouns, adjectives and verb from the reading given. (Online activity)

http://docs.wixstatic.com/ugd/46ff1a_7260e50144d5401f9444687e0cde6281.docx?dn=image......docx

- Look at the PowerPoint presentation. (Online activity)

http://docs.wixstatic.com/ugd/46ff1a_f5cebdabe054453a95f5a8e66e91aa55.ppt?dn=adverbs-of-frequency.ppt

- Work with a partner. Describe your study habits. Use adverbs of frequency according to the example. Use notebooks (Portafolio)

- Imagine that you are spending your vacation in Carnival. Write an email to a friend talking about your experience. Use notebooks (Portafolio)

- Work with your partner, choose one cultural event or festival and talk about it.

| | **Results of the lesson planning 8th week** |
| | All students of the parallel A-B of the second course are required to make four groups. Two groups (one of each parallel) will talk about wixsite and the other of webquest as an exposition. They will talk about the activities they have done and the knowledge have been acquired during the seven weeks. The other two groups (one of each parallel) will present an exposition of the benefits of the wixsite and webquest. Were they easy to manage? Were they useful to learn English? So on...... (students ideas) **INSTRUMENTS**▪ WebQuest. Site, generated by the author.https://sites.google.com/site/inspirationalpeopleweb/evaluation/home?pli=1▪ WixSite. Site, generated by the author.fradekarmy.wixsite.com/misitio-1▪ Portfolio (notebook)▪ Rubrics |

3. ADAPTED CURRICULUM		
Students with Special Needs	**Specifications of the Material to Be Applied**	

Lack of hearing

- ➢ Drawing students' attention to the lesson
- ➢ Using existing material and human resources

Lack of acquiring knowledge

- ➢ Using existing material and human resources

There is no one right way of assessing students' achievement. Teaching and assessment should balance use of analytical, creative, and practical thinking. Teacher finds the suitable moment to assess them.

Lack of hearing

- ➢ Seat the student in the second row and a little off to one side of the classroom.

- ➢ Allow the child to move to another seat, chair or place in the room that allows him or her to see better as classroom activities change.

- ➢ Student notetakers can be used so that the student with hearing loss can focus on the instruction

- ➢ Students with hearing loss, listening while taking notes at the same time as possible.

- ➢ Work in peers and groups.

Use of DVDs, videotapes, and web videos well in advance to determine if he/she is captioned the information.

Speak at a normal rate.

Students are the best human resource to work in class.

Use of text, pictures, illustrations, charts, maps

Watch videos and after that he/she work in peers and take a responsibility inside it.

Create things, scribble and draw

Teacher promotes speaking throughout his/her classmates.

Read instructions and/or reading as the rest of students.

Use of digital resources as the rest of the class.

Lack of acquiring knowledge	
➢ Seat the student in the second row and a little off to one side of the classroom. ➢ Work in peers and groups. There is no one right way of assessing students' achievement. Teaching and assessment should balance use of analytical, creative, and practical thinking. Teacher finds the suitable moment to assess them.	
CLIL Components Science/Technology/Arts: To create a Promotional Radio Advertisement and record a radio advertisement to promote a holiday destination.	**Transversal Axes** Intercultural awareness, respect, multiculturalism, responsibility, solidarity.

Prepared by Teacher: Lady Montenegro Ordóñez Signature: Date: 18th December, 2018	**Revised by** Teacher: Lady Montenegro Ordóñez Signature: Date: 5th February, 2018.	**Approved by** Teacher: Lic. Luis Fernández Buele. Signature: Date: 5th February, 2018.

RUBRIC FOR WEBQUEST PROJECT

Name: …………………………………..   **Date:** ………………………

Course: …………………………………...   **Level:** …………...…………

CRITERIA				
Areas Assessed	**Great Work! 4**	**Good Job! 3**	**Getting There! 2**	**Not Quite! 1**
Organization	All materials are neat and information is easy to understand.	Most materials are nest and most information is easy to understand.	Some mistakes are nest and some information is easy to understand.	Materials are not nest and the information is difficult to understand.
Content	Facts are accurate for all events reported on the timeline.	Facts are accurate for almost all events reported on the timeline.	Facts are accurate for most (60%) of the events reported on the timeline.	Facts are often inaccurate for events reported on the timeline.
Research	Information is accurate and images are real.	Most information is accurate and most pictures are real.	Some information is accurate and some pictures are real.	Project is not thoroughly researched and a few pictures are real.
Resources	The timeline contains events and relevant information related to the topic being studied.	The timeline contains most events and some relevant information related to the topic being studied.	The timeline contained some events and some relevant information related to the topic being studied.	There is not a timeline and a little information related to the topic being studied.
Presentation (speaking)	Speak in a clear and loud voice. Seem interested in the topic.	Speak in a clear and loud voice. Seem interested in the topic with	Voice is difficult for listener to hear. Seem interested in the topic but	Voice is difficult for listeners to hear. Seem uninterested in the topic.

	a few hesitations.	there are some hesitations.	

TOTAL: …………….

TEACHER COMMENTS:

....

....

Rubric 1: descriptive rubric.

Created by Lady Montenegro, adapted from Stevens & Levi (2005)

RUBRIC FOR WIXSITE PROJECT OF LISTENING SKILL

Student's name: ……………………………………………..				
	Area of concern 1 mark.	Need work 2 marks.	Good 3 marks.	Well done. 4 marks.
Ability to focus	The student was not able to concentrate on the listening task and was easily distracted.	The student found it difficult to concentrate on the listening task, but was sometimes able to attend.	The student was most of the time attentive and usually able to listen with good concentration.	The student was able to concentrate all the time and listen throughout the assessment.
General understanding	Student did not understand vocabulary.	Student was able to complete a little of vocabulary	Student shows a general understanding of the vocabulary	Student shows a very good understanding of all vocabulary
Listening for details	Students was not able to grasp specific details	Student included specific information occasionally	The student was able to include most of specific information	Student included all specific information.
	Student's answer	Student included a	Student gave mostly	The content was always

Accuracy of answers	was unrelated to the information.	small amount of information.	accurate answers.	accurate and related with the information.

Total: ……………..

Rubric 2: grading rubric.
Created by Lady Montenegro, adapted from Stevens & Levi (2005)

RUBRIC FOR WIXSITE PROJECT OF READING SKILL

Student's name: …………………………………………………………		
CEF standard	**Performance**	**Descriptor**
Can scan longer texts in order to locate desired information, and gather information from different parts of a text to fulfill a specific task.	Excellent (10)	Successfully draws logical conclusions based on the information provided in long texts.
	Good (7-9)	Draws logical conclusions based on the information provided in long texts. Difficulties may be presented when inferring some ideas, but these do not affect comprehension.
	Needs more practice (5-6)	Fails to draw logical conclusions based on the information provided in long texts.

Rubric 3: grading rubric.
Created by Lady Montenegro, adapted from Stevens & Levi (2005)

RUBRIC FOR WIXSITE PROJECT OF WRITING SKILL

Student's name: ………………………………..				
	Area of concern <40%.	Need work 50/60%.	Good 70/80%.	Very well. 90/100%.

Content ideas	Writing does not clearly communicate the message.	Writing is limited, it is a little difficult to understand the message.	Writing is focused on the topic but there are a few mistakes.	Writing is confident, it holds the reader attention.
Organization	Writing is confused and there is not connectors.	Writing format is not the correct, there are a few connectors.	Most of the time use of correct writing format, student incorporates a coherent transition.	All the time use of correct writing format, student incorporates a coherent transition.

Rubric 4: descriptive rubric**.**
Created by Lady Montenegro, adapted from Stevens & Levi (2005)

RUBRIC FOR WIXSITE PROJECT OF SPEAKING SKILL

Student's name: …………………………….			
Aspect to be evaluated	Need improvement <4 marks	Satisfactory 5-6 marks	Good 7-8 marks	Excellent 9-10 marks
Grammar	It is difficult to understand the student.	Student express their ideas with some grammatical errors	Student make some mistakes but he/she is able to correct them	Students express their ideas clearly and using proper sentence structure
Pronunciation	It is hard to understand the student	Student was slightly unclear with the pronunciation	Communication was good with some interference with communication	Pronunciation was very clear and it was understandable.

Vocabulary	Student used inadequate vocabulary to express ideas	Student has some mistakes in the use of the correct vocabulary	Student used most of words learnt in class	Use of all words learnt in class
Fluency	Speech is very slow, it is difficult for the listener to understand	Speech is slow and sentences may be left uncompleted but the student is able to continue	Speech has a little hesitation.	Speech is adequate and almost there is not any hesitation.

Rubric 5: grading rubric.
Created by Lady Montenegro, adapted from Chapeton, Nuñez & Murcia (2017)

8.2 Recommendations for the proposal

1. Given the chance of technology it is really important to recommend the use of it as a different methodology used by teachers in order to achieve students' academic performance with the help of technology.

2. Given that this proposal provides basis for students to construct their own knowledge with some changes in the curriculum, it makes a big contribution because students are more confident participating with technology.

3. The use of web sites like WebQuest and WixSite are recommended for teachers because they can use it in different ways. Teachers can make the web site or students and after that they can develop each activity, those activities can be used as homework if time is not enough in class.

4. The use of portfolio as an evidence of students' work is very useful because students can notice their own development and it is a tool for teacher when he/she is assessing. The portfolio is a document which demonstrate that the students are working in class or at home.

5. The rubrics described in the proposal are strongly recommended to all educators for class assessment between students or teacher-students because teachers are able to see if students have learnt or there is any gap in order to reinforced it.

6. The use of all these instruments are recommended to teachers because they have a close relationship among them and the key is the connection because students are in the topic all the time.

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ANNEXES

Inform in writing sent to the principal.
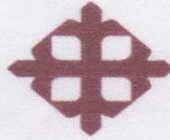
UNIVERSIDAD CATÓLICA
DE SANTIAGO DE GUAYAQUIL

FACULTAD DE ARTES AND HUMANIDADES

SOLICITUD DE PERMISO PARA REALIZAR INVESTIGACION

Con motivo de mi postgrado que estoy cursando en la Universidad Católica Santiago de Guayaquil, me encuentro realizando la investigación titulada.

"Mejorar la clase en el proceso formativo a través de la aplicación de innovadores instrumentos"

En tal virtud, ruego a ud. su permiso para recolectar información de los compañeros docentes y estudiantes de la Unidad Educativa "Angel Tinoco Ruiz". En este proceso incluye se una entrevista a 4 profesores de Lengua Extranjera Inglés y encuestas a 20 estudiantes de bahillerato. Además, este proceso será realizado durante los meses de marzo hasta mayo del año en curso para la mejor obtención de resultados.

Con sentimientos de distinguida consideración, segura de contar con su visto bueno para cumplir con los objetivos del proceso que la maestria requiere, me despido muy agradecida.

Atentamente

Lady Marietha Montenegro Ordóñez.

Estudiante maestrante.

Paccha, febrero 14 de 2017.

Recibido:
Febrero 14 - 2017

RECTORADO

Principal authorization

Autorizo a Lady Marietha Montenegro Ordóñez, la realización de la investigación "Mejorar la clase en el proceso formativo a través de la aplicación de innovadores instrumentos" en la Unidad Educativa.

Institución:

Unidad Educativa Angel tinaeo Ruiz

Rectora:

Mgs. Tránsito Susana Benavides Pineda.

f. ....

Teachers' surveys

UNIVERSIDAD CATÓLICA
DE SANTIAGO DE GUAYAQUIL

MASTER IN TEACHING ENGLISH AS A FOREIGN LANGUAGE MTEFL
SURVEY

Dear colleague:

My name is Lady Montenegro. I am conducting a research and I need your opinion about certain educational topics.

Section 1. Teachers' background.

1) How many different courses do you teach? Circle.

    4 courses   (5 courses)

    6 courses   7 courses

2) How many years have you been a teacher? Circle.

    a. Less than 5   b. 5 to 10   (c. more than 10 Years)

3) From the statements written below, circle the one that best describe what is Formative Assessment.

1. It is as integral part of the teaching and learning process, focused on the product of learning where the progress is shown to the teacher to provide feedback.
2. Teachers and students use the evidence they gather to make adjustments for improvements, an activity done after the teaching-learning process.
3. It is as integral part of the teaching and learning process, teachers and students know where they are ahead, use the evidence to make adjustments.
4. (circled) It is focused on learning process and learning progress, it constantly measures what the students have achieved.

Section 2. Formative assessment

For each of the statements below indicate your level of agreement as:

	Strongly disagree	Disagree	Agree	Strongly agree
I infuse questioning throughout the lesson to determine student progress			X	
I make adjustments to instruction within the lesson based upon student responses to questions				X
I promote students to work on a task or problem in small groups.				X
I promote students to be responsible for and guide their own learning.				X
I design tasks and activities within daily lessons to be directly tied to learning goals.				X
I use technology to assess student learning within the lesson.			X	
I use common instruments to assess students in class without any technological help.		X		

Section 3. Use of formative assessment

For each of the items below indicate the frequency of assessment.

	No at all	Once a partial	Monthly	Weekly	Daily
I discuss with students what they should know by the end of the lesson.					X
I share with students the criteria that will be used to determine their success in the lesson					X
I ask questions within the lesson to assess individual student progress.					X

I make adjustments to instruction within the lesson based upon student responses.				X	
I use follow-up questions when engaging student in discourse.				X	
I have students to work with a partner to get peer assessment.					X
I enable students to be engaged in discourse/ discussion regarding the lesson in small groups to get peer assessment.					X
I include both individual and group assessment when group work is used.					X
The task and activities within the lesson provide evidence of student progress toward learning goals.					X
Student responses and work provide evidence for adapting instruction within the lesson.				X	
Student responses and work are analyzed to identify patterns of understanding/ misunderstanding within lesson.				X	
I review all student work during the lesson.					X
I use student self-assessment.		X			
I use student peer-assessment.				X	
I give students regular opportunities to track, reflect on, and share their achievement status and improvement	X				
The assessment instrument is designed so that it aligns directly with the teacher learning objectives.					X

Section 4. Assessment instruments.

From the following assessment instruments, which ones do you use in your EFL class?
Assign 1 for the most important and 4 the least important)

Objective quizzes	Checklists	Portfolio	Rubrics	Projects	Shared reading	Technological instruments
		2	1	4	3	

Section 5. Digital resources to be used in EFL class.

For each of the items below indicate (X) your frequency of use on the following digital resources.

	Never	Not at all	Once a partial	Monthly	Weekly	Daily
Personal computer (PC or laptop)					X	
Digital projector			X			
Digital activities online	X					

Other (please describe):_____

Thank you so much.

MASTER IN TEACHING ENGLISH AS A FOREIGN LANGUAGE MTEFL
SURVEY

Dear colleague:

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Section 1. Teachers' background.

1) How many different courses do you teach? Circle.

    4 courses   5 courses

    6 courses   (7) courses

2) How many years have you been a teacher? Circle.

    (a.) Less than 5   b. 5 to 10   c. more than 10 Years

3) From the statements written below, circle the one that best describe what is Formative Assessment.

1. It is as integral part of the teaching and learning process, focused on the product of learning where the progress is shown to the teacher to provide feedback.
2. Teachers and students use the evidence they gather to make adjustments for improvements, an activity done after the teaching-learning process.
3. It is as integral part of the teaching and learning process, teachers and students know where they are ahead, use the evidence to make adjustments.
4. It is focused on learning process and learning progress, it constantly measures what the students have achieved.

Section 2. Formative assessment

For each of the statements below indicate your level of agreement as:

	Strongly disagree	Disagree	Agree	Strongly agree
I infuse questioning throughout the lesson to determine student progress			X	
I make adjustments to instruction within the lesson based upon student responses to questions				X
I promote students to work on a task or problem in small groups.			X	
I promote students to be responsible for and guide their own learning.				X
I design tasks and activities within daily lessons to be directly tied to learning goals.				X
I use technology to assess student learning within the lesson.		X		
I use common instruments to assess students in class without any technological help.				X

Section 3. Use of formative assessment

For each of the items below indicate the frequency of assessment.

	No at all	Once a partial	Monthly	Weekly	Daily
I discuss with students what they should know by the end of the lesson.					X
I share with students the criteria that will be used to determine their success in the lesson	X				
I ask questions within the lesson to assess individual student progress.	X				

I make adjustments to instruction within the lesson based upon student responses.					✓
I use follow-up questions when engaging student in discourse.				✓	
I have students to work with a partner to get peer assessment.				✓	
I enable students to be engaged in discourse/ discussion regarding the lesson in small groups to get peer assessment.				✓	
I include both individual and group assessment when group work is used.					✓
The task and activities within the lesson provide evidence of student progress toward learning goals.		✓			
Student responses and work provide evidence for adapting instruction within the lesson.			✓		
Student responses and work are analyzed to identify patterns of understanding/ misunderstanding within lesson.					✓
I review all student work during the lesson.					✓
I use student self-assessment.					✓
I use student peer-assessment.				✓	
I give students regular opportunities to track, reflect on, and share their achievement status and improvement					✓
The assessment instrument is designed so that it aligns directly with the teacher learning objectives.		✓			

Section 4. Assessment instruments.

From the following assessment instruments, which ones do you use in your EFL class? Assign 1 for the most important and 4 the least important)

Objective quizzes	Checklists	Portfolio	Rubrics	Projects	Shared reading	Technological instruments
4			2	1		3

Section 5. Digital resources to be used in EFL class.

For each of the items below indicate (X) your frequency of use on the following digital resources.

	Never	Not at all	Once a partial	Monthly	Weekly	Daily
Personal computer (PC or laptop)					✓	
Digital projector				✓		
Digital activities online						✓

Other (please describe):_____

Thank you so much.

MASTER IN TEACHING ENGLISH AS A FOREIGN LANGUAGE MTEFL
SURVEY

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Section 1. Teachers' background.

1) How many different courses do you teach? Circle.

   4 courses   5 courses

   (6 courses)   7 courses

2) How many years have you been a teacher? Circle.

   a. Less than 5   b. 5 to 10   (c. more than 10 Years)

3) From the statements written below, circle the one that best describe what is Formative Assessment.

1. It is as integral part of the teaching and learning process, focused on the product of learning where the progress is shown to the teacher to provide feedback.
2. Teachers and students use the evidence they gather to make adjustments for improvements, an activity done after the teaching-learning process.
3. It is as integral part of the teaching and learning process, teachers and students know where they are ahead, use the evidence to make adjustments.
4. It is focused on learning process and learning progress, it constantly measures what the students have achieved.

Section 2. Formative assessment

For each of the statements below indicate your level of agreement as:

	Strongly disagree	Disagree	Agree	Strongly agree
I infuse questioning throughout the lesson to determine student progress				✓
I make adjustments to instruction within the lesson based upon student responses to questions			✓	
I promote students to work on a task or problem in small groups.				✓
I promote students to be responsible for and guide their own learning.				✓
I design tasks and activities within daily lessons to be directly tied to learning goals.			✓	
I use technology to assess student learning within the lesson.			✓	
I use common instruments to assess students in class without any technological help.		✓		

Section 3. Use of formative assessment

For each of the items below indicate the frequency of assessment.

	No at all	Once a partial	Monthly	Weekly	Daily
I discuss with students what they should know by the end of the lesson.					✓
I share with students the criteria that will be used to determine their success in the lesson					✓
I ask questions within the lesson to assess individual student progress.					✓

I make adjustments to instruction within the lesson based upon student responses.				✓	
I use follow-up questions when engaging student in discourse.					✓
I have students to work with a partner to get peer assessment.					
I enable students to be engaged in discourse/ discussion regarding the lesson in small groups to get peer assessment.				✓	
I include both individual and group assessment when group work is used.				✓	
The task and activities within the lesson provide evidence of student progress toward learning goals.				✓	
Student responses and work provide evidence for adapting instruction within the lesson.					✓
Student responses and work are analyzed to identify patterns of understanding/ misunderstanding within lesson.					✓
I review all student work during the lesson.					✓
I use student self-assessment.					✓
I use student peer-assessment.					✓
I give students regular opportunities to track, reflect on, and share their achievement status and improvement					✓
The assessment instrument is designed so that it aligns directly with the teacher learning objectives.				✓	

Section 4. Assessment instruments.

From the following assessment instruments, which ones do you use in your EFL class?
Assign 1 for the most important and 4 the least important)

Objective quizzes	Checklists	Portfolio	Rubrics	Projects	Shared reading	Technological instruments
2	4		1		3	

Section 5. Digital resources to be used in EFL class.
For each of the items below indicate (X) your frequency of use on the following digital resources.

	Never	Not at all	Once a partial	Monthly	Weekly	Daily
Personal computer (PC or laptop)						✓
Digital projector						✓
Digital activities online					✓	

Other (please describe):_____

Thank you so much.

MASTER IN TEACHING ENGLISH AS A FOREIGN LANGUAGE MTEFL
SURVEY

Dear colleague:

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Section 1. Teachers' background.

1) How many different courses do you teach? Circle.

    4 courses   5 courses

    (6) courses   7 courses

2) How many years have you been a teacher? Circle.

    (a) Less than 5   b. 5 to 10   c. more than 10 Years

3) From the statements written below, circle the one that best describe what is Formative Assessment.

1. It is as integral part of the teaching and learning process, focused on the product of learning where the progress is shown to the teacher to provide feedback.
2. Teachers and students use the evidence they gather to make adjustments for improvements, an activity done after the teaching-learning process.
3. It is as integral part of the teaching and learning process, teachers and students know where they are ahead, use the evidence to make adjustments.
4. It is focused on learning process and learning progress, it constantly measures what the students have achieved.

Section 2. Formative assessment

For each of the statements below indicate your level of agreement as:

	Strongly disagree	Disagree	Agree	Strongly agree
I infuse questioning throughout the lesson to determine student progress			✓	
I make adjustments to instruction within the lesson based upon student responses to questions		✓		
I promote students to work on a task or problem in small groups.			✓	
I promote students to be responsible for and guide their own learning.				✓
I design tasks and activities within daily lessons to be directly tied to learning goals.			✓	
I use technology to assess student learning within the lesson.			✓	
I use common instruments to assess students in class without any technological help.			✓	

Section 3. Use of formative assessment

For each of the items below indicate the frequency of assessment.

	No at all	Once a partial	Monthly	Weekly	Daily
I discuss with students what they should know by the end of the lesson.					✓
I share with students the criteria that will be used to determine their success in the lesson	✓				
I ask questions within the lesson to assess individual student progress.					✓

Statement					
I make adjustments to instruction within the lesson based upon student responses.					X
I use follow-up questions when engaging student in discourse.					X
I have students to work with a partner to get peer assessment.				X	
I enable students to be engaged in discourse/ discussion regarding the lesson in small groups to get peer assessment.			X		
I include both individual and group assessment when group work is used.					X
The task and activities within the lesson provide evidence of student progress toward learning goals.					X
Student responses and work provide evidence for adapting instruction within the lesson.				X	
Student responses and work are analyzed to identify patterns of understanding/ misunderstanding within lesson.				X	
I review all student work during the lesson.					X
I use student self-assessment.				X	
I use student peer-assessment.				X	
I give students regular opportunities to track, reflect on, and share their achievement status and improvement			X		
The assessment instrument is designed so that it aligns directly with the teacher learning objectives.					X

Section 4. Assessment instruments.

From the following assessment instruments, which ones do you use in your EFL class?
Assign 1 for the most important and 4 the least important)

Objective quizzes	Checklists	Portfolio	Rubrics	Projects	Shared reading	Technological instruments
		3	2	1	4	

Section 5. Digital resources to be used in EFL class.
For each of the items below indicate (X) your frequency of use on the following digital resources.

	Never	Not at all	Once a partial	Monthly	Weekly	Daily
Personal computer (PC or laptop)	X					
Digital projector				X		
Digital activities online			X			

Other (please describe):_____

Thank you so much.

Tables of the surveys.

Section 1. Teachers' background	
1) How many different courses do you teach? 2)	

Courses	Teachers
5 courses	1
6 courses	2
7 courses	1

3) How many years have you been a teacher? 4)	

Years	Teachers
a. Less than 5	2
b. 5 to 10	0
c. more than 10 Years	2

3) From the statements written below, circle the one that best describe what is Formative Assessment.

Options	Teachers
1. It is as integral part of the teaching and learning process, focused on the product of learning where the progress is shown to the teacher to provide feedback.	0
2. Teachers and students use the evidence they gather to make adjustments for improvements, an activity done after the teaching-learning process.	1
3. It is as integral part of the teaching and learning process, teachers and students know where they are ahead, use the evidence to make adjustments.	0
4. It is focused on learning process and learning progress, constant measure of what the students achieved.	3

Section 2. Formative Assessment

For each of the statements below indicate your level of agreement as:

Statement	Number of teachers		
	Disagree	**Agree**	**Strongly agree**
I infuse questioning throughout the lesson to determine student progress		3	1
I make adjustments to instruction within the lesson based upon student responses to questions	1	1	2
I promote students to work on a task or problem in small groups.		2	2
I promote students to be responsible for and guide their own learning.			4
I design tasks and activities within daily lessons to be directly tied to learning goals		2	2
I use technology to assess student learning within the lesson.	1	3	
I use common instruments to assess students in class without any technological help.	2	1	1

Section 3. Use of formative assessment

For each of the items below indicate the frequency of assessment.

Statement	Number of teachers				
	No at all	Once a partial	Monthly	Weekly	Daily
I discuss with students what they should know by the end of the lesson.					4
I share with students the criteria that will be used to determine their success in the lesson	2				2

I ask questions within the lesson to assess individual student progress.	1				3
I make adjustments to instruction within the lesson based upon student responses.				2	2
I use follow-up questions when engaging student in discourse.				2	2
I have students to work with a partner to get peer assessment.				3	1
I enable students to be engaged in discourse/ discussion regarding the lesson in small groups to get peer assessment.			1	2	1
I include both individual and group assessment when group work is used.				1	3
The task and activities within the lesson provide evidence of student progress toward learning goals.		1			3
Student responses and work provide evidence for adapting instruction within the lesson.			1	2	1
Student responses and work are analyzed to identify patterns of understanding/ misunderstanding within lesson.				2	2
I review all student work during the lesson.					4
I use student self-assessment.		1			2
I use student peer-assessment.				2	1
I give students regular opportunities to track, reflect on, and share their achievement status and improvement.	1		1		2

The assessment instrument is designed so that it aligns directly with the teacher learning objectives.	1			1	2

Section 4. Assessment instruments

From the following assessment instruments, which ones do you use in your EFL class?

Assign 1 for the most important and 4 the least important)

Number of teachers	Objective quizzes	Checklists	Portfolio	Rubrics	Projects	Shared reading	Technological instruments
Teacher 1			2	1	4	3	
Teacher 2	4			2	1		3
Teacher 3			3	2	1	4	
Teacher 4	2	4		1		3	

Section 5. Digital resources						
For each of the items below indicate (X) your frequency of use on the following digital resources						
	Number of teachers					
	Never	Not at all	Once a partial	Monthly	Weekly	Daily
Personal computer (PC or laptop)	1				2	1
Digital Projector			1	2		1
Digital activities online	1		1		1	1

DECLARACIÓN Y AUTORIZACIÓN

Yo, **Montenegro Ordóñez, Lady Marietha**, con C.C: # **0704881895** autora del trabajo de titulación: **Improving classroom formative assessment through innovative instruments at Angel Tinoco Ruis school** previo a la obtención del título de **Master in Teaching English as a Foreign Language** en la Universidad Católica de Santiago de Guayaquil.

1.- Declaro tener pleno conocimiento de la obligación que tienen las instituciones de educación superior, de conformidad con el Artículo 144 de la Ley Orgánica de Educación Superior, de entregar a la SENESCYT en formato digital una copia del referido trabajo de titulación para que sea integrado al Sistema Nacional de Información de la Educación Superior del Ecuador para su difusión pública respetando los derechos de autor.

2.- Autorizo a la SENESCYT a tener una copia del referido trabajo de titulación, con el propósito de generar un repositorio que democratice la información, respetando las políticas de propiedad intelectual vigentes.

Guayaquil, 16 de mayo de 2018

f. _____

Nombre: Montenegro Ordóñez, Lady Marietha

C.C: 0704881895

REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA

FICHA DE REGISTRO DE TESIS/TRABAJO DE TITULACIÓN

TÍTULO Y SUBTÍTULO:	Improving classroom formative assessment through innovative instruments at Angel Tinoco Ruis school
AUTOR(ES)	Montenegro Ordóñez, Lady Marietha
REVISOR(ES)/TUTOR(ES)	Lic. Sagrario, Salaberri, PhD. Lic. Mariela, Vásquez Barros, MsC. Lic. María, Alvarado Mejia, Mgs
INSTITUCIÓN:	Universidad Católica de Santiago de Guayaquil
FACULTAD:	Sistema de Posgrado
CARRERA:	Maestría en Enseñanza de Inglés como Idioma Extranjero
TITULO OBTENIDO:	Magister en Enseñanza de Inglés como Idioma Extranjero
FECHA DE PUBLICACIÓN:	16 de mayo de 2018 **No. DE PÁGINAS:** 112
ÁREAS TEMÁTICAS:	Innovations of formative assessment; multimedia instruments; the use of common class instruments
PALABRAS CLAVES/ KEYWORDS:	Formative assessment, academic performance, knowledge, reflection, creation, content.

RESUMEN/ABSTRACT

Unidad Educativa "Angel Tinoco Ruiz" was studied through a research study. First, the literature review has shown a revision of the assessment kinds. It was mainly focused on formative assessment procedure applied by English teachers. Additionally, the importance of formative assessment as teachers' role and how to improve the leaners' achievement goals. This project has also provided results of how teachers' work in class during formative assessment. The research was conducted by a survey as the instrument to collect data and the analysis of information has shown that teachers need to get first of all a clear idea of formative assessment process, after that, the application of technology in class to call the students attention to increase the academic proficiency. Finally, a proposal was designed as a possible solution to improve teaching practice.

ADJUNTO PDF:	☒ SI	☐ NO
CONTACTO CON AUTOR/ES:	**Telf:** +593-07-2146032 **Cel:** 0980850840	**E-mail:** minadeoroverde@hotmail.es
CONTACTO CON LA INSTITUCIÓN (C00RDINADOR DEL PROCESO UTE)::	**Nombre:** González Ubilla, Stanley John	
	Teléfono: +593-9-99054700	
	E-mail: stanley.gonzalez@cu.ucsg.edu.ec	

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Nº. DE CLASIFICACIÓN:	
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