



# ESCUELA NORMAL No. 1 DE TOLUCA

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## TESIS DE INVESTIGACION

### Self-assessment Process in English of Secondary School

QUE PARA OBTENER EL TITULO DE  
LICENCIADA EN ENSEÑANZA Y APRENDIZAJE DEL INGLES EN  
EDUCACION SECUNDARIA

PRESENTA

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# **Introduction**

## Introduction

In the above-mentioned chapter of the research in general terms in that goes out consist of this research, information the role of the teachers in the evaluation process. However, explain the importance of self-evaluation, the methodology used in the data collection and that result obtained and make some recommendations for the people or academic interested in doing research.

The articulation of Basic Education is to determine who can provide an education coherent with the characteristics, aims, and purposes of education and the national education system. The articulation is centered on the educational achievement, such as attending to the specific needs of learning of each one of the students. The evaluation is transformed into a substantive aspect to improve the educational process in the secondary school.

In the pedagogical principles in the eighth understand the evaluation as a process related to learning planning. The evaluation seeks to know how the student organizes, structures, and uses his or her learning in specific contexts to solve different problems contexts to solve problems of different complexity and nature. (Aprendizajes Clave, 2017: 120)

The evaluation should focus on the student and the activities; therefore, the assessment of cognitive structures and components should be promoted, and students should be aware of their learning. Formative assessment and feedback to students is one of the most important practices with positive learning outcomes.

In the interest of that, the teacher provides feedback to the student with clear, objective, and constructive arguments, when the teacher should provide the student with clear, objective, and constructive feedback on his or her performance, so that the evaluation could acquire meaning for them, and it can provide elements for cognitive self-regulation and improvement of their learning

in students. One of the main characteristics is that the student is evaluating a task or learning. In order to analyze this problem, it is important to mention the causes.

For the reason that research is going to deal with the topic of self-assessment, the problem is that students do not know the expected achievements or knowledge acquired during classes, so it is important that reflection the knowledge acquired in the session. Also, students can become aware of the progress in teaching and their own learning process and can promote the autonomy of the students. One is the educational model where the teacher has the role of transmitter of knowledge, which is usually evaluated objectively through exams.

This thesis entitled Self-assessment Process in English of Secondary School has as objective to identify the expected achievements of students in the process of self-assessment in English classes. The methodology used is exploratory, descriptive, and comparative thought the application of self-assessment in five intervention periods that have been carried out at the "Tierra y Libertad" Technical Secondary School located in Toluca, Estado de Mexico. Students can know the learning achievements in each session and can corroborate the knowledge acquired.

The research used in this research was exploratory, because this topic is not clearly defined, this research goes to help understand a little better, but perhaps there are not conclusive results also, is descriptive because this research has as objective to obtain a result of a particular phenomenon and comparative because is to compare the objects of studios similar.

The instrument that helps collect this information was a questionnaire that was answered by fifteen students with the objective of identifying if the instruments of self-assessment to achieve the expected achievements. To realize two applications of the questionnaire in different periods that can help to understand if students.

Another instrument used in the research was an interview to titular teacher boarded up a dialogue in which the interviewer formulates questions and interviewed the answers, the objective of the interview was to know their opinion and experience of the titular teacher in the application a self-assessment instrument that has given the students in benefits obtained with this tool.

The methodology is a mix of qualitative and quantitative methods qualitative and quantitative in which promote the systematic integration or mix, of qualitative and quantitative data in research, since that allow a using more complete and correlation of data, collect, and data analysis quantitative and qualitative for separate.

In this research an important point is the self-assessment in which students to evaluate their learning, i.e., to identify the performance in each class and when the achieve the expected achievements as mention Aprendizajes Clave (2017), in base to the information obtained were design different self-assessment instruments such as: learner diary in which the students do not like in special for the written, traffic light is was accept for students also, was design a self-instrument in which considering criteria of the learner diary and self-assessment the result was the students begin to reflect their learning.

Self-assessment can be considered for the teachers with part important the moment of evaluate the learning of the students also could help to knowledge the knowledge acquire for the students and in case some students do not achieve the learning have possibility to help the students to improve and can achieve the expected achievements.

## **Identifying the problem**

## Identifying the problem

In this chapter, information as identified the problematic that present in the secondary school in base the observations in which presented with the objective of study the problematic and look the solutions to help to students and teachers to be able implement improved in the process of learning.

In the last journal practice at the secondary school, I identified that part of the problem in students is that they do not know the expected learning during the English class. The main purpose of assessment is to help students take control and be responsible for their own assessment through different instruments such as self-assessment.

In the practice journal in the observation week, the titular teacher at the beginning of the class sometimes remembers the topic of the previous session, checking that on many occasions students did not remember anything. Maybe because students do not like the subject or do not understand the English and the way of explaining of the teacher, so students do not identify the expected achievements to achieve in each lesson. For these reasons so arises the idea to design a self-assessment instrument that was applied so that students could evaluate the performance during the class, showing the expected result, but selected some criteria is necessary.

SEP (2017) mention that:

In the curriculum of Aprendizajes Clave in the eighth pedagogical principles in where maintain that the assessment is a process that is related to learning planning and the evaluation is part essential of the didactic sequence as an integral element of the pedagogical process, on the grounds that do not have an exclusively conclusive or summative character. In the interest of that the evaluation stress to know how students organize, structures, and uses the learning in a specific context to solve problems of diverse complexity and nature. (18)



At the end of each trimester the teacher evaluates to do of the students in each one of the activities that make in class but is important to mention that in the evaluation is lately has become a task further in the sector educative, so the students there is not a reflection in which can manifest their own expected achievements to achieve in each class.

I can observe in classes that only the responsibility of the titular teacher is the learning of the students, but in the moment in which the students answer some exam or make an exercise, always the teacher corrects, although the students do not know the knowledge acquires, since only is evaluate with a numerical qualification. Although there are other ways to evaluate the students, the teacher does not change the way of his evaluation.

Evelyn Ortiz (2007) affirms that:

Another way of assessing students is authentic assessment, which has become very popular. However, there is another modality that has not been given the importance it deserves: self-assessments, despite the fact that when authentic assessment or “assessment” is used, it is often encouraged not to talk about what is actually happening. (108-109)

In the classes, when the titular teacher makes feedback to the students about the performance that has been done during the trimester, the students pay attention to the aspects that be improved in the following, the evaluation is necessary that the teacher considers that the students can assess their own expected learning, so the students can develop system, so the students can be self-employed with the aim students can be motivated and can acquire more knowledge.

Mohd Hafizuddin Mohamed and Abu Bakar Razali (2019) suggest that:

The advantage of using self-assessment is that it can foster students' affective domain of ownership for their own learning. When students self-assess their own work, they take responsibility for their learning which is important in language

learning. One of the main objectives of implementing self-assessment in language learning is to foster students' autonomy in learning, especially in language learning.

Having learning autonomy will also lead to students increasing motivation and encouragement to participate actively in learning a language. When students know their strengths and weaknesses through various methods in self-assessment, such as the implementation of rubrics and criteria in any language topic, it will help them to monitor their language performance and progression. (70)

The disadvantages of using self-assessment in learning, if scrutinized closely, can actually be overcome if the proper guidance, training and awareness is given to students by the teacher. Despite being a relatively new concept in the field of education and language learning, self-assessment has taken the interest of many scholars and researchers. The concept of self-assessment needs proper implementation by the teachers, or it will result in unwanted situations for teachers and students in the classroom. Thus, it is important for teachers and students to take into account the different elements when using self-assessment. (70)

The advantages that can be observed when students respond to self-assessment is difficult because they think in their performance that have done during the classes, the students begin to review the work to make and result that obtain in the exam or product, in the moment that begin to make a reflection of the expected achievements that achieve, so students have the opportunity to review their mistakes and make changes in their classwork.

The disadvantage of self-assessment is that are few the teachers apply an assess about the learning of students, only some teachers make an instrument self-assessment in which students can assess the activities and products realized in classes, only assess performance to long of trimester but does not assess the expected achievements is necessary the teacher design an instrument self-assessment to know the learning of students and improve his teaching.

The evaluation is an essential part, owing to that help to students to understand how effective their performance is against a clearly defined set of standards. The evaluation means a formative process that allow to teachers to review the performance of students and identify their expected learning, in as much as for development in the English skills. The evaluation is "... a process of reflection on practice made systematic and transparent, with the aim of improving pupil, professional and organizational learning" (MacBeath, 2005: 6).

The evaluation in the secondary school being deduced in a qualification or measurement, exhort to connect the pedagogic process for that can feedback and to adopt measures of scholastic reinforcement. In secondary school, evaluation should be utilized so much for teachers as for students, i.e., for the teacher to communicate with students which corroborate the efficacy of methods of learning using. In the case of students, the evaluation can help to motivate and achieve a recognition of effort, so as review the knowledge before consolidated the learning.

One of the main functions of the evaluation are reviewing the knowledge of content or task that students have had in each one of the sessions, there are various way of evaluating to students but is necessary that students can evaluate the learning with a Self-assessment on the which can help analyze or reflect honestly on whether students are really understanding the content of the social practices of language.

James H. McMillan and Jessica Hearn (2008) declare that:

Self-assessment is more accurately defined as a process by which students 1) monitor and evaluate the quality of their thinking and behavior when learning and 2) identify strategies that improve their understanding and skill. Self-assessment occurs when students judge their own work to improve performance as they identify discrepancies between current and desired performance. This aspect of self-assessment aligns closely with standards-based education, which provides clear targets and criteria that can facilitate student self-assessment. (40)

The high point of self-assessment is to be able to demonstrate the expected learning that is marked in the social practice of the language in the Curriculum Aprendizajes Clave (2017), as a result of that the teacher may detect what progress and difficulties students have presents and view what actions can be taken, to correct the mistakes and can assess in each of the classes.

In this research an analysis in that examine self-assessment as a that could help students to become aware of the learning progress in of each one social practice of the language and can support the teacher to understand which is the process of teaching and learning that students and achievements in each session.

Chapman and Sammons (2013), suggest that:

Challenge in the self-assessment is that should be conducted within a coherent framework and be underpinned by a set of structures that articulate systematic processes to collect a range of data from diverse sources and inform action to improve pupil and professional learning. Take into consideration the point view of students to identify if self-assessment can be defined as an important part in the process of evaluation and compare the result obtained with another research to corroborate the advantages of use from self-assessment as part of the evaluation.

(2)

Self-assessment on the other hand, should be included in the evaluation for the reason that it is a way in which teachers could motivate students to know and evaluate the school performances and account with bases to improve the learning, i.e., students can be more self-critical as students. Self-assessment and evaluation, on the one hand, promote competencies such as the development of analytical skills, critical thinking, decision-making and taking responsibility.

Self-assessment is a powerful mechanism for improving learning. By virtue of it, students would identify the strengths, area of opportunity, and the steps to follow to continuously going forward. As students reflect on how their work meets the goals set for learning concepts and skills.

Self-assessment is understood has been shown a few benefits including awareness of ability, goal-oriented motivation, learning promotion, knowledge of assessment techniques, sharing of the assessment role, increased responsibility for own learning, improved critical thinking and student behavior. Self-assessment is an important part of pedagogy by the reason assessment leads to evaluation in the interest of training students to benefit from their learning.

The novelty of the topic is the big picture of self-assessment that can help teachers to use this tool in the learning process, which could reduce evaluations that are only numerical. Also, self-assessment allows to develop the autonomy in students in learning, would be critics and independent, so as to solve problems, as students can be able to face society, in that constantly changing.

The self-assessment put forward a reflection in the student learning to develop the skills to learn, i.e., students can adapt the tools and learning strategies to achieve the expected learning and can consult some sources of information to find you learn outside of school. Teachers can contrast when students use self-assessment as part of the assessment, through is effective and provides the as a result of in student learning. While challenge in that students really be honest the moment to evaluate the performance that had during the period of evaluation.

By the reason of to question the students the performance that show, in each one of the sessions and express if really reflect the expected achievements. Self-assessment emphasizes the benefit in learning and the possibility to improve the different evaluations at the secondary school in view of the students can be reflection and competitive in the workplace.

### **Diagnostic**

The diagnostic that was applied was made by the titular teacher, this consist of that students a specific reading of key words that help answer some of the questions as true and false questions, and multiple choice, therefore being

development of sub-skills as reading. Initial results that are obtained there are that start to do the leveling, that mostly are handled with performance levels (basing in the way in as handle the SEP). Most are located at a level of performance low, i.e., very little are an excellent level, some at a medium level. In terms of qualifications there are: ten, eight, and six. Students have one level of achievement. There are no certified students in English and the students have English level A2.

Learning styles are visual, auditory, and kinesthetic. One of barriers to learning is that parents' express disagreements about the use of cell phones, most teachers ask students for cell phones to perform as diagnostic, some of the students do not carry a cell phone because they do not have data, therefore should do their homework at home. The students live in Toluca and its surroundings, such as San Lorenzo Tepaltitlan, San Pablo Autopan, and La Teresona. They also come from the outskirts of Toluca such as San Mateo Atenco, and Casa Blanca. Their favorite colors are black, blue, purple, and red. Their favorites pets are dogs. The series they usually watch is Strange Things, Harry Potter, Captain America. Their favorite singers are Angel and Bad Bunny.

After that, to know the point of view of titular teachers and students in the diagnostic was realized interviews to students and titular teachers to know the opinion about the self-assessment, the advantages, and disadvantages to use this instrument, in each one of the classes with the purpose that students can identify the expected achievements.

## **Objectives**

### **General objective**

Identify the expected achievements of students in the process of self-assessment in English classes.

### **Particular objective**

- To design a self-assessment instrument in which students verify the expected achievements.
- To have students' self-evaluating their learning during classes every week.
- To identify the advantages and disadvantages of the application of self-assessment.

### **Goals**

The lesson plan and the evaluation are two important factors that the teacher should consider in the educational process which play an important role in the educational process, since they allow the achievement of the didactic intentions.

These are simultaneous processes i.e., design a learning situation in which the teacher can determine how to measure and evaluate the student's performance. In the evaluation, the teacher could use self-assessment in which the students can assess their own learning and improve their performance in the class.

The evaluation has as objective to identify the achievement of the students and the difficulties that the students face and can improve their performance. Self-assessment is essential part of formative assessment in the students can have a reflect on and evaluate one knowledge acquire during their learning, also students to examine their expected achievements and can identify strengths and weaknesses in their classwork.

In the research the trainee teacher helps students to identify the expected achievements in each session. Beginning with an application of a questionnaire in which know the opinion and experience of students about self-assessment of their expected achievements and can design a self-assessment instrument with the proposal of that teacher and students can make conscience of progress in the learning or incorporate activities.

Also, self-assessment can help the teacher to that students can reflect about the teaching and the learning and can make change the didactic propose. Despite how can review the advantages and disadvantages of using self-assessment in which applying each practice journal and analyzes the results obtained during the research and design a guide for teacher can use self-assessment in his class.

### **Hypothesis**

Through the use of a self-assessment instrument, the learning acquired by students in English classes will be identified.



## **Theoretical framework**

## Theoretical framework

In this chapter affirms the importance of evaluation in the educational process, types of evaluation, from where is origin the self-assessment, importance, description of some instruments used in the research and the state of the art i.e., another research had been realized and the contributions that help to research other line.

In the educational evaluation, various are represented about an idea or a concept that are related to the context, knowledge, and particular experiences of everyone. It usually occurs in the educational evaluation since in some cases words are used to designate different characterizations of a term. (SEP, 2018: 4)

One of the functions as a teacher is that students can enjoy each class, and the learning can be effective, the educational evaluation is necessary to determine the achievements of students, which is marked in the evaluation. In addition, is a continuous and personalized process that had as main objective know the evolution of each student. Is important that the teacher can strengthen the knowledge of each student to achieve the expected achievements.

Jose Ma. Arribas (2017) mentions that:

Evaluation is now recognized as one of the most important issues in the study of the teaching-learning process. When the problem of evaluation is approached, problems of pedagogy are fundamentally touched upon. The more one penetrates the domain of evaluation, the more one becomes aware of uncertainties. (382)

In each one scholar cycle the teacher questions the way of evaluating in base to learning, during the first and second week, before of start of cycle the teacher reviews the different topics to check as evaluate the knowledge that work in class, so these question that techniques or methodology give in each class to design the instrument using in the evaluation periods.

Several authors define educational evaluation as a systematic and planned process of gathering and information through multiple strategies, techniques, and instruments that allow making judgments and assessing whether students have achieved the expected learning that includes knowledge, skill, attitudes, and values. (SEP, 2018: 5)

Ana Isabel Mora (2004) informs us that:

Evaluation is the systematic judgment of the validity or merit of an object. Another position indicates that evaluation is a tool for accountability. The concept is not only to account for the success and failures of a study plan or program or professional performance, but also to receive feedback for academic and personal improvement from both the teaching staff and the student population and, therefore, from the community educational institution. Educational evaluation can be considered as an instrument to sensitize academic work and facilitate innovation. (2)

In the evaluation, different perspectives are derived according to the needs or purposes of each one of the schools, they focus more on the measurement of knowledge, especially when they do evaluative test (Mejoredu or SisAT) in which students answer each one of items and in this way each school obtains an assessment or measurement to know the results and develop a new study plan.

T. Manichander (2016) points out:

Evaluation adds the ingredient of value judgment to assessment. It is concerned with the application of its findings and implies some judgment of the effectiveness, social utility or desirability of a product, process, or progress in terms of carefully defined and agreed upon objectives values. Evaluation often includes recommendations for constructive action. (2)

When the teachers make an evaluation of some exam o product should consider the type of criteria that the teacher could use to that can determine the value the qualification of the students and help to throw a result in which demonstrate the

knowledge acquired for the students, and the teacher can improve the effectiveness of the product or exam to evaluate.

This author also mentions thus, evaluation is a qualitative measure of the prevailing situation. It calls for evidence of effectiveness, suitability, or goodness of the programmed. It is the estimation of the worth of a thing, process or programmed in order to reach meaningful decisions about that thing, process and programmed. (2)

Any activities designed by the teacher should give a value significant in that students can obtain a result that can show the knowledge acquired not just a number without being able to corroborate the learning that students can have to their working life. It is only related to qualification, but really do not know that learning the students.

The evaluation is a systematic and ongoing process in which is examine the research should examine the researching and collecting information, from different source, and can be relation with the learning, process, content, methods, and the results obtained by some an educational activity, as the organization and analysis of this information. Remember that in the evaluation can analyze the systematic investigation, observation, and interpretation of information.

Another important factor that should be considered is that educational evaluation is a process with multiple facets and dimensions that not only touch those related to student learning, that the contents are developed as well as the knowledge without leaving aside that the skills, take attitudes and assume values, since they must be linked with other human components such as the teaching performance, the actions and omissions of school authorities, the degree of involvement and responsibility of parents or guardians, the quality of interactions in the school, the presence or absence of learning environments and, materially, with the infrastructure and its sufficiency or insufficiency to serve the needs of the students. (SEP, 2018: 7)

At the secondary school there are teaching performance, actions of school authorities, such as the degree of involvement and very little responsibility of parents or guardians, because only so interested when view qualification in which the parents start to interact with the teacher to know the causes of the performance low level of students. Exist a great presence of learning environment and an English laboratory, them has materials use in the learning of students.

It is pivotal for school leaders to create a culture where student learning is at the heart of school evaluation and improvement. Schools have professional accountability and responsibility to governors, parents, teachers, and learners to serve the best interests of key stakeholders. As a result of this, it is vital that school evaluation is a shared process that takes into account the views of stakeholders but, more importantly, does something with that information. (Cambridge & Assessment, 2021: 1)

In above paragraph informed that at the secondary school, is observed that parents do not involucrate with the evaluation, the majority of students do not class work and task, but when is the moment of the evaluation of some subject parents occasionally blame the teacher but really parents are involved in each one activities schools of son and review the way of evaluating each one teacher such as obtained the qualification the moment of evaluate.

The efforts for students to identify, recognize, and value both the true purpose abled usefulness of assessment as its relationship with a knowledge and self-regulation tool that the beneficiaries after finishing his training.

In the evaluation the first is the paradigm that evaluation is “putative”; students should remove the focus from doing to grant a qualification and assume it as has been said, as a process that provides information on the performance not only of students. The second paradigm that should be transformed is teaching practice. Although there have been significant changes in this sense, traditionally, students

have put the focus of the evaluation on making judgments to assign grades. (SEP, 2018: 10)

It is important that in the secondary school does not exist a segregation with the students, i.e., the teacher should promote pedagogical practices that is relation with the group, each activity make for students should be equal without rejecting to some students, the teacher should ask students to help classmates who do not understand the topic review in class.

López, Ortiz, Allende, Valenzuela, and González (2020), declare:

The literature has denominated as punitive definite as disciplinary sanctions against students, and explicitly entailing temporary or prolonged withdrawal from academic institution. At the secondary school for example the teacher for some reason of breach of duty of materials, task or other motive look punish to students and same passed with the teacher in some type of evaluation or course so that should give other solution to issues that is present in this type of evaluation without punish nobody. (303)

Students should accept that there are still teachers who have made evaluation a difficult process to overcome because students use questions that aim to surprise the student, or because they increase the complexity of what is required in certain aspects of the evaluation, or because they modify the criteria for correction and grading criteria are modified. (Ahumada, 2005: 12-13)

Some teachers could change the way of evaluating of students, i.e., in this case the teacher can make an evaluation more practice and easier in addition the teacher should considering the opinion or the thinking of students maybe the method of teacher does not correct to learning of students so should make change in the method of learning.

Laura Elena Padilla and Laura Espinosa (2015), add that:

The teaching practice, in addition to breaking down dimensions, records actions, conditions and integrating components. The teacher's work, the action that circumscribes the activities carried out by the teacher is teaching; through it, a process is carried out that is delimited by objectives, the environment to which the operations are directed. (5)

The teachers design any materials in base to the curriculum and the result that obtain in the diagnostic, but the teacher should think in the learning of the students, without ignoring the expected learning or objectives that mark and in which the teacher directed each any activity in class.

This author also explains that talking about the action of teaching requires looking at the school environment. In many contexts it is possible to identify this process without it being of a formative nature or in which formal instruction is present. The bottom line of teaching is conceived as a process in which knowledge of a different order is transmitted and communicated; it may be special or general knowledge about a given subject. (2)

The main work of a teacher is to teach the students in the class. In the secondary school there are different students of different contexts, in that the students in each class express the knowledge that students have acquired in their education, in the majority have special knowledge about the topic that the teacher has teaching, and the students have learning.

Teaching practice, the titular teacher works a part important is knowledge, formation, and academic preparation, is essential support, to carry the assignment. Also, in each session there is a surge of experiences in which is develop habits and skills. The teacher to realize assessments to identify the learning of students and communication with the group in each one of sessions to inform to students the way of classwork and students' performance each activity, so the teacher identifies the learning of each one of students.

The titular teacher always informs students of the learning goal, the purpose, the moments, and types of evaluation to start of new unit. Also, when finish the trimester provide a feedback student of performance in this unit, so, recognize the influence evaluation and fundamental aspects for learning and promote self-assessment as a learning activity in which students had view the performance on each one of units.

### ***The characteristics of the evaluation***

There are three types of functions to evaluate such as: diagnosis, formative and summative. This assessment has as proposed in the education give you a starting point or in some other cases the teacher can use is just a refresher last course or verify the knowledge acquire of students. (SEP, 2018: 13)

The majority of the teachers evaluate only with formative assessment since is more practice and easier to proportion a qualification with a numerical scale, but can be interesting that the teacher has the opportunity to change some of his instruments and that can consider the opinion of the students thought a self-assessment instrument it is help to the teacher to can detect the mistakes of the students and can help to achieve the learning.

Some assessments are beneficial during the race to track progress and see if adjustments to the strategy should be made during the race (formative), and some assessments are best at the very end of the race, to review performance, see how you did, and see how to improve for next race (summative). "Assessment helps the teacher determine what to teach, how to teach, and in the end, how effectively they taught it". (Tookoian, 2018: 1)

In the curriculum Aprendizajes Clave (2017) emphasize that a part essential to the evaluation in which shows the social practice of the language the students and the expected achievements in that the teacher should design different activities and has to evaluate, the majority of teachers evaluate with formative



assessment and sometimes with summative assessment, with this type of evaluations the teacher can identify the way of learning and review the learning obtained for students to check that should improve in the teaching.

## **Diagnosis**

Allows all interested parties to know the degree of mastery of a certain learning process before starting to work with it. (SEP, 2018: 13). Diagnostic tests are designed to identify both strengths and weaknesses in a learner's knowledge and use of language.

Focusing on strengths will enable the identification of the level a learner has reached, and focusing on weaknesses or possible areas for improvement should lead to remediation or further instruction. Moreover, diagnostic tests should enable a detailed analysis and report of response to tasks and must give detailed feedback which can be acted upon.

Moreover, diagnostic tests should enable a detailed analysis and report of responses to tasks and must give detailed feedback which can be acted upon. Test results and feedback should be provided as soon as possible after the test. The content of diagnostic tests may be based on material which has been covered in instruction or which will be covered shortly. Alternatively, it may be based on a detailed theory of language proficiency. (Jang and Wagner, 2013: 2)

In the start of practice journal two weeks assistant to the CTE (Consejo Técnico Escolar) in the third session teachers have that reflect about of instruments of value diagnosis that had using in the start of school cycle, so as recognize the elements and organization of Curriculum in Basic Education with the objective of building and star-up in practice. Also, the titular teacher makes a diagnosis to students by means of a reading skill with a multiple choice that constant of five questions and five questions of true and false with this diagnostic the teacher knows the level of English of students.

## **Formative**

Based on the students' progress and difficulties during the learning process, it guides the decisions on the teaching strategy and the necessary adjustments to it in order to achieve the learning goals. (SEP, 2018: 13)

Formative assessment is also known as assessment for learning. Formative assessment is generally defined as taking place during a course with the express purpose of improving pupil learning. Another interesting definition of formative assessment is "all those activities undertaken by teachers, and/or by their students, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged.

See also formative assessment as a diagnostic use of assessment to provide feedback to teachers and students over the course of instruction. Despite a number of different definitions given above, formative assessment needs to be ongoing, frequent, and interactive for the purpose of assessing student progress, understanding, and identifying learning needs, and adjusting teaching approaches and instructions. (Sol, 2020: 105)

The titular teacher in one of the sessions to make exercises as review the learning of students and write feedback of students, there are class discussions to know the opinion of students about of some topic of classes, questions, and answer sessions, both formal-planned and informal-spontaneous. When is the evaluation students have a reflection journal that are review periodically answering specific questions about the instruction and their self-evaluation of performance and progress, them is important to students to know the great learning that obtain in each one of sessions.

## **Summative**

It is usually applied to finished processes, considering multiple factors, to assign a numerical value (SEP, 2018: 13). Summative assessment evaluates the

mastery of learning whereas its counterpart, formative assessment, measures progress and functions as a diagnostic tool to help specific students. Generally, summative assessment gauges how a particular population responds to an intervention rather than focusing on an individual.

Summative assessment is carried out at the end of the intervention to assess the achievements. Although the outcomes and products are emphasized, process elements could also be included. The point out important of summative evaluation for two reasons – firstly: to determine whether all the necessary components of the initiative are included and to ensure quality assurance to help explain the level of success or failure and secondly: to clarify the process involved in the summative evaluation. (Sanja, 2019: 286)

This summative assessment makes for the teacher to end the evaluation i.e., each trimester in which, although different instruments of assessment with the final of can qualify any classwork the teacher can evaluate a product using a rubric, checklist, etc. or sometimes to realize an exam can know the knowledge that the students have.

It often aggregates data across students to act as an independent yardstick that allows teachers, administrators, and parents to judge the effectiveness of the materials, curriculum, and instruction used to meet national state, or local standard. Summative assessment provides educators with the metrics to know what's working and what's not. (States, Detrich, and Keyworth, 2018: 1)

The teacher should evaluate each learning of students since that results of students can determine the way sequence didactic that can use in the following trimester, is an opportunity to students can review the knowledge that do not understand during the session and the teacher could design a didactic sequence in which students can performance in the class.

Rubrics, often developed around a set of standards or expectations, can be used for summative assessment. Rubrics can be given to students before they begin working on a particular project, so they know what is expected of them (precisely what they have to do for each of the criteria. (Northern Illinois University for Innovative Teaching and Learning, 2012: 2)

A large number of teachers use the rubrics to evaluate some product or task with the aim to give a value the work to realize for the students, this instrument is designed with different criteria and value in that the teacher have to mark what is the performance of the students in the elaboration of work and if the work meets the elements necessary to obtain a good qualification or the students can receive some feedback that can help to improve their work.

The titular teacher in evaluations make final examinations of topic of unit them is design in the objectives that mention the teacher in each one of sessions, such as projects that have realize students to know the learning expected to review the teacher is using a rubric to assess of them, such as projects in which students have that demonstrate the knowledge learning of Social Practice of the Language and expected achievements of this way students have the capacity and can apply in a real context.

### **Evaluation functions and moments**

There are several types of students but such as: diagnostic evaluation, placement evaluation, summative evaluation, and formative evaluation, in that the teacher decides how to evaluate students, but suggest that the teacher consider some self-assessment to review learning of students in the classes.

The diagnostic evaluation is carried out prior to the development of an educational process, whatever it may be, with the intention of exploring the knowledge that students already have possessed. This evaluation is considered as part of the

formative evaluation since its objective is to establish a baseline of common learning to design teaching intervention strategies. (SEP, 2012: 25)

The diagnostic evaluation is important that the teacher make with objective to know the prior knowledge, so the teacher has the opportunity to give a review to it is knowledge to strengthen, so can begin with the new knowledge and that students can achieve the expected achievements that is mark in the social practices of the languages.

“The purpose of the diagnostic evaluation is the obtaining of information about the situation of partied of the subjects, in which to know and capacity that is considered necessary to begin with exit new learning process”. (Avolio and Iaxolutti, 2006:137)

Formative evaluation’s function is to improve an intervention at a given time, and specifically, it allows assessing whether the planning is being carried out as planned. The modalities of formative evaluation that are used to regulate the teaching and learning process are interactive, retroactive, and proactive. (SEP, 2012: 25)

Formative assessment modality is the assessment formative modality that is used for that can occur the regulation of teaching-learning process:

**Interactive regulation:** these are evaluations that occur completely integrated into the teaching process, that is, the teacher uses observation, dialogue, and the interpretation of what the students do and say, to decide what support is needed to follow up on the learning of the students. (SEP, 2012: 25)

In each English class, the trainee teacher can observe the teacher who has contact with the students in particular at the moment of evaluation, in each activity or task, the teacher each class observe, dialog, and interpret of that make and

comment the students, this information is used for the teacher to make follow-up the students' learning and improve the communication between both.

Interactive regulation in this modality, the regulation can be immediately, thanks to the changes communicative that occur between teacher and students, a purpose of a structuration of activities and tasks necessary to arrive at just the institutional process. Obviously, the regulation part for teacher and the others is always more enriching for the multiple communicative ways that arrive. (Diaz, and Barriga, 2022: 408)

In the sessions of class, it is necessary that the teacher and students can keep communication with the aim to improve the knowledge, but the students need to make activities and task to achieve the expected achievements, it is important the constant review of the teaching from the teacher to the students.

**Retroactive regulation:** these are the evaluations that allow the creation of learning opportunities after making a specific measurement at the end of a situation or didactic sequence; In this way, it allows reinforcing what has not been learned in an appropriate way. There are several options for developing this type of regulation: a) explain the results or arguments of the activities carried out with the group of students; b) carry out the process in a straightforward way, and c) group the students by the type of support they require so that they develop exercises in a differentiated way. (SEP, 2012: 25-26)

When the teacher ends the course any students present problems of learning so the teacher should reinforce the knowledge of the students, remember that the students should achieve the learning, maybe the teacher have to look solve to students can identify the expected achievement that obtain in the class.

Retroactive regulation consists in programming activities of strength after that realize an evaluation punctual the end of an instructional episodic. This way, the

activities of regulation or directed backward, i.e., to strength does not learning appropriate way. (Diaz, and Barriga, 2022: 408)

If the students do not understand some content or topic of the teacher should explain the topic again, because it is important that the students can understand the topic, without the teacher should review each expected achievements with the aim of that the students can improve and have knowledge of topics.

**Proactive regulation:** these are the evaluations that help to make adaptations related to what you will learn soon. The summative evaluation is based on the collection of information about the results of students as well as the processes, strategies, and activities that the teacher has used and has allowed him to reach said results. (SEP, 2012: 26)

First, the teacher chooses the way of evaluating each task or product to moment to make the evaluation process, the teacher collect the activities to can know the results obtained in the trimester, with information the teacher can review the progress of students.

Before case of the students who did not have problems in the immediate sequence before, it can plan new activities to amplify the learning; and for those who find some obstacles, it can purpose specially activities that do not offer additional for that progress with major facilitate. (Diaz, and Barriga, 2022: 408)

In the period of summer in the secondary school, the teacher is reviewing with the students that do not achieve the expected achievement, since is indispensable strength the knowledge because the students can understand and achieve to the following grade and can acquire the knowledge without that can present problems in the institution.

## **Internal evaluating agent**

When the teacher involves his students in the evaluation process, he encourages them to regulate their learning processes; for which the following types of formative evaluations can be promoted, which are complementary to those carried out by teachers:

**Self-evaluation:** it is the evaluation that the student himself makes of his own productions and his learning process. It drives the students to the objectification to establish a value more weighted, although of analyze elements internal or external to its practice, the formative function of the evaluation is arrived to end for these media. (SEP, 2012: 30-31)

Evaluation is not common for students to realize, because some teachers think that the students cannot be a judge of their work and the students prefer that teachers evaluate the performance and learning in class.

Self-evaluation is this in the subject evaluating your activities. The agent and the subject are the same. The use of this type of evaluation in function of the maturative level of the student's allows that the students know about of their educational progress so, a way of motivation and learning. (Morales, 2001: 195)

In secondary school the teacher when mention to students explain the way of as evaluate the expected achievements. The trainee teacher as part of evaluation process explains the way the evaluation in each work, so students have knowledge that have to make each activity to the moment of evaluate can self-evaluate the learning to achieve in the trimester.

**Peer-evaluation:** it is the evaluation that the students himself carries out in collaboration with their peers about some particular production or evidence of performance. (SEP, 2012: 31)



Some teachers used peer-evaluation, maybe the thinking of students the moment of evaluation considering that should castigate to their classmate, but the teacher should instruct to students that only the positive of their work and the teacher should verify the aspect deficit. This evaluation can help students to be more autocratic in their work.

Is fundamental in the multilateral and combine, of the activities or works arrive only for a set of people. Grants an important paper to the different members, so much so that students as teachers, in function of the progress of the capacity of analysis and of objectivity, the same that collaborate in the process of learning and formation. (Morales, 2001: 195)

The teacher show uses the peer-evaluation of a way objective in which students can qualify the performance of classmates of way objective using their own judge this can help to evaluate the knowledge acquired in class and learning work in team with their classmates.

**Hetero evaluation:** is the evaluation of the production of a student or a group of students. (SEP, 2012: 31)

If the evaluation is more typical in the majority of the subject, the teacher can consider to other two evaluation important or make choose of the works or products in which can make the three evaluations that can contribute to can qualify the learning obtained in the trimester.

Hetero evaluation corresponds with the evaluation that a person realizes of others, so, the performance, the work of the practices can be. (Morales, 2001: 195)

This evaluation a large number of teachers to realize in which define each criteria with the purpose of obtaining a qualify or a value the work make for the students, the teacher should be specific to identify that expected achievement obtain each

classes and verify if students have understand the topic without present problems, without the teacher have to use another didactic sequence.

### **Evaluation moments**

There are three moments of evaluation: initial, process and final. These moments coincide with the types of diagnostics, formative and summative evaluation.

#### **Initial evaluation**

It is done in the classroom at the beginning of each learning situation. By means of various instruments, information is gathered about the initial situation and context, which makes it possible to generate future changes by defining possible and desirable goals. At the end of the process, it allows us to assess whether and to what extent progress has been made. (SEP, 2018: 13)

The majority of teachers realize or design some instrument that can help to collect information to know the context of the students and that goals the information is important for the teacher can evaluate the progress of learning and achievement of the students.

The initial-diagnostic assessment, also called a zero assessment, provides us with information, in the form of a snapshot, and serves to determine the base line on the level of knowledge, motivations, attitudes, interests, expectations, difficulties, etc. of the students. Undoubtedly, it allows us to reorganize the training program and set learning objectives in a realistic and operative way according to the diagnosis made. It is essential for academic performance to be acceptable and for learning to be meaningful. (Fernández & Malvar, 2007:12)

At the secondary school in the first week of start classes teacher makes a diagnostic exam in which the titular teacher applied in Google forms of reading about of life and trajectory of Lua Dipa in this reading the students resolve two exercises the first was a true and false and the second was multiple-choice with

the finally of know the level of students have in English, this diagnosis is related to the work carried out by Celce-Murcia.

### **Continuous or processual**

It consists of assessing, from the continuous collection and systematization of information, the learning of students, as well as the teaching intervention, with the purpose of making improvement decisions on the fly. (SEP, 2018: 13)

First, in the Consejo Técnico Escolar the teacher to realize a review of the curriculum with the purpose of know how can develop each activity during the school cycle, so go design each activity view in class.

The processual curricular evaluation is one that is applied in the course of a process or an activity to know how the process is developing curriculum, in relation to a previous design, this is intended to submit systematically and continuously to review the initial plan (curricular design) with in order to redirect in the terms that are necessary. (Manrique, how to cite in Castillo, 2009: 22)

The processual evaluation is important because to the teacher should collect information and the results of the initial evaluation, since should evaluate the situation of beginning of the curriculum, is important to consider the context and the design of the curriculum, with this information the teacher can apply a diagnostic with the proposal of achieving the expected achievements. This processual evaluation helps the teacher to evaluate the results in the curricular process.

### **Final**

It consists of assessing the information gathered during the beginning and development of the process, in order to link it with the results of the closing, with the purpose of making decisions for improvement. The purpose is to identify the

extent to which the goals established at the beginning of the process were met. (SEP, 2018: 13)

Finally, the teacher in each trimester makes the close evaluation of the activities, product and exams, in base of the performance of the students the teacher can see the knowledge and learning that students obtain or that changes have make in the design of the lesson plan and the activities.

The final evaluation is an evaluation of the entire matter taught in the course in an exam that takes place after the end of teaching. When the final evaluation system is applied, the student's attendance in classes is not mandatory and 100% of their final grade comes from the exam taken once they have finished teaching the subject. (Vlachopoulos, 2008: 12)

In the evaluation final is when the teacher evaluates the knowledge acquired during the trimester, a large number of teachers usually evaluate with products or exams to verify the achievement of students and can revise the performance of students with this result the teacher can know the effectiveness of the didactic sequence and activities make for students and that could change the teacher in case of not obtaining the result expected.

***Methodological approach: qualitative, quantitative, qualitative-quantitative***

The quantitative assessment is based on factors of measure, whit that determine the knowledge of a student, since through test system written, oral and of execution. Is important de standout that the evaluation quantitative, maintained for many decades, does not oblige as evaluates to obtain an improvement and concrete professional formation, attached to the new culture evaluative, with the end of broke with this scheme of converting the evaluation in a simple quantification of knowledge. (Valle, 2013: 115)

In this quantitative assessment is made for the teacher, in which is considered the number of products and results. The purpose of this assessment is to measure

the knowledge of the students, whether the exam is written or oral. The teacher should use instruments that help to the teacher to confirm and evaluate the achievement of the objectives developed in the English class.

The qualification in the formative context of the evaluation mentions that qualifying refers only to the qualitative expression of the level of performance, A: outstanding, B: satisfactory, C: sufficient, and D: insufficient, or quantitative, such as the numerical scale (10, 9, 8, 7, 6, and 5) of the value judgment is usually expressed the degree of sufficiency or insufficiency of the expected learning (SEP, 2012: 21).

The teacher should have a numerical scale in case of the students present some exam or a qualitative expression in which have the work or product with the teacher can identify the knowledge that the students have, so the teacher can check the mistakes can correct the teaching and the students can be more responsible at the moment of making each task.

The evaluation is not limited to it is reduced only to some of the concepts previously described but, on the contrary, it incorporates them in some other way as essential actions that integrate the process. The teacher oversees evaluating student learning, so evidence must be collected, learning in the classroom measured, graded, and decisions made to improve student performance to monitor their learning, create opportunities for improvement and make modifications in their teaching practice to achieve the learning established in the study programs. (SEP, 2012: 22)

The teacher has to review if the students can achieve the expected achievement although the results and evidence qualitative and quantitative during the three trimesters so, the teacher can decide if the students can access to the next school grade of educational level.

### ***Internal, participatory, and external evaluation***

There are three types of evaluation that give us clues about student progress and provide information that can be transformed into concrete proposals to be carried out in the classroom and influence learning achievement. (SEP, 2018:15)

The teacher uses different types of evaluation to the progress and learning acquired by the students in which students can show the expected achievements that were evaluated during the trimester.

#### **Internal evaluation**

The teacher in front of the group plans and carries it out in the school, specifically in the classroom. (SEP, 2018: 15)

The teacher evaluates the knowledge of the students that have developed during the three trimesters, since the teacher should know the context and conditions in which have arisen the learning of the students, it is knowledge that can help teacher to reflect and analyze those types of teaching and evaluation, with the final of generating opportunities to the students.

It refers to the fact that the teacher evaluates the students of the group that they attend in a school year, because he has a detailed knowledge of the content and the conditions in which the learning of the students arises. (SEP, 2012: 30)

The teacher evaluates the knowledge of the students, which should reflect the mistakes or the not learning acquired with purpose of generating opportunities to the students and achieve the learning.

#### **Participatory evaluation**

Refers to the fact that the teacher evaluates by involving other educational by involving other educational actors, such as students, teachers, or managers. This way of evaluating makes it possible to establish agreements and negotiations

between those involved, since everyone's participation is promoted and, therefore, changes are feasible. In the formative approach, priority should be given to the fact that teachers evaluate internally and participatively, considering student learning as the focus of evaluation in the classroom. (SEP, 2012: 30)

In this evaluation the teacher can consider involucrate to the students, another teacher or principal so can generate agreements on the process of evaluation between the interest and can promote the participation and changes that can benefit to the students since can improve their learning so the teacher should establish criteria of evaluation for the improvement of the students.

### **External evaluation**

It refers to the fact that the teacher or agent who evaluates is not part of the school: that is to say, a more objective judgment is established because there are no interpersonal relationships with those being evaluated. However, there is little knowledge about the learning progress of the students and a minimal notion of the context. (SEP, 2012: 31)

The external evaluation is recommended that the make a persona that is external to the school or institution, since that can have judge more objective because there is not the interaction with the involucrate, also can has a problem because does not have knowledge of the learning of the students and unknow the context of the students.

The inputs of the internal evaluation are susceptible to being observed, collected and analyzed by external evaluators, the main difference between the two, therefore, lies in the options for echoing them at different levels of action ranging from learning improvement to teacher performance, the functioning of the school, the curriculum and programs of study and the generation of public policies aimed at influencing learning achievement and improving the quality of education. (SEP, 2018: 15)

It is important to evaluate to the personal activities of institutions, since that the information obtained can help a to know the learning that to acquire, and to know the expected achievements of the students, so that the teacher can verify if the students achieve the learning or have that realize some change to that the students achieve the learning and can be arrive to practice in their context.

## **Evaluation from the formative approach**

### ***Background***

Greater emphasis was placed on the formative approach to evaluation in Reformas curriculares of 2000 and 2004, and it was retained in those of 2006, 2009, 2011, and 2017. The concept and its implications have been enriched over time from the normative point of view, and therefore, this has had an impact on the proposals, treatment and approach in each study plan and program derived from these reforms. (SEP, 2018: 16)

Each one of the reforma curricular in which students learn and the teacher is professional development. In addition, should guarantee the education of students can achieve the learning and achieve the knowledge to their education professional.

In 2017 Modelo Educativo and 2017 reforma curricular, Aprendizajes Clave para la educación integral. Plan y programas de estudio para la educación básica, the formative approach to assessment is developed in greater depth and the co-participation is the co-participation of teachers and students as the main actors in the learning process their co-responsibility in this process (as explained in previous subtopics) and, in this sense, their relevance in the achievement of student learning and in the use of the information obtained from the evaluation assessment. (SEP, 2018: 16)



It is important that the performance of the teachers requires stimuli and support permanent, this goes depend on the advance professional of the teachers, so that school can proportion the great performance of the teachers.

### **Different types of evaluation techniques and instruments**

From the formative approach to evaluation, it is possible to incorporate informal evaluation techniques into teaching practice, such as observation of individual and group work of students: anecdotal records, checklists, class diaries, oral question-answer-feedback type questioning; semi-formal techniques such as production of extensive texts, live exercises, homework and assignments, portfolio evaluation; and formal techniques such as exams, concept maps, performance evaluations, rubrics, checklists, rating scales. All the evidence resulting from these techniques can be inputs for qualitative and quantitative evaluation. (SEP, 2018: 16)

The teacher uses different instruments to evaluate the activities, tasks, exams, and products with the purpose of knowing the knowledge acquired by the students and verify the learning and can check the work during classes and correction of works.

### **Components of the formative approach to evaluation**

Evaluating from the formative approach is a complex activity that involves various elements such as measurement, qualification, estimation, and accreditation.

Measurement compares a standard or achievement from a result that can be represented in figures; for example, when applying a multiple-choice test to students to measure what they learned during a trimester, it is not an evaluation but a measurement of learning in specific aspects: in order for the measurement to contribute to the evaluation from the formative approach, it is necessary to compare the score with reference elements. (SEP, 2018: 16)

The teacher should design different instruments in which can obtain the consider the qualifications or score with which the teacher can confirm if the lesson plan and the activities have the result to achieve the learning in the students and in case contrary the teacher have that intervene to help the students to achieve the expected achievements.

In order for the measurement to contribute to the evaluation from the formative approach, it is necessary to compare the score with reference elements established in the didactic planning, such as the expected learning, and make a judgment on the achievement of these from various mechanisms such as talking to students about their wrong answers to identify the underlying cause (it could be that the basis of them is not clear or that there is a problem of reading comprehension), among others. (SEP, 2018: 16)

When the teacher has a conversation with the students about of what causes that occasion that the students do not the expected achievement the teacher had to make a reflection of the expected achievements and didactic planning to generate another strategy that can help the students to achieve the expected achievements in the students.

The estimation is the assessment that teachers make about the learning processes of each student based on the analysis of quantitative sources (such as the score obtained in an exam) and qualitative sources (such as our assessment of the students' learning based on their such as our assessment of student learning based on observation, the recording of evidence, and data from self-assessment and co-assessment, for example). From the estimation, decisions are made about what grade to assign to each student and, based on this we can decide whether a student accredits the school cycle. (SEP, 2018: 16)

The teacher should think only in the qualitative or quantitative sources, even the teacher for students can have more serious in the process of evaluation, so it is

suggested that can consider the self-assessment as part of the evaluation process is a format that can be used to reflect in the learning process.

### ***Assessment functions***

The pedagogical function of the evaluation makes it possible to identify the needs of the group of students with which each teacher works, through reflection and improvement of teaching and learning. The social function of the evaluation is related to the creation of opportunities to continue learning and the communication of the results at the end of a cut-off period, it also implies analyzing the results obtained to adjust in the practice of the following period. (SEP, 2018: 16)

While the assessment is a process in which can know the strengths and weaknesses of the learning of the students, with one social practice of language should generate some knowledge so that the students have the compromise of achieve the expected achievements in the students.

The assessment process was accompanied in students' minds by instructors, since they are the authorized persons to make decisions about students' progress and achievement, but the transition of the educational system from teacher-centered to student-centered and the shift from assessment for learning to assessment as learning, encouraged decision makers in education to support students by providing them with the different types of strategies that enable them to be partners in the education system. (Thawabieh, 2017: 14)

Therefore, the assessment is a part essential of the teaching – learning process in which the teacher can divide in assessment of learning, assessment for learning and assessment as learning these strategies depend on way of work of the teachers and way of self-assessment of the learning of the students.

Evaluation of the education process involves the collection and use of information for the purpose of making decisions in education and ultimately for the future

development of and progress. Teachers evaluate the teaching process in order to assess their achievements in their own professional practice, to determine their strengths and weaknesses and to compare themselves with other fellow teachers. (Spanja, 2019: 281)

Finally, the evaluation is a part essential of the process of teaching and learning the information generated is necessary to the teacher can determine if the students are meeting with the learning that mention in the curriculum so that students between more strengths present generate a better learning in their own knowledge.

### **Self-assessment**

The students evaluate their own performance, using clear criteria and grading systems. This is not extremely popular, even with students themselves, for summative assessment and again, there is the problem of subjectivity. However, for formative purposes, self-assessment can be unbelievably valuable since it encourages students to reflect on and take responsibility for the evaluation of their own learning. It is particularly helpful when it is combined with teacher assessment and discussed in a tutorial. (Ur, 2012: 169)

The evaluation provides information about its quality and functionality, although it is a process through which teachers and students collect, interpret, and use evidence of student learning. The teacher should choose some tools in which analyzes of the progress of the teenager's individually, with the proposal of appreciating the degree of achievement in relation to the planned objectives and allow decisions to be made both to improve in the classwork.

One of the classic definitions of "self-assessment" describes it as "study activity through which it judges their own learning, specifically its achievements and its results". Although it is a widespread definition, in this paper we use a definition with some innovative features that the first does not contain. Self-assessment also

occurs during the learning process to the extent that the student monitors what he or she is doing and compares it with procedural criteria. (Panadero and Tapia, 2013: 556)

An important element in formative assessment is self-assessment, which not only includes a classroom activity in which adolescents can reflect on the quality of their learning and develop motivation and persistence, it also helps to understand how students can improve their learning.

Self-assessment can provide us with useful information about students' expectations and needs, their problems, and worries, how they feel about their own progress, their reactions to the materials and methods being used, what they think about the course in general. Self-assessment can also be a much more direct and efficient way of getting information than teacher assessment. For example, rather than give a comprehensive diagnostic test to find out what areas of language students are weak in, it is much quicker to ask students directly what problems they feel they have. (Harris and McCann, 1994: 63)

There are types of self-assessment that can help teachers to complex and analysis. Can mention the auto notation of one's work by assigning different stamps such as: smiley faces or stars, although self-correction (in terms of criteria) such as: traffic light, checklist, rubrics, reflective diary, etc.

The following methods to engage students in effective:

- **Questioning technique:** instructors provide students with questions, and they are asked to answer these questions.
- **Classroom discussion:** it is a verbal interaction between teacher and students about certain subject, through which the teacher leads the discussion and uses this method to evaluate the contributions of each student in the discussion.

- **Checklist and Rubrics:** these instruments contain a list of the learning outcomes and students have to indicate the learning outcomes he/she mastered.
- **Students Journals:** students use these journals to reflect about their learning, abilities, difficulties they are subject to, attitudes toward subject,
- teacher and activities that they enjoyed doing. (Thawabieh, 2017: 15)

### ***Learner diary***

The learner diary is an individual register where each student writes their personal experience in different activities that have been carried out during a sequence of learning, a (module or school cycle). It is used to express suggestions, opinions, doubts, and proposals related to activities. (SEP, 2013: 32)

The learner diary is a method that can be used for students to try to overcome this and develop a one-to-one relationship between teacher and student in which can form a dialogue in which students can express all experiences and that can improve during their learning.

The learner diary is an instrument or tool (of research, self-training, evaluation, etc.) that helps us configure and create our thoughts, feelings and above all our words and our actions. Also, learner diary is defining the study as the narration in first person of a learning or teaching experience documented through entries regular, candid, in a personal record, and then analyzed to infer patterns recurring or notables' events. (Green, 2004: 4)

The learner diary, as part important of the learning process of the students, is a tool of reflection in that constituent a community of learning, also is a tool considered for self and hereto observation of learning wisdoms. The main functions of this instrument are:

The learner diary allows:

- To promote self-assessment in the students.
- Privilege the free register and contextualized of the observations.
- To service of input to verify the level of achieve of the learning.

The learner was design in relation to the following the propose:

Define the time of the periodicity to realize the diary was first journal practice in each class, to choose that is include in the learner diary, How and What? (Green, 2004: 4)

### ***Traffic Light Toolkit***

Munna (2021) informs that:

An Academic team from the Canterbury Christ Church University as a result of develop the toolkit. This interdisciplinary team designed the toolkit which is a set of learning support systems which they named The Traffic Light Toolkit (TLT), in that the system mainly has three tools to take self-control which includes “*The Perception of Challenge Tool, The Quadrant Tool and The Rating Scale Tool* of McCormick and Harvey (2021) in which add it is to be believed that an individual approach allows students to self-assessment against the skills in areas where they feel they are struggling”.

The Traffic Lights Toolkit (TLT) is used to support the development of skills on self-reflection, in which teachers promote self-regulation and allow self-assessment to determine the individual progress of the students, it allows students to interact and engage with more actively in response to the educational process and employability skills. Traffic Lights Toolkit is a tool that could help establish proactive learning and promote academic strategies and skills.

The traffic lights as much as are a simple system for students to use to indicate the perceive understanding of work, with an illustration of a traffic light icon, students label their work green, yellow, or red according to assess the learning

achieved. By virtue of can be useful for determining groupings or activities for the next part of the lesson. As a result, the teacher might pair the green students with the yellow students while the teacher works with the reds or students can select a follow-up activity matched the traffic light color. (The Education Hub, 2018: 8)

This instrument is chosen to prove with students' that research's that has shown that the traffic lights code can determine that students make a reflect on the learning and achieve that to realize in each session and with self-assessment students can identify that opportunity have to improve the learning. For the reason that demonstrate the veracity of research that mention of an instrument have can help to students to identify the learning the learning in the sessions and to serve and can take into considering in the evaluation.

Go without saying Traffic Lights Toolkit (TLT) is a self-assessment that provides teachers and students with a flexible adaptable resource that can encourage collaborative approaches to learning and teaching across a range of academic contexts. For the reason that accessible to students at all levels and can be applied to undergraduate and postgraduate learning to promote students' direct and active involvement in the learning process.

In view of the tool can be used to monitor students' progression and identify potential risk within the group or class using weekly formative feedback and creating on-going communication. Students explain that it is important that the teacher review the performance since students can reflect on the knowledge acquired during the social practice of the language.

### ***Relation between the work proposal and the curriculum for basic education***

SEP (2012) informs that:

In the eighth pedagogical principle, evaluate to learn, because it alludes to the formative approach of evaluation and point out that the teacher is responsible for evaluating student learning and who does the follow-up, creates learning opportunities, and makes changes



in the practices so that students achieve the expected learning. In the evaluation process, the teacher should also focus attention on the students and in the learning process, as stated in the first pedagogical principle, and consider that students already have a set of knowledge about the world around them, in addition to the style and rhythms characterized by their own learning process. (18)

In the curriculum mention the lesson plan has relation with the evaluation since the teacher has that analyses if student achieve the learning in the classroom. In addition, the teacher can review the expected achievements of students.

SEP (2012), affirm that:

For of their function in the evaluation, the expected learning is the central element of the curriculum; however, it is important to be aware of the different elements that the curriculum and study programs offer since they contextualize the expected learning and give a specific meaning. When the teacher evaluates the extent to which a student has achieved the expected learning related to organizing and systematizing information, it is useful to know that this learning contributes to the construction of information management competencies (30).

Is necessary that teacher can make a register the learning obtained of students. The relation is that in evaluation mention that as individuals should evaluate so, that is important that the teacher can consider the application of self-assessment can obtain benefices can help to students that present problems of learning.

Surbhi (2017), suggest that:

The 2011 Curriculum approach does not assess competencies, but rather expected learning, because these allow to be verified. When a student achieves an expected learning, it contributes to the achievement of the subject competencies and achievements. Assessment is the process of collecting, reviewing, and using data, with the goal of improving current performance. It also provides feedback on performance and area of improvement, and has a formative purpose, and feedback in assessment is based

on observation and positive and negative points, the criteria in assessment are jointly determined by both parties (1).

The purpose of self-assessment is to know if students are achieving the expected learning, so is important to assess the knowledge that has been acquired during the classes is important that teachers can check if students are achieving the expected learning achievement for that can achieve competencies and can students' development of the life competencies.

### **State of the art**

In this apart mentioned the actual knowledge about of the research through a work analysis of work that is relationship with the research, i.e., is analyze, compare, evaluate, and link different sources about of the research. There are, a large number of research about the analysis and use of self-assessment to identify the expected achievements of students, some of these works are mentioned below:

Ortiz (2007) discusses extensively about La autoevaluación estudiantil una práctica olvidada in this research examine the opinions and research's that have been made about its effectiveness. Therefore, explaining the role that the teacher and the students play is presented so that the methods can be applied to self-evaluation. (108)

This author mentions that self-assessment is these in the two protagonists of teaching-learning processes, in which the teacher and students should achieve an important function. In this research the trainee teacher and students can assume the responsibility of designing a self-assessment instrument in which can achieve the objectives. In addition, self-assessment can benefit students to know their progress, weaknesses, achievements, and difficulties. Moreover, it can help the teacher to evaluate the work of the students, so as to make modifications in the activities used in class.

Mohamed and Razali (2019), who investigated the use of self-assessment as a tool for English language learning inform that self-assessment is an important element of formative assessment, which is giving and receiving feedback. Therefore, this conceptual paper aims to explore the potential of using self-assessment in English language learning. After reviewing previous studies on self-assessment in the context of English language teaching and learning, the advantages, and disadvantages of using self-assessment in the classroom are discussed. (64)

In this research mention that it is important that the teacher can make a self-assessment about the use of self-assessment as part of the evaluation about the use have a different line and topic finally coincide in that it is necessary that the teacher can implement as part of the evaluation is important that teachers and students can identify the learning and knowledge acquired in the sessions.

Salvadores (2019) investigates about self-assessment vs. external evaluation of proficiency in English as foreign language among student teachers. One of the aims of this research in the promotion of learning and self-assessment could be considered as one of its main pillars, but there are doubts in the reliability and validity as an evaluation tool. (324)

The results in this research revealed that correlation on the overall scores were high, demonstrating that the students' own assessment of their proficiency in the English language were accurate, being higher in the oral skills but lower in the written skills. This study contributes to affirming the accuracy and validity of self-assessment as an evaluation instrument.

In this research is agree with the result because the self-assessment can help as in instrument to evaluate of the knowledge the students about this study is relation with another topic, in result match in that the self-assessment instrument can help to teachers and students to verify the learning of the students as in very effective

and reliable to can obtain the result that wait have the moment of self-assessment to know their learning.

Andrade (2019) review of research on A critical review of research on student self-assessment. The purpose of this review is to provide an updated overview of theory and research. The review of 76 empirical studies offers a critical perspective on what has been investigated, including the relationship between self-assessment and achievement, consistency of self-assessment and others' assessments, student perceptions of self-assessment, and the association between self-assessment and self-regulated learning. (1)

This author mentions what is still not clear is why and how self-assessment works. In this the person who goes out with self-assessment is the decide why and how work a self-assessment, in this research was chosen to design the self-assessment with the expected achievement that want students to achieve. However, as inform this author is important to develop research cognitive and affective mechanisms of self-assessment because is important the students can reflect their own knowledge and teacher can direct to the students can learn in the class and put into practice in the working life.

Rhosyida, Trisniawati, and Muanifa (2020) investigates the following topic Self-Assessment Through Diary Book for Elementary Students this study has as finally to find out the ability of students' self-assessment, especially towards learning mathematics through the use of diary books. The results showed in this research is that use of diary writing techniques as an alternatives attitude assessment can be said to be quite effective. (104)

An instrument that was used in the research was the learner diary in which students can write their learning in class. The suggest is that the diary books can help students a to express their attitudes, in the subject that realize the diary book was in mathematics and the students make in mother tongue, but in this research was in the subject of English in which a large number of students is difficult to

write in another language, but this tool can be used with students more advanced in English.

Finally, review this research maybe do not relation with the topic but are few the research in which the self-assessment can be a topic that is necessary that teachers, trainee teachers, researches, readers, and students can generate more information of the topic, about the self-assessment some teachers think that students do not have very clear how to evaluate their knowledge, can make intention always and when the students can be guide and the teacher have the availability of change necessary to achieve learning in the students.

## **Methodological background**

## Methodological background

In this chapter find the methodological background in which information the type of study that help to solve the problem of research in which analyze the collect data, who to collect the information, how to collect instruments that that help to recollect the information, and the analysis of the information and show each of the steps to present the data collection.

For this research work has been realized an exploratory, descriptive, and comparative study. Is exploratory because have as main objective to examine a problem of research few studied or that do not have address before, i.e., when the review of the literature shows that only there are guides, not researching or ideas vaguely related to the problem of study, or well, when if wish to inquire about topics and areas after that, new perspectives. (Samperi, Fernández, and Baptista, 2014: 91)

In this research firstly review the self-assessment research, there are not some works on self-assessment in which the teachers make self-assessment instrument to know the achievement of learning is important that the teacher can verify the knowledge. The information of the topic is few, is important that students can check the knowledge acquired in class.

On the other hand, is considered descriptive because is research of level second, initial, that have as objective is to data collect or information about the characteristics, propriety, aspects and dimensions, classification of the objects, people, agents, or institutions, or of the process natural or social.

“The descriptive research includes the data collection to try hypothesis or answer to questions concerning to the current situation of study subjects. A descriptive study to determine or inform the modes of being of the objects”. (Naupas, Valdivia, Palacios, and Romero, as quoted Gay, 1996: 134).

Moreover, the research attempt to corroborate the hypothesis in that main the use of a self-assessment instrument, in which students can identify the expected achievements that students have achieved in each trimester furthermore, the teacher can make changes in case of that students do not achieve the expected achievement.

At the end of the day is comparative study in this case, because in a first phase is recollect and analyze of qualitative data to study a phenomenon, generate a database; in a second phase of recollect and analyze of quantitative data and is obtained another database. The discovery of both phases is compared or integrated in the interpretation and elaboration of research information. Can be given priority to the qualitative or to the quantitative, or give equal weight, being the more common the first. (Naupas, Valdivia, Palacios, and Romero, 2014: 401)

In the research should choose one instrument to collect and analyze of qualitative data and another instrument that can help to collect and analyze of quantitative data with the aim of designing a self-assessment instrument that can show if the students are achieving the expected achievement.

### **Mixed methods research**

John Creswell (2009) affirms:

Mixed methods research is an approach to inquiry that combines or associates both *qualitative and quantitative* approaches, and the mixing of both approaches in a study. Thus, it is more than simply collecting and analyzing both kinds of data; it also involves the use of both approaches in tandem so that the overall strength of a study is greater than either qualitative or quantitative research. (22)

As research in which the investigator collects and analyses data, integrates the findings, and draws inferences using both qualitative and quantitative approaches or methods in a single study or a program of inquiry. (Whitehead and Schneider as quoted in Tashakkori and Creswell 2007: 4)



In the research the methods are used both quantitative and qualitative approaches that consist of collecting, analyzing, and integrating such investigation quantitative and qualitative with the proposal of understanding the problematic of the research and that could not give each one of those method for separate. Bear in mind that qualitative data includes closed information such as the information that is used to measure, such as: attitude rating scales, interviews, checklists, questionnaires, etc. The analyses of this type of data consist of the statistical analysis of the scores collected as a result of proving the hypothesis.

The quantitative data includes information opened that the research's usually collect through interviews face to face, discussion group, observations, experiment, etc. The data analyzes of quantitative data of words, text, or behavior, usually consist in separate or divide for category to know the variety of idea meeting during collect of data in the research.

We came to know six types of mixed method design. They are the convergent parallel design, the explanatory sequential design, the exploratory sequential design, the embedded design, the transformative design and the multiphase.

Creswell declare that the researcher in the convergent parallel design, gathers both quantitative and qualitative data, analyze both datasets separately, compares the results from analysis of both datasets, and makes interpretation as to whether the results support or contradict each other. The direct comparison of the two datasets by the researcher provides a convergence of data sources. (Subedi as quoted in Creswell, 2011; 572)

For the reason that make mixed research is used diversity methods and sources to study a same phenomenon. The triangular allows to identify aspects of a phenomenon with more precision approach from different points of view. So, in the research let's research that students can know or value the expected achievements during English classes.

## **Data Collection Instruments**

In research, recollect and analyze the qualitative using a questionnaire is an instrument that can help to collect data and data logging. In addition, recollect and analyze quantitative data using the interview to know the experience of titular teacher, with the information obtained design a self-assessment instrument that can help to identify the expected achievement of the students.

A criterion used for the inclusion of the subjects were the accessibility that has with the normalistas students, the homogeneity in which to all participants are adscript to the LEAIES and the volunteer of students at the secondary school "Tierra y Libertad" of the second grade group "C" who participate, for what is considered that is a type of sample purposive or do not probabilistic, due to that is characterized for a selection individuals of the student population before criteria of the researcher. With a mixed approach, since is obtained qualitative and quantitative data.

## **Questionnaire**

The study was conducted through a questionnaire in which the collection of quantitative primary data is related to the objectives of the research, and it should be clear from the outset how the results will be used. The objectives of research are to know the expected achievements of students through self-assessment of their own learning during the class design an instrument self-assessment that can help to students to identify their learning and identify the advantages and disadvantages of applying self-assessment.

The data that can be obtained from a questionnaire belongs to relative facts about personal dominance of individuals in a study of groups, in this case students in educational institutions. The type of questions to be used in the questionnaire are only open questions in which students have to complement the questions. The elaboration of the questionnaire in the wording of the questions is take the

objectives of the research and try of that the questions was concrete and general. (See annex 1).

In addition, this instrument has as an objective that students can identify whether the instruments of self-assessment achieve the expected achievements. The instrument is compound for thirteen questions, in which the students were asked to answer honestly about the evaluation, qualification, and self-assessment and know whether students so as to differentiate between qualification, evaluation, and self-assessment, so as to know their experience in answering self-assessment, the learning that can be obtained in each class and know the opinion of students about the self-assessment. The questionnaire was applied to in line for through of the platform of Google Forms.

The questionnaire was answered by the participating population of 15 students at secondary school "Tierra y Libertad" that they study second grade of group "C" of scholar cycle 2022-2023. The questionnaire was applied in two periods, the first was on March 15<sup>th</sup>, 2023, and second applied on May 17<sup>th</sup>, 2023, students answer the way voluntarily and with the knowledge of the students of the uses of the data provided would be for research purposes only. (See annex 2)

This instrument was applied twice because is necessary to check if the students really understand the difference between qualify, evaluate, and self-assessment, in addition to know their experience before how to assess their learning and after of have the experience of answering self-assessment view their opinion about answering the questionnaire.

### **Results of the questionnaire**

Up next, as previously mentioned, as part of the problematic observed in which the students do not know the expected achievements during the English class, has been applied a questionnaire to the students of second grade group "C", as

objective to determine whether the instruments of self-assessment to achieve the expected achievement.

**Table 1**

**Comparative chart of the application of the questionnaire in two different periods**

Questions	1 <sup>st</sup> period of applying of questionnaire	2 <sup>nd</sup> period of applying of questionnaire
	Mach 15 <sup>th</sup> , 2023	May 17 <sup>th</sup> , 2023
<b>1. What is qualify?</b>	The majority of the students' responses evaluate or give value to some work, as well as learning and qualification.	Some students affirm that this a punctuation or numerical scale with criteria to evaluate.
<b>2. What is for you evaluate?</b>	Some students answer that evaluation is to qualify some class work, knowledge, performance, quality in the work, and add value to the work.	The majority of the students have information that is view of the performance that each of the students has such as obtaining a qualification.
<b>3. What is for your self-assessment?</b>	A large number of students mention that is to evaluate the classwork or quality of the performance that had during the classes.	Some students suggest that the quality of the same and evaluate their classwork.
<b>4. Do you think it is important to value your work?</b>	Some students answered yes, and few of students mentioned that it could be improved.	Students think it is important to value their own work in class.
<b>5. How many teachers apply self-assessment in their subject?</b>	The majority of students respond to titular teacher and the trainee	A large of students respond to a titular teacher in English only.

teacher in English only,  
other subjects may not.

**6. Has self-assessment helped you to know you are learning?**

A large number of students have a positive response to this, as self-assessment it is a way for students to be aware of their mistakes and to have the opportunity for improvement.

Some students respond positively. Self-assessment allows students to recognize their mistakes and improve.

**7. Do you answer honestly self-assessment?**

Some students answer positively, being honest the moment they answer a self-assessment instrument.

A large of number of students are honest the moment they answer a self-assessment.

**8. Do you think that when your self-assessment you can detect areas for improvement?**

The majority of students say yes, it can help identify where they need improve.

Some of student's response positively. It can help identify areas for improvement.

**9. Do you understand each of the self-assessment criteria?**

A large number of students respond positively because they have an understanding of each one of the criteria.

Some students understand each criteria, many students respond positively.

**10. Do you like the design of self-assessment instruments?**

The majority of students answer in the affirmative, with only a few answering in the negative.

Some students answer positively. Only a few answers negatively.

**11. Is it easy for you to answer this instrument?**

Some students answer yes, and a few students answer no.

A large number of students say yes, and few students say no.

**12. How long does it take you to respond?**

Some students declare this at five minutes, and few students at twenty minutes.

The majority of students answer ten minutes, a few five minutes.

<b>13. Do you like self-assessment is the trainee teacher?</b>	The majority of students say yes, and only a few students affirm say it is very important.	A large number of the students said yes.
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*Note:* The results of the comparative chart were obtained with the application of a questionnaire to the students. Own design.

### **Analysis of the results of questionnaire**

The answer proportionate for students in the different periods in the case of question one, two, and three can be observed that the majority of students still do not understand the concept of qualification, evaluation, and self-assessment is necessary that the end of the evaluation or the beginning of school cycle mention the difference of these three concepts for students they have clearer and can understand the function of each one of this way of evaluate.

The qualification can be convenient, as well as constituting a social requirement that is difficult to avoid as a complete part of the formative evaluation that we have tried to support. The qualification should be, as we have already pointed out, an estimation of the achievements of each student, an indication of his degree of attainment of the achievements that are pursued. (Sánchez, Pérez, and Martínez, 1996)

The qualification is considered as a value more important in which the teacher evaluate the work or an exam for the students since that show the numerical value that the final of the trimester relationship in all the works or products that the students can obtain a result in which can verify the performance and the expected achievement.

The evaluation is a continuous process not a periodic exercise. It helps to form value judgment, educational status, and achievement of students. Evaluation in one form or the other is inevitable in the teaching-learning process, as in all fields of activity of education judgment needs to be made. (Ifeoma, 2022: 120)

Students confuse the part of the evaluation think that only a numerical scale, is that the teacher can know the performance of students and can adopt measures of strength for students can achieve the expected achievement mark in the curriculum agree to grade that is course, is recommend that the teacher can mention that aspect is important of evaluation but clarify that not only is qualification without is relationship with the learning that should achieve in the expected achievement.

Self-assessment as a “descriptive and evaluative act carried out by the student concerning his or her own work and academic abilities” (Andrade, quoted in Brown and Harris 2013: 2). Conclude students have different point view about qualify, evaluate, and self-assessment so could consider that in the first weeks of start of the school year is important mention to students the difference between qualify, evaluate, and self-assessment can be easier identify what is the differentiate between it.

In questions four, five, six, seven, and eight the answers are similar, the students do not change their answer in both periods, is important to emphasize to the students that in each of the topic is different, but considering that should change constant the sequence didactic in which can make activities the students can differentiate between the activities that realize in a social practice of the language and another that the students compare the learning and performance that have in each topic or unit.

Finally, in the questions, nine, ten, eleven, twelve, and thirteen the answer the majority of students not understand the function and purpose of answering a self-assessment instrument, perhaps some students do not think interesting and answer some self-assessment think that do not help to know the performance in the classroom or is difficult that students can think the way in that make the classwork so to emit a judge of their performance is difficult is necessary about the students know opinion the context to can achieve the learning.

The questionnaire is an instrument that helps to know the point of view and the opinion of the students about a self-assessment instrument. The beginning of an evaluation is necessary to clarify what is the evaluation, how the students obtain their qualification or with that product or task and the way of self-assessment their performance and learning in each consideration these elements the teacher can detect improve the learning of students and areas in which should work.

### **Interview**

Another instrument that was used to collect information in the research of type qualitative. An interview is a conversation used to gather information. A research interview involves an interviewer, who coordinates the flow of the conversation and asks questions, and a respondent, who answers those questions. Interviews can be conducted in person or over the phone. The internet is also emerging as a tool for interviewing. (Easwaramoorthy and Zarinpoush, 2006: 1)

The interview is a technique such using and is effective. In the interview allow an approach direct to the individuals of the reality. The main function of this instrument is to ask, to accumulate objective answers, is capable of capturing your opinions, and animated states, enriching the information and facilitating and achieving the objectives.

Nigel Mathers, Nick Fox, and Amanda Hunn (1998) mention this:

Structured interviews enable the interviewer to ask each respondent the same questions in the same way. A tightly structured schedule of questions is used, very much a questionnaire. The questions contained in the questionnaire will have been planned in advance, sometimes with the help of a pilot study to refine questions. The questions in a structured interview may be phrased in such a way that a limited range of responses is elicited. (2)

The questions of the interview were designed in which can throw information about the use of self-assessment in students and the impact generated in the



students and that advantages and disadvantages use as part of the evaluation of each trimester. This information acquired in each student has helped to improve the work done in class and those types of changes have been made in the teaching process.

### **Interview characteristics**

The interview is a technique in which the trainee teacher pretends to obtain information in a way oral or personalized. The information turns to events experienced and aspects subjective of people such as: beliefs, attitudes, opinions, or values related to the situation that this research. The interview to make the titular teacher has been known as objective the opinion and experience about the use and applied of self-assessment to students at the end of trimester.

The teacher trainee approach and the interview to obtain the objectives that has proposed. To collect the information the trainee teacher makes a planification and analysis of the type of question can have the information. The type of interview was a structured interview in which the trainee teacher formulated a planification of all the questions, although a guide of the way sequenced. The trainee teacher cannot realize any kind of comments or appreciations. The questions were closed and only can answer affirmative, negative or a concrete and exact answer about that try the question. (See annex 3)

The interview consists in the first part of open questions and general with the aim the trainee teacher can help the titular teacher a situate in the topic in this case self-assessment and can familiarize with the situation of the interview. The second part consists in being able to concrete the topic and can obtain an information more profundi. The way of registering the information of interview was with a record with a mobile phone in which was lying near the speaker to know the information that can help to design the self-assessment instrument that application to the students. (See annex 4)

## **Result of the interviews**

The type of questions relation and flexible and can change the evolution of the interview and design with the topic (to continue, is to show the information collect of titular teacher:

In question 1. What is self-assessment? It is one of the processes that allows us to identify areas of opportunity and reinforce those we have already mastered, that would be a self-evaluation that provides us with the extent to which we can achieve.

In question 2. What do you consider to be the advantages of self-assessment? One of the advantages, as I mentioned at the beginning, has to do with the relationship with our own performance, any areas of opportunity we have, to improve them, to be more precise in other criteria.

In question 3. What do you consider to be the disadvantages of self-assessment? I do not consider that there are disadvantages at the end of the day all evaluation implies a complex process and to evaluate knowledge, skills and attitudes because they cannot be reduced to a single issue that we can prevail in a single instrument or technique to evaluate on the contrary different instruments give us openness to deal with the skills that each one of us have in addition to knowledge therefore I do not consider it a disadvantage.

In question 4. Why do you think students should self-assess? Well, that is very interesting because students should self-evaluate based on what they themselves know as scopes, when they identify the scopes they have, then we are ready to continue to the next level, so for me it is one of the very good strategies that can be used apart from self-evaluation and different instruments and techniques.

In question 5. What elements or criteria did you use to design your self-assessment instrument? The self-assessment instrument was designed based on

a diagnostic test, which provides key elements for the teacher because it focuses on lexical use of the language, syntactic use of the language and some other forms that demonstrate the communicative competence that each of the students may have.

In question 6. Do you remember any author mentioning self-assessment criteria? There are quite a few authors, we would not have to see where you want to see it and where you want to go with your objective of a self-assessment, that is, the teacher tries to focus on the level of competence of the students according to the Common European Framework of Reference, when the teacher there are many authors, for example Penny Ur, is one of the authors who proposes the different types of evaluation or assessment, there are other authors who also focus on evaluation but not only on skills, but on knowledge, proposals de Celce-Murcia and Diane Larsen-Freeman are some that offer another, more holistic perspective, so I consider that there are many authors, it would be the question where I am going or where I want to go.

In question 7. Do you think students are honest when self-evaluating their own work? In self-assessment ports with assessing attitudes, not so tangible in the sense a value is not learned, but a value occurs in accordance with the context forming, then that type of self-assessment is often lent to misunderstanding That, but we have other types of tools that allows us to correct or identify how far the reach of this type of self-assessment student.

In question 8. Has this instrument helped to improve the performance of your students? Of course, it depends on how students are located for their performance because they put one goals, these are going on to arrive and when they do not identify the goals, they are still a purely administrative process, you have to go on a subject and by we have to evaluate them so much.

In question 9. Do you think this instrument helps students to be self-critical? Of course, self-assessment and evaluations are processing that help be improved.

In question 10. Is it important that self-evaluation be considered as a fundamental part of the evaluation process? Of course, self-assessment processes I emphasize us a lot of emphasis. Point A, to point B and now I have to get to point C, if we do not identify those elements that take time to carry out that process of evaluation and valuation of our own performance then we would be meaningless walking somewhere we would pass from to A to B and so on for a long time.

In question 11. Do you consider that the self-evaluations found in the textbooks are adequate for students to self-evaluate their work? Of course, the self-assessments and all the evaluation instruments proposed. Teachers must design strategies of evaluation and instruments that will allow us to be a bit more objective in the sense of evaluation.

In question 12. Do you consider that the criteria mentioned or that are embodied in the students' self -assessments are easy for students to answer? It depends on what is going to be evaluated, when the attitudes are evaluated in a situation of the way and then that those who for convenience want to obtain an eight, nine or ten but their attitudes are not reflected mainly when one as a such as teacher do not specify what it is intended to evaluate or go upon the end of the session or sessions so that instrument would not make sense at all.

### **Analysis of the result of interview**

The information given to the titular teacher helps to reflect the importance of self-assessment in the students in what should be considered as part of the evaluation process.

In addition, it is necessary to know if students have learned from the topic in the session, to reveal the knowledge that had understand and in case of not understand the topic the teacher should review the content, on the other hand the teacher have designed a self-assessment instrument in which the titular asses the performance of students in relation to the activities and products elaborated

in class, however, in this self-assessment do not evaluate the knowledge or expected achievements of students in the trimester prescribed in the curriculum.

The fundamental reason of this research topic is to review the expected learning that students could achieve in a social practice of the language and can self-evaluate the knowledge acquired and confirm the learning obtained. There are different types of evaluation, by virtue of which students can contrast the knowledge acquired in each one of the sessions or during the elaboration of a product, the interest of the teacher in which evaluate to students, is considering the progress achieved in the classes with self-assessment in which students really answers the knowledge and expected achievements' and assume the result of the evaluation.

In this research is proposed to design an instrument that can help to teachers to assess to students the expected achievements that the curriculum mention in the pedagogical principle of eighth in which argue that the evaluation of students in particular the didactic situations, activities of students, content, and reflection of the teacher on his practice.

It is important that students need to develop “expertise” in order to make effective judgements about their own performance. In addition, students need to develop evaluative skills which enable them to monitor and evaluate their own learning. Evaluation skills can be developed by developing “authentic evaluation experiences” for students. Believe that formative assessment is an evaluation that is an excellent option to demonstrate that it is very effective in the school to implement as part of the qualification at the end of a unit. (Dann quoted in Sadler, 214: 150)

Considering the interview to apply the titular teacher mention that self-assessment had have advantages is instrument to advance to students about the knowledge that had been acquired in each one of the units during the trimester, so the response to self-assessment is positive, showing the progress of students in their

performance in the works for can improve the products and works realized in class.

Taking into account self-assessment can help teachers to use this tool in the learning process, which could reduce evaluations that are only numerical. Also, self-assessment allows develop the autonomy in students in learning, would be critics and independent, so as to solve problems, as students may be able to face society in constantly changing.

In terms of self-assessment is considered as a pedagogical strategy in which the teacher asks students to make a reflection about their work. Moreover, in the research it is pretended that students can examine the way work in class, can make a reflection in which students can improve the way in as self-assessment the knowledge that acquire and can develop their skills of learning.

In the interview can confirm that the titular teacher is one of the few teachers who consider important that students can evaluate is important that students can identify the learning that can be achieved in each class and review the performance of each student so that teachers can analyze and reflect the didactic sequence can achieve learning students.

## **Result and Analysis**

## **Results and Analysis**

In this chapter mentioned the results and analysis in the fifth interventions in that was the application of various self-assessment instrument such as: the learner diary, traffic light toolkit, and self-assessments with the purpose of can confirm the objectives, so as to collect data in each self-assessment, so as to obtain result and review whether have advantages or disadvantages apply and consider and this self-assessment as an option the moment of evaluating the learning of students and very their performance.

### **Instruments**

Learner diary, traffic light toolkit, self-assessment 1, self-assessment 2, and self-assessment 3 these were designed with social practice of language and the expected achievements that was worked in the five interventions to view that learning the students and the teacher can review the mistakes that can present in the design of her lesson plan and activities.

### **Participants**

Participants were the students at secondary school “Tierra y Libertad” of second grade of group “C” in which answer each self-assessment instrument. Then, review the result of each instrument so as the result that was obtained in the interventions.

### **First intervention**

The first intervention was carried out from October 10 to 21, 2022. To design an instrument of a learner diary with the following Social Practice of the Language: He or she reads theater plays, the expected achievements select and understand the overall meaning, main ideas, and details, participate in dramatized readings in base this, was designed a self-assessment learner diary in which students answer in each one of the classes.



## Learner diary

Learner's diary in which students can mark their experiences in class in the different activities. This instrument has as its purpose to register the learning in each one, the expected achievement and to stimulate the self-evaluating. The instrument was elaborated in relation to the activities made in class and was considered the following criteria.

The way of elaboration was on a sheet of paper in which the students had to choose the criteria by hand. The students have registered their name, date, grade, and group, after that read the social practice of the language and the instructions the students answer the following criteria. (See annex 5)

First, students answer the skills of **English (listening, speaking, reading, and writing)**, that was work in the session. The following section the students write the new vocabulary of words that had learned or the grammar, as to select the expected achievements that the students in the class as: **Today I learn to: revise short theater plays for young people students have selected yes / no yet, read short theater plays, and understand students have selected yes / no yet, and participate in dramatized readings students have selected yes / no yet.**

Finally, the students had an answer: **Today I feel is shows in faces happy, sad, or angry and because she or he feels, also, have written the problems to ask about next time, homework for next class and us classroom language as: Could you repeat that, please? How do you say... in English? Can I go to the bathroom, please? What does ... mean?** then is show the result of this instrument. Students do not answer all learner diary some part is in white, maybe the students cannot write in English only in Spanish was a problem the majority of some write in whiteboard some words can guide to students but didn't help much.

## **Results of the learner diary**

As a result of the fact that learner diary in which students answer each one of the criteria, previous explain to students the way of answering for steps, students write their name, grade, group, and date after that, students have register that skills (reading, writing, speaking, and listening) had work during the session some students have difficulty to identify the skills and not understand so, trainee teacher try other way of explaining to students register the skills had work in classes in this case was reading.

Students had that review the new vocabulary learning during the classes, students have doubts about the words that have that register the trainee teacher suggest some words that can write so can identify that important that in the text students have that headline or circle words that do not understand. In some sessions students can check the grammar so that the students can register their learning.

Moreover, had doubts that students can write new, the trainee teacher explained that had to register students. Another important aspect was given attention to students. Students are identifying the expected learning here trainee teacher had mentioned to students to really check the learning obtained in class.

It is important to know how students feel, maybe happy, sad, and angry, so students add how is feeling match a face and write because is feeling in part not had problem was easy students mention their feeling. Students have to mention problems to ask about next time, students can check some doubts about the topic.

Write homework for next class and use classroom language which students have use in class with the following sentences: Could you repeat that please? How do you say.... in English? Can I go to the bathroom, please? What does... mean? Some students mention some of these phrases in English, but the majority use the Spanish.

Nelly Rhosyida, Trisniawati, and Mahmudah Muanifah, (2020), affirm that:

One way for students to freely express their feelings is by writing a diary. Previous research shows that reflective diaries increase student interest towards lessons. Writing diaries enable students to self-assess and develop their writing skills in addition to the benefits for teachers who have the opportunity to monitor students' development. In this case, self-assessment gives students the opportunity to express their weaknesses and strengths in achieving competence in the cognitive, affective, and psychomotor domains. (105)

To summarize the students was a few complicated answers the self-assessment only hand assess the performance during the class but had not evaluate the knowledge was some new and that the students reflect it is perhaps, the majority of students thought that English is not very important in their life, any class show few the interest or does not pay attention in class. Also, is boring, and on some occasions does not understand the activities make in class, is difficult that the students can develop skills in this language, the students can make a learner diary, but start with a format little and easy in that can have experience of descriptive each activity make in class and evaluate their learning.

### **Analysis of the learner diary**

In this intervention, as reflection consider that is good the use of learner diary, the inconvenience is that a large number of students had never written a learner diary in their native language, is evident that less in English, for which was difficult and needed more time to fill out each criterion and that was more reflected in their overall learning. The learner diary is good work, but teaching students some words or phrases to can be easier for them to answer without problems and refer to the emotions of students and know their opinion of self-assessment.

The learner diary is using to help improve the learning but in my case as mention the author using the learner diary to students can express their emotions and feelings is a way of knowing the students waiting with the students who should

achieve the expected achievements is a way students can express their likes and dislikes, or interests about the subject of English and try to make activities that help to increase the motivation of the students waiting to achieve a great learning in the students. (Rhosyida, Trisniawati, and Muanifah, 2020: 105)

Considering some criteria have that change how to understand the vocabulary is better than students circle the words or match with some drawing with starting from one to five understand the word. Perhaps in the grammar that students circle the type of grammar view in class. Eliminate some criteria for how to ask problems next time in occasions students do not ask for jokes of their classmates.

### **Second intervention**

The second intervention took place from November 22 to December 9, 2022, the Social Practice of the Language students produce instructions to prepare for an environmental emergency. The expected achievements are selecting and reviewing instruction sheets, reading, and understanding instructions, writing instructions, and editing instructions. During this intervention, a traffic light toolkit was developed as a self-assessment instrument.

### **Traffic Light Toolkit**

The primary goal of the self-assessment instrument is to provide teachers and students with a flexible and adaptable resource that can encourage collaborative approaches to learning and teaching in a variety of academic contexts. (Hilliger and Holmes, 2018: 1)

Students had that express if had achieved the expected learning through a color (green, yellow, and red) of way students can check the progress that had in acquired in new knowledge and the comprehension of each one of the topic views in the classroom and can improve the learning that mention the curriculum. During this second intervention different activities were designed for students to identify the performance that have been in the evaluation.

The students had to answer the question **How would you describe your learning in this unit?** The students would select a criteria in which mention **I do not understand the learning in this...**, symbol color red, in the criteria **It is not easy, but I am begging to understand** symbol yellow and the criteria **I really understand the unit**, symbol green the students understood each one of the criteria and selected their answer in base the learning of unit. Google Forms was used to design this instrument. Then, explain the results of the application of the self-assessment process. (See annex 6)

### **Results of the traffic light toolkit**

As a result of the students can answer was easier, the self-assessment instrument was interesting in addition, the students understood each criteria of self-assessment in Google Forms in which was more practice to the students and had more interest for answering self-assessment.

As a result, students reflect on the performance in the classwork have obtained the following results obtained was 70.6% students select **It is not easy, but I am begging to understand** color yellow, 26.5% students select **I really understand the unit**, color green and few students select **I do not understand the learning in this...** color red i.e., a large of number of students who are in the process of each of the session is not easy, but students are working in each of the session to understand the social practice of the language. (See annex 10)

In view of the students choose **It is not easy, but I am begging to understand** the color more predominant was yellow in which students are trying to make the effort in the classwork to have a learning, students present challenge to achieve the knowledge and develop the skills of learning in each activity, is important students can reflect the work make and can improve in their learning. After that green some students understood the social practice of the language and few students chose red is important to review the problematic that present.

The disadvantages that are observed when designing the self-assessment instrument in Google Forms is that it is not possible to choose colors to mark the sentences that students would select to identify the performance that had during the trimester. Another disadvantage that is observed is that students who always have mobile data in their cell phone can answer the self-assessment, so we have to look for another strategy in which all students can participate in self-assessment in each session.

The students do not present any problem to the moment of answering this instrument was practice to them and the time was enough to answer in time and ways without problem.

### **Analysis of the traffic light toolkit**

In this intervention was more practice use of the traffic light toolkit because with colors can select what have understand the social practice of the language, the instrument had a great acceptance and do not present doubts when students select the color in base the learning.

The traffic lights as much as are a simple system for students to use to indicate the perceived understanding of particular work, with an illustration of a traffic light toolkit, students label their work green, yellow, or red according to assess the learning achieved. (The Education Hub, 2018: 8)

Nevertheless, the students answer the traffic light toolkit easier and very practice since with the color help to identify the criteria, and the performance show at the end of the trimester. Is important to consider that the students should review the learning obtained and try to look for some solution that can achieve the learning. The teacher should reflect on those dynamics or activities that can make students achieve their own learning.

The traffic light seems to be most effective in supporting student reflection on how well students understand a concept or have mastered a skill, which is the original

intent of the creators, so it is categorized as formative self-assessment of one's learning-which sounds like metacognition. (Andrade, 2009: 4)

The traffic light toolkit would be appropriate but depends on how the teacher uses it. Eventually, the students should reflect on their learning and achieve this in each session and through self-assessment can identify that opportunities have to improve the learning. However, the teacher could work with the students in the interest of improving their knowledge to achieve the learning as mentioned in the curriculum.

### **Third intervention**

The third intervention took place from January 30 to February 24, 2023. The Social Practice of the Language is to express complaints about a product. The expected achievements are listening and reviewing complaints about products, interpreting general sense, main ideas, and details of complaints, and making oral complaint, the product that students have made is an oral complaint. In each one week is work with an expected achievement that had relation with the topic that review in each session.

### **Self-assessment 1**

In this intervention was elaborated a self-assessment instrument in which was taken some criteria of learner diary and traffic light this self-assessment was applied in six sessions in the close of class the class students have answer self-assessment with the knowledge acquired in the class, students only have that choose the criteria in which is present for color (green, yellow, and red), can know the expected achievement that students learn in the class. (See annex 7)

Other criteria that were considering knowing the way of classwork of students are the following: the vocabulary of some words what was not known for students but is important review if students understood the meaning, also is add the phrases of complaining about a product or service and expressing dissatisfaction.

Also, students review as is work students with the following criteria What do have to, I participate during classes, I always do my best work, I am satisfied with my performance in class, I complete of assignments, and I like the activities, students can review the way of work in the classes and can review if students and teacher is work in class.

Then, descriptive each one the self-assessment in which the students review their learning and mentioned each criteria that the students choose in the performance of the class.

In the first session, the trainee teacher worked with an audio about of two conversations in which people express a complaint, the first was telephonic of boy expressing problems with the video games and other was face to face in customs expressing a complaint about of service in a restaurant.

In the end of the class, was applied a self-assessment in which students have that choose the following criteria: **I can understand the conversation, I can distinguish why people are make a complaint, I can identify the conversation face to face, I can identify the conversation on the telephone, I can distinguish what people are rude, I can understand each one of the questions.**

In the second session, was reviewed a list of reasons for complaint was mentioned some phrase that students can use the moment of making a complaint of product or service. Students respond the following criteria: **I can classify a list of reasons for complaining, I can understand each phrase of Getting Attention, I can understand each phrase of Offering Assistant, I can understand each phrase of Responding to a complaint, and I can understand the conversation.** Students' self-assessment of knowledge and learning gained in this session.



In the third session, viewed a list of ways to express dissatisfaction with the proposed students can express the level of dissatisfaction when making a complaint. Students answer their self-assessment with the following criteria, **I can understand the expressions that can be used in complaints, I can understand the audio of the conversation, I can distinguish each phrase of dissatisfaction in the conversation, I can understand the questions of a conversation and I can answer the reading of True or False.** Students' self-assessment of knowledge and learning gained in this session.

In the fourth session, was project a video of five cases of people expressing some complaint about a product or service, students answer questions about of content of video and to play a memory game. Students answer self-assessment with the following criteria: **I can identify the different aptitudes of customer, I can understand each of problematic of customer, I can understand the video of the conversation, I can distinguish between employee and costumer, I can identify the solution of each problematic, I can order each one of the scenes and I like memory.** Students answer each of criteria in base the knowledge acquires in this activity.

In the fifth session view the different aptitudes of people when to make an oral complaint such as: upset, angry, happy, etc., students answer self-assessment with the following criteria: **I can identify the different facial expressions and gestures, I can identify the most common ways of express complaints, I can understand advantages to express complaints, I can understand disadvantages, I can identify the solution of each problematic, I can match the columns and identify keywords, and I can write the words in the lines.** Students can reflect on the learning obtained in this session.

In the sixth session the trainee teacher in which students have make an oral complaint in partner so students with the conversation view in previous classes students had made their complaint in some cases. Students choose the following

**criteria: I can identify the expressions when making an oral complaint, I can explain reasons when making an oral complaint, I can organize information for making a dialogue, I can find a solution to a complaint, I can express my feeling and intentions, and I like role playing.**

In each class the students answer different self-assessment, to the students do not like answer by hand was hard work and fastidious, in the result mentioned as evaluate the students the performance of students.

### **Result of Self-assessment 1**

Due to the fact that self-assessment can provide us with useful information about students' expectations and needs, their problems, and worries, how they feel about their own progress, their reactions to the materials and methods being used, what they think about the course in general. Students are often passive and wait for us to tell them if they have done something or badly. At no time do they need to think about what they have done, and why they have done well or badly. (Harris and McCann, 1994: 63)

Consequently, in the first session the criteria in which the students were difficult is can understand the conversation a large number of students answer that hard work identify main ideas, so an activity that can realize is that the students listen to more conversations in English. (See annex 11)

In the second session the students present problems to capture the phrases of getting attention so that the teacher should have explain of another way to students can use the moment of hake a complaint. (See annex 12)

In the fourth session the students present problems the moment of understand the conversation video, in which is show the conversations for students can read, in the futures sessions is necessary implement can watch videos. Also, students who had complications can order the scenes of video when play the memory

game, so works more videos to students can make these activities without problems. (See annex 13)

In the session fifth, students' mention that cannot understand the advantages to express complaints, the teacher should mention some examples that is relation with context in which the students can understand better the advantages to express complaints and can defend in case of that had make a complaint of some product or service. (See annex 14)

In the third and sixth session the students choose green and yellow, in addition to in the first, second, fourth, and five session some students choose red, so had reflect the didactic sequence and the design of activities to make the changes necessary and the students can achieve the expected achievements.

Self-assessment 1 in this third intervention help to students can assess their knowledge and be autonomous or independents, view some students only answer the self-assessment for make and do not reflect their own learning since the students only make exercise, task, products for obtain the qualification without worried of learning in the sessions, so the teacher should implement a self-assessment instrument as part fundamental in the evaluation for students can verify the progress in classes and can develop other types of skills. maybe start self-assessment each week or end of evaluation.

### **Analysis of the self-assessment 1**

Perhaps the most important thing about self-assessment is that it cannot work in a context where marks have an intrinsic value in themselves and there is competition between students. In fact, most self-assessment should have nothing at all to do with marks. It should concentrate on thinking about performance and progress in individual terms. This is particularly so in mixed ability classes where consideration of learner's progress has to take into account the often very different starting points of individuals. (Harris and McCann, 1994: 63)

As a result of application of self-assessment can observe that a large number of students are passive and when answering self-assessment asks if had well the self-assessment or they do not that answer in each criteria, want that trainee teacher help all the time, the teacher when give students a self-assessment should explain as answer and make that can be autonomous, so as to learn solution every problems that is present in the classroom.

Therefore, it is important to know the motivation or feelings of students because if students' manifest sadness or happiness impact their own learning. Self-assessment had a question about Today I feel in which students mark with emoticon of sadness, happy, angry so can detect as can help student achieve their learning.

Katherina Edith Gallardo, Doria Elvia Valdés, and Numar Álvarez (2015) add that:

One of the most important tasks of the teacher in the teaching-learning process is the assessment. Estimating or measuring the extent to which students' learning has been achieved in relation to the objectives or goals set has meant that, in recent years, teachers have had to make greater efforts in recent years to learn more and more about the process of designing, carrying out and using their results. (118)

The teacher should of make changes in the didactic sequence and the activities and design other strategies in which show the learning of students and is necessary that can innovate the class can view better results but have approach to students achieve the expected achievements.

#### **Fourth intervention**

The fourth intervention took place from March 6 to March 31, 2023. The Social Practice of the Language is you will express support and solidarity in the face of an everyday problem. The expected achievements are express interest for a problem, contrast effects created by prosodic resources and non-verbal language, and define ways of expression according to speaker. In this fourth intervention

was design a similar self-assessment instrument only remove the vocabulary, the way of work, how feel, and using language classroom.

## **Self-assessment 2**

In the first session, the trainee teacher worked on the concept of Public Service Announcement in which students have complete it by using the words from the box, work, and review between all. (Annex 8)

Students answer self-assessment one with the following criteria: **I can understand the concept of PSA, I can distinguish each one word from the box (message, action, audio, importance, problems, and short), I can identify the importance of PSA, I can identify the form in that can be done the PSA, and I can complete from exercise using the words from the box,** students identify the learning achieve in this session.

In the second session, work with students on the reading Video games are good for you! In which students review the pros and cons of playing video games.

Students answer the following self-assessment with the following criteria: **I can understand the text of video games are you for you good! I can understand how it could help games in the develop physical skills, I can identify the benefit of games on brain functions, I can identify the evidence that gaming can help with the psychological problems, I can identify in that can alter brain the violent games, and I can complete each one of sentences without difficulty,** students identify the learning achieve in this session.

In the three session was shown to students a video about a girl's smartphone addiction project. Students did two exercises the first was circle true or false for the sentences and the second activity was complete the sentences.

Students answer the following self-assessment with the following criteria: **I can understand the video about smartphone addiction students', I can identify**

**the girl's name, I can identify the girl's age, I can identify the girl's addiction, and I can identify the sentences True or False**, students identify the learning achieve in this session.

In the fourth session the trainee teacher worked with the students with an audio recording in which the students listened to people from different countries talk about their addictions. Students then circled the best option for these questions and reviewed each question.

Students answer the following self-assessment with the following criteria: **I can understand each person's testimony, I can identify other types of addictions, I can understand the causes of their addictions, I can understand each one of the questions from exercise, I can understand each one of the questions from exercise, I can complete each one of questions without difficulty**, students identify the learning achieve in this session. Then, review in that expected achievement the students present problems to look a solve and achieve their learning.

## **Results of self-assessment 2**

In the first session the result of self-assessment about PSA, only the students present difficulties in this criteria's: **I can distinguish each one of words from the box (message, action, audio, importance, problems and short)** students' response 40% I can do this! 55% I'm getting there! 5% I need help (See annex 15) **I can understand the concept of PSA**, students answer 40% I can do this! 55% I'm getting there! 5% I need help (See annex 16) **I can identify the form in that can be done the PSA** 35% I can do this! 60% I'm getting there! 5% I need help (See annex 17) is necessary to realize some refresh to students can understand this social practice of the language.

In the second session the result of self-assessment in which students do not understand was the following criteria: **I can identify the evidence that gaming**

**can help with the psychological problems** students answer 75% I can do this! 20% I'm getting there! 5% I need help (See annex 18). In general reading was few extensive, maybe boring to them, but with result was otherwise, so only is change the design of worksheet and add pictures to attract attention of students.

In the third session the result of self-assessment shows that students had difficulty in the following criteria: **I can identify the girl's age** students answer 60% I can do this! 35% I'm getting there! 5% I need help (See annex 19). **I can identify the girl's addiction** students answer 65% I can do this! 30% I'm getting there! 5% I need help (See annex 20). **I can identify the sentences True or False** 45% I can do this! 50% I'm getting there! 5% I need help (See annex 21). Firstly, the teacher had made some review the transcription with students make some questions can corroborate if students understand the reading.

In the fourth session the result of self-assessment in general students choose of each one of criteria I can do this or I'm getting there! Students do not present difficult to moment of realize each activity of this class.

## **Analysis of the self-assessment 2**

In first session was begin with a concept to introduce the social practice of the language did not easy is necessary can contextualize to students about of that explain in the class, in the beginning of class make some activity introductory in which can review and comment with examples relation with interest and likes of the students.

In the second session the result that show in the self-assessment was surprised because in the class was difficult work these types of reading since the text was extensive in some students have some problems to understand the them and teacher explain the text but the students showed problems to understand the reading so review in the literature found that the teacher can divide the text up and different groups to have to tell the others about their part of the text. One way

of checking understanding is by asking students to tell you about a text in their own language. (Harris and McCann, 1994: 17) in a future as teacher when work reading realizes this purpose for students understand the text again.

In the third session students do not present some problems understood the video about smartphone addiction as mentioned above was included the transcript from the video but some aspects the students do not understand so is important stress information point important of the reading. Eventually, in the fourth session the students understand the audio of the people that make a testimony about of their addictions only few students present doubts the moment of identify the addiction of the person.

The teacher constantly seeks their improvement and self-assessment helps them to modify their performance, as long as, they are trained in how to do it. The evaluation process helps them distinguish specific characteristics that they should improve in their teaching practice. (Vera and Calderon, 2018: 2)

In each intervention review each sequence didactic and materials, try of improve the quality and that each one activity provide the knowledge, some activities were modifying since each classroom and way of teaching is different in each group, so the teacher should design lesson plan agree to the characteristics of group and take in account interests and likes to achieve the learning. Self-assessment helps to view the mistakes that are present in class to improve when realize the activities.

### **Five interventions**

The five interventions took place from May 8 to June 2, 2023. The Social Practice of the Language Reads short literary essays to contrast cultural aspects. The expected achievements are reviews of short literary essays, reading, and understanding the general sense, main idea (s), and details in literary essays, and describing and comparing cultural aspects.



Students have answered a self-assessment instrument is similar to before with only answer each week. In this intervention, had much holiday and there was no class so, remains incomplete because only the students can assess two classes and the group have a back of work at the classroom. Self-assessment was applied in Google Forms for that students answer of way more practice previous self-assessment.

### **Self-assessment 3**

In the first session the topic that views were the definition culture, culture expression, and each one of the cultural expressions (beliefs, food, celebrations, clothes, art, and language). The criteria were: **I can understand the concept of culture, I can understand the concept of the culture expressions, I can distinguish each expression (beliefs, food, celebrations, clothes, art, and language).** (See annex 9)

**I can identify the importance of cultural expressions, I can identify subcategories of the cultural expressions, I can understand the mind map and the examples of cultural expressions, and I can understand the activity from draw in your notebooks the cultural expression from your community that they like best.**

In the second class the topic view was the different ways of celebrating Mother's Day in different countries such as: USA, UK, Japan, France, and Mexico. The criteria considering evaluating of self-assessment were: **I can understand the way of celebrate the Mother's Day in USA, I can distinguish each one date in which are celebrated of Mother's Day around of the world, I can understand the different ways of celebrate the Mother's Day around of the world, I can understand the text from comic of Happy Mother's Day, and I can complete one of the sentences without difficulty.**

### Results of the Self-assessment 3

In the first session the students showed some problems when reviewing the classification of culture expressions. The students mark the following criteria: The students answer **I can understand the concept of culture**, 73.3% I can do this! 20% I'm getting there! and 6.7% I need help (See annex 22). **I can understand the concept of the culture expressions**, 40% I can do this! 53.3% I'm getting there! And 6.7% I need help (See annex 23). **I can distinguish each expression (beliefs, food, celebrations, clothes, art, and language)** 60% I can do this! 33.3% I'm getting there! 6.7% I need help (See annex 24). **I can identify the importance of cultural expressions** 60% I can do this! 13.3% I'm getting there! 26.7% I need help (See annex 25).

**I can understand the mind map and the examples of cultural expressions**, 60% I can do this! 33.3% I'm getting there! and 6.7% I need help (See annex 26). **I can understand the activity from drawing in your notebooks the cultural expression from your community that they like best**, 73.3% I can do this! 13.3% I'm getting there! and 13.3% I need help (See annex 27)

In the second session some students do not understand the different way of celebrating Mother's Day in different country the students mark the following criteria: **I can understand the way of celebrating the Mother's Day in USA** 73.3% I can do this! 13.3% I'm getting there! and 13,3% I need help (See annex 28). **I can distinguish each one of dates in which are celebrated of Mother's Day around of the world**, 53.3% I can do this! 40% I'm getting there! and 6.7% I need help (See annex 29). **I can understand the text from the comic Happy Mother's Day**, 53.3% I can do this! 20% I'm getting there! and 26.7% I need help (See annex 30). **I can complete one of the sentences without difficulty** 46.7% I can do this! 46.7% I'm getting there! And 6.7% I need help (See annex 31).

Students need to self-assess to know when they are learning, how much effort they must expend for success, when they are wrong, and which learning

strategies work well for them. This knowledge helps students develop self-efficacy for future performance in similar tasks. (McMillan and Hearn, 2008: 44)

In the five interventions the students answer each self-assessment instrument some was liking another disgust but have as finally that students can assess the learning only the students also, the teacher teach the responsibility can reflect on in the performance in the should improve to achieve the expected achievements. The teacher should consider the experience of students step to step back and serve can implement the knowledge.

### **Analysis of the self-assessment**

Evaluation systematic valuations of characteristics of individuals, programs, systems, or institutes, in attention to a set of rules or criteria. Permits the identify of state of the characteristics and the decision making. (SEP, 2017: 120)

The application of self-assessment to the students can be each week and teacher use another technique to motivate students to realize the activities in classes, admit the teacher should stipulate that type of activities be able in the session which is the way of evaluating in where student's can view the that achieve in each session. Students present different situations in the understand the concepts, but try of give examples relation with the context to students do not doubts,

As mentioned above, the suspension of classes caused the students can not assess their own expected achievements, had few classes was priority realize the product for what students can obtain their qualifications with all work makes in classes, but in this case is important in the lesson plan make another types of activities to be preparation and that do not resubmit as pass in this occasion the work of intervention remains unfinished

## **Results of General objective**

In this research have as purpose identify the expected achievements of students, moreover, was considering some characteristics of students. The general objective is identifying the expected achievements of students in the process of self-assessment in English classes. Considering the curriculum is achieved with the objective in which review the learning and achievement of students with a tool that can help to view the expected achievements of each student.

As a result, identifying the expected achievements of students is a work that should be constant, in that the teacher should rely in the reflection of student, since could present changes in teaching but is in benefit from learning of the students.

## **Result of the Particular objective**

In the research was mentioned three important objectives that can prove the effectiveness of each objective. Then, inform as is develop the work and can is show that function or not in the research.

The particular objective that mentions in the research is to design a self-assessment instrument in which students verify the expected achievements was design instruments such as: learner diary, traffic light, self-assessment 1, self-assessment 2, and self-assessment 3 this first objective was comply applied in five interventions different instruments and previously we mentioned the result of each one of them.

The second objective mention to have students' self-evaluating their learning during classes every week, some self-assessment instrument was applied of the following way the learner diary was in each session, the traffic light toolkit only was applied the end of trimester, the self-assessment 1 was applied close of class, the self-assessment 2 was applied to final of trimester and the self-

assessment was applied each week. This objective was met, although there are modifications in terms of application dates.

Eventually, mentions the last objective to identify the advantages and disadvantages of the application of self-assessment to be continuous, in comparative chart review the advantages and disadvantages of using the self-assessment instrument in each class for students can identify if is achieve the expected achievements to end of trimester this help to students to reflection the learning o if need help can achieve the same.

**Table 2**

**Comparative chart between the advantages and disadvantages of self-assessment.**

Advantages	Disadvantages
Students reflect on their learning i.e., take awareness of process and some students are motivated to learn and improve knowledge and make the work.	Students do not constantly do self-assessment as part of the evaluation only on some occasions, they are not interested in answer or do not answer self-assessment.
Self-assessment helps students review those mistakes had during the evaluation or their classwork.	Students' relation their learning and understand of topic with the role of teacher who is that proportionate the teaching-learning process.
Students being more involucrate in the self-assessment since only one teacher does the self-assessment.	Students want dislike write was answered to hand they prefer easy and quickly of response affect in that do not realize a reflection of their learning.
Students can have the opportunity to review their own progress and review the performance in the classroom.	Some students do not date mobile so that students do not answer only in this format was how obtain a better result.

*Note:* The results of the comparative chart were obtained by applying self-assessment to the students. Own design.

The three objectives were met, in addition to was in each intervention and disposition of students for that take into account their own learning and fulfill with the expected achievements.

### **Result of hypothesis**

In the hypothesis affirm the use of a self-assessment instrument, the learning acquired by students in English classes will be identified. The hypothesis was fulfilled, try of design different types of self-evaluating so can achieve an self-assessment can help to view the expected achievements of students and review the activities of trainee teacher that contribute the knowledge and learning the students.

The result can help in a future researcher, titular teacher, trainee teacher to implement as part important of evaluation. The trainee teacher improves the didactic sequence so, the selection and design of materials that work in classes, so choose the product to evaluate, this with the purpose of can design each self-assessment instrument review each activity can determine the criteria that after that answer the students to identify their learning.

Self-assessment applied in first session of class dislike because they have written answer, self-assessment applied in second journal practice was practice and easy, self-assessment applied in third journal practice students answers well self-assessment one, two, and three, but four, five, and six was difficult answer and self-assessment four journal practice was practice and easy, but students do not want answer nothing.

**Guide to help teachers to apply the self-  
assessment**

## **Guide**

### **Why is important applying a self-assessment?**

Self-judgment involves identifying progress toward targeted performance. Made in relation to established standards and criteria, these judgments give students a meaningful idea of what they know and what they still need to learn. (McMillan and Hearn, 2008 41).

Self-assessment is the evaluation that to realize the students about of own, learning so, the students can know and value their actuations and have the knowledge necessary to improve their performance in the classroom.

### **How to design a self-assessment instrument**

There are various elements that need to be considered when designing self-assessment tools in order for self-assessment to be carried out effectively. (Mohd and Razali, quoted in Andrade, 1999: 65) suggest eight features of self-assessment which are as follow:

- 1) Awareness of the value of self-assessment.
- 2) Access to clear criteria on which to base the assessment.
- 3) A specific task or performance to assess.
- 4) Models of self-assessment.
- 5) Direct instruction in and assistance with self-assessment.
- 6) Practice
- 7) Cues regarding when it is appropriate to self-assess.
- 8) Opportunities to revise and improve the task or performance.

Is important mention that in this research, before of design a self-assessment was necessary know the opinion and experience of the students about of the evaluations and that although knowledge have of topic and apply a questionnaire to the purpose of know if students can differentiate between evaluation,



qualification, and self-assessment such as the experience of self-assessment own their work so, students can go knowing the self-assessment and can judge their wok.

For help to that students can has a reflection of self-assessment is mentioned four steps to train students to implement self-assessment effectively such as:

- Awareness of the value of self-assessment.
- Determination of learning outcomes.
- Determination of assessment criteria.
- Providing students with opportunities to implement self-assessment.
- Students have to reflect on their self-assessment by justifying and providing feedback to themselves and to the teachers.

If teacher want that the students to have the capacity of self-learning, the teacher should help them achieve although the self-assessment of their performance. (Ortiz, 2007: 109).

The recommendation is that teacher can include a self-assessment instrument in the evaluation with the purpose of who the learning of students and can verify if students are to achieve the expected achievement in class, or the teacher can intervene to help to students and can achieve the knowledge and learning and can put in practice in their personal life.

### **Recommendations**

The following recommendations are intended to help to titular teachers, trainee teachers, readers, and students can guide to design a self-assessment and can identify the expected achievements of the students, are presented below the following steps:

1. Make a diagnosis though a questionnaire to know if the students can differentiate the concepts of qualification, evaluation, and self-assessment,

in addition to asking the students if there is any occasion to assess their own work. As suggested, the students do not clear the difference between the concept explain with examples to understand the importance of evaluating the work.

2. In the case of students in other subjects who have assessed their learning, ask what their experience had been good or bad.
3. As a result of the fact that the answer of the students and the social practice of the language review what is the learning and how goes to teach it is that should to achieve the learning.
4. Review the expected achievements and design a self-assessment instrument in which to consider it is.
5. Explain to students the importance that is for them to assess their own knowledge and mention the benefits.
6. Finally, application is Google Form of preference because the students is more familiar with this format or can make a hand always that students can write in English.
7. Review each answer to the students to know their achievement and can reflect the design of the lesson plan or material if is necessarily make a change or have make strength in the topic view in class.

The contribution of the recommendations can help to design a self-assessment instrument in which the students can check the expected achievement not only benefit to students but also to teachers to review mistakes and can make that students achieve their own learning.

## **Conclusions**

## Conclusions

The competences that were used in this research were the following: recognize students' cognitive processes, interests, motivations, and learning needs in order to organize teaching and learning activities. The trainee teacher realizes a test of interest and likes to know relationship with the social practice of the language with the purpose of students can achieve their own learning.

Designs and uses different instruments, strategies, and resources to evaluate the learning and performance of students considering the type of knowledge to carry out an effective communication in the second language, English. Each intervention based on the social practice of the language has been using different strategies and recourses to evaluate their expected achievement and performance.

Reflects on teaching and learning processes and evaluation results to make proposals to improve his/her own practice. In addition, the reflection of each intervention helps to improve the learning progress since was chosen activities that helped the students have their evaluation and that review the expected achievement had achieved in the trimester.

Nevertheless, self-assessment can help teachers to use this tool in the learning process, which might reduce evaluations that are only numerical. Also, self-assessment permits develop the autonomy in students in learning, would be critics and independent so as solve problems, as students can be able to face society, in that constantly changing.

Self-assessment is not popular among educational institutions because: first students feel that assessment is the responsibility of teachers, second teachers are not yet already to trust students' judgment and third students lack the sufficient assessment skills. (Thawabieh, 2016: 15)

Students do not have the habit of making an autocratic of their work and skills develop in class and cannot know the expected achievements in the learning. The majority of teachers do not make self-assessment but is important that can consider making self-assessment to help teachers to evaluate the expected achievement of students' interest to make their self-assessment.

In the research has been applied different self-assessment instrument such as: learner teacher, traffic light toolkit, and design a self-assessment taking into account the criteria of the previous instrument to evaluate the learning of students, has been applied verify whether students are achieving the expected achievements and make that students begin to reflect the performance in each class and that interest show interest in their learning.

Students do not like the learner diary because that is written in English, but some students may know to write in English or hard work to understand each criteria or words. Also, students do not like to get marks the criteria obtain in each class make them lazy, is better to design in other format the instrument and do not use paper.

The traffic light was easier because they were made in Google Forms so as the following self-assessment using in the following journal was made in Google forms the students is very familiarized with the functions of the cell phone the design was of their linking. The only inconvenience is that students do not have data mobiles in their cell phones until arrival, but on some occasions do not recorded answer the instrument.

A large number of teachers can implement a way of self-assessment of students in a way of that students can value the work to do during all classes, maybe the most important not easy, but students to start answering only is just a matter of patience and of hard work can achieve that student to realize this new way of evaluation and can be considered as a part of the evaluation important.

Studies on self-assessment have tended to fall into one two types, according to their aims: on the one hand, research on the different ways in which students can participate in their own evaluation. However, they have come to different and contradictory conclusions on this question. There are studies where the results of students' self-assessments have led to a certain scepticism and lack of confidence in their ability to evaluate their own performance, especially in formal educational contexts. On the other hand, there are several studies that claim that the results of the self-assessment have proven to be highly reliable. (Salvadores, 2019: 325)

Self-assessment on the other hand, should be included in the evaluation, for the reason that it is a way in which teachers could motivate students to know and evaluate the school performances and account with bases to improve the learning, i.e., students can be more self-critical as students. Self-assessment and evaluation on the one hand promote competencies such as the development of analytical skills, critical thinking, decision-making and taking responsibility.

This research develops the self-assessment in the evaluation that can open other lines of research to analyze any problematic that may be present in the educational development mentioned the following questions Is necessary what to make the curriculum mention the teachers the importance of self-assessment in the students?

## **Annexes**

## Annex

### Annex 1

#### Questionnaire 1



*Note:* Questionnaire 1 applied to students to know about their experience with self-assessment. Own design.

<https://docs.google.com/forms/d/e/1FAIpQLSe5GPkcFlhQefpf4F36SGHzfXryiVLiqBUuaWK-T7c8i1xMw/viewform?usp=sharing>

### Annex 2

#### Questionnaire 2



*Note:* Questionnaire 2 applied to the students to know the experience of self-evaluation. Own design.

<https://docs.google.com/forms/d/e/1FAIpQLScMe5IU1QLcj0oW1CoHy8Je6HrJrQw0e16lvS0rOFZk-YPvQA/viewform?usp=sharing>



**Annex 3**  
**Interview**



*Note:* Interview applied to titular teacher with the objective of knowing his experience on self-assessment. Own design.

[https://drive.google.com/file/d/1iDRpim9AIYCO5KFoDmywZmsjxCQRQ\\_/view?usp=drive\\_link](https://drive.google.com/file/d/1iDRpim9AIYCO5KFoDmywZmsjxCQRQ_/view?usp=drive_link)

**Annex 4**  
**Interview (record)**



*Note:* Interview record applied to titular teacher with the objective of knowing his experience on self-assessment. Own design.

[https://drive.google.com/file/d/1iDRpim9AIYCO5KFoDmywZmsjxCQRQ\\_/view?usp=sharing](https://drive.google.com/file/d/1iDRpim9AIYCO5KFoDmywZmsjxCQRQ_/view?usp=sharing)

## **Annex 5**

### **Learner diary**



*Note:* The design of a learner diary that answers students to know the expected achievements in the classes. Own design.

<https://drive.google.com/file/d/18fgHj58E13VwDjideODCCIVUrYY0Q9lh/view?usp=sharing>

## **Annex 6**

### **Traffic light toolkit**



*Note:* Traffic Light Toolkit self-assessment that students answer in Google Forms. Own design.

<https://docs.google.com/forms/d/e/1FAIpQLSdnxlwNWxOlpgoorauY5HUWy4SHbcmZHHeERtBgYiTnLnMaTA/viewform?usp=sharing>

## **Annex 7**

### ***Self-assessment 1***



*Note:* Self-assessment 1 which students complete by hand. Own design.

<https://drive.google.com/file/d/1SAZYQcFSnoDD7zwBk1PFebRBCD69qLgH/view?usp=sharing>

## **Annex 8**

### ***Self-assessment 2***



*Note:* Self-assessment 2 that students complete using Google Forms. Own design.

[https://docs.google.com/forms/d/e/1FAIpQLSchtzs\\_6EaXgdqPaTVo38RVttfyhFSjbnbVk16Zk0Trmt02Q/viewform?usp=sharing](https://docs.google.com/forms/d/e/1FAIpQLSchtzs_6EaXgdqPaTVo38RVttfyhFSjbnbVk16Zk0Trmt02Q/viewform?usp=sharing)

## Annex 9

### Self-assessment 3



*Note:* Self-assessment 3 that students complete using Google Forms. Own design.

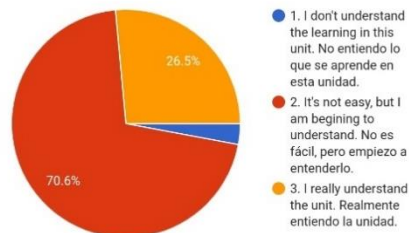
<https://docs.google.com/forms/d/e/1FAIpQLSejwwtPQtPSF1cfzu6nsZmkJn8urZJGT07MKQgkYNxmTaNEyQ/viewform?usp=sharing>

## Annex 10

### Traffic light toolkit

How would you describe your learning in this unit?  
¿Cómo describiría su aprendizaje en esta unidad?

34 respuestas



*Note:* Percentages of student's responses 2023. Own design.

## Annex 11

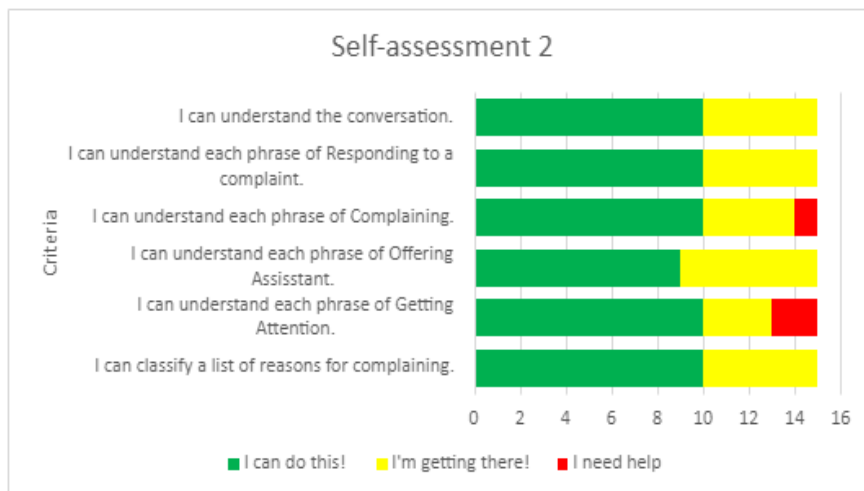
### Self-assessment 1 session 1



*Note:* The result of self-assessment 1, class 1 in which students assess the expected achievement views in the class. Own design.

## Annex 12

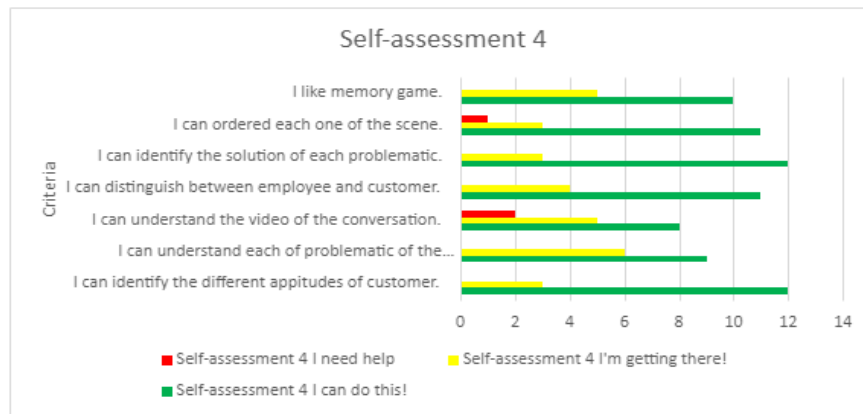
### Self-assessment 1 session 2



*Note:* The result of self-assessment 1 class 2, where students assess the expected learning review in the session. Own design.

## Annex 13

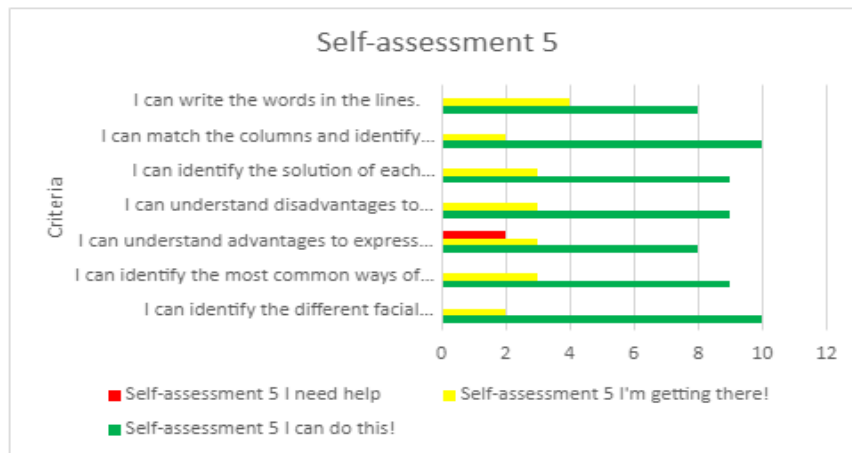
### Self-assessment 1 session 4



*Note:* The result of the self-assessment 1 class 4 in which students evaluate the expected achievements. Own design.

## Annex 14

### Self-assessment 1 session 5



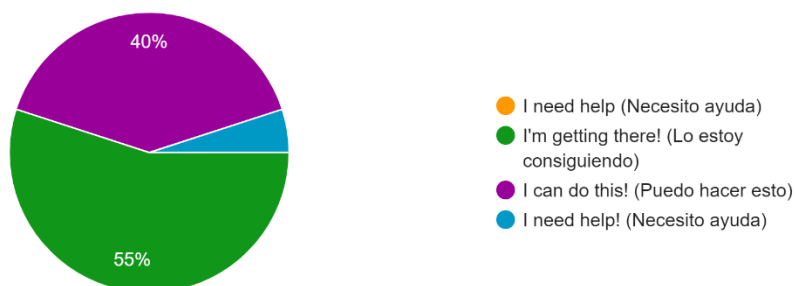
*Note:* The result of self-assessment 5 in which students evaluate the expected achievements. Own design.

## Annex 15

### Self-assessment 2 session 1

I can distinguish each one of words from the box. message, action, audio, importance, problems, and short.

20 respuestas



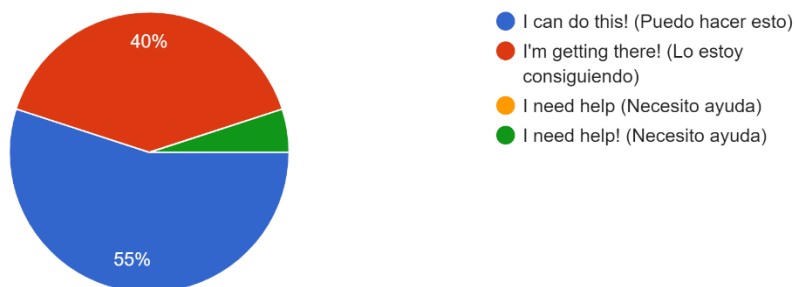
*Note:* Percentages of student's responses 2023. Own design.

## Annex 16

### Self-assessment 2 session 1

I can understand the concept of PSA.

20 respuestas



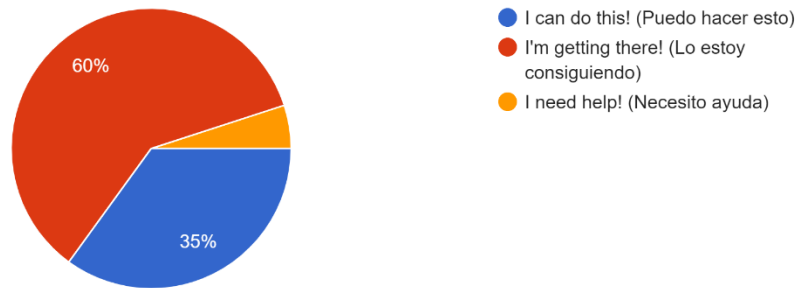
*Note:* Percentages of student's responses 2023. Own design.

## Annex 17

### Self-assessment 2 session 1

I can identify the form in that can be done the PSA. (Puedo identificar la forma que se puede hacer el PSA).

20 respuestas



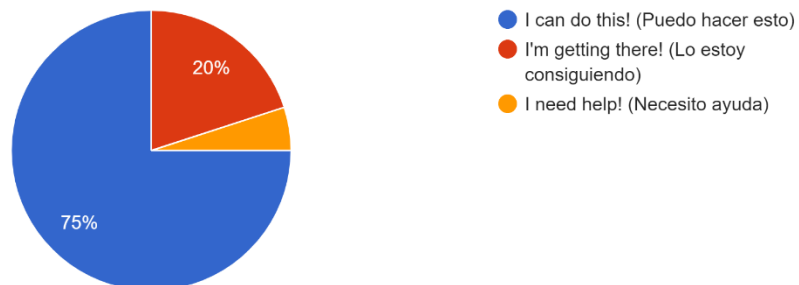
*Note:* Percentages of student's responses 2023. Own design.

## Annex 18

### Self-assessment 2 session 2

I can identify the evidence that gaming can help with the psychological problems. (Puedo identificar el beneficio de los juegos en las funciones cerebrales).

20 respuestas



*Note:* Percentages of student's responses 2023. Own design.

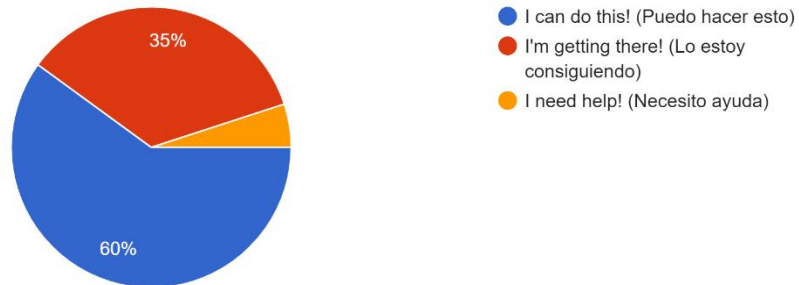


## Annex 19

### Self-assessment 2 session 3

I can identify the girl's age (Puedo identificar la edad de la chica).

20 respuestas



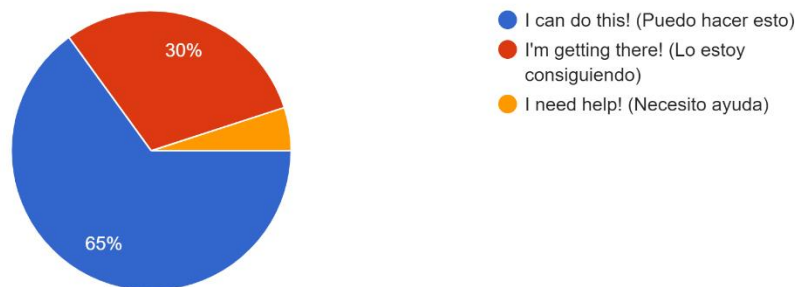
*Note:* Percentages of student's responses 2023. Own design.

## Annex 20

### Self-assessment 2 session 3

I can identify the girl's addiction. (Puedo identificar la adiccion de la chica).

20 respuestas



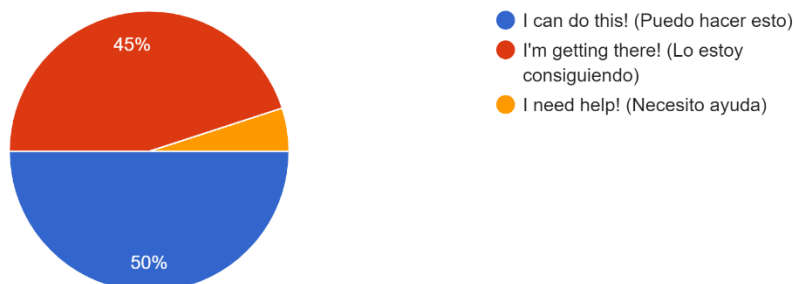
*Note:* Percentages of student's responses 2023. Own design.

## Annex 21

### Self-assessment 2 session 3

I can identify the sentences True or False. (Puedo identificar las oraciones verdaderas y falsas).

20 respuestas



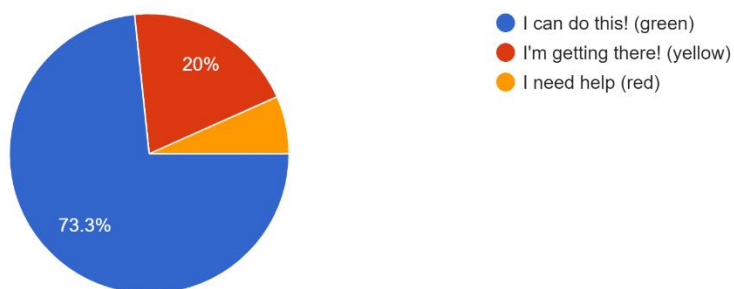
*Note:* Percentages of student's responses 2023. Own design.

## Annex 22

### Self-assessment 3 session 1

I can understand the concept of the culture.

15 respuestas



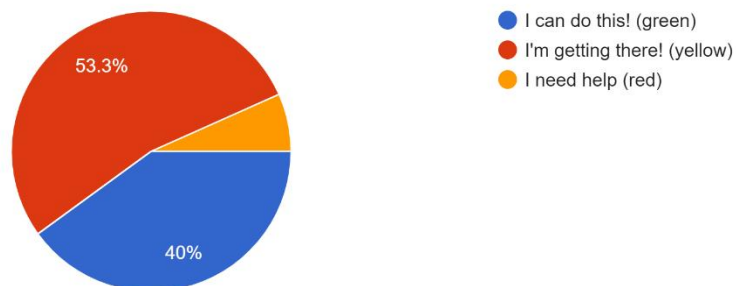
*Note:* Percentages of student's responses 2023. Own design.

## Annex 23

### Self-assessment 3 session 1

I can understand the concept of the culture expressions.

15 respuestas



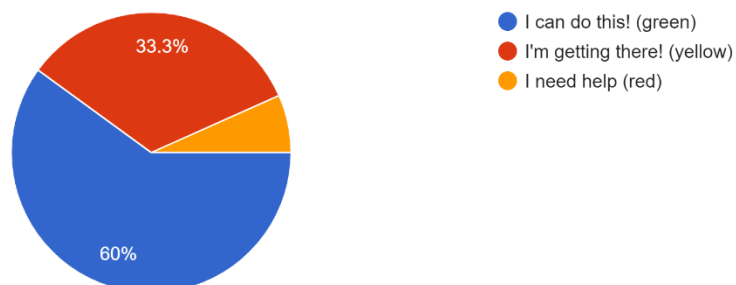
*Note:* Percentages of student's responses 2023. Own design.

## Annex 24

### Self-assessment 3 session 1

I can distinguish each of the cultural expressions. (beliefs, food, celebrations, clothes, art, and language).

15 respuestas



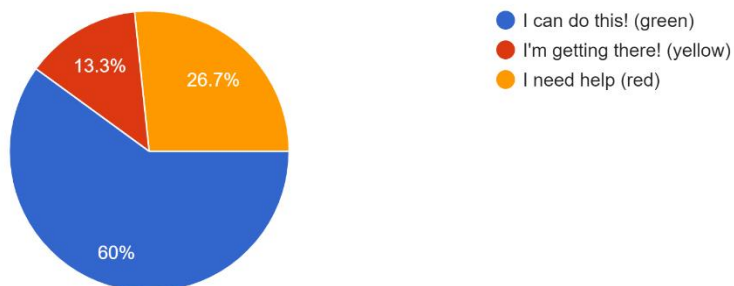
*Note:* Percentages of student's responses 2023. Own design.

## Annex 25

### Self-assessment 3 session 1

I can identify the importance of cultural expressions.

15 respuestas



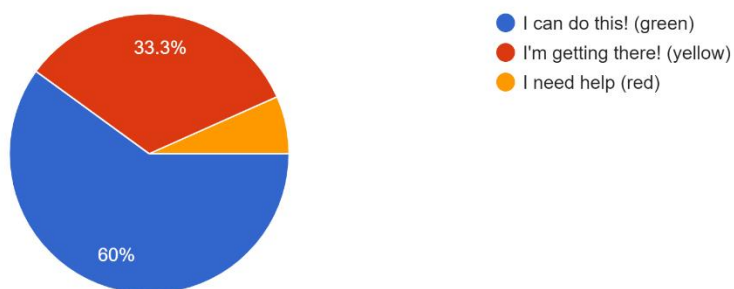
*Note:* Percentages of student's responses 2023. Own design.

## Annex 26

### Self-assessment 3 session 1

I can understand the mind map and the examples of cultural expressions.

15 respuestas



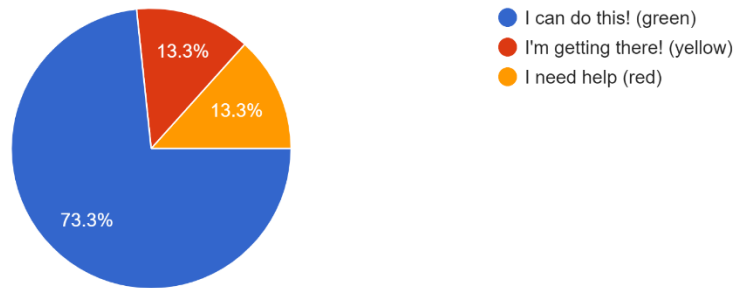
*Note:* Percentages of student's responses 2023. Own design.

## Annex 27

### Self-assessment 3 session 1

I can understand the activity from draw in your notebooks the cultural expression from your community that they like best.

15 respuestas



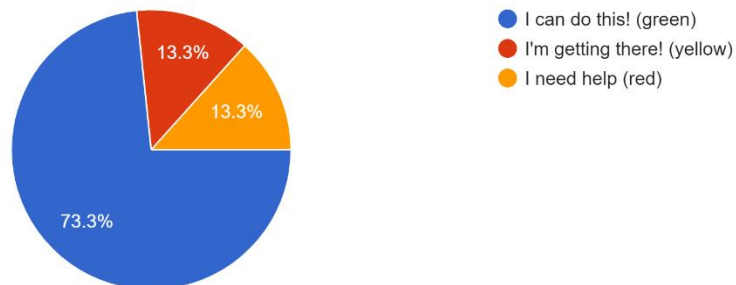
*Note:* Percentages of student's responses 2023. Own design.

## Annex 28

### Self-assessment 3 session 2

I can understand the way of celebrate the Mother's Day in USA.

15 respuestas



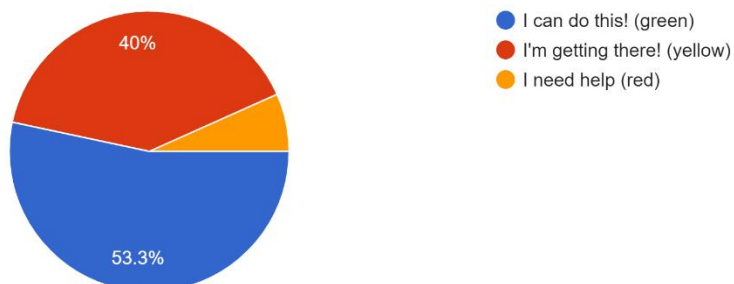
*Note:* Percentages of student's responses 2023. Own design.

## Annex 29

### Self-assessment 3 session 2

I can distinguish each one date in which are celebrate of Mother's Day around of world.

15 respuestas



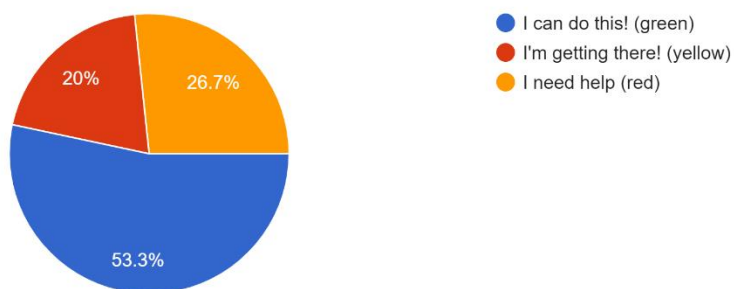
*Note:* Percentages of student's responses 2023. Own design.

## Annex 30

### Self-assessment 3 session 2

I can understand the text from comic of Happy Mother's Day.

15 respuestas



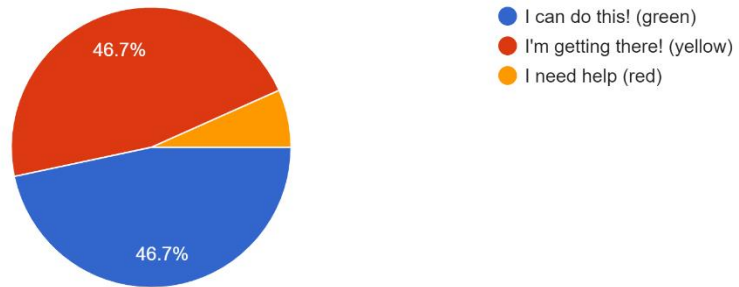
*Note:* Percentages of student's responses 2023. Own design.

## Annex 31

### Self-assessment 3 session 2

I can complete each one of sentences without difficulty.

15 respuestas



*Note:* Percentages of student's responses 2023. Own design.

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**Asunto:** Se asume responsabilidad.

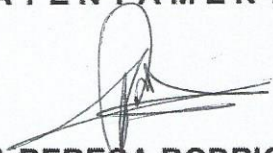
Toluca, Méx., 10 de julio de 2023

**H. CUERPO DE SINODALES  
P R E S E N T E**

Quien suscribe C. MAGDA REBECA RODRIGUEZ PEREZ, estudiante del octavo semestre de la Licenciatura en Enseñanza y Aprendizaje del Inglés en Educación Secundaria, por este conducto, asume de manera total la responsabilidad de haber estructurado y elaborado el documento titulado: Self-assessment Process in English of Secondary School, conforme a las Orientaciones Académicas para la Elaboración del Trabajo de Titulación. Con la supervisión del director de trabajo de titulación fue estructurado en la modalidad de: Tesis de investigación; así como de haberlo adecuado a las observaciones hechas por la Comisión de Titulación. Finalmente, defenderlo suficiente y de manera argumentada ante los sinodales, de tal forma que demuestre mis saberes categóricamente ante ellos, a través del diálogo académico que tenga lugar durante el desarrollo del examen profesional.

Agradece ampliamente el interés y el apoyo que siempre se me brindó como estudiante.

**ATENTAMENTE**



**C. MAGDA REBECA RODRIGUEZ PEREZ**

Toluca, México 12 de julio de 2023.

**Dra. Ana Laura Cisneros Padilla**  
**Secretaría de la Comisión de titulación**  
**PRESENTE**

El que suscribe Mtra. Jayime Georgina Mejía Blanco Asesor del(a) estudiante MAGDA REBECA RODRIGUEZ PEREZ matrícula 191527260000 de 8° semestre de la Licenciatura en Enseñanza y Aprendizaje del Inglés en Educación Secundaria quien desarrolló el trabajo de titulación denominado Self-assessment Process in English of Secondary School en la modalidad de Tesis de investigación; se dirige a esta Comisión a su digno cargo para informar que este documento ha sido concluido satisfactoriamente de acuerdo con lo establecido en los documentos del Plan de Estudios 2018 rectores del proceso de titulación.

Sin otro particular, le envío un atento y cordial saludo.

**ATENTAMENTE**



**Asesor de Titulación**  
**Mtra. Jayime Georgina Mejía Blanco**



"2023. Año del Septuagésimo Aniversario del Reconocimiento del Derecho al Voto de las Mujeres en México".

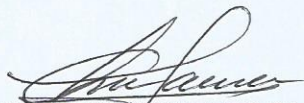
Toluca, Méx., 30 de junio de 2023

**C. RODRIGUEZ PEREZ MAGDA REBECA  
ESTUDIANTE DEL OCTAVO SEMESTRE (LEAIES)  
P R E S E N T E.**

La Dirección de esta casa de estudios, a través de la Comisión de Titulación de la Licenciatura en Enseñanza y Aprendizaje del Inglés en Educación Secundaria del Ciclo Escolar 2022–2023, comunica a usted que su Tesis de Investigación intitulado: Self-assessment Process in English of Secondary School, fue **Dictaminado Favorablemente**. Ello significa que a partir de la fecha podrá realizar los trámites correspondientes para sustentar su Examen Profesional.

Sabedor de su alto sentido de responsabilidad, le envío un cordial saludo.

ATENTAMENTE



**DRA. ANA LAURA CISNEROS PADILLA  
SECRETARIA DE LA COMISIÓN DE  
TITULACIÓN**

Vo. Bo.



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