ESCUELA NORMAL
DE ATIZAPÁN DE ZARAGOZA

TESIS DE INVESTIGACIÓN

AUTHENTIC ASSESSMENT: INSTRUMENTS TO CARRY ON LEARNING A SOCIO-EDUCATIONAL PROBLEMATIC

QUE PARA OBTENER EL TÍTULO DE
**LICENCIADO EN ENSEÑANZA Y APRENDIZAJE DEL INGLÉS
EN EDUCACIÓN SECUNDARIA**

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P R E S E N T E.

El que suscribe, Director de la Escuela Normal de Atizapán de Zaragoza, hace de su conocimiento que una vez revisado y evaluado su documento recepcional titulado, **AUTHENTIC ASSESSMENT: INSTRUMENTS TO CARRY ON LEARNING A SOCIO-EDUCATIONAL PROBLEMATIC** en la modalidad, **TESIS DE INVESTIGACIÓN** le informo que, con base en la normatividad vigente se cubrieron los requisitos para continuar con el proceso respectivo para sustentar su examen profesional en la Licenciatura en Enseñanza y Aprendizaje del Inglés en Educación Secundaria.

No omito comentarle que deberá cubrir en tiempo y forma, con los requisitos establecidos administrativamente para este fin. Le deseo el mejor de los éxitos en esta última etapa de su formación inicial.

A T E N T A M E N T E

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SECRETARÍA DE EDUCACIÓN
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To my lovely parents Mireya Hernández Rodriguez and Gilberto Carrera Flores, who always have believe in me, support and love me.

Content

Introduction

This research aims to describe what authentic assessment is, how authentic assessment instruments look alike and why nowadays, teachers should consider this kind of assessment to create meaningful classes and carry on learning in the "Escuela Secundaria Federal No. 8 Lic. Isidro Fabela" CCT: 15DES0008K. A public middle school addressed in Calle: Calzada San Mateo no. 15, San Juan Bosco 2, 52900 Cd López Mateos, Atizapán de Zaragoza, Estado de México. As well as in other contexts where it could be suitable to be apply. The main participants of this research were 50 students (both genders) from 3° D to study by samples the effects and the impact of traditional evaluation on them and then attempt authentic assessment instruments as a method to carry on English learning. The methodology used in this work develops a qualitative approach, explanatory breadth, and experimental design. In the first instance, the findings reveal that students are uninterested in English because they cannot understand the scope and value that English may provide in real-life circumstances, which, in turn, leads to a low level of exploitation and acquisition in the second language.

The second objective of this investigation-action research is to explain and propose an alternate usage of assessment instruments based on authentic assessment methods in response to the following troublesome findings in public Middle School "Escuela Secundaria Federal No. 8 Lic. Isidro Fabela" CCT: 15DES0008K. Calle: Calzada San Mateo no. 15, San Juan Bosco 2, 52900 Cd López Mateos, Atizapán de Zaragoza, Estado de México. It is essential to point out that this is qualitative research.

"Qualitative research, according to Burns and Grove [2009], is a methodical and subjective way to highlighting and explaining daily life events, and to further give them adequate significance." (2018, Mohajan).

Concerning the socio-educational problematic that I investigate and discuss more, the current educational system has conditioned students to normalize a type of evaluation whose sole purpose is to get a "high" mark, or at the very least a passing grade. What makes me believe this is because the students I work with frequently ask me questions like how much the test value for assessment is. When I tell them 1 point, they remain relaxed about the value reflected in their grades but nervous and anxious about the knowledge the test requires, which leads me to wonder what they are apprehensive about. Is there someone in charge criticizing them for not earning good grades? Or are you ashamed of something you don't know?

The findings of the second question are more encouraging than the results of the first because, if we can change how parents, students, and teachers view assessment, that shift in perspective will probably result in a different understanding of assessment, which will change how any teacher chooses to use tests or other types of assessments as assessments. In addition, this new conception of assessment will help students learn better by removing the pressure to pass a test and instead encouraging them to reflect, "This is a difficult assignment, but how is this going to benefit my learning?" hopefully will help students, teachers, and parents attain that frame of mind in students, teachers, and parents.

I would design an action plan solely involving students and teachers using digital tools for assessment "class" in this context to support our assessment drills, tests, performance, etcetera; this study is based on an authentic assessment strategy.

One of the things I have observed in this context is the outcome of so many years of an educational system that, based on the requirements of this middle school and what I have learned from other middle schools, does not work for all students and that students are very accustomed to traditional assessments that only work for

five or maybe ten students. Based on the traditional conditioning that this system has instilled in this educational institution, this assertion; In my quest for solutions, I have determined that: Are they receiving criticism from a authority for their low grades? Or are they embarrassed by something I am not aware of? I believe it could be either one, both, or all three, so my attempt to answer this question is that the problem begins when we discover initial conditioning, in which students have the idea of evaluation as an activity to achieve approval from both authorities figures such as parents and teachers, as well as approval from peers and classmates. Then, when they do not achieve this goal, they have the problem of not knowing something.

Others may find it to be a motivating stimulus, a challenge that improves their skills and competencies while also providing challenging and intellectual feelings, and thus a "positive" stimulus; however, if our practice becomes repetitive, these previously conditioned responses will be repeated until we do the opposite. In terms of the stimuli and reactions of the students, I am guided by the behavioral theory of learning, which includes Pavlov's animal research (1927):

During the 1930s, he and other psychologists investigated and tested how different stimuli may be utilised to generate animal behaviours. Many concepts of learning, such as the link between stimuli and responses, were discovered as a result of the research, which were later valuable in influencing human behaviour. (Page 45)

But how does this conditioning turn into something negative?

"Learning is described as a generally permanent change in behaviour that reflects the acquisition of information or skills via experience in behavioural theory" (Papalia, Wendkos, & Feldman, 2009).

"Conditioned stimuli cause conditioned responses, whereas conditioned stimuli and conditioned responses pairings are the result of learning and training" (Ruiz Ahmed, 2010).

Well, whatever stimulus the assessment is now eliciting in the pupils, the reward they expect will most likely be a grade rather than the knowledge they gain in class. When I think of traditional assessment, I immediately think of the quizzes and exams that our educational system is so used to, where students only write or choose the answer and the scores show only two things: if the students get a high note, they are smart or capable, and if the score is low, the student is probably not very smart or capable according to his or her grade, but how possible this last statement could be?

We will be able to perceive how functional an assessment is by taking into account aspects such as students' learning characteristics by samples from the 3° D group. In each sample, I chose four students randomly, so the following characteristics may not necessarily apply to all of them, but they do mention similar responses in the majority of the questions. At the same time, taking into context characteristics and different applications of the authentic assessment approach, consulting different participants such as Teacher in training and so far could provoke a change of mind about assessment and provokes a change in how assessment instruments based on the authentic assessment approach achieve motivation and learning in middle school.

In order to put those previous statements in order, let me point out the context and the importance of considering other types of assessment. For example, if you are familiar with evaluation and assessment, you probably are familiar with formative assessment, or at the very least, with performance assessment. However, it does not matter because if you do not know anything about assessment, imagine an exam or

remember how your teachers used to assess you and at a certain point they used a traditional assessment like test those which contain options to pick the right answer, which it is not "bad". I have used this type of assessment before. However, it is interesting and pertinent to this research to see what authentic assessment offers to address the students' lack of learning in English subjects and the lack of authentic assessment instruments used in this specific school. Therefore, let's begin with an overview and different perspectives on educational assessment, traditional assessment, and authentic assessment over time and from various national and international contexts to see what we can rescue to our own socio-educational troubling and needs in this specific context.

Research matrix explanation

This thesis called "Authentic assessment: Instruments to carry on learning a socio-educational problematic" is a research that has a qualitative methodology of investigation is starts with qualitative thinking and then applying the scientific method and applying authentic assessment techniques and instruments; divided into two main parts, the first one is the whole theory consulted to argue the second part which is the practice experience, both parts are divides as well into chapters to describe some concerning and specific terms and the procedure to carry out, continue and conclude this work.

"Qualitative approach uses data collection and analysis to refine research questions or reveal new questions in the process of interpretation" (Sampieri, 2014).

I will describe the following table (#), which reflects a qualitative structure based on Roberto Hernández Sampieri's work Methodology of research. In order to illustrate the structure of this research effort (2014), I followed the guidance in the Manual for the Elaboration of the Research Work to decide to pursue the master's degree (2019) from the Escuela de Postgrado de la Universidad Tecnológica del Perú in order to give structure and logical sense to this research and to structure each chapter of this thesis.

Both written works are full of suggestions to make logical, coherent, and quality work. Those suggestions were essential to take into account for this particular work because I needed to provide a structure for each chapter and know the right words to use so that no one would misunderstand my statements or hypotheses. It was also necessary to have a solid comprehension of how to identify a problem, develop it to explain it clearly, interpret it without passing judgment on it, and provide potential solutions to a socio-educational problem so that, during the process, I could

be able to design and use authentic assessment strategies and instruments that support the continuation of English language learning.

So, first of all, what effects have the lack of authentic assessment instruments used to carry on learning? It is the problematic that make me interested in this specific context because during my teacher training and the observation period, concretely, it is something that makes me wonder why it is happening. And this research is intended to obtain some answers to this problematic by answering questions like What effects has the lack of Authentic assessment instruments used to carry on learning?.
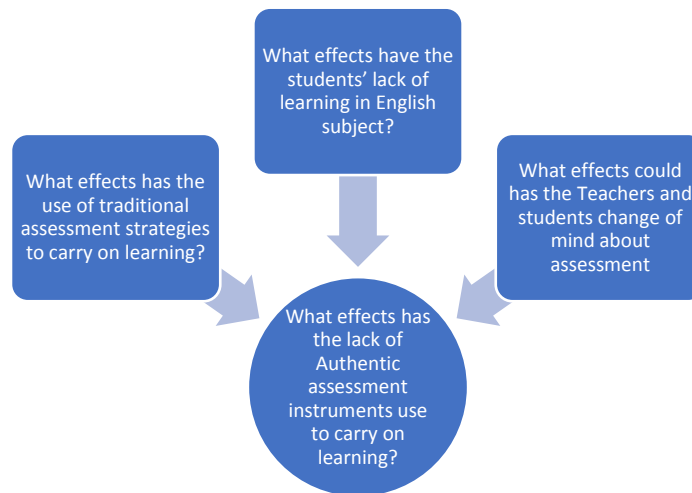
During the procedure to find a problematic, I wondered what effects has the use of traditional assessment strategies to carry on learning? And so, I take the initiative to create a brainstorming that enables me to identify other connected problematic issues. The first one is the effects of using traditional assessment strategies to continue learning, which allows me to contrast how these strategies are ineffective in this particular context and how an authentic assessment instrument would likely be a better choice to continue learning. Then find out if there is students' lack of learning effects in English subject because this one could be directly related

with the previous troublesome. However, at the same time, it might not be the result of other unintentional factors in teacher practice, such as the current pandemic situation, to give one notable example in students' behavior, interactions with peers and teachers, and learning. This lack of learning following the pandemic has been mentioned in teacher meetings by other teachers.

This research aims to show authentic assessment instruments used to carry on learning in middle school "Escuela Secundaria Federal No. 8 Lic. Isidro Fabela". I decided to use the "carry on" phrasal verb because the intention of this whole work is not to disqualify the practice that the English head teacher is doing now, as well as other subject Teacher practices; the opposite is to promote the learning that is occurring in English class in other ways and take it to the next level with the use of authentic assessment strategies as an approach just as in assessment process after wondering What effects have the students' lack of learning in English subject?.

To determine the influence of accurate, authentic assessment instruments used to continue learning, I decided to take this work on a micro-level and focus my written experiences on the 3° D group. So during this writing, I would like to describe the process that takes me to design and check authentic assessment instruments to push on learning in 3°D in English subject because certainly exist already authentic assessment instruments and strategies with the same approach. However, the particularity of being authentic is to be loyal to a context very similar to situated learning.

By comparing the grades, which traditional assessments typically don't do to demonstrate how much a student has learned, I continue to explain this thesis by describing the current use of traditional assessment strategies and the effects and results students from this context are getting from it. If there is a problem with pupils

not learning English as a topic due to the application of traditional assessment procedures, for instance, apply assessment at the beginning or halfway of the unit utilizing open-book assessments. After trying some strategies like these affirm or disprove the poor functionality of traditional evaluation methods and finally provoke a change of mind in students about assessment, in becoming more interested in English subject and the conception that students have about the English language complexity and utility.

The units of analysis are the school context, students from the 3° D group and teachers in training mates using different investigation techniques like observation, interview, teacher diary, and document research listed in the bibliography and appendix section. Along with the use of a few instruments and techniques, such as open book tests, show-and-tell sessions, teacher-made tests, rubrics, and checklists with an authentic assessment approach, the study also included the interpretation and reflection of its findings to determine what effects might cause teachers and students to rethink assessment and encourage the use of authentic assessment instruments and techniques.

Research matrix resume: Authentic assessment: Instruments to carry on learning a socio-educational problematic

General problematic	• What effects has the lack of authentic assessment instruments use to carry on learning?
Specific troublesome	• What effects has the use of traditional assessment strategies to carry on learning? • What effects have the students' lack of learning in English subject? • What effects could has the students change of mind about assessment

General objective	• To show authentic assessment instruments use to carry on learning in middle school "Escuela Secundaria Federal No. 8 Lic. Isidro Fabela".
Specific objectives	• To determine the influence of accurate authentic assessment instruments use to carry on learning in 3° D group. • To design and check authentic assessment instruments to carry on learning in 3°D
Categories	• Use of traditional assessment strategies • Students lack of learning in English subject • Students change of mind about assessment
Sub-categories	• Grades usually do not show how much a student had learn • Evaluation usually is applied at the end of learning process • Poor functionality of traditional evaluation methods • Most of students are not interested in English subject • Change the conception that teachers and students has about the English language complexity and utility
Method	• Qualitative • Scientific method • Analysis of techniques and instruments applications
Analysis units	• School context • Students from the 3° D group • Teachers in training mates

Techniques	- Observation - Interview - Teacher diary - Documents Research - Interpretation and reflection of results
Instruments	- Instruments and techniques application: - Open book test - Show and tell class - Teacher-created tests - Rubrics and checklist whit authentic assessment approach

Activities schedule

Progressive order/Schedule	Activity	Description
1. September 22nd - 24th, 2021	**Observation and interviews**	The teacher in training watches during the observation journey how is the general dynamic of each group with the English head Teacher and what strategies the head teacher uses. Teacher in training carries out a diagnostic test to know the general characteristics of each group, like how they work individually and with peers, how they are used to working, and how they would like to be working in English subject. Teacher in training interview Head Teacher to know strategies used in each group to achieve learning, pass attendance list, achieve a respectful learning environment, and evaluate or assess. Teacher in training interviews students to know their interests to design meaningful classes, to discover students' English level if they already know, to know how they prefer to learn, for example, types of activities or work in teams.
2. September 25th - 29th, 2021	**Design activities' planning**	The teacher in training watches during the observation journey Teacher applies a diagnostic test to know English knowledge at the moment of application. The teacher designs strategies and materials situated in the context of teaching English according to the grades obtained in a diagnostic test, characteristics in the observation journey, and personal characteristics given by students. Teacher designs evaluation processes and materials about the content taught in class. The teacher promotes the use of an authentic assessment approach.

3. September 30th and October 01st, 2021	**Check and approbation of planning**	The teacher introduces and explains to the head teacher planned activities and the purpose and characteristics of this intervention project in general, intending to answer some doubts about it and take some suggestions and advice from her and the supervisor teacher to enrich this project.
5. October 04th -15th, 2021	**Application of planning**	The application of the activities dynamics and assessments are designed for students. It is not pretended to work directly with teachers at the moment of application, probably during the process can occur, and if this is the case, it will be only with the head Teacher. This project focuses on students' achievements. During the application seek data for my research action that allows me to acquire information for the creation of my senior document and understand the context.
6. October 16th 17th, 2021	**Analysis of activities and students performance**	One of the main purposes of this project is to achieve meaningful learning, one that I can rescue by listening to a Finland student when she was interviewed about the educational system and how their assessments are. The answer that they don't have multi-choice exams if they knew the answer they are going to able to write it, so if they didn't they do not write anything, so this is what I pretend to do an open answer exam to understand what is the process of students to arrive at certain goal or certain answer. Because this is an experimental project, is pretended that the students in company with the teacher checks the right answers so the students do not stay mistaken; they can move on, and finally, they know why there are not written answers, so the Teacher talk and explain the project.

7. January 15th 20th, 2022	**Redesign activities' planning**	English teaching in different spaces with 2nd grade and 3rd grade of secondary school. It is intended to repeat some of the previous week's activities, trying to discover, correct and polish some details I could find during those activities. For example, if students' performance working alone is not very good, here is the perfect time to make changes like changing the homework to work in face-to-face classes.
8. January 31th – February 24th, 2022	**Application of planning**	Design of new strategies, learning dynamics, and evaluation processes for specific contexts where the expected learning proposed by the educational curriculum and the educational and educational demands of this specific context present an authentic evaluation approach and its application.
9. February 24th - 25th, 2022	**Analysis of activities and students performance**	The results that I can obtain in the previous week are intended to apply a little dynamic, which is to show something relevant for students, so they can prepare a presentation or an oral speech where they can feel in comfortable a respectful and inclusive environment; then, the students have to make a translation of their speeches or presentation so they can enrich their confidence to express their speech in English through a video or audio, here students will be responsible for their own mistakes as well as their successes. My role as a Teacher is only to focus those mistakes with feedback into hits.
10. February 26th - 27th, 2022	**Redesign activities' planning**	Redesign learning dynamics and assessment procedures when the circumstances require such changes, as well as comments on my practice as a teacher in training, my accomplishments, my possibilities to enhance it, and events that may be salvaged to better the educational act from others.

11. February 28th - April 01st, 2022	**Application of planning**	These instructional processes and dynamics are put into practice. Use various educational settings to enhance the educational performance and relationships among educational actors such as students, parents, instructors, and principals. Design innovative techniques, learning dynamics, and evaluation processes that apply to specific circumstances in which the expected learning offered by the existing national basic education curriculum and the educational needs of this unique environment present a genuine evaluation strategy.
12. April 02th - May 15th, 2022	**Analysis and redesign of activities**	Keeping a teacher's journal and writing periodic thoughts on my educational practice as a trainee teacher. Reflections on my teaching practice as a teacher in training, my areas of opportunity, and practices and events that may be saved to better the educational act. When the situation needs it, learning dynamics and assessment procedures must be redesigned.
13. May 16th – July 01st, 2022	**Application of planning**	These instructional processes and dynamics are put into practice. Use of various educational settings to enhance the educational act and relationships among educational actors such as students, parents, instructors, and principals. Design of innovative techniques, learning dynamics, and evaluation processes that are applicable to specific circumstances in which the expected learning offered by the existing national basic educational curriculum and the educational needs of this unique environment present a genuine evaluation strategy.

14. September 22nd, 2021 - July 15th, 2022	Final analysis and final thoughts	Writing a thesis as a senior document on the socio-educational problems of this same educational context to enrich my teaching experience in real contexts, increase my socio-educational skills and competencies, and graduate from my educational training as a teacher in the subject of English, in a first stay, in a larger scale panorama for the teaching and social field. In the first stage, English is part of a bigger picture of the work and social environment, as well as educational and professional opportunities.

Resources

Resource	Description	Time/Money
Human	Students, head teacher, prefects and tutor teachers, principal, parents, administrative staff.	50 students 3 teachers in training 533 hrs. approximately
Materials	Institutional spaces (groups' classroom, English classroom, computer lab, etc.), worksheets, colored sheets, photocopies, students notebook, students book.	1200 paper sheets 533 hrs. approximately
Financial	The photocopies are provided by the institution from 40 copies and only if the photocopies are not full of pictures, external resources such as material are paid by the students, head teacher and teacher in training.	$2700.00 Mexican pesos (MXM) approximately
Technological	Tablet, projectors, computers, internet, speakers, printer.	$8000.00 Mexican pesos (MXM) approximately

Theory

Assessment

No matter how many kinds of assessments exist what is something interesting to mention is the fact that it is a very important step for teaching and learning process, assessment it has an intention as a tool that Teachers can apply for many reasons depending what does the Teacher decides to assess or how to use assess, actually Teacher do we have a really spectrum of options to pick a kind of assessment but the most traditional conception of this educational step refers to check if certain student achieve the expected learning, according to Brown

"…assessment refers to a related series of measures used to determine a complex attribute of an individual or group of individuals…" (Brown, 1990).

In a personal interpretation of the quote above educational assessment has the function to measure an expected learning from a student or a group of students, which certainly is true, and most of Teacher and even students are conscious of this necessary step during education process. However, the goals of assessment depend on what the context demands in terms of how they could test their scholar abilities and learning, so what do other authors think about it? So in this research I decided to rescue what other resources can contribute to have a clearer definition of what educational assessment is and what it represents for other kinds of contexts and especially what it means for me by doing this investigation. So it is important to start since a national context and then move on to international context to understand how every context act according to their educational needs and characteristics, so probably I will rescue another kind of assessment during this study.

The action taken by Secretaria de Educación Pública to attempt assessment in 2017 says: "assessment focuses its attention on the activities, forms, media and dynamics in which learning occurs… it uses nominal scales and hierarchical order,

such as categories, characters and attributes, among others." (SEP, 2017) this could tell us about the meaning of assessment in a national context since that time and following we will see how that tendency still be something to talk about because education has progressed, as well as students and Teachers.

About educational assessment Frida Diaz y Angel Barriga (2000) give a very loyal conception about what does assessment still representing for most of Mexican Teachers nowadays in the Dirección de Investigaciones y Postgrado compilation; Chapter 8 "Tipos de evaluación" by the Universidad Nacional Abierta probably because of the product of a very constructivism influence that our educational system has been through since 60's because of the population increase and the educational demands as well since then.

"The assessment activity is complicated, requiring comprehension and reflection on instruction, with the teacher as the protagonist and primary responsibility." Evaluating the learning and teaching process is an important duty because it gives the instructor a self-control mechanism that allows him or her to understand the reasons of issues or barriers that develop and disrupt the process. From a constructivist standpoint, assessing learning of any material should reveal as much as possible about what students say and do while generating important meanings from the curricular content. Similarly, efforts should be made to acquire useful information regarding how students generate such meanings in line with the criteria set out in the educational intents."

Actually, it is very important for them to establish a chronological order to consider different assessment and in they own words it is something that has become in the speech of Teachers which it is interesting because still been necessary, they divided assessment or kind of assessment into three periods of time where there is a before, a while and a after time, diagnostic (before), formative (while) y summative (after). "Each of these three evaluation modes should be viewed as required and complimentary for a comprehensive and objective assessment of what is going on in the teaching and learning scenario." Daz and Barriga (Diaz & Barriga, 2002) Consider the following diagram:
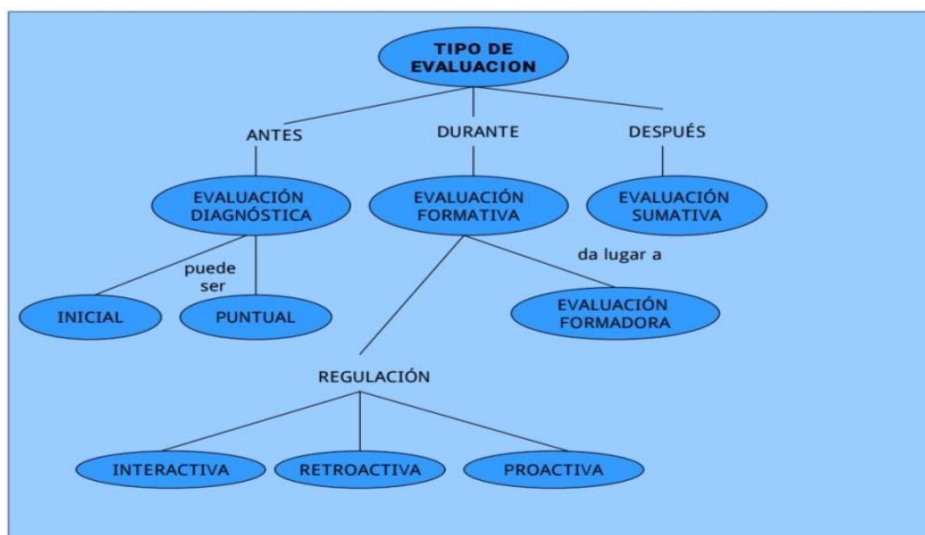
The scheme above shows us these authors concerning of following the constructivism ideology by following and purposing a very practical and coherent order to follow and understand the assessment process and its importance by giving those time parameters that make me wonder where does authentic assessment will fit in, at first I thought for sure is formative assessment: "The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by instructors to

improve their teaching and by students to improve their learning" (Carnegie Mellon University, s. f.). But then I changed my mind when during my planning design I thought do we not monitor in other assessment time such as diagnostic, which according to these authors is the beginning of the assessment process or at the end when the evaluation is summative? Further than staying in only one of this time parameters proposed by Diaz and Barriga, it would be easier for Teachers to use a kind of assessment approach to each of the assessment instruments that we use in these three different times.

"Assessments also are used to identify individual student weaknesses and strengths so that educators can provide specialized academic support educational programming, or social services…"

The social services that this particular school can provide to students for example "USAER" (Unidad de Servicios de Apoyo a la Educación Regular) It is a "instancia técnico –Operativa de la Educación Especial, ubicada en escuelas de educación regular" (Secretaria de Educación Pública, 2018-2019), which is relevant for the simple reason that student who are beneficiary of this service must be assess in other way depending the students psycho-pedagogic assessment than according to this resource have a several influence in the design of the teaching-learning assess strategiesIndividual student evaluation is the process by which the school principal, group teachers, USAER support teachers (if available), and other personnel involved in the care of students with disabilities, exceptional abilities, or severe learning, behavioural, or communication difficulties determine whether a student needs a psycho-pedagogical evaluation.

So that represent how important assessment can be specially for those students who required to be assess in another way and how important it is to be conscious about the use of assessment instruments.

Since 2002 the Instituto Nacional para la Evaluación de la Educación (INEE) has changed the constructivism approach that assessment in education had by promoting one of the kind of assess that precisely authentic assessment wants to rid of, standardized assessment, actually in two of its objectives argue that it is necessary to have a controlled measure of students acquired knowledge: "Initiate the development of a system of indicators, based on the educational statistics collected annually by SEP." and "Carry out retrospective studies of the national standards evaluations that SEP had carried out from 1998-2002, as well as international evaluations."

Nowadays the "Nueva Escuela Mexicana" takes this conception about assessment once more and divides the assessment process into the following steps: first "is carried out at specific times and in a continuous manner in the educational practice, which implies periods determined by the daily life and the school" so assessment should be flexible to be applied in the established times but if the students require a modification in appliance just like school events this assessment should has not struggle because of time; "Connects meaningful actions that take place in the interactions between students, teachers, school staff, parents and parents"; And to build information that allows to strengthen and give new meanings to the teacher's professional new meanings to the teacher's professional work, from the feedback of planning and daily experience, through reflection.

Authentic assessment

Authentic assessment raises new ways of conceiving evaluation strategies and procedures that are very different from those still valid in our educational systems. It is an assessment focused mainly on processes rather than results and interested in the student being the one who assumes responsibility for their learning and therefore uses the evaluation as a means that allows them to achieve the proposed knowledge in the different disciplines of formal education.

"In a specific sense authentic assessment tries to find out what the student knows or what they are able to do, using different evaluation strategies and procedures…" (Condemarín & Medina, 2000).

According to different resources, this kind of assessment has its origins in the conception of Ausubel's Meaningful Learning which says that meaningful learning occurs when new information is related to an existing concept; so the new idea can be learned if the previous idea has been clearly understood.

This theory states that the new knowledge was based on the prior knowledge the learner has, whether they have acquired it in everyday situations, textbooks, or other sources of learning. By relating both knowledge (the previous one and the one acquired) a connection will be formed that will be meaningful learning. (Ausubel, 1976). Adding to the meaningful learning theory, authentic assessment influences Novak's (1983) cognitive perspective and in the Reflective practice by Schôn (1998).

Aprendizajes clave considers that an educational curriculum should be flexible; in fact, it argues that "...It is often pointed out that the curricular contents of basic education may be alien to disadvantaged groups because they are formulated as a single national curriculum. ... Curricular flexibility is particularly important in responding

to contexts with high geographic, social, cultural and linguistic diversity." (Secretaria de Educación Pública, 2018)

Which is positive as it promotes inclusion by trying to eliminate barriers to learning and participation that "Aprendizajes clave" 2018 also mentions and defines them in three categories, attitudinal, pedagogical, and organizational. Here I can talk about one of the main difficulties that I noticed in my observation period, and that the head teacher told me, and that most students do not enter to the virtual meetings or do not turn in homework in time. So it is important to know what Teachers evaluate in the assessment that we carry out, mostly in English. For psycholinguists, the main learning involved in the language is the rules that generate word chains, since children emit sentences they had not heard before, which indicates innate possibilities of processing information and forming internal structures that, when applied to the language they hear, encourage the construction of a particular grammar, which is why the psycholinguistic approach belongs to a cognitive type (Montgomery, 1994).

Harmer (1997) points out the natural abilities: "The ability to speak and listen because they do not follow a systematic or formal learning process". Rather, they are unconscious processes of acquisition. Therefore, in foreign language teaching, the natural skills (speaking and listening) of speaking and listening are tools that the learner brings with him/her.

Additionally we could find reading comprehension and written production (Reading comprehension and written production). These skills are learned in formal situations, almost always in school. Teachers have an advantage here to achieve meaningful learning (with the input) and then worry about carrying out as a whole linguistic skill, which is the possibility that the speaker has to interact with others or with themselves. It is what he/she can do with a given language system (output).

Besides the Communicative Approach establishes that there are four primary linguistic skills (speaking, listening, reading, and writing). But as I already mentioned, that depends on what Teachers want to evaluate, so I will explain the authentic assessment theory as a proposal.

The notion of authentic assessment is not new. In some discipline areas, students have always been required to develop products and/or perform realistic tasks to demonstrate knowledge acquirement or perform a task. However, in many disciplines, students' mastery of various domains of learning objectives has not necessarily equated with a demonstration of their capacities in real-world settings.

Thus, assessment for mastery should not necessarily be equated with the assessment of learning in authentic learning situations. Further, any method used to assess students' mastery of narrowly specified skills, does not preclude using methods designed to more comprehensively assess complex skills but not to mastery level, at least not in every student this depends on our Teacher practices, deeply. It's also worth remembering that in most cases assessment involves a judgement about whether, based on the evidence contained in performance of the sample students required level of achievement has been reached. Finally, authentic assessment does not imply comprehensive coverage of the curriculum or mastery, but both factors may be enhanced by well designed authentic assessment strategies and instruments.

Poikela (2004) argues that in traditional assessment, reflective and social knowing are weakly assessed, in the case of Middle School "Isidro Fabela" I can argue that the specific social ability or knowledge that is missing to assess is the learning factor, about 3° D group this represents a socio-educational problem, in first term because their emotional development is interrupted because a constantly feeling of

struggle with English subject, in psychology there are five primary emotions; Fear, happiness, sadness, anger and affection, this last one refers to the way that a person relate with he/she context and the person who are involved in that context; when this emotions as others are not managed in the right way the educational process is not carried out successfully.

And this can and should be addressed through the use of more authentic assessment. Mueller (2006) has described how authentic assessment differs from traditional assessment. (By traditional assessment, we suggest that the authors refer to curriculum design around a narrower set of predominately cognitive learning objectives where assessment methods reflect the requirement to absorb (memorize) and faithfully reproduce knowledge but not necessarily critique and use it in relevant ways.) Whereas with traditional assessment, curriculum content is determined first and assessment tasks then devised around it, with authentic assessment, the tasks students are required to perform are devised first. Then, the required curriculum is developed to enable students to complete the assessment. In other words, authentic assessment must drive the curriculum.

Like Gulikers, Bastiaens, and Kirschner, (2004), Mueller (2006) suggests that authenticity is a "continuum", that is to say, the extent to which assessment is traditional or authentic depends on how closely it reflects the attributes described below. I would like to add that the assessment instruments based on authentic approach must enhance the following items too (The assessment instrument is the documented activities developed to support the assessment method and used to collect the evidence of student competencies).

1.   Are perceived by students as being authentic. Perceptions of authenticity are subjective so students and teachers may have different perceptions of what constitutes an authentic task.

2.   Are similar to the real work done in professional contexts and highlights situational and contextual knowledge including the acquisition of relevant professional attitudes and competencies.

3.   Are performances based and require students to demonstrate mastery of professional practices. The closer the tasks are to real practice, the greater the degree of authenticity.

4.   Reflect clear alignment between desired learning outcomes, curriculum content, and future career-based knowledge.

5.   Integrate required workplace skills with university academic requirements

6.   Emphasize assessment for learning purposes rather than just for grading, and incorporates social, cognitive, and reflective processes of learning.

7.   Are fair and free from bias so they do not advantage or disadvantage any groups of students

8.   Are motivating, enjoyable, sustain interest, and are challenging, but achievable

9.   Are based on criteria that have been developed with, or negotiated with students to ensure they understand the nature of the task and what constitutes quality in terms of the outcome.

10. Are focused in ways that ensure there is neither too little nor too much assessment.

11. Achieve an appropriate balance between tasks that are too complex and too simple.

12. Often incorporates self, peer, and client assessment in conjunction with academic teacher assessment.

13. Ensure that students have opportunities to develop critical thinking and problem solving skills needed in professional situations, as well as the cognitive and performance skills relating to graduate attributes

14. Provide clear evidence that students have achieved the desired learning outcomes

15. Require timely feedback relating to criteria that students can act upon Are quite often interdisciplinary because that reflects many real world contexts.

When we finally will find out a teaching-learning instrument that match with students learning characteristics result are more loyalty to reality or even better if teacher opt to design and create a new kind of assessment Teachers must think and establish when to apply them, in order to achieve better students performance and better knowledge acquisition. But how does exactly authentic assessment instruments looks like?

Authentic assessment instruments

According to Brianna Burrows (2020) "A standardized test is a test that is given to students in a very consistent manner; Meaning that the questions on the test are all the same, the time given to each student is the same, and how the test is scored is the same for all students."

"… term which includes all methods used to gather information about children's knowledge, ability, understanding, attitudes, and motivation" (Ioannou-Georgiou, 2003) For Hall and Sheehy (2018) assessment means different things in different contexts".

"… always bound up with attitudes, values, beliefs and sometimes prejudices" what these authors avoid it is the fact if prejudices are Teachers prejudices about students which certainly will be a huge problem, because then the assessment tools will have a less impact than what Teachers think about their students. Certainly, this happens but it should happen in less frequency because an assessment based on prejudices will be representing how does a Teacher perceive his or her students, I mean in a bad or good way, instead of what students know or can do with the information that Teacher teaches in classes Also it will represent the Teacher skills to give a proper class, so apply this kind of prejudices to assessment only provokes a wrong interpretation of students teaching and learning process as well as a wrong grade.

With the definitions above it is easy to understand why to students, Teachers and authentic assessment it is a problematic to follow this approach, not only because it is something that we already have seen messing up through the pass of time in our schools, but because just think how hard it will be to achieve been consistent with an assessment that it is the same for every student, that content the same questions, at certain point students will be bored and probably

the acquired knowledge will be memorized progressively instead of understand a certain topic and answer a question or perform an activity since they own skills, which it is one of the main intentions of authentic assessment, even can be confused with performance assessment but it is not the same, actually performance assessment in my own word could belong to authentic assessment because it is so flexible that if the context need to for example develop it's communicative skills they could perform a presentation then, so let's clear that exist more than one kind of assessment and each one has an intention.

Standardized assessment instruments could be seemed as traditional assessment too, consists of "a process of shaping, obtaining, processing and providing valid, reliable and timely information on the score and worth of a student's learning to give a value judgment that allows making various types of decisions" (Ahumada, 2003).

So in short words if you are a teacher and you are designing an assessment with a set of questions or any kind of exercises that evaluate the acquired students' learning and if the students get the ideal score that means students learn the way that you are teaching at the previous moment of the evaluation. That is simple to explain and even certainly easy to apply but think the day when you were and student, or if you still been one, think in that course where you got really bad grades because you answer wrong the questions of a quiz, it is unfair for students because a bad design assessment does not represent our real abilities in real life at least not all of them, even a good but traditional assessment do not represent all our abilities. It is unfair for the teacher because it means that he or she may probably change the methodology that is used, just for getting bad notes from he/she students and it's unfair for students because they are not learning.

If we embrace this perspective on education, then the main focus of teaching will be on the abilities of acquiring, changing, and producing knowledge, for example, information processing, rather than the information content itself. Instead of summarizing knowledge from a textbook, the teacher's role is to create an atmosphere that encourages the development of these creative and critical qualities. This may be accomplished through energizing learning with questions, exercises, projects, and assignments and maintaining and directing it via comments, critiques, and other types of feedback.

Open book test

Many members in educational community consider "dissemination of information" to be the main purpose of school and assessment. This teaching method emphasizes the importance of a subject's information content. The teacher's job is to help students transfer knowledge from the textbook to their minds. "If textbooks can be consulted in assessment, why bother to memorize them?"

The only constant in most traditional tests is how much information students can hold in their heads. Students memorize knowledge from class notes and textbooks and transfer it to answer booklets during the examination to meet this need. Success in this exam is determined by the amount of material memorized.

"This style of assessment can tend towards encouraging memorization and recall, rather than probing student mastery of knowledge and their capacity to apply their knowledge to novel situations." (Johnston & Rooney, 2020)

The images below show one of many open-book test applications this specific one in a virtual way, where students through the use of Quizizz platform in computers and other digital devices may help them to remember information they already knew that will be authorized information in order to answer questions correctly. The authorized materials serve as more or less supplements to solve the questions in the test. The open book method eliminates traditional assessment concerns like timed tests.

It emphasizes that studying should not be synonymous with memorizing; rather, it should be understood and used to practice the abilities of changing and increasing knowledge, thinking critically, and solving tasks using these concepts (together with accessible information).
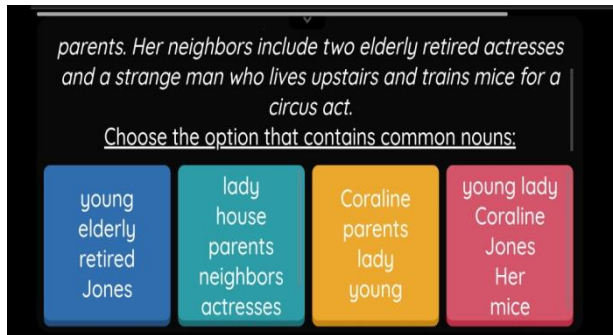
Most students pass this test with high scores but certainly questions were very specific in comparison with other application with this same approach where students may study printed materials such as their notebooks, dictionaries, or photocopies during the open book test, but no devices like cell phones or printed papers that have not been approved.
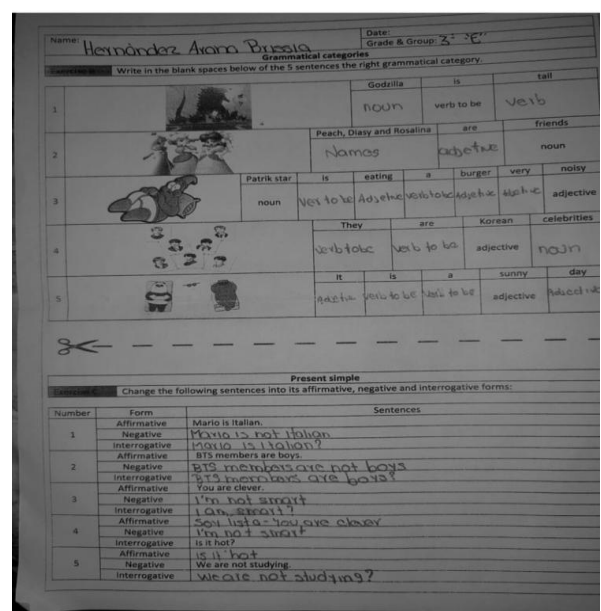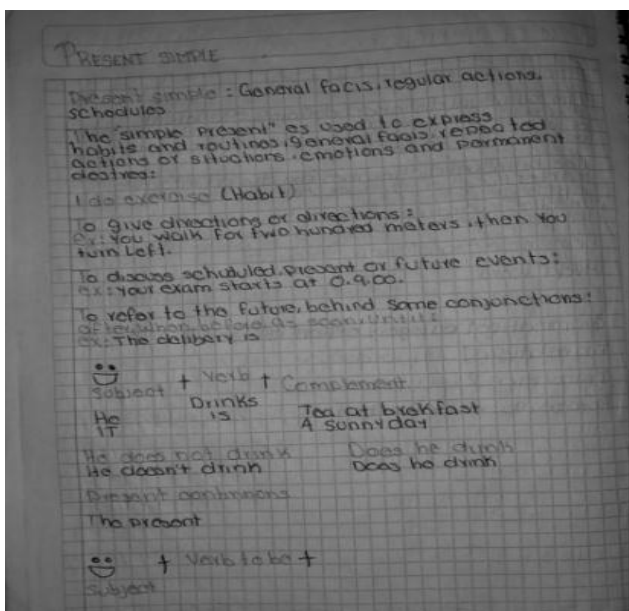
It's also a good idea to double-check that the printed materials students present do not have scribbles in the margins. The authorized materials serve as more or less supplements to the question paper in this test form. The open book method eliminates the concerns that traditional assessments like timed tests. The student's tasks are comprehending this material, retaining it, and recalling it for the test.

As we can see in the images above, the student who answered this test was able to answer properly, I mean with correct answers because She took notes during classes, so the main intention of this sort of test it will be learn further than memorize. So this specific test is not intended to check knowledge further than acquiring information and language.

It emphasizes that studying should not be synonymous with memorizing; rather, it should be understood and used to practice the abilities of changing and increasing knowledge, thinking critically, and solving tasks using these concepts (together with accessible information). Nothing beats the surprising inference that "mugging" doesn't work in exams when learning the appropriate study techniques. In other words open book test is likely to be a studying strategy instead of test knowledge by memorizing because it implies other abilities like deduction or logical thinking.

An even more compelling argument to use open-book tests is that they significantly influence promoting the appropriate mental frameworks in both learning and teaching. The most immediate effect on students will be that they will stop rote learning. Most students who take traditional exams conceive of "studying" as mechanical memorization of knowledge from textbooks and class notes to duplicate it on a test. An open book test will fundamentally alter this mentality.

Due students' notes are fundamental parts of learning with this technique, the way of assessing this test were through the addition of notes score and test score with the following rubric, in words of Tobón (2017) these are instruments that assess each of the indicators of an evidence through levels of mastery and descriptors. The descriptors give timely information for determining each indicator's degree of performance:

Notes	/10 ∧

Las notas del alumno adquieren una calificación según su desempeño por lo cual es importante considerar cada criterio

Great notes 10 ptos.	Insufficient notes 6 ptos.	Note out of time 5 ptos.	No notes 0 ptos.
El/La alumn@ toma notas acerca del tema de manera que sean claras para si mism@ y siguiendo instrucciones de lo que se pide en cada categoría gramatical.	El/La alumn@ toma notas acerca del tema pero no sigue todas las instrucciones de lo que se pide en cada categoría gramatical.	El/La alumn@ entrega evidencias fuera de tiempo.	El/La alumn@ no presenta notas en ningún momento

It is in Spanish in order for students to recognize meaningfully the goals they need to achieve or the expected goal. A rubric is an assessment tool that compares student performance to a set of criteria and objectives. It clarifies expectations and provides students with a clear understanding of what is expected of them and how these objectives might be fulfilled. It is useful when students need a lot of feedback on how they performed and how they may improve their evidence.

The potential improvements of this first rubric it would be the missing of other parameters that complement clear information so students will be able to be further consciously about their learning achievements, to determine which aspects of the course have the most impact on students' learning and to get students to think about their learning styles, strengths, and responsibilities about the subject.

The fundamental benefit of open-book assessment applications is that when properly planned, they encourage students to respond more analytically and critically, promoting the growth of higher-order cognitive abilities and assess conceptual knowledge, this very first try to apply it with Google tools was incomplete, according to the objectives of this research, in the followings activities there is a notorious achievement in the design and application as well. But first, one of the missed aspects of this rubric is that despite students used their notebooks there are not questions that promote students to think in what it did wrong or how the allowed content to consult like notebook and photocopies were useless when the topic is not clear or the Teacher explains in a way that students confuse concepts, in any case those "tricky" questions should increase students cognitive skills consciousness in order to students will be conscious about the grades they have gotten as the result of their effort.

Students:		Grade:	Group:	Activity / Product: School yearbook		Delivery date: June 24th/2022
Criteria	Range					
	Excellent (10)	Outstanding (8)	Good enough (6)	Average (4)		Deliverless (0)
Performance -Deliver in time -Cover -Opening Section -Biography -Goals of life and collage pages. -Sings and dedicatory pages.	The yearbook is delivered in time and contains cover, opening section, good redaction of student biography (beginning, develop and goals of life) and contains collage pages, as well as, a section of dedicatory pages.	The yearbook is delivered in time and contains a satisfactory redaction of student biography (beginning, develop and goals of life) and contains collage pages, as well as, a section of dedicatory pages.	The yearbook is delivered in time and contains some mistakes in redaction of student biography (beginning, develop and goals of life) and contains a collage page, as well as, a section of dedicatory pages.	The yearbook is delivered out of time and contains many mistakes in redaction of student biography (beginning, develop and goals of life) and is missing collage page or section of dedicatory pages.		The yearbook is not delivered.
Achieved points:						
Student is capable of use different techniques of language and show comprehension about what he or she writes like self knowledge, redaction and translation skills.	Student is always capable of show the use of different techniques and language skills through the comprehension about what he or she writes.	Student is often capable of show the use of different techniques and language skills through the comprehension about what he or she writes.	Student is barely capable of use different techniques of language and show comprehension about what he or she writes like self knowledge, redaction and translation skills.	Student is not capable of use different techniques of language and show comprehension about what he or she writes like self knowledge, redaction and translation skills.		The yearbook is not delivered.
Achieved points:						
Student shows domain in the use of verbs and grammatical tenses.	Student shows domain in the use of verbs and simple continuous and perfect present; simple, continuous and perfect past; simple, continuous and perfect future.	Student shows domain in the use of verbs and simple and continuous present; simple and continuous past; simple and continuous future.	Student shows domain in the use of verbs and simple present; simple past; simple future.	Student does not show domain in the use of verbs and simple continuous and perfect present; simple, continuous and perfect past; simple, continuous and perfect future.		The yearbook is not delivered.
Achieved points:						

After first try using rubrics for last evaluation time, I decided to apply as final product a yearbook from June 13th to June 24th at first Head Teacher and I agree that students will continue working with grammatical tenses to review structures and uses, adjectives in comparative and superlative and vocabulary, then the students from 3rd grade groups D and E will develop a School yearbook to integrate all knowledge. This research only focuses its attention in 3°D group results.

Student use creativity to design and give proper style to yearbook with own identity, different proposals to carry out it and at least three unusual materials or websites.	Student always use distinctive ideas that shows own identity, different proposals to carry out it like websites and at least three unusual materials.	Student often use distinctive ideas that shows own identity, different proposals to carry out it like websites and at least two unusual materials.	Student barely use distinctive ideas that shows own identity, different proposals to carry out it like websites and at least one unusual materials.	Student does not use distinctive ideas that shows own identity, different proposals to carry out it like websites and does not use unusual materials.	The yearbook is not delivered.
Achieved points:					
Student is able to identify redaction mistakes after teacher feedback and correct them	Student is able to identify all redaction mistakes after teacher feedback and correct them	Student is able to identify all redaction mistakes after teacher feedback but doesn't correct them.	Student is able to identify some redaction mistakes after teacher feedback but doesn't correct them.	Student not able to identify redaction mistakes after teacher feedback but doesn't correct them.	The yearbook is not delivered.
Achieved points:					
Student adds eye-catching elements to the yearbook, such as color photos, stickers, different use of border lines and lettering in all sections.	Student adds eye-catching elements all over the yearbook, such as color photos, stickers, different use of border lines and lettering in all sections.	Student adds eye-catching elements to the yearbook, such as color photos, stickers, different use of border lines and lettering in mostly sections.	Student adds some eye-catching elements to the yearbook, such as color photos, stickers, different use of border lines and lettering in some sections.	Student does not add eye-catching elements to the yearbook, such as color photos, stickers, different use of border lines and lettering in any section.	The yearbook is not delivered.
Achieved points:					
Score:	____/60				
Observations:					
Teacher: _Edson Francisco Carrera Hernández_			Student: _____		

|					
Achieved points:					
Score:	60/60				
Observations:	Little mistakes in writting and content list is incomplete				
Teacher: Edson Francisco Carrera Hernández			Student: Jair Omar Guinto Cuevas		

The picture above shows the rubric that students watched in projection during explanation, and the results of the sample they got. Each item shows what is expected of students at each level of achievement for each criterion described in the range descriptors. Many rubrics only provide the criteria and range for the various performance levels without any observation spot. For instance, students can see those observations and have a clearer score about their achievements. By using descriptions, students may better understand performance at each level and how their work can be distinguished from others' work for each item. The descriptions similarly assist the teacher in identifying student work more accurately and consistently.

Additionally, recognizing particular levels of student achievement enables the teacher to provide students with more detailed feedback. As a result, both the teacher and the students can better identify areas that require work. Finally the above rubric also

includes a system for giving each task a score. Each criterion is measured on a scale. Therefore, depending on the degree of correctness in their projects, students may obtain 60 points if they achieve each item, as much as students missed the score gets lower and Teacher should register the notable aspects that make score get lower.

Show and tell class

To ensure optimal participation and learning, the glimpsed Show and Tell is to make it developmentally suitable for the students involved in this assessment. Teachers must understand that Show and Tell does not have to be the classic image of children sitting in a circle taking turns speaking. Show and Tell should be an ongoing process that evolves with the children's knowledge and abilities. Novak (2010) points out, "The meaning of an event or object we observe depends upon what we already know about that kind of event or object." That probably could be why students and even Teachers have a certain conception about show and tell classes, specifically for 3º D students had to design a Halloween candy vase and then share with the class the steps they had to do in order to obtain and explain the final product.
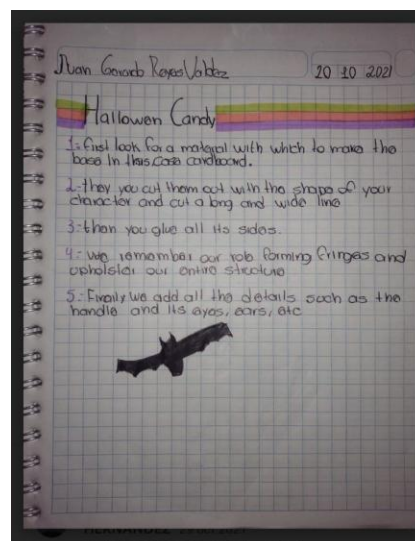
Interest-based and well-planned appropriate activities benefit children the greatest. There should be no exceptions to show and tell activities. For example, the show and tell classroom where Halloween candy vase take place, a activity that mostly students were interested in, because it was Halloween and "Día de Muertos" season. It

allows students to ask each other questions when they need to do it. Before starting show and tell, students watched an example and listen explanation about how they must show their final products and tell their explanation step by step, as reward some candies are given in each candy vase in companion of the grade obtained, according to the parameter that were established during explanation, which will be described below; then over the rules, such as "One person speaks at a time," and remind students be very respectful and cheering throughout the activity. Finally, show and tell by encouraging them to demonstrate a skill, such as giving a speech, speaking in English most of the time or making artwork like a hand-made Halloween candy vase.

As it is evident, the image in left side shows a series of steps, something that certainly it is not part of the established items to be assessed, it is one of the general expected goals in authentic assessment, that students will be conscious about their learning, through the assess of what they can do and what they are not, in this particular case the student, who is the owner of the notebook in the left image, he is not able yet to "output" speaking skill by doing a meta-cognitive process of thinking and tell the process out in class, so his other skills could be seen by looking further than just the final product and take into account the other skills that this student is outputting like the translation and writing skills.

Student participation and performance checklist				
Activity name:		Grade:		
		Group:		
		Unit:		Date:
No.	Indicators to evaluate	Check list		Observations
		Yes	No	
Participation				
1	Participate in class, expressing ideas, comments and doubts about the topics covered.			

No.						
2	Shows initiative to participate in activities, dynamics and techniques that the teacher presents to reinforce learning.					
Interest						
3	Students show interest in the class, and it is reflected in them active participation.					
4	During class the students show an appropriate behavior, attitude and disposition to work.					
5	Always show interest in the topics that are addressed.					
6	The students show interest in the class and it is reflected in the posture they acquire to actively listen to the topic.					
Interaction						
7	Shows willingness to work as a team.					
8	Students are able to interact with their classmates, to work in teams or on activities.					
9	Students always interact with their peers in the activities that the teacher presents.					
10	Students respect the ideas and comments of their peers.					
11	The activity promotes motivation and encourages a good mood in the students.					
Performance						
No.	The student's acquired score shows students performance and	*Value*				Observations
		Great speech (10 pts)	*Outstanding speech (9 pts)*	*Overall speech (8 pts)*	*No Speech (0 pts)*	

	comprehension of the speech in show and tell activities.				
12	The student writes the procedure to make a Halloween candy vase				
13	The student makes a Halloween candy vase to show in class.				
14	The student practice before speech				
15	The student gives a speech of the Halloween candy vase.				
Score	____/50				

However, what is most significant and remarkable about this activity? First, check students' progress and speaking collaboratively, to guarantee the acquisition of content from the beginning and by sharing information. As a result the need to be assessed is fundamental in the first instance because it is a very moldable type of evaluation because it is based on situated learning and the experiential vision of teaching, giving it purely humanistic traits that are meaningful for life even though it does not address the main goal of the relationship that exists between different branches of knowledge. The purpose of the checklist is to assess the efficiency and performance of show-and-tell activities based on student engagement and growth while considering the diagnosis and performance described in the practical sessions.

According to various definitions, Show and tell is popular in certain American schools, but it is not practiced everywhere, including among professionals like English teachers like me. It is a classroom exercise where a student brings in an object and talks about it (e.g. McGraw-Hill 2002).Therefore, I first wanted to test whether Show and tell is related to public speaking and is an early genre to prepare children for it. in order

to attempt the competency that I decided to work with: Manage collaborative and inclusive learning environments to promote the comprehensive development of students.

Levels of performance enable the instructor to differentiate between good and bad performance, or between great, outstanding, and overall performance, while grading student work and effectively expressing activity goals. Finally, establishing particular levels of student achievement enables the teacher to provide students with more detailed feedback.

Teacher-created tests
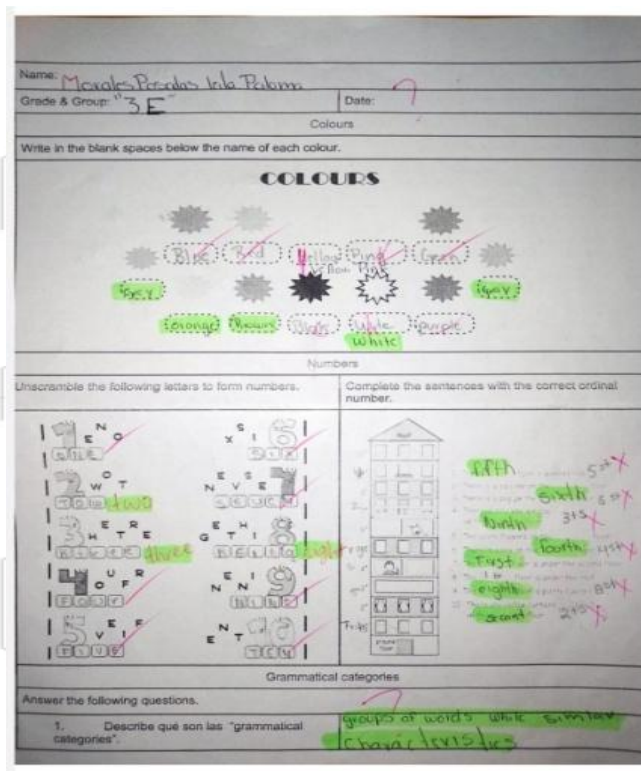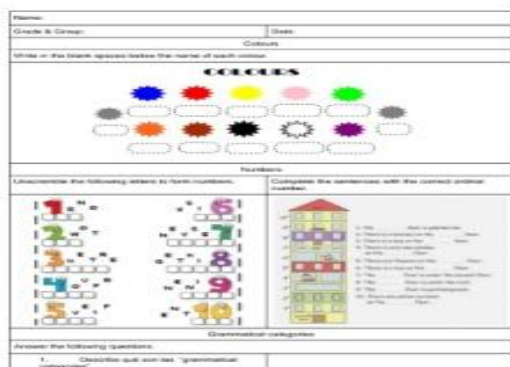
In many ways, teacher-created tests and standardized tests are equivalent. Both are created using a meticulously planned table of specifications, both feature the same type of test items, and both give students clear instructions. Even so, the two are not the same. They differ in terms of test item quality, test measure reliability, test administration

and scoring techniques, and score interpretation. Standardized testing is, without a doubt, of higher quality, more dependable, and valid.

Teacher-created tests are usually produced and administered to assess students' classroom achievement, assess the teacher's teaching technique, and evaluate other curricular programs at the school. A teacher-created test is one of the most essential tools in a teacher's arsenal for achieving his goals. It's made to solve the problem or meet the requirements of the class for which it has been made. Multiple evaluations are required for the multiple intelligences according to Gardner's hypothesis of multiple intelligences (1983). More than one or two intelligences should be covered in a teacher-created test. The requirements of their different students are met by teachers who use techniques and resources including visual organizers, student choice, and chances for spoken responses.

Test		
Name:	Grade & group: 3° "__"	Date:

Purpose: Through this test students will be able to assess self knowledge of the topics treated this learning unit in order to obtain measurable results about students' academic learning through out the performance of four skills in language acquisition (reading, listening, writing and speaking).

Listening	
Simple present:	Listen and watch the video "The present" and then choose the correct answer.
1. What is Jack doing when his mom gets home?	(a) He is playing video games. (b) He is watching TV.
2.) Who gives Jack a box?	(a) his mom (b) a dog
3. Does Jack want to play with the puppy?	(a) No, he doesn't. He wants to play video games. (b) No, he doesn't. He likes cats more than dogs.
4. What does the puppy do?	(a) It barks at Jack. (b) It lives in the box.
5. What does Jack tell his mom?	(a) "We'll be outside." (b) "Thank you for the puppy!"

Comparative and superlative adjectives:	Listen to Katie comparing people, places, movies and food. Choose the correct option to answer the questions below.
1. Who looks older?	(a) Her mother.

		ⓑ Her father.
2. Who is more talkative?		ⓐ Her mom. / ⓑ Her dad.
3. Which city is colder?		ⓐ Los Angeles. / ⓑ San Francisco. / ⓒ California.
4. Which city is more expensive?		ⓐ Los Angeles. / ⓑ San Francisco.
5. Which city does Katie think is a better place to live?		ⓐ Los Angeles. / ⓑ San Francisco.
6. In which movies were the characters more interesting?		ⓐ The old movies. / ⓑ The new movies.
7. Which stories are more difficult to follow?		ⓐ The old movies. / ⓑ The new movies.
8. When did Katie feel happier?		ⓐ Watching the old movies. / ⓑ Watching the new movies.
9. Which food is healthier?		ⓐ American food. / ⓑ Japanesse food.
10. Which food is more international?		ⓐ American food. / ⓑ Japanesse food.

Reading

Use of verbs in simple present:	Complete the sentences using the verbs in the box.

	Smile
1. Jack _____ video games.	want
2. Jack's mom _____ home from work.	open
3. She _____ Jack a box.	go
4. Jack _____ the box. There is a puppy inside the box!	give
5. The puppy _____ at Jack.	play
6. The puppy _____ to play.	arrive
7. Jack doesn't _____ to play with the puppy. He wants to play video games.	want
8. The puppy _____ with the box.	bark
9. The puppy is funny. Jack _____.	play
10. Jack and the puppy _____ outside to play. "Mom! We'll be outside," Jack says.	

Simple Present	Change the following sentences into positive, negative or interrogative form in each blank space of the following table.	
Positive	Negative	Interrogative
1. I like to play piano.		
	2. You are not intelligent.	
3. He jumps into the pool.		
		4. Does she write a letter?
	5. It is not a cloudy day.	
		6. Are we Sanchez family?
	7. You don't want some cake.	
8. They do the homework.		
		9. Does the Johnson family go to the beach?
	10. Harry is not Spiderman's best friend.	

Present continuous:	Read the following text carefully and answer the questions below

It is a rainy Saturday. It is raining a lot and Mary and her family are spending the afternoon at home.
Her uncles are visiting them. Mary and her father are in the living room. Mary is making a draw and her father, Mr.Horris, is surfing the network.
They are also talking. Mary's older brother, Peter, is in his bedroom playing computer games. He is a computer fanatic and he spends much time playing on the computer.
His little brother, Jim is also in the living room. He is playing with his dinosaurs' collection. Sometimes he

teases Mary, he is a really naughty boy.

Mary's mother, Mrs. Harris, is in the kitchen preparing a snack for all of them. She is making some tea and talking to Mary's uncles: Lucy and Tom. They are from the nearest town and stopped by to say hello.

Fluffy, the family cat, is sleeping on the kitchen's sofa. We can't see him in the picture, but he is a true fluffy cat.

1. Where is Mary?	
2. What is she doing?	
3. What Is Mr.Harris doing?	
4. Is Mrs. Harris preparing a snack in the kitchen?	
5. What is Fluffy (the cat) doing?	

Perfect present:	Circle the correct option by choosing have or has for each of the sentences.	Speaking	
1. I have / has already finished my homework.			
2. My son have / has just started the university.		Question 1	Answer 1
3. The Black family have / has gone to the seaside.			
4. Dad haven't / hasn't watered the plants.			
5. Have / Has Sam ever been to the USA?		Question 2	Answer 2
6. Our English teachers have / has never ridden a horse.			
7. Ann Frank and Jim have / has bought a new house.			
8. Have / Has you taken the dog for a walk?		Question 3	Answer 3
9. The weather have / has been terrible since yesterday.			
10. I have / has lived in Mexico since 2012.			

Writing

Adjectives:	Look at the picture below and then write **10** adjectives to describe the picture. Example: colorful, old, boring, funny, entertained, etc.

Comparative and superlative adjectives:	Look at the picture below and write **5** comparisons **(more/er)** and **5** superlative comparisons **(most/est)** Example: The object 1 is more expensive than object 2/ The object 1 is prettier than object 2

Simple past:	Past continuous:	Look at the routines and answer the questions with the correct answer.
Write in the following gap what did you did last weekend, at least use 10 verbs. _____ _____ _____ _____ _____		
	1. What was Harriet doing at 8:00 a.m.?	
	2. What was Harriet's mother doing at 8:00 a.m.?	

_____	3. What was Harriet's mother doing at 11:30 a.m.	
_____	4. What was Harriet doing at 3:00 p.m.	
_____	5. What was Harriet's mother doing at 3:00 p.m.	

It has been created to assess the outcomes and substance of the local curriculum. It is adaptable, allowing it to be used with any process or material. Preparation does not necessitate the use of any advanced techniques. The multiple-choice question is the one that is utilised the most frequently. In addition to being harder to accurately answer without the necessary information than true-false questions, multiple-choice questions are easier to assess objectively than essay questions. However, it's safe to say that multiple-choice questions are the hardest to write. Each question is analyzed in the light of its aim, specification, topic, question-type and -form, anticipated level of difficulty, required time, and assigned marks. The exam should be critically evaluated to help screen out any possible plagiarism, spelling errors, or ambiguities.

A couple times this kind of assessment was used in different ways, the last teacher-created test application is the most loyalty representation of authenticity since the video has been created by recording real TV shows and real media content with English native speakers to assess students' classroom achievement as well as assess the teacher's teaching techniques.
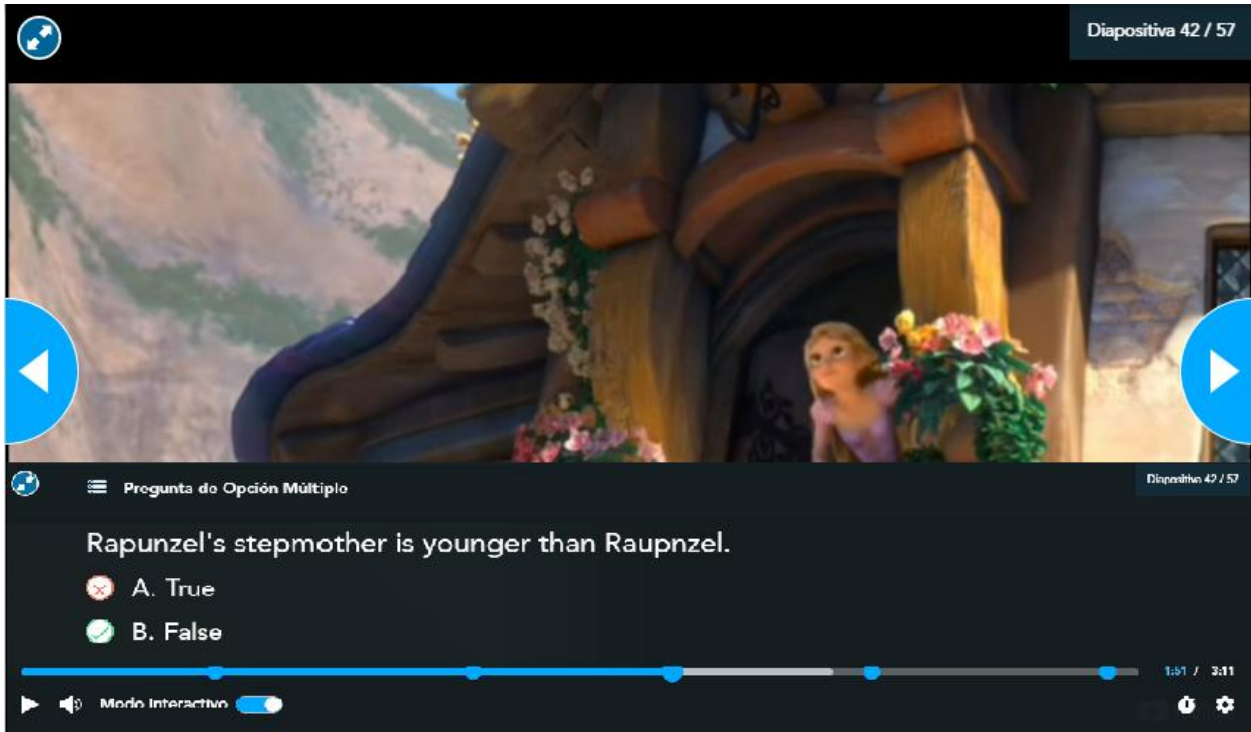
Choosing the test's goal, or "what to measure and why to assess," is crucial for this research to deciding on the test's duration and the material that will be covered. Then determine the quantity and kind of questions. Finally choose the exam date well in advance to provide teachers time to prepare and administer the test. The conceptual part of test construction is planning, while the practical aspect is preparation. When constructing the exams, all practical considerations must be addressed. The primary purpose of these applications is to find out what effects has the lack of authentic assessment instruments use to carry on learning? What effects has the use of traditional assessment strategies to carry on learning? What effects have the students' lack of learning in English subject? And what effects could has the students' change of mind about assessment? So there still been a need to students finally share their opinions about the already presented techniques, those questions will be answered in the following chapter.

Rubrics and checklist with authentic assessment approach

In all of its branches and applications, assessment is a critical component of the educational process. For Aprendizajes clave (2017) assessment aims to ensure that students achieve learning that is useful for life by developing contextually developing strategies appropriate to the context that promote the cognitive development of students and that the knowledge and this knowledge that is developed in the classroom is actually useful in school and in life.

Autoevaluación				
Nombre:		Grado & grupo: 3° "____"		
Propósito: A través de esta lista de cotejo los estudiantes podrán evaluar su propio conocimiento de los temas tratados en esta unidad de aprendizaje con el fin de obtener resultados medibles sobre el aprendizaje académico de sí mismos a través del desempeño de las siguientes habilidades en la adquisición de la segunda lengua: Inglés, así como de autoevaluación en habilidades académicas y sociales.				
Instrucciones: 1. Coloca una marca (✓) en el rango de frecuencia con el que identificas de acuerdo a tu desempeño en la clase de Ingles, después suma tu resultado y anótalo en total. 2. Posteriormente coloca una marca (✓) en el rango de frecuencia con el que identificas de acuerdo a tu desempeño en la elaboración del anuario escolar, después suma tu resultado y anótalo en total. 3. Finalmente escribe la calificación de tu autoevaluación.				
No.	El puntaje adquirido por el estudiante muestra el desempeño y la comprensión del tema y las instrucciones, por lo que es importante considerar cuidadosamente cada ítem.	Rango de desempeño		
		Siempre (10)	Frecuentemente (8)	Algunas veces (6)	Nunca (5)
1	Tomo notas sobre el tema de forma clara para mí y sigo las instrucciones correctamente.				
2	Tomo notas sobre el tema pero no sigo las instrucciones correctamente.				
3	Entiendo las instrucciones del profesor				
4	Durante la explicación resuelvo las dudas sobre las instrucciones para crear el trabajo esperado.				
5	Entrego trabajos y tareas a tiempo.				
6	Soy capaz de identificar vocabulario en inglés escuchándolo.				
7	Soy capaz de identificar vocabulario en inglés leyéndolo.				
8	Entiendo las estructuras gramaticales.				
9	Soy capaz de resolver ejercicios sencillos con los conocimientos adquiridos.				
10	Soy capaz de cambiar las estructuras gramaticales en forma afirmativa, negativa e interrogativa.				
11	Soy capaz de resolver ejercicios con adjetivos comparativos y superlativos.				

No.		Siempre (10)	Frecuentemente (8)	Algunas veces (6)	Nunca (5)	Sin entrega (0)
12	Soy capaz de cambiar los verbos en pasado y presente					
13	Soy capaz de crear y escribir frases en inglés.					
14	Soy capaz de crear y decir frases en inglés.					
15	Soy capaz de resolver un examen en Inglés con facilidad.					
Total:			_____/150			

No.	Anuario	Rango de desempeño				
		Siempre (10)	Frecuentemente (8)	Algunas veces (6)	Nunca (5)	Sin entrega (0)
1	Durante la producción del anuario, utilizo diferentes habilidades lingüísticas para mostrar por escrito mi propio conocimiento.					
2	Durante la producción del anuario, utilizo diferentes habilidades lingüísticas como la redacción y la traducción para escribir una autobiografía (inicio, desarrollo y metas de vida).					
3	Durante la producción del anuario, utilizo ideas distintivas que muestran mí identidad propia, utilizo propuestas como sitios web o mediante el uso de distintos materiales.					
4	Mi anuario fue entregado a tiempo.					
5	Mi anuario contiene: -Portada -Autobiografía -Metas de vida y página de amigos/compañeros. -Páginas de firmas y dedicatorias.					
6	Mi anuario contiene elementos llamativos, como fotos a color, stickers, uso de márgenes y letras llamativas.					
7	Después de la retroalimentación, los comentarios y las correcciones soy capaz de identificar mis areas de mejora, crear un anuario y promover en mí el aprendizaje del Inglés.					
8	Argumenta tu respuesta de la última pregunta:					
Total:			_____/80			
Autoevaluación:			_____/10			

The students' answers are the following:

8	Inglés. Argumenta tu respuesta de la última pregunta:			✓				A pesar de tener dificultades para escribir en ingles. las clases me han ayudado a escribir correctamente
	Total:							64 /80
	Autoevaluación:							10 /10

15	Soy capaz de resolver un examen en ingles con facilidad.			✓				
	Total:							114 /150
								Rango de desempeño

8	Inglés. Argumenta tu respuesta de la última pregunta:			✓				Siento que pude haberle puesto un poco más de creatividad pero estoy feliz con el resultado
	Total:							56 /80
	Autoevaluación:							9 /10

This kind of learning assessment cannot be repetitive at school or in life, but rather general and generic and adaptable to various life events that provide a challenge.

Subsequently, the Nueva Escuela Mexicana considers assessment as a process that gathers data from the school environment to offer meaningful feedback for students from 3°D and make decisions focused on improving students' educational paths. As a result, the goal of both plans and educational reforms is for students to grow in a difficult setting while also promoting abilities that transfer from school to the workplace and social environment to attempt the socio-educational troublesome explained in this work.

Because of the continual use of conventional techniques in the design and development of learning activities, as well as how we evaluate them, educational grades at the basic level and even in higher education do not have this same humanistic approach. As a result, finding an appropriate approach for both the design of educational dynamics and their evaluation is based on the socio-constructivist approaches, cognition and situated learning, as well as the experiential vision of teaching, as described by Diaz Barriga and Hernandez (2002). It is based on the socio-constructivist approaches, cognition and situated learning, and the experiential vision of teaching.

The "show and tell," "open-book test," and "teacher created test" are appropriate for the development and application of authentic evaluation in contexts where the educational act of teaching is practical, because the 3°D demands different evaluation

methods, as traditional methods dominate and do not represent any challenge or something meaningful for them. They do not reflect any challenge or significance of knowledge in life. Although after reflecting on students answers I could assume that at least one of objectives it is remarkable, their finally being conscious about their achievements and the things they could do better, if we are looking for an answer to the effects that authentic assessments provokes on students this will be one of the possible interpretations that Teacher could take into account to attempt the lack of authentic assessment instruments need.

Practice

About the context

This middle school is located in a "down-town" area in Atizapán de Zaragoza County where many different smaller contexts converge, the nearest neighborhood is a marginal one where students with economic difficulties and deficiencies interact with students from other more stable neighborhoods near the school, resulting in a very rich and complex school internal context, where too many different personalities interact frequently when they have to work in a team or when they are in the break time, this characteristics apply for 3° D as well as the other groups that I am working with.

This creates a kind of general culture where the people of this specific community share some characteristics in common; I have seen them going home in specific groups when I go home; you could ask any student of this school where the Red Cross building is, and probably the majority could tell you exactly where it is; talking about the neighborhood's infrastructure, there are too many different kinds of services and buildings around the school; In front of the school is the already mentioned Red Cross medical company, which is beneficial to students in many ways because, as I previously stated, there is a complex internal context. This does not necessarily imply that there are fights within the school between students because they come from different backgrounds, but it is an important fact to remember that differences can cause conflicts.

In any case, accidents and allergies can happen; in fact, during my stay, I noticed two accidents in gymnastics class; in both cases, it was a wrist dislocation, which is obviously painful but not life threatening to be unable to react in time, and then an ambulance arrived at the school from a nearby hospital, and I was able to figure out that this is the real step by step that this school has taken. So being close to at least four medical buildings is beneficial to the school in a variety of ways, not only because

they can all provide medical attention if there is some sort of linkage with any of those institutions, but also because they can provide information on a variety of topics, such as what they can do if one student is suffering from an air defiance and receive orientation about Cardiopulmonary Resuscitation (CPR) interventions or even sexuality orientations, which I believe will be accurate for third and second grades students Because they have not had regular human interaction as a result of the epidemic, this causes a lot of uncertainty in their conduct, such as when they do not know what a shaking hand is, as I discovered during a warm-up, or when third grade students want to be in a relationship.

There is a supermarket in a small mall with too many businesses, such as stationery, and some diversions, such as a theatre or a videogame institution, which is either excellent or awful, I mean good in the sense that a mall equals progress geographically, but these types of establishments can be distractions for students who miss classes, which is bad because they must be in their classes but good because parents can deduce where their children have been if that is the case. At the moment, during my stay, I had not noticed any situation where students do not attend school because inside there is a very controlled register of who is in school in every single class and at the entrance. Actually, school prefects register how many girls and boys are in each class by comparing attendance lists and tallying how many girls, guys, and students are in the class as a whole.

Continuing with the context description, there are too many establishments all along the avenue where the school is located, such as restaurants, more stationeries, a theatre "Teatro Zaragoza" with a set of football fields, swimming pools, skateboarding fields, and so on, and they can be relative good or bad, just like the little mall and the super market. Depending on how inventive parents and teachers are with these services, for example, I know of a gym teacher who organizes football and volleyball

teams to promote physical activity both in and out of the classroom at the "Teatro Zaragoza" athletic grounds.

There is a park and too many establishments, which makes it a very good area for students to be in, because they can buy materials that their teacher requests, or assist with other complementary activities after school, and in the best of cases is a good area to find a school. All of these characteristics, I believe, contribute to the high demand for this school's educational service, and these are not just empty words; the school has six groups per grade, So, using our imagination and empirical knowledge, "Federal" schools are the oldest in Mexico, which means they are designed to be large, with too many classrooms and services such as yards, bathrooms, and administrative offices, and this school is particularly large, so I would like you to figure out how big it can be using the following description.

When I visited the school, I assumed it was a large school because there were six groups for each grade. When we arrived, it was not quite that large, but it was certainly larger than most county middle schools. There are six large buildings with classrooms for first, second, and third graders, chemistry, math, and English laboratories, a desktop computers laboratory, a library, a large music classroom, an audiovisual auditory, and a multiuse classroom. There are three fields, one where students honor the flag and the other two for sports activities, breakout time, and even a parking lot for teachers.

The main 6 buildings' constructions are vast, with massive roofs, which make me wonder about the genuine concerns that presidents and civil engineers had when designing "federal" schools against "state" or "county" schools, which tend to be smaller, especially at this school level, at least in Mexico.

The information above is important to understand the socio-educational problematic that is discuss in this research about the effects and the impact of traditional evaluation on them and then attempt authentic assessment instruments as a method to carry on English learning because the characteristics of a context direct or indirectly determines students characteristics in how students relate each other, the costumes they have, the relationship they have with other people, as well as how much they know about this characteristics proper from their own environment and how this ones are involve in their social development inside school, to finally give a proper meaning about it and how are notorious in assessment, if those characteristics imply inconvenient or convenient if is the case.

Interview with students

The following lines explain the interview conducted in groups 3ºD to determine general behavioral features of each group during English lessons, with a focus on 3°D's by samples to know personal and academic interests, as well as scholar skills, regarding this scholar's abilities, find out which ones they are aware of and which ones they have demonstrated unconsciously, then interpret the cultural dynamic and see if the age range that converges in these groups has an impact on their interactions with teachers, and finally design a strategy in which students consider the evaluation purpose and teachers consider using a different type of assessment, such as authentic assessment. To finally register the effects and the impact of traditional evaluation on them and then attempt authentic assessment instruments as a method to carry on English learning.

For the diagnosis of each group, I decided to use the sampling technique, by interviewing a four of five students, according to Sáenz de Ormijana 2015: Given that the researcher's primary concern from this perspective is to understand a given construct and the conditions under which it operates (Vallés, 1999), rather than to generalise that construct to other contexts, choosing the best informants has to do with maximizing the construct's expression in its various forms and presentations. (p 8)

In each sample, I chose four students at random, so the following characteristics may not necessarily apply to all of them, but they do mention similar responses in the majority of the questions. The questions I asked those students were designed to discover general characteristics of the groups, such as their age range, to interpret some personal answers to glimpse a general perspective on the entire group, such as the majority of the sample has access to the internet or digital devices, so I could design strategies based on the characteristics they had shown and answered by

each sample group below, Some of the questions are merely to get to know them better so they will feel more at ease chatting with me now that we've met.

"A teacher who is familiar with his students understands how they learn and what they should learn." (Secretaría de Educación Pública, 2021)

Because of the students' quiet mood, and because they had been locked down for almost two years, the following question established a "casual" conversation with the intention of introducing me and meeting the students for the first time. In fact, second grade group "D" students were a little bit afraid of me in comparison to third grades, which is completely understandable, so the following question established a "casual" conversation with the intention of introducing myself and meeting the students for the first time.

1. What is your full name?

Four of them were very calm comparing the previous sample mood and I really didn't had the expectation that it will be different but it is relevant because they are a couple years older than their second grade classmates, they attend to school all first grade so they already know each other, they already knew about the middle school dynamic, so this calm mood could be the result of the previous statements. As well as in the other group they were three boys and only one girl, all of them answered very confident and they were excited because they thought they were missing English class.

2.   What it is your age?

At this point, the students sample had already grasped the dynamics of the interview, as I began with the first student on the left and worked my way to the right, which was interesting to see because it could be interpreted as they are not completely freeze out due to nervousness, but they do tend to imitate what the first student says or thinks, so the answers I received probably tend to generalize the characteristics of this group even more.

3.   What it is your gender?

Due I chose the students' sample at random, I interviewed three male students and only one female student, therefore this is a tough subject to know about sexual identity that students may have to know the culture around this topic.

Also, it is interesting to know how they recognize themselves; for example, the four students I was with were three boys, and they all see themselves as males, while the girl sees herself as a female person; this may seem insignificant, but considering the temporality of when we are here, it is important to know how they perceive themselves and how they would like to be named, I am talking about he or she and how they are named, such as having a special name that is normally reserved for boys or girls; this was not the case in this sample, but it does not indicate it is not the case in the other groups.

Due of "La estrategia de fortalecimiento y transformación de Escuelas Normales", which provides the following teacher domain in my teacher training it is something really important to take into account for my professional development:

• Gestiona entornos de aprendizaje colaborativos e inclusivos para fomentar el desarrollo integral de los alumnos:

So how this will be possible if the students do not feel comfortable with the person who teaches the "ABC"? According to this domain, It is intended to manage learning and collaborative environments to motivate the full development of students, so in order to make students feel comfortable talking to me in the first instance, The decision of respect if they prefer to be named as he or she is one of many priorities in learning to me, which was not the case during this sample but that statement applies to the whole group because following with this domain Teachers should take into account learning styles and the specific students characteristics to create a inclusive and participative classroom.

By getting to know them for the first time, it is important to avoid making offensive comments or jokes that could be offensive to them for the rest of the interview, and because it is an interview, it is important to be careful with language. This does not mean that I will be serious, but if there were three boys and one girl, I would avoid talking about four of them and instead speak to them in an informal but respectful manner to avoid fumbling.

4. Who make up your family nucleus?

Parents – 100%

Siblings – 92%

Grandparents – 49%

Other – 1%
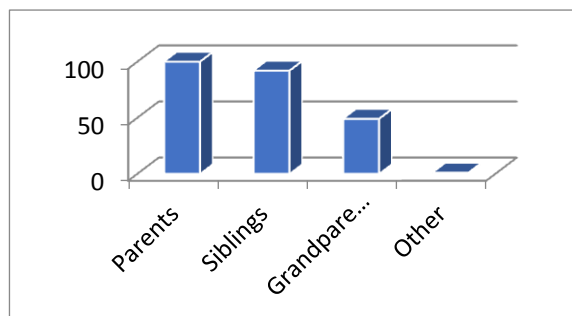
Since question number 4 up to question number 12 it is intended to understand students' behavior in general, and then to understand their behavior in specific situations, like academically ones actually have you ever heard before about Vygotsky's Zone of Proximal Development? "The distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peer" (Vygotsky, 1978)

This theory, proposed by Lev Vygotsky (1896-1934), focuses on how cultural elements that a specific group of people, such as a family, consider important, the most notable of which could be customs and beliefs, but when that initial development was prompted by the child's immediate social interactions, the learning became internalized, allowing the child to develop skills and values and how they are passed on to new generations and shared with others. According to this theory, what we see in school about students' behavior reflects what we see at home, but it goes beyond that to how they interact with peers and what study habits they have, the latter of which I believe is particularly important to focus on because they were taking classes at home due to the Covid-19 pandemic.

5. Do you have internet connection?

Yes – 99%

No – 0 %
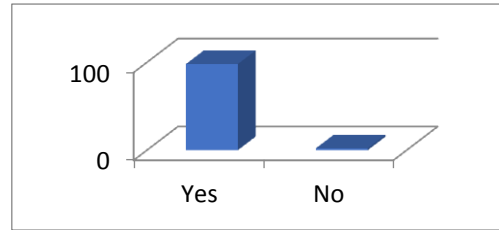
6. Mark the digital devices that you have

Desktop computer – 69%

Laptop – 30%

Smartphone – 99%

Tablet – 9%
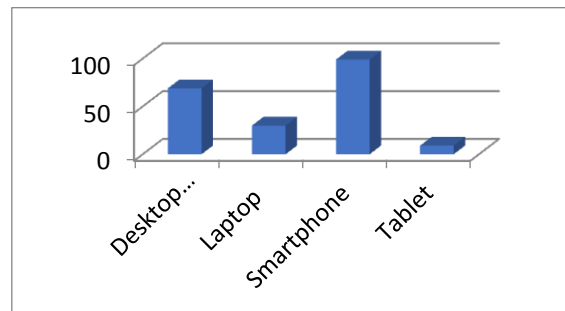
Within the answers I got certainly not all of them had internet connection but because they had used a digital device in some point in their lives and visited a web site they already know what it is to have internet and how it is a functional tool and sometimes it is consider as a need to education since some students' perspective.

So technology and the internet are not separate from their common qualities in each context that converges inside the school and together create a new intern classroom scenario, and because technology and the internet are not unfamiliar to students, it is probably because they have witnessed their parents, siblings, or even relatives using computers or mobile phones, and then they acquired one and learned how to use it, how to download an app or a videogame using an internet connection or a telephonic data service, and they have probably previously been in a position when they did not have access to the internet, limiting their ability to play games or view movies that

require that online resource to function. Some of them are not permitted to bring their smart phones to school due to parental beliefs and the school code, but the majority bring their phones to school for emergencies, recess, and less frequently because they utilize them for academic work.

7.   Do you share the electronic devices that you have in your home?

Yes – 85%

No – 15%
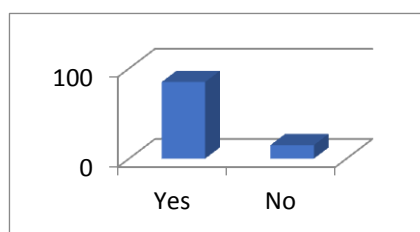
8.   With how many people? With who?

Parents – 91 %

Siblings – 75%

Others – 0%
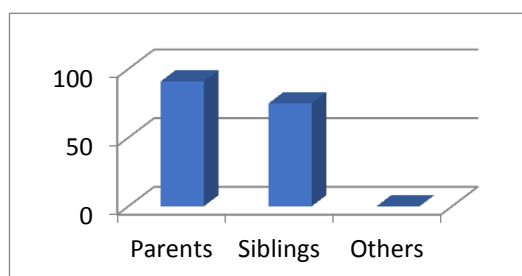
9.   Do you have difficulties with the Internet connection often?

Yes – 88%

No – 12%
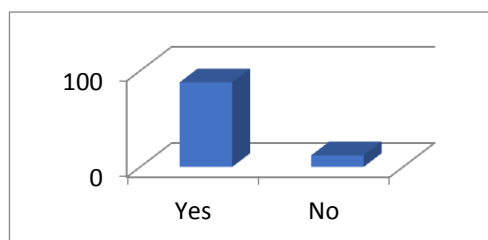
According to Vygotsky's socio-cultural theory, children learn behaviour and social interaction within the family and with members of the community who form the core of the community, as well as cognitive processes relevant to their own community.

What it is notable in school classrooms is that it is easy to see how social learning influences academic learning; for example, in this question, one of the four students from 2°D responded that he doesn't have any digital devices but a Smartphone that belongs to her mother, and he was a little embarrassed when he said it, This can be interpreted as a result of his community's beliefs about people who cannot afford more devices, so knowing these kinds of characteristics is not necessary to picture a judgement of students, but rather to get to know them better and see what resources they have to then I will be able to create appropriate learning situations and possible assignments, but between the lines those kinds of cultural aspects highlight and are important to instead of creating a barrier to learning, trying to assign homework that students who only have a smart phone, a tablet, or a computer, or even if they don't have any of those devices, will be able to complete with the resources that they already have. Just to mention my own opinion on whether technology is important for education and personally I believe it is not entirely necessary, though it is quite helpful, and my response to that boy was that it doesn't matter if you only have your mother's phone.

10. Describe what your personal tastes and interests are.

   This was an open question, some answers are the following: end Middle School, keep studying until college, hang out with friends, listen to music, and so on.

11. Do you consider yourself as a social or a shy person?

Social – 81%

Shy – 19%
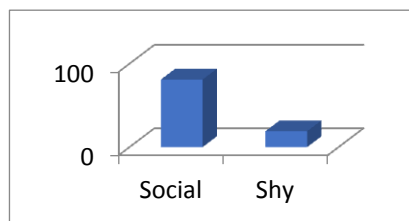
12. Do you enjoy working collaboratively?

Yes – 51%

No – 49%
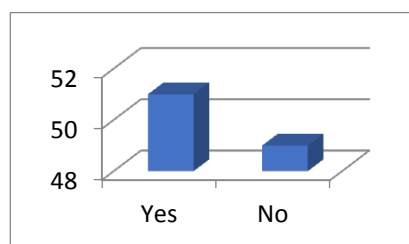
13. Which of the following educational platforms do you know and master?

Classroom – 100%

Kahoot – 12%

Nearpod – 0%

Zoom – 92%

Meet – 100%

Quizizz – 2%

Educaplay – 5%

Padlet – 3%
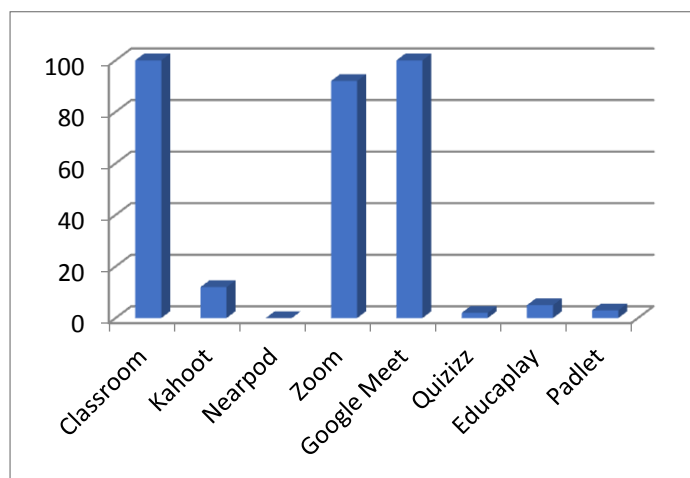
14.   Select the resources with which you consider that you learn English more easily

Readings – 90%

Explanations by the Teacher – 100%

Exercises – 98%

Music – 30%

Videos – 12%

Games – 40%
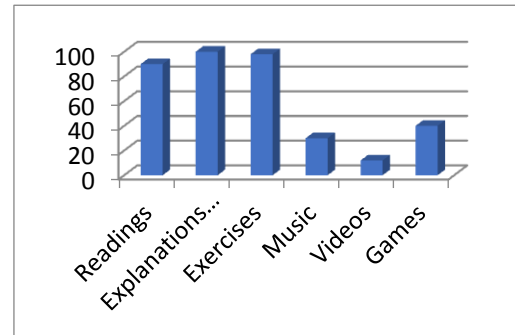
They prefer to learn from the Teacher's explanations rather than searching for information and reading about a topic; they also prefer to practice with exercises rather than just listening to the Teacher speak in English; they prefer to learn from videos rather than music and investigations; and they are uncomfortable when the Teacher speaks only in English because they do not understand.

Personal hobbies of the selected students include drawing, listening to music, watching videos, and watching cartoons, comedies, and anime shows. Students appear to be visual learners based on the traits listed above, and they are, but it is interesting to me how they are highly sensitive of social skills such as when to be quiet, when to work, when to party, and they have never been rude to any teacher or between them, When they made mistakes during participations and doubts, they didn't make fun of each other. What concerns me about this group is that they are quite docile, so if I ask them to do something, they will most likely comply, but when it comes to demonstrating what they have learned, they have terrible notes; they tend to

memorize information very well, perhaps too well, so when you change the questions on the same topic, they become confused because, rather than comprehending, they simply memorize information to approve subjects.

15. In the following scale select the level of English that you consider to have.

0 - No knowledge – 96%

10 - I can establish simple dialogues,

participate in class

and answer questions in English – 4%
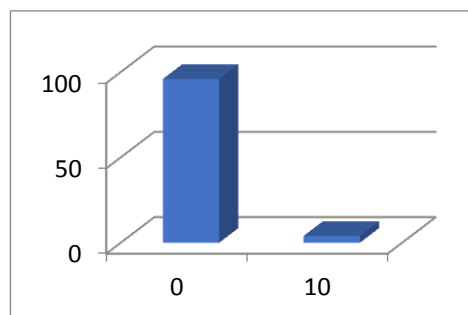
They are aware that they do not have to much English knowledge yet, therefore they prefer to follow rather than lead, and they feel themselves to be adept at following orders. Teaching English language by demonstrations and actions it is something that could be challenging, and it is not essential to perform a translation into the mother tongue the entire time, which is better for them since they are becoming more accustomed to English as the courses pass.

According to Skinner (1993), the "audio-lingual" or "audio-oral" method is based on training in listening comprehension, phonetic correction, recognition of speech symbols as graphic signs, and the ability to produce them, so students will perform a couple of tasks to test language abilities, and will be able to see how they pronounce as well as how they understand what they are reading or listening, but mostly what they can do then with the acquired knowledge during classes. The utilization of visual equipment and materials is critical due to the students' characteristics. They are already aware of social skills such as when to be quiet, when to work, when to party, and they do not

make fun of one other when they make mistakes or have doubts, thus the same conduct

is expected of them when they perform a task.

Hypothesis

1. Students are not interested in learn English due to the lack of authentic assessment instruments that represent a overview about their English learning process.

2. After comparing 2 practices journeys I can figure out that students are not used to use notebook as a content-consult resource.

3. Despite mostly interviewed Teachers could seem authentic assessment approach as viable for specific context the context characteristics determines its use.

4. Authentic assessment instruments provoke a consciousness about learning process in students due to their answers.

5. Students were able to notice the importance of take notes and how notebook it could be an information resource.

6. Students never change of mind about assessment, they still perceive it as something to be afraid and stress.

7. Students and Teachers could establish a functional and authentic classroom full of authentic assessment instrument and techniques as far as both will agree to work that way and put the effort necessary to achieve it.

8. The carried out instruments utilized in this research contribute to the knowledge community as a reference to authentic assessment theories.

Proposal an alternative use of assessment instruments based on authentic assessment approach

In order to attempt to context demands, like the lack of authentic assessment instruments and techniques. The impacts of an online platform, which nowadays is also a smart phone app, Nearpod, on Teachers involvement in an exercise class are studied using the same approach with different method.

To improve the internal validity of the results, the control and test groups' teachings and activities were diverse. This research approach has been utilized in other studies that measure dependent variables like intrinsic motivation, where a pretest may sensitize participants to the variable being researched (Gall, 2007). The study's participants were selected from a convenience sample of middle colleges in the same geographic area but in different academic years. Three colleges were chosen as participants in this investigation.

Nearpod was utilised in proposal as an alternative of formative assessments in real-time by the instructor in the test group in the classroom. All colleges must complete Nearpod's regular introductory lesson.

During this Nearpod session participants worked with the authentic assessment applications (open book test, teacher-created test and check lists). Every time participants saw a blue slide they would be part of the application of it and how it was design as well in order to follow authentic assessment approach. After solving some exercises, participants answered some questions proper of authentic assessment to figure out their viable application.

The general objective of the proposal is to find out what effects could has the Teachers and students change of mind about assessment? Second, participants identify authentic assessment applications in English learning through comparative and superlative

adjectives. Third, to participants consider using Nearpod platform applications to carry out open book tests, teacher-created tests and checklists whit an authentic assessment approach. And finally, to find out how viable the use of authentic assessment approach could be in specific contexts such as the ones that participants are involved in to attempt any socio-educational problem.

1. Open book test

Participants will see authorized information in the next slices in order to answer a couple questions following. The authorized content serves as more or less supplements to solve the questions in this form of test. The open book method eliminates the concerns that traditional assessment provokes like timed tests. It emphasizes that studying should not be synonymous with memorizing; rather, it should be understood ideas and used to practice the abilities of changing and increasing knowledge, thinking critically, and solving tasks using these concepts (together with accessible information).

The Nearpod tool "open ended question" is used to participants share the started point where they already are, this will allow them to be conscious about the knowledge they already have about the topic and the things that are expected to know.

This could be used as a diagnostic tool to know students previous knowledge, skills and personal interests.
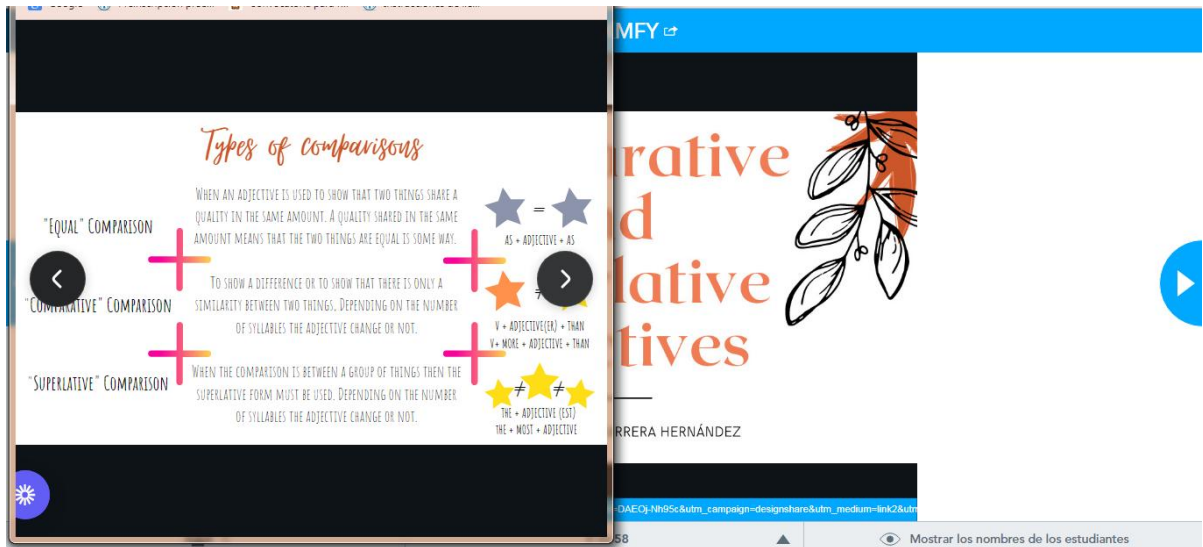
The Nearpod tool "web content" is used to participants watch the content that is authorized to be consult before the test.The authorized content could be putten in slices like this one or as a link using "web content" tool if information is quite long or specific that cannot suffer teacher modifications.

The Nearpod tool "collaborate board" is used to participants start the test in a collaborative way, to guarantee the acquisition of content since the very beginning and by sharing information students compare answers.

The Nearpod tool "poll" is used to participants continue the test, used to practice the abilities of changing and increasing knowledge. This tool could be used in order to practice the abilities students are acquiring with the authorized content.

The Nearpod tool "matching peers" is used to participants continue the test, and solving tasks using content in critical thinking (together with accessible information). This tool could be used and used to practice the abilities of changing and increasing knowledge.

2. Teacher created-test

Teacher-created test is the most loyalty representation of authenticity since the video has been created by recording real TV shows and real media content with English native speakers to assess students' classroom achievement as well as assess the teacher's teaching techniques. A teacher-created test is one of the most essential tools in a teacher's arsenal for achieving his goals. It's made to solve the problem or meet the requirements of the class for which it has been made. It is extremely adaptable, allowing it to be used with any process or material. Preparation does not necessitate the use of any advanced techniques but a video editor.
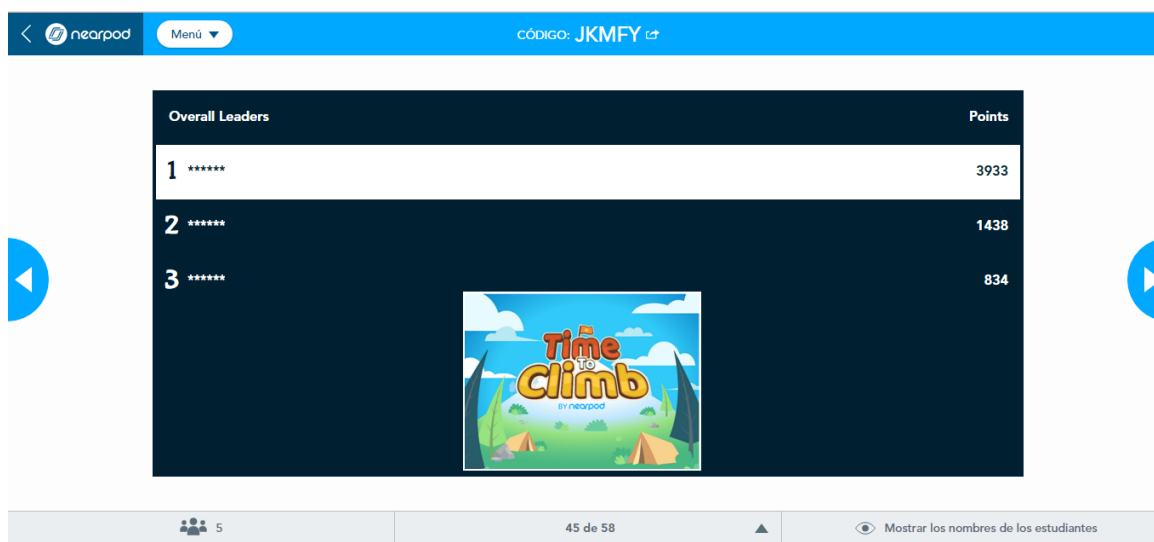
The Nearpod tool "video" is used to participants continue the test, and used to practice the abilities of changing and increasing knowledge, thinking critically, and solving true-false questions trough listening skills.

This tool shows the role of the authenticity in this approach work in order to attempt specific participants but this tool also allows using open-ended questions.

The Nearpod tool "time to climb" is used to participants assess own learning in a funny way, used to practice the abilities of gaming and increasing knowledge, thinking critically, and solving challenges accurate for them. This tool shows the role of the authenticity in this approach work in order to attempt specific participants' interest such as videogames and turn class into ludic.

3. Check list with authentic assessment approach

Assessment checklist aims to ensure that participants achieve learning that could be useful to identify authentic assessment applications in English learning by developing contextually strategies appropriate to the context that promote the cognitive development of students and that the knowledge that is developed in the classroom is actually useful in school and in life.

You were able to understand what authentic assessment is?

Estudiante	A	B
********		
********	●	
********		
********		
********	●	

60 C SIN RESPUESTA
40 A YES
0 B NO

5 | 50 de 58 ▲ | 👁 | Mostrar los nombres de los estudiantes

CÓDIGO: JKMFY

What effects has on you the assessment?

PARTICIPACIÓN **40**%

Estudiante	Respuesta
********	NO RESPONDIO
********	Is the way I score my students
********	NO RESPONDIO
********	NO RESPONDIO
********	It helped me realize that the assessment process can be fun and a way to get to student…

Cerrar ********

It helped me realize that the assessment process can be fun and a way to get to students through their interests

5 | 51 de 58 ▲ | 👁 Mostrar los nombres de los estudiantes

CÓDIGO: JKMFY

Did you identify authentic assessment applications in English learning?

Estudiante	A	B
********		
********	●	
********		
********		
********	●	

60 C SIN RESPUESTA
40 A YES
0 B NO

5 | 53 de 58 ▲ | 👁 Mostrar los nombres de los estudiantes

84

Würde you consider to use Nearpod applications to carry out learning?

Estudiante	A	B
********		
********	•	
********		
********		
********	•	

60 C SIN RESPUESTA
40 A YES
0 B NO

👥 5   54 de 58 ▲   👁 Mostrar los nombres de los estudiantes

CÓDIGO: **JKMFY**

Would you consider this applicantions could attempt any socio-educational problematic? argue your answer.

Estudiante	Respuesta	PARTICIPACIÓN **40**%
********	NO RESPONDIO	
********	Yes, could attempt the lack of interest to learn English	
********	NO RESPONDIO	
********	NO RESPONDIO	
********	I believe that used in the right way, it can help students be interested in those topics	

👥 5   56 de 58 ▲   👁 Mostrar los nombres de los estudiantes

CÓDIGO: **JKMFY**

Would you consider that authentic assessment has made a change of mind about assessment on you?

Estudiante	A	B
********		
********	•	
********		
********		
********	•	

60 C SIN RESPUESTA
40 A YES
0 B NO

👥 5   52 de 58 ▲   👁 Mostrar los nombres de los estudiantes

This kind of assessment of learning cannot be repetitive at school or in life, but rather general and generic and adaptable to a variety of life events that provide a challenge. The following checklist is intended to assess the functionality and performance of applications presented in this Nearpod lesson to participants consider use them and to find out how viable could be the use of authentic assessment approach in order to attempt any socio-educational problematic.

Overview:

Participants of this check list application determine that assessment is, according to the content they were able to consult, which is the same of this research text:

Participant 1: Assessment is a successful tool to know the real knowledge of our students after the learning process. And also assess by that kind of exercises is very useful because they are funny at the same time as learning.

Participant 2: A process to check students learning.

Participant 3: Assessment is an instrument that allows teachers and learners to evaluate the process of teaching-learning, it allows them to view the growth over a set period of time.

As we can see tow of the perceive assessment as a process while one of them consider it as a tool but what all of them have in common is that assessment is useful for students learning, this is good, but when we check the next question we can tell only two participants answer questions and for both of them the information was clear enough to understand assessment by theory but also through be part of it.

About the change of mine that authentic assessment provokes in one of the participants it was rescued that -It helped me realize that the assessment process can be fun and a way to get to students through their interests- that is why focus learning on students' interest is a meaningful step in activities' authenticity because this way because represent a significant thing for them that deserves to be proper. Most participants consider that authentic assessment has made a change of mind about assessment on them by consider the funny characteristic that even it could be the majority also would consider to use Nearpod applications to carry out learning despite the inconvenient they could have in context with few resources and many need just like digital devices and internet:

Participant 2: A little just because the infrastructure but in homework it would be great.

Participant 3: I believe it depends on the resources of the context. If students have the necessary media such as wifi and an electronic device, I believe it would be a great way to connect with them and improve the learning environment.

Most of them consider this open-book test, teacher-created test and check list applications could attempt some socio-educational problematic:

Participant 2: could attempt the lack of interest to learn English.

Participant 3: I believe that using it correctly can help students be interested in those topics.

In resume authentic assessment was understable for participants with the same approach in explanation, most of them argue that is helpful to attempt to context demands, like the poor harnessing in English subject due the lack of authentic assessment instruments that generates in students interest for the topic in turn and those could be even funny.

The impacts of an online platform, are evident in participants answers, in fact teachers involvement in an exercise class are studied using the same approach with different application technique fully authentic assessment-ish. However, most of them share the opinion that this could not be possible if students do not have the necessary resources, at least not in Nearpod, because of the need for internet and digital devices.

Nearpod was utilized in the proposal as an alternative of formative assessments in real-time by the instructor in the test group in the classroom. All colleges in this specific school must complete Nearpod's regular introductory lesson there are computers for all students and internet connection, but as we can see in open book use this also could be applied with more common resources like photocopies, students notes and

printed test, but participants never get to this reflection despite the missing a questions which ask for it.

During this Nearpod session participants worked with the authentic assessment applications (open book test, teacher-created test and check lists). Every time participants saw a blue slide they would be part of the application of it and how it was design as well in order to follow authentic assessment approach. So after solving some exercises participants only figure out one viable application.

Finally it was founded out how viable could be the use of authentic assessment approach in specific contexts such as the ones that participants are involved, in order to attempt any socio-educational problematic, and an strict answer it would be depending on a context characteristics that it is intended to be applied but that could be the general perception because participants never think in use it in other ways like with physical resources. So participants could figure out its flexibility if the check list would contain questions that make them think and reflect about it.

Conclusions

It was discovered that authentic assessment increased prospective teachers' academic achievement and attitude toward educational measurement. It is also an approach that can help to provide cooperation between theory and practice, which is a major issue in teacher education. Qualitative data from the interviews with teachers, students and classmates in addition to diaries were collected and are presented following.

According to the study's findings, authentic assessment improves teacher candidates' attitudes toward measurement and evaluation in the classroom. In addition, Wiggins (1990) found that authentic task-oriented activities considerably improved pre-school teacher candidates' attitudes toward alternative teaching techniques. However, another study finding is the drawbacks of authentic assessment techniques; most teachers believe that traditional assessment has no disadvantages.

Another finding of the study is the drawbacks of authentic evaluation procedures. Most teachers in this context believe that traditional assessment has no disadvantages. However, the challenges with implementing the authentic task, rather than traditional evaluation, were not beneficial, according to those who offered their thoughts on the negative side. Regarding the obstacles encountered in authentic teaching, it was discovered that students had trouble managing their learning and team processes.

When applying different evaluation instruments to the students and discovering the knowledge of the English subject they had at different times, when evaluating their 4 linguistic skills, when evaluating their cognitive skills such as deduction and intuition, even logic, I also discovered that there were particular cases of an obvious intelligence but that can still be polished further, some cases of impressive logical thinking, some more concrete exceptions that one has a listening skill that I expected more often, that is

to say that more students had it developed to listen to verbs. But, unfortunately, only a few have that skill at least in the first test of the ability of "listening" in the group of 3º D particularly where they have very developed skills both academic-intellectual and social-interesting.

Unfortunately, there are also exceptions where students do not answer and it is dismaying because it makes me wonder if they did not know the answer, or if they did know the answer but are not aware that they know the answer because of the form of assessment which is traditional, in fact it was a written test containing open questions, multiple-choice questions and association questions.

The closest data that I could get from the students is if in the first place how developed is their reading ability in both Spanish and English since the exam was written in both languages to achieve a better understanding of the expected answer or at least to get a close answer, secondly, the comprehension of the topic by having "deductive" questions or how developed the retention ability is, which is certainly not a negative issue but when the comprehension of a certain topic is not achieved and only memorization is achieved, the possible results of that retention are either forgetting what was memorized to achieve a temporary goal such as passing an exam or when testing a task that certainly requires memory but also logic and deduction or even intuition, the students are completely lost because they cannot find the steps that were memorized of a certain topic, therefore there were also memorization questions.

What effects does the lack of authentic assessment instruments use to carry on learning? In this context, I discovered a lack of interest and motivation in teaching practise when it comes to generating teaching and learning scenarios based on the characteristics of students, and therefore what this exercise creates or has as a result in students, such as a loss of interest in the topic.

Then I noticed in my classes that they are not aware of what they are learning and why they are learning it; that is, they have not developed a critical thinking to question the veracity of the information they are receiving; they already know that English will help them travel, but they do not understand how it will help them in everyday situations within the country; they do not understand how it will help them in specific situations or needs, probably because they have never met an English native speaker or had the need to use English as a tool to deal with their situation, and since this last point is true, because they do not achieve it. After all, they use Spanish all the time in their situation.

At least that is what they can show, but I have noticed in English classes that they're not aware of how they learn, and how often they come into contact with the English language because its use has been so common that they have ignored it. So, for example, they already knew about a shampoo called "Head & Shoulders" because it is very popular in Mexico, so when we checked body parts, they were surprised that the meaning in Spanish of the term was "head & shoulders."

What effects has the use of traditional assessment strategies to carry on learning? So specifically about 3° D the diagnostic test that I apply by sampling failed because there only six students who already knew English and none of them where in the sample so I started to plan since Basic English level to avoid lost in translation feelings and useless classes. So day by day, I've been shaping my practice with this group, from how I speak to them to being more organized in my board writing, and it has to be the most challenging group at the moment due to a bad diagnosis, but at the same time, this has helped me polish my teaching practise and as well as have a more meaningful connection with students, so motivation is included in both English class and learning.

One of the demands of this group is that when a topic is explained with visual resources, students' understanding of the topic increases significantly compared to when the topic is explained with words and maps written on the blackboard. It is curious that while they may understand what is being explained, it is being explained methodically that causes them to reject the information.

The teacher's skills such as speech and creativity are put to the test by the students and this is where the next step is lost, when a teacher who has no interest in tailoring the topics for example their speaking skills or creativity to design engaging strategies according to the students cannot be developed. As a result they cannot get more out of the students unless they are too outstanding and self-taught but being with them it is evident that they are not yet willing to be so even though they are surely capable of surpassing even the most interested teacher in meeting such demands, beyond their age range of 13-15 years old.

What effects have the students' lack of learning in English subject? Their cognitive and social characteristics still make them susceptible to not daring to do it, maybe for fear of what their peers will say, maybe it is a cultural bias that the social isolation caused by the pandemic virus "covid-19" has caused or they are just not interested, for these assumptions and thousands of others it is important not to lose interest in achieving or at least trying to achieve such adaptations and not lose interest in trying to achieve it.

From a personal perspective, there are no limits to teaching a class, especially in a context that provides you with the spaces and the building, and that in turn also gives you the freedom to design teaching and learning strategies, I even consider that sometimes it is so obvious this aspect of being able to design learning strategies, that we end up forgetting it and fall into a repetition of practices and while this is not entirely bad, It is good to rescue some practices, especially if they have worked for us or if the context

demands it, but falling into an excessive repetition of practices due to mere conformism or, as I have already mentioned, disinterest, then we fail to design teaching and learning strategies and situations that are functional for this and any other context.

I can recognise and even admire an engaging class that motivates me to learn more about the subject or to create a product that incorporates what was discussed in class. There is no doubt that there are teachers in this school who have not lost their enthusiasm for designing and adapting the information that our educational curriculum establishes to achieve their own and the students' competencies that are expected and proposed in the curriculum.

On the other hand, there are teachers who perhaps just need a little motivation and some other cases that openly recognize that they are not interested in exercising a quality teaching practice and under the demands of the student context and that I sincerely respect, I believe that part of the values that a teacher should have is tolerance and respect, so I do not judge those teachers in any way, but then my attention is focused on those in whom motivation is lacking. Of course, disinterest is also lacking, but who at times shine in their opposites and reach their students because we as teachers normally manage teaching and learning situations under the demands of the context.

What effects could has the students' change of mind about assessment? Whoever tries to go against the current suffers one or another setback one of my most memorable setbacks is that I had not managed to understand the complexity of the second grades of secondary school and that even day after day and class after class I continue to be surprised, saddened, happy and having a frenzy of emotions due to this interest in achieving the demands that this grade and especially that the group in which I find myself practicing demands.

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