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TITLE:

Influence of the development of learning objectives and performance indicators in the competence of the students of 8th year EGB C of Unidad Educativa Pasionista in the first five-months term in the school year 2013-2014. Design of an evaluation instrument to asses learning outcomes of 8th year EGB C.

AUTHOR:
Valencia Robles, Jeannette De Fátima

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TUTOR:
Montalvo, Carlos

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CERTIFICATION

I hereby certify that this graduation Project was carried out by **Jeannette De Fátima Valencia Robles** as a requirement for obtaining a **Bachelor Degree in English Language with a Minor in Management in Bilingual Education.**

TUTOR:

_____
Carlos Montalvo

REVIEWERS:

_____
Mr. Luigi De Angelis

_____
Ms. Katty Tigrero

DIRECTOR OF THE SCHOOL LANGUAGES

_____
Mr. Stanley John González

Guayaquil, July 2014

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AUTHOR

_____

Jeannette De Fátima Valencia Robles

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Jeannette De Fátima Valencia Robles

DEDICATED TO

This research work is dedicated to God, my family, teachers and friends who encouraged and supported me to complete this study

Jeannette De Fátima Valencia Robles

THESIS TRIBUNAL

_____

Mr. Carlos Montalvo

TUTOR

_____

Mr. Stanley John Gozalez

DELEGATE PROFESSOR

_____

Mr. Luigi De Angelis

DELEGATE PROFESSOR

_____

Ms. Katty Tigrero

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FINAL GRADE

_____

Carlos Montalvo
TUTOR

Table of Contents

Table of Contents ix

Index of Tables xi

Table of Graphics xiii

ABSTRACT xiv

INTRODUCTION 1

Statement of the Problem 4

General Objective 6

Specific Objectives 6

Research Questions 6

CHAPTER 1: THEORETICAL FRAMEWORK 8

Curriculum 8

Syllabus 12

Learning Objectives 13

Performance Indicators 14

Communicative Competence 16

Assessment 19

CHAPTER 2: METHODOLOGY 23

Philosophical Assumptions 23

Strategy of Inquiry 24

Research Object, context and characteristics 24

Research Phases 24

Data Collection Procedures 27

CHAPTER 3: ANALYSIS RESULTS 30

Learning objectives of the National English Curriculum Guidelines compared to the objectives of the first three units of the You Too Secondary 1 Book 32

Assessment Indicators of the National English Curriculum Guidelines compared to the indicators of the first three units of the You Too Secondary 1 Book 36

Learning objectives and performance indicators based on the National English Curriculum and the first three units of the You Too Secondary 1 Book 40

CHAPTER4: PROPOSAL 48

CONCLUSIONS 62

RECOMMENDATIONS 63

BIBLIOGRAPHY 64

ANNEXES 68

Index of Tables

Table 1 Levels of Proficiency and their application per school year, National English Curriculum Guidelines (2012)..... 10

Table 2 Scale of Common Reference A1 Level, CEFR (2001) 10

Table 3 Backward Design, Wiggins and McTighe - (2006) 11

Table 4 Communicative Components based on the CEFR, 2001..... 16

Table 5 Communicative language competences based on the CEFR (2001) 17

Table 6 Learning theories and their approach to assessment. Adapted from Hassan (2011) 20

Table 7 Listening Learning Objectives Matrix adapted from National English Curriculum and You Too Secondary 1 Textbook 32

Table 8 Reading Learning Objectives Matrix adapted from National English Curriculum and You Too Secondary 1 Textbook 33

Table 9 Speaking Learning Objectives Matrix adapted from National English Curriculum and You Too Secondary 1 Textbook 34

Table 10 Writing Learning Objectives Matrix adapted from National English Curriculum and You Too Secondary 1 Textbook 35

Table 11 Listening Assessment Indicators Matrix adapted from National English Curriculum and You Too Secondary 1 Textbook..... 36

Table 12 Reading Assessment Indicators Matrix adapted from National English Curriculum and You Too Secondary 1 Textbook..... 37

Table 13 Speaking Assessment Indicators Matrix adapted from National English Curriculum and You Too Secondary 1 38

Table 14 Writing Assessment Indicators Matrix adapted from National English Curriculum and You Too Secondary 1 39

Table 15 Listening Learning Objectives (Valencia, 2014) 40

Table 16 Listening Performance Indicators. (Valencia, 2014)..... 41

Table 17 Reading Learning Objectives (Valencia, 2014) 42

Table 18 Reading Performance Indicators. (Valencia, 2014)..... 43

Table 19 Speaking Learning Objectives (Valencia, 2014) 44

Table 20 Speaking Performance Indicators. (Valencia, 2014) 45

Table 21 Writing Learning Objectives (Valencia, 2014) 46

Table 22 Writing Performance Indicators. (Valencia, 2014)..... 47

Table of Graphics

Graphic 1 Learning objective example following the ABCDs model..... 14

Graphic 2 Benefits of working with learning objectives based on Brown, 2007 19

Graphic 3 The components of Assessment. Adapted from Gallavan's Six components of assessment, 2009 22

Graphic 4 Key to Accurate and effective Classroom assessment adapted from Classroom assessment for student learning by Stiggins et al (2007) .. 49

ABSTRACT

This research was carried out because of the need of more specific objectives to develop the four language skills of 8th graders. The study explored how the development of specific learning objectives and performance indicators may influence the competence of 8th Year EGB C students in Unidad Educativa Pasionista during the first five-month period of the 2013-2014 School Year. The investigation aimed to develop specific learning objectives based on a comparative study, develop performance indicators, categorize students' competence, and design an evaluation instrument. The research followed a qualitative method to approach this case study in its three stages: the comparative study between the objectives and indicators of the curriculum and the textbook was done; the previous information contributed to the development of the specific learning objectives and performance indicators; seven instruments of evaluation were elaborated to assess participants' performance. It was found that being aware of what the learning objectives are and how the appropriate performance looks like, promote a more meaningful teaching practice and learning experience. This case study also presents the basis for further applications on this topic.

Key words: **(curriculum, competence, learning objectives, performance indicators, learning profile, assessment, rubrics)**

INTRODUCTION

Several Latin American countries have recognized the importance of learning English as a foreign language, since English is a universal language that connects people from around the world for business, for financial reasons, for entertaining, for getting the most updated information in terms of technology, and for education.

There are several programs of teaching English as a foreign language are being developed by different countries like Chile, Colombia, and Ecuador that are useful to illustrate this point.

The Chilean Ministry of Education (Mineduc) for example, developed the English Opens Doors Program (Programa Inglés Abre Puertas) in 2004 in an effort to bring its population to a B1 English level according to the international standard of language proficiency. Furthermore, it published an English Study Program for 5th, 6th, 7th and 8th grades in 2011 which contains guidelines for annual and weekly plans and learning objectives per grade, the minimum mandatory content students should master at the end of the course, and the main objectives for each level.

The Colombian Ministry of Education has been working, since 2004, on a bilingual program called Programa Nacional de Bilinguismo based on the Common European Framework for languages. This program includes standards for primary, secondary and tertiary education in order to help Colombian citizens achieve the B2 level.

Several things have been done in Ecuador to improve the level of English proficiency of Ecuadorian students. The CRADLE Project (Proyecto de Reforma Curricular de Inglés) was created in 1992 in an agreement with

the British government to develop the communicative and linguistic competences of students from public schools.

In October 2012 the Ecuadorian Ministry of Education (MinEduc) launched the National English Curriculum Guidelines PDF Document to “help students develop their communicative language skills” (Villalba & Rosero, 2012, p. 3). The curriculum ensures meaningful interactions among the users of the language, and it started to be applied in public High Schools in the school year 2013-2014. However, the implementation of this curriculum faced a real challenge: it was not socialized soon enough after its publication in the Coast Region so there was not enough time for institutions to work on syllabi and annual plans according to this new document.

The design of this investigation project will involve developing the learning objectives and performance indicators of the 8th graders of the Unidad Educativa Pasionista to propose an instrument of evaluation to assess their progress. In this context it will be necessary to create connections between the new curriculum, the students’ English textbook and the students’ learning profile.

Several studies have been made about the use of performance indicators and assessment procedures.

According to Craddock and Mathias (2009), in a study about the effect of assessment experience in students’ stress levels, individual learning styles and achievement, showed that although the introduction of assessment options may be time consuming to develop, the benefits of an enhanced student-centred approach to assessment may be well worth this investment in time.

Shawer (2010) examines in a qualitative study the influence of teacher understanding of communicative language teaching (CLT) on

their classroom practice and student cognitive and affective improvement. This qualitative case study used interviews, participant observation and questionnaires as instruments for data collection. The method of explanation-building technique was applied to analyse data. The results showed that teachers, who understood CLT and worked with its principles, significantly improved their student language learning (cognitive change) and motivation (affective change). Furthermore, the study found that traditional teaching and communicative knowledge that was not translated into practice had almost a negative impact on student learning and motivation.

Montoneri, Lee and Huang (2012) applied a data envelopment analysis (DEA) to explore the quantitative relative efficiency of 18 classes of freshmen students studying a course of English conversation in a university of Taiwan from the academic year 2004–2006. The authors designed a diagram of teaching performance improvement mechanism to identify key performance indicators for evaluation in order to help teachers concentrate their efforts on the formulated teaching suggestions. They found no problems in identifying the skills their students need to improve since they could label strong and weak performances using the indicators.

The planning of the first five-month period of the school year 2013-2014 will be used to contextualize this study. Eighth graders will be grouped in three different classes, and only one of those classes will be chosen to make this study. In that group 80% of the students come from different Primary Schools, and their former instruction is not allied with the Pasionista curriculum and methodology for Teaching English as a foreign language.

Statement of the Problem

According to the Bylaw of the Ecuadorian Intercultural Education Organic Law (LOEI), teachers are required to design the syllabus for their learners. In order to promote students' learning of the English language, Ecuadorian English Teachers are expected to consider the National English Curriculum Guidelines and establish a relationship with the classroom textbook.

However, there were some difficulties in applying this curriculum in the annual teaching plan for 8th year EGB C students at Unidad Educativa Pasionista in Guayaquil during the school year 2013-2014 mainly because of the novelty of the curriculum and the introduction of assessment indicators as part of the learning process. Also, the students took a diagnostic test the results showed that their proficiency level was an A1, that according to the Common European Framework for Languages they are basic users of language able to participate in communicative tasks dealing mainly with their personal and educational domain.

Scientifically there are two reasons to establish a relationship between the curriculum and the textbook. First of all, any educational system needs to have a macro, meso, and micro curriculum per area. Moreover, these curricula need to be interconnected in order to achieve a common goal. Since the school year was about to start with a new English Curriculum, it was the English teacher's role to plan its meso and micro curriculum according to the realities of the institution and classroom. Second, one of the elements of the curriculum is what students will be able to do at the end of a learning period. The National Association of EMS Educators (NAEMSE), in their latest publication (2013), speaking about the use of a model to create functional objectives, validates the ABCD model made by Smaldino, Lowther and Russell (2008) as a working instrument to state precise and measurable

learning objectives that express what the audience will be able to do (behaviour) given a particular condition with certain degree of accuracy.

Four social implications encourage the development of more specific indicators to assess students' performance at the end of the five-month period. First, there is a moral and legal compromise of providing feedback during the learning process as it is said in the Title VI Chapter IV Art 205 of the LOEI (2011).Second, according to Smaldino, Lowther, and Russell (2008), teachers need to have a very clear picture about what is expected to be observed in students' performance at the end of each unit and at the end of the five-month period. Third, according to the NAEMSE (2013), students learn better with meaningful experiences that work towards specific, measurable, achievable, realistic, and timed objectives. Finally, having specific assessment indicators will lead to an accurate context where the teacher, the students and parents are aware of the necessary measures that will have to be taken to improve students' performance.

This study will benefit teachers because it will provide the basis to design a useful tool that can be used to plan on the objective and the performance indicators that will be applied in the classroom setting, and it will benefit learners who at the end of a period of the study will be able to observe the progress as the Ministry of Education expects them to do.

The learning outcomes of the participants of this research will not improve to the level of expectation of the Ministry of Education if this work is not put into practice. Furthermore, working with pragmatic objectives that come from the National English Curriculum Guidelines adapted to the students' reality will definitely enhance their chances and possibilities to get to the B1 level of proficiency authorities expect them to get by the end of their high school education.

General Objective

Analyse the influence of the development of learning objectives and performance indicators in the competence of 8th year EGB C students of Unidad Educativa Pasionista to design an evaluation instrument to assess learning results.

Specific Objectives

1. **Examine** the learning objectives of the National English Curriculum Guidelines for 8th grade and the learning objectives of the English textbook.

2. **Define** the performance indicators acknowledging the specific learning objectives for 8th grade based on the Common European Framework for languages, to formulate a reference framework.

3. **Categorize** students' competence to elaborate the performance criteria for the evaluation instrument.

4. **Establish** an evaluation instrument to assess learning results per skill of 8^{th} grade students considering the learning objectives and the performance indicators developed for 8^{th} grade students.

Research Questions

1. What is the influence of the development of learning objectives and performance indicators in the competence of the students of 8^{th} Year EGB C of Unidad Educativa Pasionista in the school year 2013-2014?

2. How can the National English Curriculum Guidelines for English, 8th Year C students and the You Too Secondary 1 textbook be integrated for the development of specific learning objectives?

3. What is the most useful model for the elaboration of learning objectives?

4. What are the most common performance indicators used in the elaboration of rubrics?

5. What are the indicators that are suitable for the specific study group?

6. What criteria should be included in a rubric to evaluate students' skills?

CHAPTER 1: THEORETICAL FRAMEWORK

The purpose of education is to produce a learning experience that evokes in learners a change in their behaviour, knowledge and skills so that they can eventually actively participate in society.

A process should be followed in order to meet this general goal of education. The process of education demands a coherent relationship between the curriculum, syllabus, learning objectives and performance indicators, which are the core concepts that must be described.

Stiggins et al (2007, p. 75), set the definition for curriculum as “statements of achievements expectations for students” (Stiggins et al, 2007). It contains the educational philosophies about how students learn best (the nature of learning), and what students need to know (the nature of language) (Richards, 2001). These philosophies are organised in the three main components or dimensions of the curriculum; the input, the process, and the output. The input refers to all the topics and language that will be taught and the order of its presentation. The process deals with the selection of the methodology, learning tasks and activities. The output describes the knowledge and language skills learners are expected to master at the end of the course and the techniques of evaluation (Dubin & Olshtain, 1986).

The Ecuadorian government considered the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) as guidelines for the elaboration of the National English Curriculum, which states the objectives for the annual guidelines for Ecuadorian English teachers.

There are two different kinds of approaches in relation to curriculum: curriculum design and curriculum levels.

Curriculum design is a plan with an emphasis in a dimension of the curriculum. The National English Curriculum is based in a type of design called “backward design”. The regular type of curriculum design starts in fixing the input, then stating the process and finally determining the output. The backward design states the learning outcomes first and the methodology and syllabus are chosen afterwards according to the goals (Richards, 2013). The Common European Framework (CEFR) is a good example of this type of design.

The CEFR has six levels of language proficiency that can be grouped as follows:

- A1-A2: Basic users of the language
- B1-B2: independent users of the language
- C1-C2: proficient users of the language

According to the official document N. SENPLADES-SIP-dap-2011-655, Ecuadorian students are expected to achieve the B1 level at the end of their secondary education (Official Document)**.** As a result, the CEFR levels A1, A2 and B1 have been organised in the Ecuadorian Educational System in 6 levels comprising the standards and indicators for basic users and independent users.

The following table takes into account the branching approach and the division of the CEFR level that appears in the Ecuadorian National Curriculum Guidelines.

Users	CEFR + Ecuadorian levels		Year	Implications about the language competence
Basic User	A1	A1.1	8th Year EGB	A1 level is being developed
		A1.2	9th Year EGB	A1 level has been achieved
	A2	A2.1	10thYearEGB	A2 level is being developed
		A2.1	1stBaccalaureate	A2 level has been achieved
Independent User	B1	B1.1	2ndBaccalaureate	B1 level is being developed
		B1.2	3rdBaccalaureate	B1 level has been achieved

Table 1 Levels of Proficiency and their application per school year, National English Curriculum Guidelines (2012).

According to Table 1, 8th year EGB students are expected to have the skills of a basic user of the language in an A1 level. Table 2 presents the general description of this level according to the Common European Framework.

A1 LEVEL Basic Users of language	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce himself/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Table 2 Scale of Common Reference A1 Level, CEFR (2001)

English teachers are to use these descriptions of the learning outcomes to design their syllabi using the so mention backward design.

Wiggins and McTighe (2011) identified three stages in backward design.

The table below shows the three aspects that are suggested as guide in planning using this type of design.

ASPECTS	Backward Design		
Stages	1. Identify desired results	2. Determine acceptable evidence of learning	3. Plan learning experiences and instruction
Key questions	What should students know, understand and be able to do?	How will we know if our students have achieved the desired results? What will we accept as evidence?	What activities, resources and methodologies should be used to reach the goals?
Main Actions	Recognize curriculum expectations	Formulate performance objectives/indicators	Develop the activities, materials, resources, and practices to accomplish the objectives

Table 3 Backward Design, Wiggins and McTighe - (2006)

Authors like Verdugo (2006), Carl (2009), Swennen & Klink (2009) mention that the content and structure of a curriculum can be organized in three levels, the macro, the meso and the micro.

According to Swennen & Klink (2009), the macro level includes all governmental regulations regarding education, skills and competences. The meso level refers to the way education is organised while the micro level deals with the interactions in the classroom.

The National English Curriculum Guidelines provide English teachers with the learning outcomes for 8th year which represents the macro level of the curriculum in the national policy to be outlined in the country. The meso level of the curriculum refers to the provincial policies while the micro level is represented by the syllabus.

Nunan (1988) defines the term syllabus as the application of a given curriculum to localised learning environments. Before developing the syllabus and its specific objectives, teachers need to analyse the curriculum and the future learners of the syllabus. The English syllabus for 8th year EGB at Pasionista High School is mainly based on You Too Secondary 1 Book.

The contents of textbooks need to be connected to the analysis of the curriculum to get to the elaboration of learning objectives.

The curriculum has learning goals to be attained in a specific period. The goals of the curriculum are expressed through aims and learning objectives related to the “philosophical and theoretical views about language and learning” (Dubin & Olshtain, 1986, p. 40). Aims describe the general purposes of the curriculum while learning objectives are more concrete descriptions of those aims (Richards, 2001).

It is essential to define learning objectives and performance indicators to understand how they contribute to the achievement of curriculum and syllabus objectives and the development of communicative competence in 8th year EGB students.

Nunan (1988) states that learning objectives are important for the understanding and application of the curriculum and syllabus as they emphasise what knowledge, learning skills, and values students should have mastered at the end of the course (Nunan, 1988). Thus, the harmony between learning objectives at the macro and micro level should be ensured.

Since the National English Curriculum Guidelines have an emphasis in the outcomes of the learning process, it requires a syllabus with an emphasis in the product dimension.

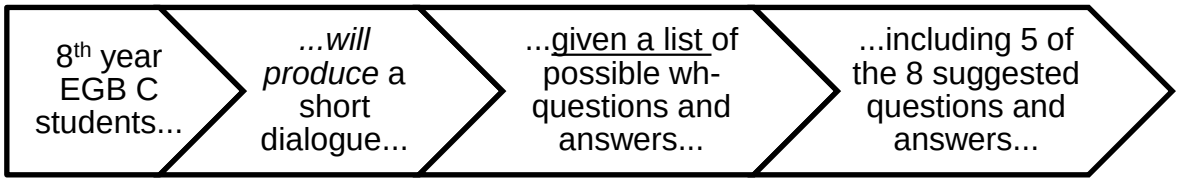
Even though the syllabus and the methodology are not prescribed in a document, the MinEdu did give educators the curriculum specifications and assessment suggestions to guide the teaching practice according to the particular situation for each learning environment.

Stating learning objectives, in a classroom level, facilitates the search of evidence of students' achievements and appropriate learning activities (Wiggins & McTighe, 2011). In other words, learning objectives provide basis for strategies, resources and methodology selection, basis for assessment, and basis for student learning expectations. As a result, lesson planning, instruments of assessment, teaching and learning become objective oriented thanks to learning objectives (Smaldino, Lowther, & Russell, 2008).

The ABCDs model provides an easy-to-follow guideline for writing well-stated objectives (Smaldino, Lowther, & Russell, 2008). These letters stands for the four aspects required in this process: audience, behaviour, condition and degree.

The *audience* defines the participants who will reach the objective. The *behaviour* specifies what learners will be able to do as a result of instruction. The *condition* element describes the conditions under which the behaviour will be assessed. The *degree* establishes the criterion for acceptable performance.

According to Smaldino, Lowther & Russell (2008), taking into account the ABCDs model gives focus to the development of learning objectives. Identifying the *audience* helps to avoid writing about what the instructor will do to reach the objective. It is advisable to narrow the audience as specifically as possible. Describing the *behaviour* with an action verb in simple future tense allows students to show their understanding of real-world tasks and their ability to deal with them. Setting the *conditions* makes learners aware of the materials or tools they are allowed or not allowed to use during the task. Stating the *degree* of accuracy or proficiency gives the objective the desired level of students' performance. Graphic 1 illustrates an example of a learning objective written with this model.



Graphic 1 Learning objective example following the ABCDs model

After writing the learning objectives, it is necessary to design specific performance indicators that will give descriptions of students' performance.

Rogers (2010) defines performance indicators as concrete, observable and measurable statements that identify the required performance to meet an outcome.

Escamilla (2011) also defines outcome indicators or performance indicators as statements that, in relation to one or more given competences, identify a particular behaviour, which is always appropriate and positive.

It is necessary to highlight that performance indicators are not learning outcomes; they are indicators of learning outcomes (Brookhart, 2013).

Performance indicators have two essential parts: the content referent and the action verb (Rogers, 2010). The content referent deals with the skills, which are the focus of instruction while the action verb emphasises the specific performance that will be observed. It is important to use verbs related to the level of learning students are expected to achieve.

Rogers (2010) lists three advantages of well-stated performance indicators:

- They provide clear directions to be implemented in the classroom.
- They make expectations explicit to students which results in a better pedagogy.
- They give a more specific focus to the data collection process.

The purpose of developing the learning objectives and performance indicators in Ecuadorian classrooms is to help teachers to promote students' communicative competence in the English language, which is the goal of the Communicative Language Teaching approach required by the Ecuadorian Ministry of Education.

Brandl (2008) mentions Richards and Rodgers' (2001) definition of the Communicative Language Teaching (CLT) as an approach to language teaching based on the theory that language is used for communication. According to Beltrán-Palanques (2012), this approach is the

most appropriate model of instruction to promote students' communicative competence in the four language skills.

According to Tomlinson (2011, p. viii), communicative competence is the ability to use language efficiently for communication. It also involves the development of sociolinguistic and linguistic knowledge and skills.

The Council of Europe (2001), in the document about the Common European Framework of Reference for Languages (CEFR), defines the components of communicative competence, as shown in Table 4 below.

Communicative Competence Components	Definition
Linguistic Component	Represents the lexical, phonological and syntactical knowledge and the abilities to organise and access this information.
Sociolinguistic Component	Refers to the sociocultural conditions and conventions of language usage.
Pragmatic Component	Is concerned with the functional use of linguistic resources in either written or spoken texts.

Table 4 Communicative Components based on the CEFR, 2001

The sublevels of the components of the communicative competence, and their performance indicators are displayed in Table 5.

Communicative Competence Elements	A1 LEVEL	
Linguistic Competence	1. Has a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations	Lexical competence
	2. Shows only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.	Grammatical competence
	3. Pronunciation of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.	Phonological competence
	4. Can copy familiar words and short phrases e.g. simple signs or instructions, names of everyday objects, names of shops and set phrases used regularly. 5. Can spell his/her address, nationality and other personal details.	Orthographic competence
Sociolinguistic Competence	1. Can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry, etc.	
Pragmatic Competence	1. Can link words or groups of words with very basic linear connectors like “and” or “then”.	

Table 5 Communicative language competences based on the CEFR (2001)

The following list is based on Brandl (2008) and Brown (2007) principles and characteristics of CLT approach that aims to develop communicative competence, and can be used for the elaboration of learning objectives and performance indicators.

1. Focuses on all the components of communication.
2. Organizational language forms are not the focus, but are still important components of language.
3. Promotes learning by doing to allow students' awareness of their learning styles and the development of appropriate strategies for production and comprehension.
4. Input needs to be rich, so it uses authentic tasks that prepare students for real-life language usage.
5. Input needs to be meaningful and comprehensible, clear enough to be related to leaners' previous knowledge
6. In the CLT, teachers are facilitators while students are active participants in their learning process.
7. Promotes cooperative and collaborative learning through interactions and negotiations in conversations.
8. Recognizes and respect affective factors of learning in order to gain access to learners' thinking.
9. Provides error corrective feedback

Communicative competence is ensured by activities that allow students to perceive, produce or interact with language in written or spoken texts (Council of Europe, 2001).

It is essential to pay attention to communicative activities since the specific learning objectives and performance indicators will help to assess students' performance while doing the activities.

Characteristics of learning activities that foster communicative competence involve the use of real-life tasks, include more than one skill like working with videos, and should be based on the principles of CLT approach (Brown, 2007).

According to Brown, activities should promote leaners development of autonomy, awareness and action. Graphic 2 presents the benefits of working with specific learning objectives and performance indicators.

Autonomy	**Awareness**	**Action**
Clear objectives will help foster students' *agency* of their learning process.	Objectives help learners to be *aware of* how the application of the language skills looks like.	When performance is described in clear terms, students can recognize in what criteria they need to take *actions* to improve.

Graphic 2 Benefits of working with learning objectives based on Brown, 2007

In order to assess the progress of students' communicative competence, teachers should use the performance indicators to compare learners' performance against the learning objectives.

Gallavan (2009) defines assessment as the act of collecting evidence of progress. According to Sárosdy et al (2006), assessment is part of evaluation, but if focuses more on students' learning and the effectiveness of teaching rather than assigning grades.

According to Hassan (2011), assessment is a process which affects, supports, and stimulates students' learning because it analyses learners' progress in their skills and in their self-confidence. Moreover, assessment

should be aligned to the teaching methodology used in the course in order to meet the learning objectives and promote further learning. Hassan suggests considering some educational philosophies and their approach towards assessment.

Learning theories	**The theory approach towards assessment**
Behaviorism (Skinner)	• Individuals learn only if they receive frequent, appropriate, and balanced stimuli. • The grading system was used to compare students' results rather than observe their individual progress.
Cultural-historical Theory (Vygotsky)	• The intellectual development has its basis in social activities. • Learning is promoted when students interact in groups, so assessment should be carried out in interactions. • Teachers should assess learners' performance during the scaffolding stage in which students are given support until they can take agency of their own learning.
The socio-cultural learning theory	• This theory and the previous one, claims that formative assessment is the most appropriate technique to assess students' learning.
Cognitive and Constructivism theory	• Piaget maintained that when individuals face changes, they need to accommodate their previous knowledge to adapt to the new situation, and this process is call learning. • Teachers should assess learners' competence with activities that allow students demonstrate their skills to deal with new situations

Table 6 Learning theories and their approach to assessment. Adapted from Hassan (2011)

The National English Curriculum guidelines are based in the Communicative Approach which promotes students use of language to interact with their peers in meaningful tasks.

In order to provide evidence of the achievement of the learning objectives, the assessment and feedback processes and techniques should be chosen and designed in advanced.

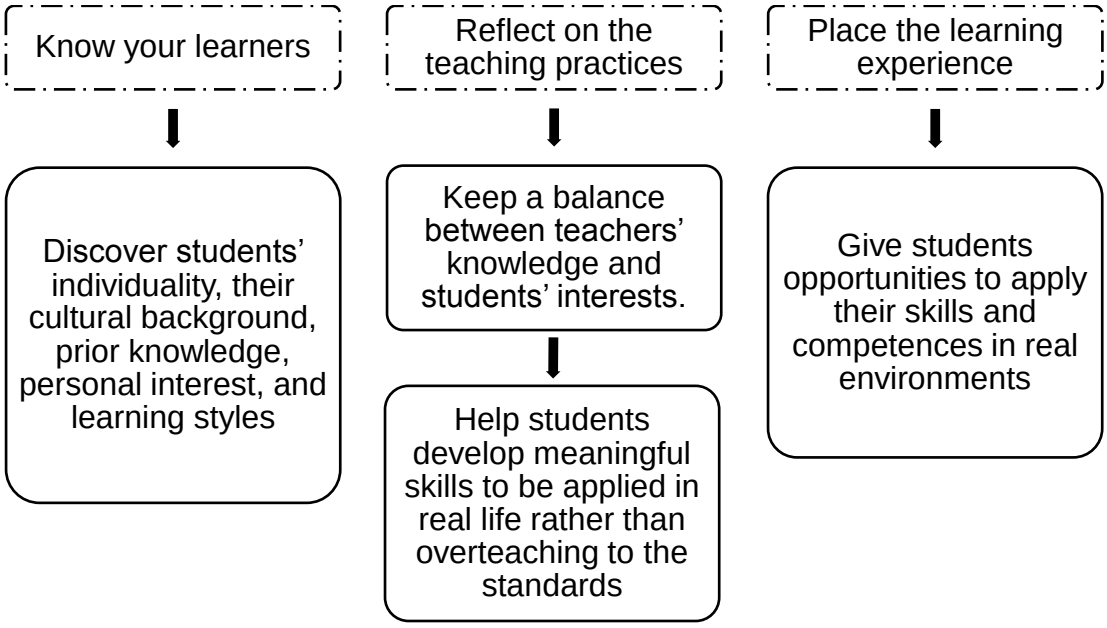
Assessment can take place while students are working in the development of their competence (formative assessment) or at the end of a unit, term, or course (summative assessment) and it would not be completed without the delivery of feedback (Brown, 2010). Well-written learning objectives and performance indicators aim to help teachers provide effective feedback based on objective statements.

There are different assessment techniques in the education field, but they are not part of this study. However, it is important to highlight that a common characteristic of any assessment task is that they are activities or exercises designed to obtain evidence of students' achievement of the learning objectives (Hassan, 2011).

Gallavan (2009) enlists some teaching principles of assessment:

- They must be relevant to the curriculum and leaners' expectations.
- They must be suitable to let students show off their achievements through different meaningful tasks.
- They should be consistent so that students and parents can rely on the practices of assessment.
- They must be clear and objective so that learners understand the topics of the assessment and, how and why they are assessed.
- They must include robustness. They need to be long enough to cover what has been taught yet short enough to avoid boredom.

According to Gallavan (2009), creating connections between the curriculum, instruction and assessment, gives more sense to students, teachers, parents, and authorities. The author suggests paying attention to the six components of assessment to ensure a fair assessment practice. Graphic 3 summarises those elements.



Graphic 3 The components of Assessment. Adapted from Gallavan's Six components of assessment, 2009

CHAPTER 2: METHODOLOGY

This research followed Creswell's guidelines to develop the three sections of the research design (Creswell, 2013). In the first section, the philosophical assumptions behind the study are described. The next section is about the strategy of inquiry. It provides the rationale and background of case study research. Finally, the third section describes the aspects of the qualitative procedures including data collection and data recording procedures.

This investigation followed a qualitative research design, and the approach is exploratory as it meets the three main reasons stated by Creswell (2009). First, this was a new topic because the need of developing specific indicators to match the objectives of a given book with the ones of the National English Curriculum had just appeared. Second, the group of 8th Year EGB C Students had never studied together before, nor they had been exposed to the learning circumstances of the expectations of an English curriculum. Third, there was not found an existing theory that describes how to deal with this particular case. As a result, a qualitative design was chosen as it gave a better understanding of the situation and its participants.

Since the weighting of this study is qualitative, the characteristic of this research design should be stated. This research considers the following four characteristics presented in Creswell's book: Research Design (2009):

First, this method is an approach to exploring and understanding individuals and groups related to a social problem. Moreover, it uses several sources for the collection of data such as: interviews, observations, and documents. Besides, the collection of data is done in the participants' setting (their classroom) and considering their reality (the English objectives for that group according to the curriculum and their English book). Then, the analysis

and organization of information was made. Finally, it has an emergent design that required an interpretation of data collected.

This research was based on Case Study strategy of inquiry to explore how the application of specific learning objectives and performance indicators influence the development of students' competence while applying a more accurate assessment process for 8th Year EGB C Students of Unidad Educativa Pasionista. The rationale of this strategy is presented through the description of its definition, objectives, characteristics, and design.

According to Creswell (2013), case study research is a qualitative approach in which the researcher explores a case (individual, group, program or situation) using several sources of data. This exploration should be done in a real-life context or setting (Yin, 2009).

There were two main reasons to justify this single case: the uniqueness of the group and the revealing nature of the case. It is a single-case because it represented a unique group with its own learning characteristics, using a particular book with a new English Curriculum. Furthermore, the development of the study brought illuminating details about the whole case itself. Therefore, this single-case was a revelatory case that enlightened a situation never studied before for the novelty of the New Curriculum and the group who, as previously stated had never studied together before.

The following section describes the stages taken for the development of this study based on the curriculum design of the National English Curriculum Guidelines, the specific objectives and research questions of the study. This information guided the process to reach the general goal.

Research Phases based on the Curriculum design, the specific objectives and research questions of the study

Stages in Backward Design	Specific Objectives	Research Questions
1. Identify desired results	**1. Examine** the learning objectives of the National English Curriculum Guidelines for 8th grade and the learning objectives of the You Too Secondary 1 book.	1. How can the National English Curriculum Guidelines for English, 8th Year C students and the You Too Secondary 1 textbook be integrated for the development of specific learning objectives?
2. Determine acceptable evidence of learning	• Design the specific learning objectives for the 8th grade.	2. What is the most useful model for the elaboration of learning objectives?
	2. Define the performance indicators acknowledging the specific learning objectives for 8th grade based on the Common European Framework for languages, to formulate a reference framework.	3. What are the indicators that are suitable for the specific study group?

Stages in Backward Design	Specific Objectives	Research Questions
3. Plan learning experiences and instruction	**3. Categorize** students' competence to elaborate the performance criteria for the evaluation instrument.	4. What are the most common performance indicators used in the elaboration of rubrics?
	4. Establish an evaluation instrument to assess learning results per skill of 8th grade students considering the learning objectives and the performance indicators developed for 8th grade students.	5. What criteria should be included in a rubric to evaluate students' skills?

Creswell (2013) suggested the application of several data collection techniques as a core characteristic of any case study.

Attending to the Creswell's suggestions and guidelines about how to approach a case study research, several things were done in each stage of the research.

The National English Curriculum Guidelines and the Assessment Specifications document were revised to understand the MinEduc goals in relation to English as a Foreign Language. Lcda. Verónica Morales and Lcda. Fátima Perdomo were interviewed using the Interview Protocols 1 and 2 (see Annexes).They were capable of answering questions related to the curriculum and its application in the classroom.

Morales, who is the English Coordinator of the *División de Idiomas Extranjeros in the Subsecretaría de Educación de Guayaquil*, recognized that a common reality in public and private high schools is that students in the same classroom have different English proficiency levels. However, she highlighted that having functional learning techniques may help working with multiple-level classrooms using the Communicative Approach. Besides, she gave insight into the importance of assessing students' communicative skills not just their grammar or vocabulary. According to Morales, teachers should allow students work more on communicative tasks as that is the goal of the new English curriculum. This idea guided the elaboration of learning objectives and performance indicators as they describe different students' performance to help both teachers and learners find evidence of communicative competence.

Perdomo, an expert in education who has host several workshops on how to apply the New English standards in the classroom, gave four important ideas that support development of this study. Perdomo stressed teachers' freedom and creativity to plan and teach according to their

classroom realities. She also advised that book objectives must be based on Curriculum objectives. Therefore, it can be concluded from this statement that teachers must find relationships between both. Finally, she mentioned that working with the learning objectives make the teaching practice more realistic and the learning process goes balanced.

After collecting data of the English curriculum, it was established that learning outcomes should provide appropriate opportunities to let students communicate.

The You Too Secondary 1 English Book was also used to identify the theories behind the book and to identify the learning objectives and assessment indicators of the three first units.

While revising the National English Curriculum Guidelines and the You Too Secondary 1 book, the Learning Objective Matrix for the comparative study between the curriculum and the textbook was also developed. This matrix compares the Learning objectives for 8th year EGB students and the learning objectives from the first three units. A matrix for each language skill was constructed. The results of the comparative study appear in the next chapter.

A survey was designed and applied to 8th year EGB C students to establish their learning experience with the English language (see Annexes) before developing the learning objectives and performance indicators. Some ethical considerations were followed in order to respect participants and the High School. Lodico et al (2006) suggests research ethics should obtain informed consent from participants, protect them from harm, and ensure confidentiality. The British Educational Research Association (2011) also emphasises that children should be facilitated to give fully informed consent. As a result, 8th year EGB C students knew their responses will help to develop suitable learning objectives for the first-five month period.

These instruments not only provided the study with validity and credibility, but they also contributed to the understanding of the problem and the answering of the research questions.

It was found the difficulty of stating one single degree of suitable performance per objective. Hence, the degree of each objective was established in the evaluation instrument while the indicators of the achievement of whole skill were summarised in the performance indicators.

Some examples of rubrics were revised in the Internet to answer research questions 4 and 5 about the suitable performance indicators per skill. Since there is not a rule to write performance indicators, there are different criteria when designing them.

Finally, objectives and indicators were validated contrasting them to the learning outcomes of the National English Curriculum Guidelines in order to ensure accuracy.

CHAPTER 3: ANALYSIS RESULTS

Since this research was based on the situation of 8th year EGB C students at Unidad Educativa Pasionista, a qualitative study that led to obtaining relevant information about the curriculum the textbook and participants, was conducted.

Before writing specific learning objectives and performance indicators for 8th year EGB C students, a comparative study was done. Tables 7 to 14 describe the learning objectives and assessment indicators of both the National English Curriculum Guidelines and the first three units of the participants' English textbook.

It was found that 8th year EGB C students used a textbook aligned to the Common European Framework of Reference. The You Too Secondary 1 Book was written by Claudia Chapetón Castro (2009), and it belongs to You Too! Series. You Too! Series is a Colombian series of six English volumes with the same characteristics; objectives and methodology that aims to develop B1 skills during the process.

You Too Secondary 1 book promotes the acquisition of social, cognitive and metacognitive skills by doing activities that emphasize human values and tasks. The book also favours the theory of multiple intelligences.

As a result, the educators who use this material should know how to monitor students' competence while using this book to identify whether or not their learners are achieving the book objectives, which are related to the A1 English Proficiency level of the CEFR.

After studying the relationship between the curriculum and the textbook, it was possible to establish the specific objectives and indicators.

The development of the learning objectives and performance indicators presented in tables 15-25 are the result of an independent creative work made during of this research. Furthermore, the four major language skills of listening, writing, speaking and reading were addressed in these tables.

For the elaboration of the learning objectives, the national curriculum objectives and the You Too Secondary 1 Book were revised and analysed. The objectives were contextualized to the reality of this study following the ABCD model for writing objectives.

In terms of performance indicators, suggestions presented in the National English Curriculum were observed and a research in texts and web-sites was made. This process was conducted to design appropriate performance indicators that were valid for the case study of the thesis.

All the information shown in this chapter is the result of the research, interviews and analysis of the information used for this study.

Learning objectives of the National English Curriculum Guidelines compared to the objectives of the first three units of the You Too Secondary 1 Book

Listening Objectives:

Language Skills	Proficiency Level according to the National English Curriculum Guidelines	You too Secondary 1 Book		
		Unit 1 **People and the world**	**Unit 2** **Big time at school**	**Unit 3** **Describing People**
	By the end of 8th year EGB, students will be able to By the end of 8th year EGB, students will be able to	This unit has vocabulary and structures for the personal domain	In this unit, vocabulary for the educational domain is introduced.	More vocabulary and structures for the personal domain
Listening	• In simple spoken texts, understand expressions, words, and sentences related to the learner's personal and educational background. • Follow speech which is very slow and carefully articulated, with long pauses for them to assimilate meaning within the personal and educational domains.	1. To introduce themselves and others and give personal information.	1. To identify time and subjects in a school schedule. 2. To discover connections between personality traits, school subjects and multiple intelligences . 3. To identify preferences in subjects and information about school events.	1. To identify people by physical features and personality traits. 2. To identify people by their jobs and occupations . 3. To identify parts of their body.

Table 7 Listening Learning Objectives Matrix adapted from National English Curriculum and You Too Secondary 1 Textbook

Reading Objectives

Language Skills	Proficiency Level according to the National English Curriculum Guidelines	You too Secondary 1 Book		
		Unit 1 **People and the world**	**Unit 2** **Big time at school**	**Unit 3** **Describing People**
	By the end of 8th year EGB, students will be able to By the end of 8th year EGB, students will be able to	This unit has vocabulary and structures for the personal domain	In this unit, vocabulary for the educational domain is introduced.	More vocabulary and structures for the personal domain
Reading	• Understand and identify very simple informational texts (e.g. labels, messages, postcards, catalogues, etc.) a single phrase at a time, picking up familiar names, words, and basic phrases and rereading as required. • Extract the gist and key information items from very simple informational texts.	1. To read personal profiles about sports and music. 2. To read about countries and nationalities.	1. To read ordinal numbers and dates. 2. To read the time and school schedules. 3. To discover the connection between personality traits, school subjects and multiple intelligences. 4. To read about subjects and school events.	1. To read about physical features and personality traits. 2. To identify people by their jobs and occupations.

Table 8 Reading Learning Objectives Matrix adapted from National English Curriculum and You Too Secondary 1 Textbook

Speaking Learning Objectives

Language Skills	Proficiency Level according to the National English Curriculum Guidelines	You too Secondary 1 Book		
		Unit 1 **People and the world**	**Unit 2** **Big time at school**	**Unit 3** **Describing People**
	By the end of 8th year EGB, students will be able to By the end of 8th year EGB, students will be able to	This unit has vocabulary and structures for the personal domain	In this unit, vocabulary for the educational domain is introduced.	More vocabulary and structures for the personal domain
Speaking	• Produce slow, hesitant, planned monologues (i.e. with frequent pauses to search for expressions, backtracking24, errors, etc.) • Interact in a simple way by asking and answering simple questions about the learners' personal and educational background. • Communication is highly dependent on repetition at a slower rate of speech, rephrasing, and repair	1. To introduce themselves and others and give personal information. 2. To name countries and nationalities. 3. To express their preferences in sports and music. 4. To express their music preferences.	1. To use ordinal numbers and tell dates. 2. To tell the time and describe a school schedule. 3. To talk about personality traits, school subjects and multiple intelligences. 4. To express preferences about subjects and talk about school events.	1. To name the parts of the body and say what they can do with them. 2. To talk about people's physical features and personality traits.

Table 9 Speaking Learning Objectives Matrix adapted from National English Curriculum and You Too Secondary 1 Textbook

Writing Learning Objectives

Language Skills	Proficiency Level according to the National English Curriculum Guidelines	You too Secondary 1 Book		
		Unit 1 **People and the world**	**Unit 2** **Big time at school**	**Unit 3** **Describing People**
	By the end of 8th year EGB, students will be able to By the end of 8th year EGB, students will be able to	This unit has vocabulary and structures for the personal domain	In this unit, vocabulary for the educational domain is introduced.	More vocabulary and structures for the personal domain
Writing	• Produce very simple informational texts that can have little or no detail, can have little variety in sentence structure, and may have some usage error.	1. To introduce themselves and others and give personal information. 2. To name countries and nationalities. 3. To create a profile about their preferences in sports and music. 4. To express their music preferences.	1. To use ordinal numbers and tell dates. 2. To tell the time and describe a school schedule. 3. To talk about personality traits, school subjects and multiple intelligences. 4. To express preferences about subjects and write about school events	1. To name the parts of the body and write what they can do with them. 2. To describe people according to their physical features and personality traits.

Table 10 Writing Learning Objectives Matrix adapted from National English Curriculum and You Too Secondary 1 Textbook

Listening Assessment Indicators

LANGUAGE SKILL	Assessment Indicators from the National English Curriculum	Indicators from You Too Secondary 1! Secondary Book		
		Unit 1	Unit 2	Unit 3
L I S T E N I N G	• Recognize and distinguish the words, expressions, and sentences • In simple spoken texts related to the learner's personal and educational background. • Distinguish phonemically distinct words related to the learners' personal and educational background (e.g. name, address, pencil, etc.). • Understand instructions addressed to them carefully and slowly. • Understand speech that is clear, standard, and delivered slowly and intentionally. • Extract the gist and key information items from simple informational texts.	1. Understand the general meaning of spoken texts. 2. Understand specific information in spoken texts. 3. Identify personal information in spoken texts. 4. Identify chunks of information in personal profiles. 5. Understand important information in short oral descriptions.	1. Extract specific information from conversations. 2. Understands simple and short messages related to his/her academic interests. 3. Understand important information in spoken school announcements.	1. Identify people according to the physical descriptions given in an oral text.

Table 11 Listening Assessment Indicators Matrix adapted from National English Curriculum and You Too Secondary 1 Textbook

Reading Indicators

LANGUAGE SKILL	Assessment Indicators from the National English Curriculum	Indicators from You Too Secondary 1! Secondary Book		
		Unit 1	Unit 2	Unit 3
R E A D I N G	• Recognize cognate words and loan words from their L1. • Follow single-step written instructions. • Understand adapted and authentic texts which are simple and short. • Understand and identify short, simple informational texts (e.g. labels, messages, postcards, timetables, etc.) by making use of clues such as visuals, text shape and layout, and reading one phrase at a time. • Extract the gist and key information items from short, simple informational texts—especially if there is visual support.	1. Identify personal information in written texts. 2. Follow written instructions to do academic tasks. 3. Understand relations of addition (and) and contrast (but) in simple statements. 4. Identify chunks of information in personal profiles.	1. Extracts specific information from a text dealing with personality traits. 2. Apply a reading strategy related to the purpose of a descriptive text. 3. Use contextual clues to catch the meaning of colloquial expressions.	1. Find specific information in a given texts. 2. Uses imagery and contextual clues to get meaning of colloquial expressions

Table 12 Reading Assessment Indicators Matrix adapted from National English Curriculum and You Too Secondary 1 Textbook

Speaking Indicators

LANGUAGE SKILL	Assessment Indicators from the National English Curriculum	Indicators from You Too Secondary 1! Secondary Book		
		Unit 1	Unit 2	Unit 3
S P E A K I N G	• Read aloud a short set of written instructions which are clear and simple. • Deliver a very short, rehearsed monologue (e.g. introduce a speaker and use basic greeting and saying 'good-bye' expressions). • Participate in short conversation son very familiar topics within the personal and educational domains. • Ask and answer simple display questions delivered directly to them in clear, slow non- idiomatic speech and in areas of immediate need. • Ask people for things and give people things. • Respond with simple, direct answers given that the interviewer is patient and co-operative. • Speech is clear at times, though it exhibits problems with pronunciation, intonation or pacing and so may require significant listener effort.	1. Uses formal and informal greetings properly. 2. Exchanges personal information. 3. Uses appropriate vocabulary to exchange personal information. 4. Use colloquial expressions in simple communicative situations	1. Use ordinal numbers appropriately. 2. Ask and answer questions about dates and celebrations. 3. Follow a model dialogue about celebrations substituting relevant information. 4. Tells the time on a basic level. 5. Asks and answer questions about schedule and school subjects.	3. Describe people's physical appearance 4. Holds simple conversations describing people from his/her class at school 5. Express possession using possessive adjectives. 6. Extract simple information related to physical appearance and personality traits from a short conversation.

Table 13 Speaking Assessment Indicators Matrix adapted from National English Curriculum and You Too Secondary 1

Writing Indicators

LANGUAGE SKILL	Assessment Indicators from the National English Curriculum	Indicators from You Too Secondary 1! Secondary Book		
		Unit 1	Unit 2	Unit 3
W R I T I N G	• Spell personal and educational details (e.g. own name, numbers and dates, nationality, address, age, date of birth, school, etc.). • Take down in writing a dictated or recorded message within the limits of their repertoire for the level. • Write isolated phrases and sentences for simple texts such as labels, messages, forms, cards, etc. by using basic appropriate punctuation marks (i.e. commas and periods). • Carry out correspondence (e.g. e-mail) with a partner, by giving and eliciting personal and educational information.	1. Uses appropriate vocabulary to exchange personal information. 2. Write personal profiles of his/her favourite sport, people or artist.	1. Write dates correctly. 2. Write a simple description of his/her own schedule at school. 3. Write descriptive sentences about others' personality traits and favourite ways of learning. 4. Completes a short text about his/her personality traits and favourite way of learning.	1. Identify and name parts of the body appropriately 2. Give simple instruction to perform actions using the body. 3. Describe people's physical appearance. 4. Complete descriptive information charts about people and their characteristics. 5. Write simple statements to describe a person he/she admires.

Table 14 Writing Assessment Indicators Matrix adapted from National English Curriculum and You Too Secondary 1

Learning objectives and performance indicators based on the National English Curriculum and the first three units of the You Too Secondary 1 Book

Listening Objectives

Units	**Learning Objectives (ABCD Model)** *By the end of the first five-month period 8th year C students will…*
Unit 1	1.1.1 Identify people's names, last names, and phone numbers when greeting them for the first time. 1.1.2 Relate the country and nationality to the correct person after listening to this information. 1.1.3 Identify the name of sports by writing them down what they hear.
Unit 2	1.2.1 Write ordinal numbers when hearing them. 1.2.2 Distinguish dates when they say birthday dates of several people. 1.2.3 Discriminate time in digital clocks when they hear it. 1.2.4 Identify people when they listen to a description of their personality and favourite subject. 1.2.5 Write subjects in a schedule according to their correct day and hour after they listen to a conversation.
Unit 3	1.3.1 Indicate parts of their body when hearing them. 1.3.2 Practice body movements after listening instructions. 1.3.3 Name people after listening to their physical features and professions.

Table 15 Listening Learning Objectives (Valencia, 2014)

Listening Performance Indicators

Elements of Listening	Performance indicators for the Listening Skill
Listening comprehension	Understands concrete and abstract ideas and vocabulary
Connections	Makes links and connections between ideas and prior knowledge
Communication	Expresses ideas according to the expectations for the grade
Organization of Ideas	Ideas are written following an order.
Mechanics	Follows capitalization and punctuation rules
Performance Completion	Performs according to the instructions
Confidence while doing the task	Shows understanding without hesitation

Table 16 Listening Performance Indicators. (Valencia, 2014)

Reading Objectives

Units	**Learning Objectives (ABCD Model)** *By the end of the first five-month period 8th year C students will…*
Unit 1	2.1.1 Identify people's names, ages, favourite music and sports from a short profile and transfer this information to answer comprehension questions. 2.1.2 Recognize country of origin and nationality of people in a paragraph by underlining this information. 2.1.3 Identify the name of sports in a short text and use them in context.
Unit 2	2.2.1 Select the day and the time of the day different classes are taught in a school schedule by answering questions. 2.2.2 Identify the information given in a short text about people's birthday dates, transferring it to a blank calendar. 2.2.3 Demonstrate their understanding of written time in letters from a text by drawing clocks. 2.2.4 Distinguish ordinal numbers written in letters to organize 10 objects in a row. 2.2.5 Infer people's intelligences when reading their likes from short descriptions.
Unit 3	1.3.4 Read the parts of the body, and show understanding by pointing at the correct part of the body. 1.3.5 Use body to perform actions from a set of written instructions. 1.3.6 Name people's photos or images after reading about their physical descriptions and professions in a text.

Table 17 Reading Learning Objectives (Valencia, 2014)

Reading Performance Indicators

Elements of Reading	Performance Indicators in the reading skills
Reading comprehension	Understands concrete and abstract ideas and vocabulary
Connections	Makes links and connections between ideas and prior knowledge
Communication	Expresses ideas according to the expectations for the grade
Organization of ideas	Ideas are written following an order.
Mechanics	Follows capitalization and punctuation rules
Performance Completion	Performs according to the instructions
Performance organization	Follows instructions in order
Confidence while doing the task	Shows understanding without hesitation

Table 18 Reading Performance Indicators. (Valencia, 2014)

Speaking Objectives

Units	**Learning Objectives (A-B-C-D Model)** *By the end of the first five-month period 8th year C students will…*
Unit 1	3.1.1 Introduce themselves by saying their names, age, favourite music and favourite sport. 3.1.2 Show the ability to hold a brief and simple conversation that includes asking and answering questions about names, ages, nationalities, favourite music and sport.
Unit 2	3.2.1 Express location by using ordinal numbers. 3.2.2 Demonstrate knowledge of how to have a conversation that includes asking and answering questions about important holidays of the year and personality traits. 3.2.3 State time after looking at a digital clock. 3.2.4 Identify school day hours of different classes after reading a schedule. 3.2.5 Name their personality traits and likes to identify what type of learners they are. 3.2.6 Indicate other people's personality traits and likes to identify what type of learners they are.
Unit 3	1.3.7 Name the parts of the body someone else is pointing at. 1.3.8 Organise a set of instructions using body-movements vocabulary to make classmates perform actions. 1.3.9 Describe people, in a conversation, by saying physical features after looking at a picture, a photo, or another student including at least four characteristics. 1.3.10 Produce a planned monologue to describe a person by saying at least five of the following physical features: height, look, body, hair, eyes, and skin, occupation and personality traits.

Table 19 Speaking Learning Objectives (Valencia, 2014)

Speaking Performance Indicators

Elements of Speaking	Performance Indicators in the speaking skills
Communication	Uses vocabulary words to convey meaning
Grammar	• Uses the verb to be structure • Uses the Wh-structure to ask and answer questions
Fluency	Expresses ideas with little interruptions and rephrases/ repairs when necessary
Pronunciation*	Uses the intonation rules and stresses words
Interaction and non-verbal communication	Shows an acceptable socio-linguistic attitude

Table 20 Speaking Performance Indicators. (Valencia, 2014)

Writing Learning Objectives

Units	**Learning Objectives (A-B-C-D Model)** *By the end of the first five-month period 8th year C students will…*
Unit 1	4.1.1 Produce a personal profile including names, age, nationality, favourite music and sports using the verb to be and possessive adjectives. 4.1.2 Practice subject verb agreement when writing a person's profile including the person's name, age, nationality, favourite music and sports.
Unit 2	4.2.1 Write down words related to days of the week, months of the year and the ordinal numbers when listening to a dictation. 4.2.2 Practice writing time after looking at given digital clocks. 4.2.3 Write a description of themselves that includes their name, grade, favourite subject, personality trait and learning style. 4.2.4 Prepare a short academic profile about other people including name, grade, favourite subject, personality trait and learning style.
Unit 3	4.3.1 Write the parts of their body using a picture. 4.3.2 Write down 5 body movements to be performed by classmates. 4.3.3 Produce a simple text to describe a person including the following characteristics: name, age, nationality, height, look, body, hair, eyes, skin, and occupation and personality traits.

Table 21 Writing Learning Objectives (Valencia, 2014)

Writing Performance Indicators

Elements of Writing	Performance Indicators in the writing skills
Communication	Expresses ideas according to the expectations for the grade
Organization	Organises ideas by the subtopics
Content and creativity	Uses vocabulary words and structure to convey meaning
Grammar	Ideas are written following grammar rules.
Mechanics	Follows capitalization, punctuation and spelling rules

Table 22 Writing Performance Indicators. (Valencia, 2014)

CHAPTER4: PROPOSAL

The analysis about the influence of the development of specific learning objectives and performance indicators in the competence of the students of 8th year EGB carried out in the previous chapter, was mainly done to design an instrument of evaluation to assess learning outcomes of 8th year EGB C students at Unidad Educativa Pasionista.

The idea of elaborating an evaluation instrument as a summative assessment tool to be applied at the end of the first five-month period is based on the definition and importance of assessment itself.

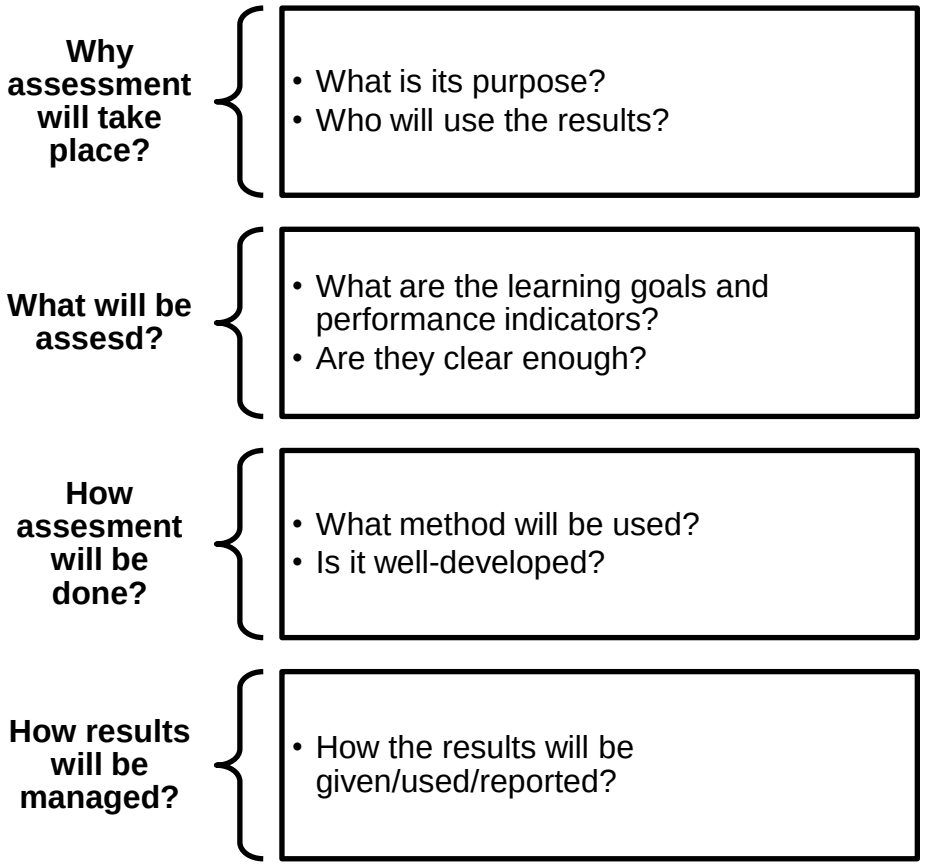
Cambridge Dictionaries Online defines assessment as *the act of judging or deciding the quality of something.* As a result, when students' performances are assessed the quality of the performance is being monitored in relation to the objectives.

Huba and Freed, cited by Gillespie and Robertson (2010), define assessment as the process of gathering information from several and different sources of students' performance in order to take decisions and actions to improve learning.

Two conclusions arise from these definitions. First, assessment helps measure students' progress against learning outcomes and performance indicators to provide effective feedback and decide whether changes in methodology should be done or not. Second, there are several assessment techniques that can be applied to this purpose.

According to Stiggins et al (2007), learning environments should ensure quality assessment processes inside the classroom. Graphic 4

summarises these authors' key questions to keep in mind while planning and conducting assessment.



Graphic 4 Key to Accurate and effective Classroom assessment adapted from Classroom assessment for student learning by Stiggins et al (2007)

Stiggins et al (2007) claim there are two types of assessment: *assessment for learning* and *assessment of learning*. The former refers to the formative assessment while the latter is used for the summative assessment of results.

Assessment for learning deals with the formative process of learning as teachers can provide feedback to improve the quality of students' performance without paying attention to giving a grade. This process is about recognizing what needs to be improved. Assessment of learning occurred to determine if learning occurred at the end of a unit or a term.

This chapter presents the strategy of assessing students' performance by the application of rubrics. It also includes its advantages, components, classification, and the rationale for working with them in order to ensure quality classroom assessment either in the formative or summative evaluations.

Brookhart (2013) defines rubrics as a coherent set of criteria and clear descriptions of levels of performance for those criteria. The main role for rubrics is to describe observable levels of performance to assess students' achievement of learning objectives and communicative competence.

There are several advantages of using rubrics as an assessment tool.

Stevens and Levi (2012) mention three advantages of using these instruments: rubrics define if a student work is improving over time; critical thinking is encouraged as rubrics promote students' self-assessment and self-improvement skills; working with rubrics also allows teachers to improve their teaching practice as they can identify precisely where students' strengths and weaknesses lie.

Rubrics can serve the purpose of *quality classroom assessment* claimed by Stiggins et al (2007) since their elements provide the basis for accurate and effective assessment.

Brookhart (2013) also claims rubrics give structure to formative and summative process because they enhance learning and improve feedback as they do not rely on subjective or temporary judgments.

Brookhart identifies two components in a rubric: the criteria which relate to the aspects or elements that will be observed in students' performance, and

the performance descriptions that are descriptive indicators of learning outcomes.

Criteria support learning as they describe what students and teachers should recognize as evidence of students' learning. Each criterion should be definable and observable. Criteria address different aspects of learning, so they can be appraised separately. Criteria are indicators of the learning objective, not characteristics of the task itself. (Brookhart, 2013)

Brookhart (2013) suggests one key question to write criteria: What characteristics of student work would give evidence for student learning of the knowledge or skills specified in this standard (or instructional goal)?

Brookart also describes performance indicators as the different qualities of performance detailed in a continuum of levels. The question to write performance descriptions should be: What does student work look like at each level of quality, from high to low, on this criterion?

Rubrics can be classified under two aspects: criteria treatment and focus.

Regarding criteria treatment, rubrics can be analytic or holistic. Analytic rubrics treat one criterion at a time while holistic rubrics study all the criteria at the same time. On regards of the focus, rubrics can be either general or task-specific. General rubrics can be used in different tasks as they stress the knowledge and skills students are supposed to be acquiring. Their focus is on observing students' learning skills instead of task completion. On the other hand, task-specific rubrics function as scoring directions that will lead students to know what exactly they need to do to get a good grade.

This proposal will present analytic rubrics since they allow the observation of each aspect of a performance, and this eventually will help to recognize which aspect needs improvement. It was also chosen to work with general rubrics since they help teachers and students to relate the success of an activity to learning outcomes rather than to task completion.

According to Brookhart (2013), analytic and general rubrics are more suitable for formative assessment since their use in different tasks allows teachers to provide effective feedback and students to monitor their performance while they take agency of their own learning.

In order to present an education project, UNESCO (1991) suggests considering three criteria to ensure its success: its relevance or importance, its feasibility and its utility or need.

Brookhart (2013) claims that when learning objectives are stated by performances, rubrics are the best way to assess those objectives. Furthermore, when there is a need of stating the degree for assessing students' work with a more comprehensive approach, a rubric rating scale is appropriate (Smaldino, Lowther, & Russell, 2008). Hence, working with rubrics is highly related to this research.

This proposal meets three important feasibility criteria mentioned by Magnen in his work for UNESCO (1991). First, it meets the educational feasibility as it represents a pedagogical innovation because the rubrics consider the National English Curriculum Guidelines that were launched two years ago. Thus, it suits the local context needs. Moreover, rubrics meet the socio-political feasibility as the Ecuadorian Education System in Secondary education is focused on assessing students' performance against the learning objectives, and on providing effective feedback to students and parents. Finally, since the implementation of this proposal does not require investment on materials, it does meet the financial feasibility criterion.

In terms of utility, the use of rubrics develops awareness on students and teachers of the importance of having specific criteria and performance descriptions to have an effective and more significant feedback process that will make the development of communicative competence more meaningful. Moreover, working with rubrics provide students with the opportunity of take responsibility of their learning process as rubrics represent an activity to monitor their progress in the English Language.

The following rubrics were designed considering the learning objectives and performance indicators developed in chapter three; besides, Brookhart's guidelines (2013) to write analytic and general rubrics were followed, and some elements of the four language skills were taken from Pandiya's article (2013).

Most of the rubrics developed in this study integrate skills as a great proportion of time is devoted to use at least two skills to perform a task in the classroom or in real life settings (Brown, 2010).

The design of the rubrics for the assessment of the different language skills were developed separately. Nevertheless, two distinctive rubrics for the reading and listening skills were elaborated considering written assessment and performance-based assessment. In addition, two rubrics were designed to observe 8th year EGB C students' speaking skills when using the English Language in either monologues or in conversations.

Name: _____ **Course:** _____ **Date:** _____

WRITTEN ASSESSMENT RUBRIC FOR LISTENING

Essential Elements	Close to Expected Outcomes (0,50 marks)	Reach Expected Outcomes (1 mark)	Master Expected Outcomes (1,5marks)	Excel Expected Outcomes (2 marks)	Score
Listening comprehension Understands concrete and abstract ideas and vocabulary	Student's responses show understanding of at least one idea from the recording.	Student's responses show understanding of some ideas from the recording.	Student's responses show understanding of almost all the recording.	Student's responses show full understanding of the recording.	
Connections Makes links and connections between ideas and prior knowledge	Student identifies only factual information from the recording.	Student sometimes relates information from the recording to infer answers	Student usually relates information from the recording to infer answers	Student always relates information from the recording to infer answers	
Communication Expresses ideas according to the expectations for the grade	Student communicates with some clarity, but without using sentences.	Student sometimes communicates clearly and uses incomplete sentences	Student usually communicates clearly and tries to use complete sentences	Student always communicates clearly and uses complete sentences.	
Organization of ideas Ideas are written following an order.	Answers do not follow the subject, verb and complement structure	Answers sometimes have subject and complement	Answers usually have subject, verb and complement	Answers always have subject, verb and complement	
Mechanics Follows capitalization and punctuation rules	Student does not use capitalization or punctuation rules	Sometimes uses capital letters and periods when necessary	Usually uses capital letters and periods when necessary	Always uses capital letters, commas and periods when necessary	
Total Score:					**/10**

Name: _____ **Course:** _____ **Date:** _____

PERFORMANCE-BASED ASSESSMENT RUBRIC FOR LISTENING

Essential Elements	Close to Expected Outcomes (0,63 marks)	Reach Expected Outcomes (1,26 marks)	Master Expected Outcomes (1,9 marks)	Excel Expected Outcomes (2,5 marks)	Score
Listening comprehension Understands concrete and abstract ideas and vocabulary	Student's responses show understanding of at least one oral instruction.	Student's responses show understanding of some of the oral instructions.	Student's responses show understanding of almost all the oral instructions	Student's responses show understanding of all the set of instructions.	
Connections Makes links and connections between ideas and prior knowledge	Student identifies only factual information from the oral instructions.	Student sometimes relates vocabulary words to understand instructions.	Student usually relates vocabulary words to understand instructions	Student always relates vocabulary from the text to understand instructions.	
Performance Completion Performs according to the instructions	Student follows correctly at least one instruction	Student follows some the instructions	Student follows almost all of the instructions	Student follows all the instructions	
Confidence while doing the task Shows understanding without hesitation	Student constantly hesitates and asks for instruction repetition before doing the action.	Student usually hesitates and asks for instruction repetition before doing the action.	Student sometimes hesitates and asks for little instruction repetition before doing the action.	Student rarely hesitates or asks for instruction repetition before doing the action.	
Total Score:					**/10**

Name: _____ **Course:** _____ **Date:** _____

WRITTEN ASSESSMENT RUBRIC FOR READING

Essential Elements	Close to Expected Outcomes (0,50 marks)	Reach Expected Outcomes (1 mark)	Master Expected Outcomes (1,5marks)	Excel Expected Outcomes (2 marks)	Score
Reading comprehension Understands concrete and abstract ideas and vocabulary	Student's responses show understanding of at least one idea from the text.	Student's responses show understanding of some ideas from text.	Student's responses show understanding of almost all the text	Student's responses show understanding of whole text.	
Connections Makes links and connections between ideas and prior knowledge	Student identifies only factual information from the text.	Student sometimes relates information from the text to infer answers	Student usually relates information from the text to infer answers	Student always relates information from the text to infer answers	
Communication Expresses ideas according to the expectations for the grade	Student communicates with some clarity, but without using sentences.	Student sometimes communicates clearly and uses incomplete sentences	Student usually communicates clearly and tries to use complete sentences	Student always communicates clearly and uses complete sentences.	
Organization of ideas Ideas are written following an order.	Answers do not follow the subject, verb and complement structure	Answers sometimes have subject and complement	Answers usually have subject, verb and complement	Answers always have subject, verb and complement	
Mechanics Follows capitalization and punctuation rules	Student does not use capitalization or punctuation rules	Sometimes uses capital letters and periods when necessary	Usually uses capital letters and periods when necessary	Always uses capital letters, commas and periods when necessary	
Total Score:					**/10**

Name: _____ **Course:** _____ **Date:** _____

PERFORMANCE-BASED ASSESSMENT RUBRIC FOR READING

Essential Elements	Close to Expected Outcomes (0,50 marks)	Reach Expected Outcomes (1 mark)	Master Expected Outcomes (1,5marks)	Excel Expected Outcomes (2 marks)	
Reading comprehension Understands concrete and abstract ideas and vocabulary	Student's responses show understanding of at least one instruction.	Student's responses show understanding of some of the written instructions.	Student's responses show understanding of almost all the written instructions	Student's responses show understanding of all the set of instructions.	
Connections Makes links and connections between ideas and prior knowledge	Student identifies only factual information from the text.	Student sometimes relates vocabulary words to understand instructions.	Student usually relates vocabulary words to understand instructions	Student always relates vocabulary from the text to understand instructions.	
Performance Completion Performs according to the instructions	Student follows correctly at least one instruction	Student follows some the instructions	Student follows almost all of the instructions	Student follows all the instructions	
Performance organization Follows instructions in order	Student performs the instructions with his/her own order.	Student performs the instructions with an order similar to the given instructions.	Students' performance usually follows the order of the instructions.	Students' performance always follows the order of the instructions.	
Confidence while doing the task Shows understanding without hesitation	Student constantly hesitates and shows confusion before doing the action.	Student usually hesitates and thinks before doing the action.	Student sometimes hesitates, reads again and thinks before doing the action.	Student takes appropriate time to read, think and be sure to perform the action.	
Total Score:					**/10**

Name: _____ **Course:** _____ **Date:** _____

MONOLOGUE ASSESSMENT RUBRIC FOR SPEAKING

Essential Elements	Close to Expected Outcomes (0,50 marks)	Reach Expected Outcomes (1 mark)	Master Expected Outcomes (1,5marks)	Excel Expected Outcomes (2 marks)	Score
Communication Uses vocabulary words to convey meaning	Student gives single-word utterances as answer.	Students use few vocabulary words to convey meaning	Students use some vocabulary words to convey meaning	Students use many vocabulary words to convey meaning	
Grammar Uses the verb to be structure	Student's answers a few times show their use of subject, verb and complement.	Student's answers sometimes show their use of subject, verb and complement.	Student's answers usually show their use of subject, verb and complement	Student's answers always show their use of subject, verb and complement	
Fluency Expresses ideas with little interruptions and rephrases/ repairs when necessary	Student's speech is very slow and constantly needs to rephrase/repair it.	Student's speech is slow speech and sometimes needs to rephrase/repair it.	Student's speech is almost fluent enough for the level and usually rephrases and repairs it.	Student's speech is fluent enough for the level and rarely rephrases and repairs it.	
Pronunciation* Uses the intonation rules and stresses words	Student rarely follows the appropriate raising and failing intonations.	Student sometimes follows the appropriate raising and failing intonations.	Student usually follows the appropriate raising and failing intonations.	Student always follows the appropriate raising and failing intonations.	
Interaction Shows an acceptable socio-linguistic attitude	Student needs translation to understand instruction and constantly avoids looking at the teacher/audience	Std. sometimes needs translation to understand instruction, frequently looks at the audience to give the answer.	Student sometimes asks for repetition or clarification and usually looks at the teacher/audience.	Student rarely asks for repetition or clarification and always looks at the teacher/audience.	
Total Score:					**/10**

Name: _____ **Course:** _____ **Date:** _____

CONVERSATION ASSESSMENT RUBRIC FOR SPEAKING

Essential Elements	Close to Expected Outcomes (0,50 marks)	Reach Expected Outcomes (1 mark)	Master Expected Outcomes (1,5marks)	Excel Expected Outcomes (2 marks)	Score
Communication Uses vocabulary words to convey meaning	Student gives single-word utterances as answer.	Students use few vocabulary words to convey meaning	Students use some vocabulary words to convey meaning	Students use many vocabulary words to convey meaning	
Grammar Uses the Wh-structure to ask and answer questions	Does not use the wh-structure to ask and answer questions about their personal/ educational domain	Rarely uses the wh-structure to ask and answer questions about their personal/ educational domain	Usually shows their control over the wh-questions structure to ask and answer questions about their personal/ educational domain	Shows their control over the wh-questions structure to ask and answer questions about their personal/ educational domain	
Fluency Expresses ideas with little interruptions and rephrases/ repairs when necessary	Student's speech is very slow and constantly needs to rephrase/repair it before continuing.	Student's speech is slow speech and sometimes needs to rephrase/repair it before continuing.	Student's speech is almost fluent enough for the level and usually rephrases and repairs it before continuing.	Student's speech is fluent enough for the level and rarely rephrases and repairs it before continuing.	

Name: _____ **Course:** _____ **Date:** _____

CONVERSATION ASSESSMENT RUBRIC FOR SPEAKING (continue from previous page)

Essential Elements	Close to Expected Outcomes (0,50 marks)	Reach Expected Outcomes (1 mark)	Master Expected Outcomes (1,5marks)	Excel Expected Outcomes (2 marks)	Score
Pronunciation* Stresses words correctly and uses the appropriate raising/failing intonations	Student rarely follows the appropriate raising and failing intonations making the conversation difficult to be followed.	Student sometimes follows the appropriate raising and failing intonations. The conversation is sometimes difficult to be followed.	Student usually follows the appropriate raising and failing intonations easing the conversation.	Student always follows the appropriate raising and failing intonations.	
Interaction (non-verbal communication) Shows an acceptable socio-linguistic attitude	Student needs repetition and clear / slow speeches to be able to communicate and usually avoids looking at their partner.	Student sometimes needs repetition, and clear/slow speeches to be able to communicate and usually avoids looking at their partner.	Student sometimes asks for repetition or clarification and usually looks at their partner.	Student rarely asks for repetition or clarification and always looks at their partner.	
Total Score:					**/10**

Name: _____ **Course:** _____ **Date:** _____

ASSESSMENT RUBRIC FOR WRITING

Essential Elements	Close to Expected Outcomes (0,50 marks)	Reach Expected Outcomes (1 mark)	Master Expected Outcomes (1,5marks)	Excel Expected Outcomes (2 marks)	Score
Communication Expresses ideas according to the expectations for the grade	Student communicates with some clarity, but without using sentences.	Student sometimes communicates clearly and uses incomplete sentences	Student usually communicates clearly and tries to use complete sentences	Student always communicates clearly and uses complete sentences.	
Organization Organises ideas by the subtopics	Student addresses the different aspects of the instruction by listing ideas.	Student addresses the different aspects of the instruction by writing one single sentence.	Student addresses the different aspects of the instruction by writing some sentences.	Student writes different sentences to address the different aspects of their paragraph	
Content and creativity Uses vocabulary words and structure to convey meaning	Student uses few vocabulary words and structures learnt during lessons.	Student sometimes uses new vocabulary and structures learnt during lessons.	Student usually uses new vocabulary words and structures learnt during lessons.	Student always uses new and previous vocabulary and structures to convey a message.	
Grammar Ideas are written following grammar rules.	Answers do not follow the subject, verb and complement structure	Answers sometimes have subject and complement	Answers usually have subject, verb and complement	Answers always have subject, verb and complement	
Mechanics Follows capitalization, punctuation and spelling rules	Student does not use capitalization or punctuation rules	Sometimes uses capital letters and periods when necessary	Usually uses capital letters and periods when necessary	Always uses capital letters, commas and periods when necessary	
Total Score:					**/10**

CONCLUSIONS

This research followed the research questions and specific objectives in order to answer the main research question and satisfy the general goal.

The study came to the following conclusions while searching for the influence of the development of learning objectives and performance indicators in the competence of the students of 8th Year EGB C of Unidad Educativa Pasionista in the school year 2013-2014.

1. The comparative study between the National English Curriculum Guidelines and the You Too Secondary 1 Book found that there are similar learning objectives and indicators for 8th year EGB students between the curriculum and the textbook. As a result, it was easy to apply the ABCDs model to write more specific learning objectives to assess the participants.

2. Defining performance indicators based on the learning objectives and the Common European Framework for A1 level presented an illuminating guidance during the elaboration of rubrics to assess 8th year EGB C students' competence in the English language.

3. The objectives and indicators provided basis to describe the performances to be observed with the rubrics. This information can be used to recognise students' competence and to provide descriptive and concrete details during the feedback stage.

4. It was found that the approach followed during the research helps improve the teaching and learning process as it provides both teachers and students with clear descriptions about their expected performance when applying the four language skills.

5. Rubrics are evaluation instruments that are useful to assess the students' communicative competence during the formative and summative stages of education.

RECOMMENDATIONS

1. Learning objectives of English textbooks should be compared to the learning objectives of the National English Curriculum Guidelines to develop specific learning objectives to be used in the annual teaching planning.

2. Performance indicators are effective criteria that can be elaborated before assessing students' competence in the English language. This practice may contribute to the awareness of how the learners' performance should look like to avoid bias or subjective methods of assessment.

3. Helping students understand and work with rubrics should be a common practice done by teachers to help students monitor their own progress in the development of their communicative competence in the English Language.

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ANNEXES

Observation Sheet 1	
Objective: Identify the characteristics of the National English Curriculum Guidelines for 8th Year EGB students	
Criteria	**Findings**
Authors	
Purpose	
Teaching approach	
Main Characteristics	
References	
English Level for 8th Year EGB students	

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INTERVIEW PROTOCOL 1

Date:	**Place:**	**Interviewer:**	**Interviewee:**
September 9th, 2013	Via Hotmail	Jeannette Valencia	Fátima Perdomo

Instructions: Before developing learning outcomes appropriate for 8th Year EGB students we need to clarify the following questions:

1) **If you had to summarise the process of applying the new English Standards to any classroom what would the steps be?**

2) **How could an 8th year teacher assess her students at the end of the school year? Should she consider the Curriculum objectives or the book objectives?**

3) **What should a teacher do if her students are under the level expected by the English Standards for the course assigned? E.g. 8th year students who have not achieved their language skills?**

4) **What are the main advantages of the New English Curriculum for the teaching practice and the learning process?**

Thank you for your collaboration!

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INTERVIEW PROTOCOL 2

Date:	**Place:**	**Interviewer:**	**Interviewee:**
October 21st, 2013	División de Idiomas Extranjeros Subsecretaría de Educación de Guayaquil	Miss Jeannette Valencia Robles	Lic. Ma. Verónica Morales

Instructions:

The main purpose of this interview is to get a better insight into the National English Curriculum Guidelines in order to optimise its application in 8th year EGB settings.

1) **The National English Curriculum Guidelines appeared in October 2012, what is the situation of Private High Schools in relation to the curriculum?**

It is very probable that not every student who is starting 8th Year EGB is in A1.1 Level according to the "Ecuadorian Branching approach", taking into consideration this probability in a Private High School, there are two questions:

2) **What should a teacher do if she has among her learners students who are above the A1.1 level because either they have attended English Academies or they received good basis in their primary instruction?** *Should she encourage her students to keep on working on mastering the other language skills?*

3) **What should an 8th year English teacher do if she is teaching a course above A1.1 level and has among her learners students who are below that level?** *Should those students be required to work only towards the A1.1 level?*

Thank you for your collaboration!

Observation Sheet 2	
Objective: the characteristics of the English Books for 8th Year EGB students in the Unidad Educativa Pasionista [Student Book and Workbook (You Too Secondary 1).] to establish relationships with the curriculum.	
Criteria	**Findings**
Author	
Teaching Methodology	
Book organisation	
English Level according to the CEFR	

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INTERVIEW PROTOCOL 3

Date:	**Place:**	**Interviewer:**	**Interviewee:**
September 18th, 2013	Telephone and Via Hotmail	Jeannette Valencia	Claudia Chapetón

Instructions: Read the following questions and answer them.

1) **Does the "You Too! Secondary Series-Book 1" correspond to A1 English Proficiency Level according to the CEFR?**

2) **What should an 8th year student be able to do and know before using your book?**

3) **The teacher guide book offers useful suggestions for teaching planning and practice, but what to do if students still do not master the contents and notions expected? Does the Series provide extra practice?**

4) The Ecuadorian Educational System has adopted the CEFR guidelines to elaborate a New Curriculum for English, if you had to summarise the process of applying the Standards for A1 level together with "You Too!" Secondary Series-Book 1 to 8th year students, what would the steps be?
Thank you for your collaboration!

English Learning Experience Survey

La información que entregues es muy importante. Esta es una encuesta anónima. Tu participación es voluntaria y en ningún modo afectará tus calificaciones. Tu tiempo y cooperación son apreciados inmensamente☺. Si tienes alguna duda relacionada a la encuesta consulta a tu maestra.

Marca con un visto (✓) o una equis (X) el casillero que para ti es el correcto.

1. Edad ☐ 10 años ☐ 11 años ☐ Más de 11 años
2. Sexo ☐ Femenino ☐ Masculino
3. El 7mo año de Educación General Básica lo realizaste en…
   - ☐ Esta institución
   - ☐ Una escuela Particular distinta a esta
   - ☐ Una escuela Pública (fiscal)
4. ¿Cuántas horas de Inglés tenías a la semana en tu escuela?
   - ☐ 0 horas ☐ 5 horas
   - ☐ Menos de 5 horas ☐ Más de 5 horas
5. Las clases de inglés para ti son…
   - ☐ Divertidas ☐ Estresantes
   - ☐ Aburridas ☐ Una mala experiencia
6. ¿Estas actividades te ayudan: **M**ucho, **P**oco, o **N**ada a aprender inglés?

	M	P	N
☐ Atender las clases, repetir oralmente las clases en casa, leer cuentos.	☐	☐	☐
☐ Completar crucigramas, sopas de letras, etc. de palabras en Inglés.	☐	☐	☐
☐ Usar la computadora para practicar online en el website del curso	☐	☐	☐
☐ Dibujar el nuevo vocabulario y pasar a limpio las clases.	☐	☐	☐
☐ Hacer mímicas, hacer movimientos corporales, caminar.	☐	☐	☐
☐ Escuchar y/o cantar música en Inglés.	☐	☐	☐
☐ Trabajar en parejas o grupos.	☐	☐	☐
☐ Trabajar solo	☐	☐	☐

¡Gracias por tu colaboración!

CONSIDERACIONES ÉTICAS DEL CASO DE ESTUDIO "Learning Objectives and Performance Indicators"

El presente informe busca dejar constancia de las 3 consideraciones éticas que se han respetado durante la investigación: a) información a los participantes del proceso, b) descripción de instrumentos a usar junto a la declaración de respeto a la integridad de los participantes, c) confidencialidad.

1. Conocimiento del proceso

El día 9 y 13 de septiembre el Vicerrector Académico y la Coordinadora de Inglés de la institución fueron informados, respectivamente, del estudio que la Profesora Titular de Inglés de los Octavos Años de Educación General Básica, Srta. Jeannette Valencia Robles, está conduciendo como parte de su trabajo de titulación como Licenciada en Lengua Inglesa con Mención en Gestión en Educación Bilingüe.

El estudio de caso busca desarrollar objetivos específicos de aprendizaje e indicadores de aprendizaje para los estudiantes de Octavo EGB considerando los objetivos del Nuevo Currículum de inglés, los objetivos de las unidades del libro YouToo! 1, estudiadas durante el primer periodo de cinco meses y las características particulares de 8C.

El tema de estudio fue concebido durante el mes de Marzo, dedicado a la planificación anual y por unidad de cada curso. También fue comunicado al Economista. Este estudio responde a una necesidad humana y profesional de conocer qué se espera observar en el desarrollo lingüístico de la lengua extranjera de los alumnos al final de cada parcial y luego del primer quimestre. Aunque existen tres paralelos en los octavos, 8C fue escogido por tener la mayor cantidad de estudiantes nuevos.

Los estudiantes de Octavo Año de Educación General Básica Sección C serán informados que su maestra de inglés necesita averiguar información relacionada a la experiencia de los alumnos con la materia cuando estaban en primaria. Además ellos conocerán que las actividades por habilidad de lenguaje han sido elaboradas considerando los objetivos del Currículum de inglés, los objetivos de las unidades estudiadas durante el primer periodo de cinco meses y las características particulares del grupo. Las actividades tienen dos objetivos importantes a saber:

1. Servir de prueba de diagnóstico previo a empezar el segundo quimestre para evaluar las habilidades lingüísticas desarrolladas (individuales y grupales) hasta el momento de realizar los ejercicios.
2. Validar la redacción de los objetivos de aprendizaje planteados por la maestra

2. Justificación de los instrumentos a utilizar con los estudiantes y medidas de protección durante su empleo.

- **Encuesta**

Justificación

Dado que los alumnos no son una caja vacía sobre la que se pueda agregar información, sino un ser único que ha venido adquiriendo conocimientos, habilidades y experiencias es importante conocer a los estudiantes antes de preparar actividades académicas para ellos. Ciertamente no se puede llegar a una comprensión profunda pero sí se puede buscar datos que ayuden a mejorar la práctica diaria de enseñanza.

Medidas de protección para no perjudicar a participantes

Los participantes no estarán expuestos en ningún modo a daños ni emocionales ni físicos. Las 5 preguntas en la encuesta serán analizadas en la siguiente tabla para asegurar que no perjudicarán la integridad de los estudiantes ni sus calificaciones:

Ítems	Propósito
Datos informativos: Edad y sexo (F/M)	Se solicitará que el alumno escoja su edad y si es femenino o masculino.
Antes de estudiar en este colegio estabas en • Esta institución • Una escuela Particular • Una escuela Pública (fiscal)	Esta pregunta sólo busca conocer el porcentaje de niños que vienen de escuelas particulares y los que vienen de escuelas públicas. No se requiere conocer el nombre de la entidad.
¿Cuántas horas a la semana tenías inglés en tu escuela? 0 horas menos de 5 5 horas más de 5	A través de esta interrogante se quiere conocer a cuántas horas de inglés ha sido expuesto cada estudiante antes de iniciar sus estudios de octavo año EGB
Tus clases de inglés son • Divertidas • Aburridas • Estresantes • Una mala experiencia	De manera general ¿qué podemos conocer sobre la experiencia de aprendizaje de estos estudiantes?
¿Estas actividades te ayudan: **M**ucho, **P**oco, o **N**ada a aprender inglés? • Atender las clases, repetir oralmente las clases en casa, leer cuentos.	Este ítem busca conocer *a grandes rasgos* de la forma en que los chicos aprenden mejor la materia

• Completar crucigramas, sopas de letras, etc. de palabras en Inglés. • Usar la computadora para practicar online en el website del curso • Dibujar el nuevo vocabulario y pasar a limpio las clases. • Hacer mímicas, hacer movimientos corporales, caminar. • Escuchar y/o cantar música en Inglés. • Trabajar en parejas o grupos. • Trabajar solo	

- **Actividades prácticas**

<u>Justificación</u>

Los indicadores de aprendizaje permiten evaluar la aplicación de las 4 habilidades lingüísticas de inglés de los estudiantes a través de actividades que se puedan observar y calificar.

<u>Medidas de protección del proceso y de los estudiantes</u>

Se entregará a cada estudiante un folleto con 12 carillas a letra Arial 12 y 1,5 de interlineado. El folleto contiene ejercicios de inglés agrupados por las cuatro *languageskills: listening, reading, speaking, writing.* Cada habilidad tiene 10 actividades similares a las practicadas en el aula durante el primer periodo de cinco meses del año lectivo 2013-2014 para facilitar y motivar el desarrollo de las mismas.Estas tareas aparecen de acuerdo a cada unidad de estudio cubiertas (3 en total) con el fin de no desmotivar a los participantes con temas nuevos. Al final de cada hora clase de inglés la maestra recogerá el folleto y lo volverá a entregar al día siguiente. El tiempo requerido para completar todo el folleto mientras se recibe feedback es de aproximadamente una semana de clases. El día viernes 20 de septiembre se realizó la entrega de una copia del folleto de las actividades al Vicerrector Académico de la institución.

3. Confidencialidad

Cuando los estudiantes del Octavo Año C llenen sus encuestas, sólo la profesora de inglés conocerá las respuestas puntuales de cada alumno. Esta información anónima le servirá a la maestra, para la planificación de las siguientes clases y para el momento de evaluar el rendimiento de sus chicos. Sin embargo, para asegurar la confidencialidad de sus datos y la validez de la tesis, los estudiantes serán identificados en el reporte del trabajo de titulación como participantes. Además cuando se entreguen porcentajes de los resultados de la encuesta y de las actividades se manejarán datos numéricos y jamás los nombres de los alumnos.