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Ortí López, Isabel; Moore, Emilee. Fostering students' learning process through student-generated assessment tools. 2019. 41 p.

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**Fostering Students' Learning
Process through Student-Generated
Assessment Tools**

Master's Dissertation

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Especialitat: Anglès

June 2019

Acknowledgements

First and foremost, I would like to thank my UAB tutor and professor, Emilee Moore, for all her support and guidance throughout the process of this project.

I am also absolutely grateful to all the teaching staff from the school where I did my practicum, especially to the Language Department, for being extremely welcoming with me, thus making me feel as I was really part of the team. I would also like to express my sincere gratitude to my secondary school mentor, for being supportive and helpful with my research. And, of course, thanks to all the participants of this study and the rest of students in the 4th year of ESO for their effort and participation.

Last but not least, my sincere thanks to my partner, for being so encouraging, understanding and patient with me.

Abstract

Teachers have always had the task to evaluate students' learning process and the performance of their assignment or final product. The use of evaluation instruments, in the case of this dissertation study an analytic rubric, not only serves to give a score but also to give feedback to students and a chance for them to improve. Thus, these evaluation tools are implemented for both formative and summative assessment and are as advantageous for teachers as for students. This study explores the creation and implementation of evaluation tools for self and group assessments in an EFL (English as a foreign language) class in a Catalan secondary school. The purpose of this study is to enhance students' learning process and outcomes by generating self-assessment and group-assessment tools, so that students are more on task and know what is expected from them; what to do, what to achieve and how to behave. The final tasks of two class groups (experimental and control group) were examined. The results revealed that the experimental group, in which the students generated the formative instruments, became more self-reliant and achieved a better outcome since they were more aware of all the criteria of the final product. These claims are supported by the data of this study.

Key words: self-evaluation, group-evaluation, assessment for learning, analytic scale instrument, secondary school students.

Resum

Els professors sempre han tingut la tasca d'avaluar el procés d'aprenentatge dels estudiants i la realització de la seva tasca o producte final. L'ús d'instruments d'avaluació, en el cas d'aquesta tesi una rúbrica analítica, no serveix només per puntuar, sinó també per donar un feedback als estudiants i una oportunitat per ells de millorar. Així, aquestes eines d'avaluació s'implementen per a l'avaluació formativa i sumativa i són avantatjoses tant pels professors com pels estudiants. Aquesta recerca explora la creació i la implementació d'eines d'avaluació per a l'autoavaluació en una classe EFL (anglès com a llengua estrangera) en una escola secundària catalana. L'objectiu d'aquest estudi és millorar el procés d'aprenentatge dels estudiants i els seus resultats mitjançant la generació d'eines d'autoavaluació i avaliació de grup, de manera que els estudiants estiguin més concentrats en la feina i sàpiguen què s'espera d'ells; què fer, què aconseguir i com comportar-se. Es van examinar les tasques finals de dues classes (grup experimental i grup control). Els resultats van revelar que el grup experimental, en el qual els estudiants van generar els instruments formatius, es van fer més autosuficients i van aconseguir un millor resultat, ja que eren més conscients de tots els criteris del producte final. Aquestes afirmacions es recolzen en les dades d'aquest estudi.

Paraules clau: autoavaluació, avaliació de grup, avaliació formativa, instrument d'escala analítica, estudiants de secundària.

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1. Introduction

This study is about how students' learning can be fostered through the use of student-generated assessment tools. The context of the research is an educational institution, located in a working-class municipality in the Vallès Occidental region (Catalonia, Spain). There are only two secondary schools in the entire municipality, both of them public. The public secondary school of the internship is found in a residential area, mostly consisting of terraced houses and a peaceful atmosphere – the socio-economic and cultural level is considered to be medium-high. The school is slightly separate from the most commercial and leisure areas in town.

Currently, the educational institution delivers all Compulsory Secondary Education (ESO, or *Educació secundària obligatòria* in Catalan) year levels, with five classes per 1st year of ESO and four classes per 2nd, 3rd and 4th grade of ESO and the two Baccalaureate (*Batxillerat* in Catalan) grades. The ratio of each grade of ESO, with approximately 22 students per group, is low thanks to the split groups that the school organises internally. This institution gives great importance to the inclusion of all students, no matter what difficulties with learning, physic disabilities or disruptive behaviours they may have.

The experiment of generating the assessment tools that is reported on in this dissertation was conducted in the English class of the 4th year of secondary education, during the implementation of the teaching unit that was part of the master's practicum requirements. Since these students are going to London in mid-June, the teaching unit was about how to become expert trip planners of the aforementioned city. The objectives were that by the end of the unit, students would be able to: write daily plans, give and follow directions and create their own trip plan for London using a Web 2.0 tool, apart from learning about London's tourist attractions, neighbourhoods, means of transport, etc. Students were told that at the end of the unit they would be assessed according to these criteria: participation, attitude and behaviour,

collaboration and cooperation in group work, written and oral activities, and presentation of the final task.

Two class groups were studied in order to compare the final outcome: the experimental class whose students generated the assessment tools and the control class where the objectives of the unit and what the students should include in the final project were only mentioned.

The problem faced by many students is that they do not know how to organise their learning in meeting their educational goals. This is why the findings of this master's dissertation may serve as a guide or insight for teachers and for learners. This study can help enhance teachers' teaching practices and it can also improve students' learning skills in all subjects.

2. Research questions

It is important to be aware of what one is learning and what the quality of one's outcomes is. Thus, this study aims to investigate the extent to which student-generated evaluation tools can help enhance students' awareness of what they are learning and their outcomes.

The specific objectives of this study are to examine the effect of the student-generated evaluation tools on students' learning process and outcomes, although more specifically to observe and analyse students' awareness of what is expected from them and what they are learning.

Thus, the aim of the present action research is to answer the following questions:

- Do the student-generated assessment tools foster students' awareness of their learning processes and outcomes? If so, how?

3. Theoretical framework

In the field of education, evaluation is usually associated with the process of examining and grading students' knowledge. However, what students do not know is that besides a means of testing what has been learned, evaluation is a powerful means for learning itself. Assessment for learning or formative assessment is a classroom tool that enables to show students what they know and how well they have learnt it and to draw attention to what they need to master. It evaluates students learning progress. Once the teacher knows the students' needs, she must provide feedback about how students are doing, and adjust her teaching in order to help students move toward to the desired goals.

Students must develop a variety of strategies and skills that are vital for learning throughout their lives. As was claimed at the International Conference *Learning in the 21st Century: Research, Innovation and Policy* (OECD/CERI, 2008, p.2), the teacher, with the help of formative assessment, can build students' skills for 'learning to learn' by:

- Building students' skills for peer- and self-assessment.
- Helping students understand their own learning, and develop appropriate strategies for 'learning to learn'.

Students should understand that they are expected to perform certain outcomes. As was mentioned in García and Ortí (2019), according to Tsou (2005) clear participation instructions are necessary in order to emphasise explicit classroom expectations from both teachers and students. Clear instructions for a task aim to overcome learners' reticence, increase learners' participation in class and improve students' learning achievements. It is essential to share with students what is expected of them: the desired classroom participation behaviour, what the final outcome should be, when it needs to be finished and what they will be assessed on.

As cited in Huba and Freed (2000), rubrics provide a clear understanding of expectations, provide immediate feedback and help

students to become self-reliant, self-directed and self-assessing learners. Therefore rubrics, such as holistic rubrics and analytic scales, promote learning. Any type of formative assessment instrument can be a beneficial tool to engage students with what the learning goals are and what is expected of them during the task and on its final outcome. Based on that, this type of instruments should be presented at the beginning of the teaching unit or task.

In this study, students generated two analytic scale rubrics: one for the self-evaluation – to assess their own learning progress at the end of the unit – and another for the group-assessment – in order to assess their peers' final task presentation. As Mertler (2001) explains, analytic scales provide an instrument to observe the performances of the learners in relation to a particular evaluation criterion. Different levels of achievement are set for each descriptor so students can grade their performance or their acquired knowledge. The levels of performance can be numerical – for instance, points from 1 to 4 – and/or descriptive – for instance, sufficient, quite good, and excellent. The list of criteria of the assessment instrument serves as a guideline and feedback, in which the students can go back at any point during the task and see what aspects of their work need to be improved so that they can achieve the desired level of performance.

The exploratory study of Ploettner (2015) shows how “student generation and application of an assessment tool creates a knowledge building environment (KBE) and opportunities for learning and tracks the learning behaviour trajectory of one student” (p. 62). By generating their own evaluation tool, students can measure and enhance their performance, while they develop a learning autonomy.

Before involving students in the group task of generating the evaluation instruments, the teacher must share:

- the learning goals of the unit and what is expected from students, so they can use them as criteria for the self-evaluation instrument.

- what the final task should include and show a model, so students can determine what descriptors to write under each criterion of the group-assessment tool.

The next step is to put students in small groups in order to discuss the criteria for each instrument. However, students are often embarrassed when involved in oral activities in English, as they feel as though their current knowledge of the foreign language is too limited to complete the task (Dale, Es & Tanner, 2010), hence the need to provide well-structured language support. This, consequently, will help students overcome their fear to speak in the target language. One type of language support or scaffolding is the speaking frame. Speaking frames provide specific vocabulary, sentence starters and models for second language learners who are not proficient enough to be able to create standard grammatical structures on their own. It is a temporary support for students, which should gradually be withdrawn. As Gibbons (2002) cites, the substitution tables get learners started in a second language and “reduce the frustration of being unable to participate in classroom tasks that they are capable of doing in their mother tongue” (cited in Dale, et. al, 2010, p. 134).

4. Methodology

4.1. Methodological approach

The overarching aim of the present study is to improve teaching practice, hence it is based on an action research approach. As Nussbaum (2017) writes, referring to authors such as Burns (1999), Elliot (1991/1993), Stenhouse (1985/1987), and van Lier (1988), “action research is understood to be a process of reflection on teaching and learning in order to intervene in them and hence bring improvement” (p. 48). It was observed during the first internship that students are usually not conscious of what they are expected to learn or what to include in a task, therefore it is difficult for them to perform as well as possible. Prior to the study reported on in this dissertation, information about students’ performance, as reflected in their grades,

was obtained, and the results were that the majority of them usually failed or performed very low in English class. After being exposed as a teacher/researcher to the use of rubrics as guidance for students and as a way of scoring for teachers, evaluation tools seemed to be a good plan for intervention for this study. During the second internship, the teaching strategy of generating assessment tools with students was implemented, the results were observed, and the data were gathered by recordings or written documents and then analysed. As the data collected is also data gathered through audio and visual recordings and students written documents, this study also employs an ethnographic methodological approach. As Nussbaum (2017) mentions, ethnographic procedures are concerned with constructing explanations about social practices in educational institutions through the collection and analysis of a range of data sources.

This study employs a qualitative approach for the analysis of the gathered data: words, texts and observations are being analysed, not numbers. The purpose is to answer the ‘what’ and ‘how’ and ‘why’ of the data.

4.2. Participants

This exploratory study takes place at a public high school in a municipality in the Vallès Occidental region. Research regarding the generation of self- and peer-assessment has been conducted only with the experimental group: 4th grade of ESO C. However, the data from the final task in the teaching unit is obtained from the experimental and control groups in order to explore the differences between the students who generated the assessment instruments and the ones who did not.

Participants are 22 students (12 males, 10 females) in the English class. Students have 4 sessions of English class per week. The teaching unit implementation lasted 8 sessions of 55 minutes each. Most students do not attend extracurricular English classes nor are engaged in any out-of-school activities where English is present. Most students are bilingual native speakers of Catalan and Spanish, and few of them

have family backgrounds of migration from Latin American countries. According to the CEFR, the students' current level of English is equal to or greater than A2.

It needs to be mentioned that the names of the institution and participants have been anonymised in order to protect their identity and ensure their privacy.

4.3. Research ethics

At the beginning of the course students signed a consent form to be recorded or photographed. Before starting the teaching unit, participants were informed that they would be contributing to an educational research project in which they would be audio/video-recorded and their written work would be obtained to analyse for research purposes.

4.4. Data collection procedures

The qualitative data presented were gathered at 4 different stages during the implementation of the teaching unit. Data collected includes audio and video recordings and one example of the self- and the peer-assessment tools completed by students. The video and audio recordings of the teacher-student interaction and students' group work were transcribed, and the data was qualitative analysed. A colleague from the practicum helped to video record the interactions between teacher and students.

4.4.1. First data collection: Introduction to self-assessment

On the first day of the teaching unit, students were introduced to the topic of the teaching unit, *#LondonCalling – How can we become expert trip planners?* The teachers shared with students what they were expected to achieve by the end of the teaching unit and the criteria based on which they would be assessed. Moreover, the final task of the project was mentioned: a Powtoon presentation of a London trip plan.

The first data collected was a teacher-student interaction. A phone with its stabilizer and tripod was positioned at the back of the classroom to video-record the teacher-student talk. In the recording, the teacher asks students what self-assessment is. With the support of a Power Point, the teacher introduces the meaning of self-evaluation and explains to students that they will be the ones who generate the instrument to assess themselves at the end of the teaching unit.

4.4.2. Second data collection: Class generation of the self-evaluation tool

On the same day, the students started to generate their self-assessment instrument: an analytic scale rubric. The instrument would consist of a list of criteria, where each criterion would be scored on a different descriptive level: sufficient, quite good, excellent and great.

The teacher planned for the students to write the criteria for the instrument. The criteria were divided under three categories, so participants had a lead on what to focus on. Two small groups of students thought and wrote sentences about ‘content’, others about ‘participation’ and the last group of students about ‘attitude’. In the projected Power Point there was a written frame to help students start writing a few sentences. This Power Point is presented in Appendix 2.

When students were in pairs or in groups of 3 or 4, interactional data of two groups was gathered. The two groups of participants who did not mind being recorded while interacting were audio-recorded with their phones. Only one audio recording could be analysed, since in the other audio recording just the teacher’s voice can be heard while assisting the participants.

After 10 minutes of letting students think about their sentences, video recording was carried out when students reported their suggestions back to the teacher. Again, a phone with its stabilizer and a teaching colleague’s help was used at the back of the class. The teacher wrote participants’ sentences on the projected Power Point, as can be seen in Appendix 3. Both teacher and students were reaching an agreement of the final self-assessment tool. Since there was no more

time, in the following class the teacher showed students the final instrument with students' sentences (see Appendix 4).

All these interactional data gathered in the form of video and audio recordings were transcribed and analysed. Part of the transcriptions can be found in the Results section of this dissertation.

4.4.3. Third data collection: Class generation of the group-evaluation tool

The second tool students generated was the group-assessment for the final task. Once more an analytic scale table form was used. This time, each criterion would be scored on a different descriptive score: Beginner, Intermediate, Advanced and Expert. The levels of achievement had points from 1 to 4. Students would score their classmates' final project (see Appendix 5).

First, a model of the final task, a Powtoon presentation of this year's London trip plan was shown to students and was analysed. "What does this presentation include?", the teacher asked the students. Students mentioned what they perceived from the video, while the teacher wrote everything on the board: images, maps, voice recordings, use of future tense, etc.

Then, the purpose of the generation of peer-assessment was explained. Students would assess their classmates' presentation with the evaluation instrument. Moreover, by generating the assessment tool, they would become more mindful about what to include in their final task and the instrument would serve them as a guide. A Power Point presentation (see Appendix 6) was again used to start generating the group-assessment. A substitution table was presented in order to help students think of sentences that could be included in the instrument. In small groups, students had to write a list of the criteria the final task should include. Each group audio-recorded their interaction with their phones while writing the sentences on a piece of paper. These recordings were sent to an email address as soon as they finished the task.

Afterwards, how students reported back to the teacher the criteria they had thought of was video recorded. A student helped the teacher to type everything on the classroom's computer to project the list of criteria on the Power Point.

4.4.4. Fourth data collection: Self- and Group-evaluation using its respective assessment tool

The written data on how students completed the analytic scale assessments was collected as well (see Appendix 7).

The last session of the teaching unit was the presentation of the final product, the Powtoon presentation. Due to lack of time, the teacher modified the final project. Instead of presenting a 4-day trip plan in an interactive video, the students could write the 4-day trip plan and only create the Powtoon presentation for just one day. Per groups, students assessed their peers' presentations. Depending on the level of achievement for each criterion, students scored from 1 to 4, as has already been mentioned. After scoring, students had to write a comment about their colleagues' outcomes. Two final products were gathered: one from the class who generated the evaluation tool, and the other from the class who did not.

Furthermore, at the end of the implementation of the teaching unit, students answered their own generated self-assessment form to make them realize how much they learnt in the last 8 sessions.

5. Results

In this study, interaction analysis is applied to all the audio and video recordings collected in order to identify how students are on-task and demonstrate that they are learning and understanding the learning objectives. The transcription system is included in Appendix 1.

The present data draw attention to several classroom realities. First, the teacher checks the previous knowledge of students. As seen in the following extract, students did not know what self-assessment was,

not even ‘assessment’ or ‘evaluation’. The first target was to generate the self-assessment tool, but if students had never answered one, it would be a challenge to create one.

Extract 1: Teacher-student talk – What is self-assessment?

1. **T:** So what is the self-assessment checklist ↓(.) Self-assessment
(.) what is it↓
2. **S1:** XXX
3. **S2:** I don’t know
4. **S3:** [mmm...]
5. **CT:** [So you don’t know] ↑
6. **T:** What is an assessment↑
7. **S1: Pues** ∞
8. *Well*
9. **S3: asesoramiento**↑(.) no↓ no↑
10. *advice*
11. **T:** m m ((saying NO with the head)) Evaluation↓(.) what is evaluation↓
12. **S4:** Self-assessment as Self **como se diga** ∞
13. *as you say*
14. **T:** Self(.) it’s me ((making gestures))
15. **S4: o sea** your this about something(.) but I don’t know =
16. *I mean*
17. **T:** = but what is assessment or evaluation? (3) Ok, so let’s go to
18. the to the next slide ((nodding with the head to my
19. colleague)) So we are going to create a self-evaluation
20. instrument ((reading from the PP slide)) (.) So that is (.) the
21. main goal of the self-evaluation ↑ ∞ what is evaluation ↓
22. <Evaluación de ti mismo,> ok ↑
23. *Evaluation of yourself*

Second, during the small group work, when students had to discuss among themselves what the appropriate criteria would be for their dimension (content, participation or attitude), students could

hardly express themselves in English. Students are not used to doing oral activities, so the following data indicates at least one student in every group participated minimally or did not participate whatsoever. In the below transcription we can see that S3 barely participates.

Extract 2: Interaction of a small group of students

1. **S1:** I helped my group ↑
2. **S2:** ah ye::s (.) What do you think ↓ (3.2) the same (.) we write
3. the the=
4. **S3:** =° the sentence °↓
5. **S2:** I helped my group ↓
6. **S1:** The other question a:re (.) we have any problem ↑
7. **T:** ((background voice talking to other students)) attitude is ∞
8. shhh so let's say (.) one (.) [two(.) three:::
9. **S2:** [XXX in the task ↑ (7.2)
10. **T:** ((background voice talking to other students)) four and five↓
11. XXX content
12. **S1:** are you speak English ↑
13. **S2:** ah ye:s =
14. **S3:** = yes ↓ (7.7)
15. **S4:** ((background voice)) **como se llama 'página'?** XXX
16. *How do you say 'page'?*
17. **T:** ((background voice talking to other students)) u:hh this will
18. be part of the homework (.) [then (.) now
19. **S1:** [English (3.9)
20. **Ss:** ((laughing))
21. **S2:** in the class=
22. **S1:** = in the class (3.2) Uhhh...
23. **S2:** umm (.) the attitude ∞
24. **S3:** ° XXX °
25. **S2:** what? ↑ be [be]
26. **S1:** [English] ↑ but I be positive ↑ It was ° positive ° ↑
27. **T:** ok ↑ to be positive ↑

28. **S1:** yes

29. **T:** very goo:d

30. **S1:** it was XXX question in a ∞

31. **T:** ((reading their notes)) I helped my group. Very goo:d (.)

32. Let's see (.)We have =

33. **S2:** = I am positive ↑

34. **T:** Very good ↓ (.) or I am motivated (.) no ↑ (2) I am positive

35. or I have a positive attitude↓(.) no ↑

36. **S1:** I have a positive attitude ↓

Different types of scaffolding were given. At the beginning, the Power Point presentation (see Appendix 2) and the teacher's explanation helped students think of sentences. In addition, during the small group interaction, the teacher walked around giving feedback and assistance to each group. Consequently, she helped students to construct grammatically correct sentences for the self-evaluation instrument. In lines 34-35 (transcription 2), as Ploettner (2015) also observed in her study, an opportunity for learning is observed. The teacher praises the student's contribution (line 34), but reformulates the statement and tries to elicit students' awareness and agreement. S1 repeats and ratifies the teacher's statement (line 36).

The below sentences are the ones the different groups of students produced for each dimension.

Content:

- I can write a daily plan.
- I can ask or give directions.
- I can plan a trip.
- I can create my own trip plan video.
- I can name the most important places of London (tourist attractions).
- I can name the most iconic neighbourhoods.
- I know the different means of transport of London.

Participation:

- I participated actively within the group.
- I used English in the class.
- I suggested a lot of ideas and discussed them within the group.

Attitude:

- I have a positive attitude.
- I showed interest in the class.
- When I have a question I asked it in English.
- I respected the taking turns.
- I didn't use the computer or any device to play games in class of English.

These sentences were typed on a Power Point projected on the classroom whiteboard for the entire class to see, discuss and modify until an agreement was reached. Screenshots of the Power Point, where the sentences were written, can be seen in Appendix 3, and the aftermath of the self-assessment can be seen in Appendix 4.

For the final task, the teacher showed a model of this year's London trip plan video presentation so students could see how theirs should look like. Just before the following fragment of conversation, the teacher explained to students that in their own groups, they would vote for the best Powtoon presentation. In this fragment, the teacher discusses with the students what the final task should include.

Extract 3: Teacher-student discussion of the group-assessment criteria

1. T: So (0.9) <How are we going to vote >↓ (1.2) for the other
2. teams (.) Because this is what we will do today(.) group
3. assessment checklist So for example (.) if I'm looking if I'm
4. watching another video I'm going to vote (0.9) but what is
5. the criteria ↓ (.) what a video should include ↓ (.) so we are
6. gonna do today a checklist (.) for example (.) it contains ∞
7. (.) what must it contain the the video presentation ↓ ((using
8. hand gestures all the time and pointing to the projected
9. Power Point))

10. **S1: contenido**

11. *content*

12. **S2:** [uuh

13. **S3:** [photos

14. **S2:** uuh

15. **S1: joder**

16. *fuck*

17. **T:** ok ↓(.) so it contains pictures of the tourist attractions(.) for

18. example(.)N's group↑ she didn't include ∞ or she included

19. only one picture(.) Buckingham Palace↓(.) nothing else(.)

20. so I will give her one point ↓ (0.9) if you have included

21. everything ↑(.) all the pictures↑(.) I will [give four points↓

22. ((using hand gestures all the time and pointing to the

23. projected Power Point))

24. **S4:** [((student coughing))]

25. **T:** for example(.) it is ∞ opposite of boring

26. **S5:** Interesting

27. **T:** ok↓(.) it is interesting the video(.) <depending on how much

28. interesting it is I will give one point(.) two >(.) three or

29. four(.) ok ↑(.) so now(.) together(.) I want you to do in

30. groups ↑ right Ixxx ↑ ((calling the attention to one specific

31. student))(1.1) ok in groups(.) you will discuss these

32. sentences↓ (1.4) ((change of slide)) this is for you↑(.) to

33. help you ↓(.) what must(.) we include in the final task↓(.)

34. here you have some words(.) it can help you(.) and you

35. need to say like(.) for example(.) what verb tense are we

36. going to use in the video ↑

37. **S6:** future

38. **T:** future ↓(.) and in the future we have ↑∞

39. **S2:** [will going to]

40. **S6:** [will going to] =

41. **S3:** = be [going to

42. **T:** [ok(.) be going to and will ↓

In this fragment, more participation than the one from the introduction of self-assessment can be observed. The teacher asks students what the final task should contain (lines 5, 6 and 7) and S3 knows what to answer (line 13), even if it is a short answer. This student is the one that later on explained in Spanish to few students the task they had to do at that moment: thinking and writing the criteria for the group-assessment. At the end of the fragment, students demonstrate that they are aware of the verb tense (lines 37, 39-41) they have been working on during the teaching unit, and they understand that is the verb tense that will be needed for the final product. Figure 1 shows the substitution table that guided students to be able to write the sentences.

WHAT IS THE FINAL PRODUCT? WHAT MUST WE INCLUDE IN THE FINAL TASK?

useful	descriptions	voice recordings	will
	entertaining	logo	pictures
	maps		use of English
creative	tips	clear	understandable
	necessary information	future trips	be going to

- Verb tense:
- It contains...
- It is...

Figure 1: Substitution table for the creation of the group-assessment criteria.

In the next fragment of transcription, the students are reporting back to the teacher the sentences each group thought of for the final task assessment. A student is assisting the teacher by typing all the sentences on the projected document.

Extract 4: Teacher-student talk, the criteria for the group-assessment

1. **T:** ok (.) so tell me the ones that are not [there] ↓ ((pointing at the whiteboard))
2. **S1:** [ok] it is entertaining ↑
3. **T:** it is entertaining ↑
4. **S1:** uuhh

5. **T:** ((talking to the teacher assistant)) ° XXX is creative and
 6. entertaining ° you can add ((pointing at one sentence in
 7. the computer)) no↑ ((looking at S1)) it is entertaining
 8. ↑(.) very good (.) I've just added it here (.) the video
 9. presentation is creative and entertaining

10. **S1:** < it contains maps (.) pictures >

11. **T:** ok (.) it contains maps (.) pictures ↑

12. **S2:** **esto lo copio** ↑

13. *I copy this*

14. **T:** yes ↓ (.) because then I will put it all together =

15. **S1:** = the logo is creative

16. **T:** the logo is creative ↑

17. **S1:** a:nd (2.1) doesn't matter

18. **T:** ok ↓ (.) very good (1.6) this team (.) J (.) Y

19. **S3:** ° XXX °

20. **T:** ok (.) so this one (0.9) <it contains useful (.) routes (.) to
 21. walk on the streets (.) ok ↑(.) so (.) that means the
 22. Google screenshot (.) with the route that you are going
 23. to do↑ > (.) this is very useful (.) so when it says maps ↑
 24. (.) it's not only the map of London (.) it's the route you
 25. will plan that day ↓ (.) another one ((looking at S3))

26. **S3:** XXX contain the description of the places and the prices
 27. of the restaurants ∞ =

28. **T:** = ok ↓ (.) so the information must include prices (.)

29. [description of the places] ∞

30. **S3:** [description of the places] and XXX

31. **T:** very good ↓ (.) any other thing ↑

32. **S3:** ° no XXX °

33. **T:** °ok(.) it's already mentioned ° ((looking at the last
 34. group)) who wants to read ↓ (.) O ↑ ((a lot of murmur))

35. **S4:** XXX **están todas**

36. *all of them are there*

37. **T:** all of them ↑ ok ↓ (.) so (1.1)((looking at the projected
 38. document)) is there something else ↑(.) do you think ↑ <

39. this should be useful for future plans > ↑(.) in future
40. trips ↑
41. **S5:** yes ↓
42. **T:** yes ↑(.) ok let's see: (.) you have mentioned logo (.)
43. voice recordings (.) pictures (.) maps (.) is there
44. something that is missing I's group ↑(.) no ↑(.) ok so:
45. well done ↓ (.) I will prepare the checklist and this is
46. how you will vote the rest of the teams ↓

The teacher clarifies one of the criterion (lines 23-25) after S3's contribution. It needs to be clear that it is expected from students to take screenshots of the Google Maps chosen routes, with the places they plan to visit marked on the map. In the last part of this fragment (lines 43-44), the teacher tries to reach a consensus on the criteria and see if any student has something else to say or wants to modify anything. The last group who had to report back to the teacher had nothing to say because all the criteria had been mentioned (lines 35-36). The fact that all groups had similar sentences is the evidence that students were mindful of what the final task should contain. Therefore, during the creation of their video presentation, students were expected to be precise on what to include. In Appendix 6 there is a screenshot of the Power Point with all the sentences reported back to the teacher. In Appendix 5, there is the completed group-assessment tool that would serve to score the group's presentation, and also as a guide them when creating the final task.

The final results are the completion of the two assessment tools. In the self-assessment, all students were very honest when answering. The example we have in Appendix 7.1 is a student who admits he did not speak English when he knew he had to. He justifies his answers by writing:

I have to admit that I learn a lot of thing about London, like important places, thipical transport, food...But, honestly, I have not spoken English in class, and I think I should be more punctual with the homework.

The final product is the evidence students used their assessment instrument in order to know what they should do or include. If the video presentation included everything that was in the assessment criteria list, that means that group of students used the tool. The group-assessment instrument also served each group as feedback from the classmates. The comments Group 5 made about the other groups are:

To Group 1: *The video don't have maps or tips. The video was creative and entertaining.*

To Group 6: *It was great. It contains all the necessary information to do a trip.*

To Group 3: *It doesn't contain prices. We couldn't hear the audio very well. It was creative.*

As mentioned in the data collection section, the assessment tool was not emphasized as much in the control group as in the experimental group, since the latter was the group who was involved in the creation of the assessment instrument.

One example of a final task from the experimental group:

<https://www.powtoon.com/c/bNGjDRqS7Hk/2/m>

One example of a final task from the control group:

<https://www.powtoon.com/c/f9i13QSvx4u/2/m>

Let us compare the outcome of the two groups with the group-assessment tool:

POINTS: Beginner (1) Intermediate (2) Advanced (3) Expert (4)

	Experimental Group	Control Group
The video presentation is creative and entertaining	4	2 (no background music)
The use of English is correct	3 ('childrens')	1 ('neigbouhoods')
Future tenses (be going to, will) are used	3	2 (no use of 'be going to')
It contains a creative logo	4	2
It contains clear and understandable voice recordings	3 (fast and sometimes unclear)	3 (some words are not pronounced correctly)
It contains pictures of the different sightseeings	4	4
It contains maps with routes	4	1 (no maps)

All necessary information is included: prices, timings, description of the places, etc...	4 (it includes extra info.) ✓	2 (no description of places or prices)
Tips are included at the end of the video	3 (some tips included throughout the video)	1 (no tips)
The video is useful for future trips	4	2
TOTAL SCORE	36/40 = 9	20/40 = 5

In the table above, differences between the two final products chosen can be observed. The students from the control group did not include maps, description of places, prices or tips. They did not even use “be going to” to talk about plans decided before the moment of speaking. The future tense was worked on in class the previous week. Besides, the students submitted the written daily plans of their London travel plan, which the teacher corrected and gave feedback on so that they could improve their description and apply it to orally describe the preferred day in London for their presentation. It can be interpreted that this specific group, from the control class, did not use the tool or the feedback given to perform well in their final task.

6. Discussion

The data from this study reinforce the importance of both giving clear instructions and sufficient input, and using scaffolding tools. First, as Tsou (2005) claims, teachers need to make sure that all students understand the instructions given and what is expected of them. Why, what and how students must conduct the task are key questions to bear in mind for participation to become efficient and successful. More specifically, activation, comprehensible input and scaffolding need to take place before students are able to produce an output. If a proper introduction for each assessment tool had not been conducted, and the necessary scaffolding had not been offered, it would have been challenging to generate the student-generated assessment tools. During the self-assessment, diving the groups per categories helped students to

focus more on one specific thing. And during the group-assessment, seeing a model of the final task and the substitution table provided facilitated students' formulating a list of criteria.

Regarding the effect of generating the assessment tools, it helped students understand the expectations, self-improve their weaknesses, develop autonomy, measure their learning process, and self-evaluate their progress. As Mertle (2001) suggests, for developing a useful assessment tool, different considerations need to be borne in mind. The first step is to decide if one wants to assess the presence of the criteria or the quality of criteria. A simple checklist can measure if all the criteria are present in the final task. But if one wants to measure the quality or the different levels of achievement of the criteria, a type of rubric needs to be generated. In this study, one of the objectives was that the students learn how to assess their different levels of learning. The second step is to know the skills that one wants students to demonstrate in the task, and to know what the learning goals of the task are. In this project, by generating the assessment tool, students were acquiring the skill of 'learning to learn' (OECD/CERI, 2008) and becoming self-aware of their learning progress. The third step is to determine how many levels of performance to include and what they should be. In the experimented assessment tools, there was no performance level with a negative connotation, such as 'Poor' or 'Insufficient'. Instead, the students' performance must be defined in a way to encourage them to improve. The fourth and last step – the step the students generated – is to write a description for each criterion. In the student-generated self-assessment, many criteria were what the student was able to do at the end of the unit – for instance, "I can name London's neighborhoods". In the student-generated group-assessment, a criterion was what an assignment should include – for example, "The video presentation contains voice recordings".

Overall, the experimental group benefitted from the generation of the assessment tools. Students had learning opportunities during the creation, and they showed more awareness of the performance

expectations the teacher had for them. The level of engagement for the final task was also greater. As for the control group, the students were not that involved and did not perform that well. Nevertheless, all students showed interest in learning about London.

7. Conclusions

This study sheds light on how teachers can foster students' awareness of their learning processes and outcomes, not only in English class, but in any class. It highlights the importance of students generating their own evaluation tools. Teachers from any subject are recommended to incorporate this teaching methodology at the beginning of the unit or before the performance of an outcome. These teachers could benefit from this research for the planning of their teaching units.

The analysis concludes that when students are engaged in the generation and application of assessment tools, they enhance the learning opportunities and the performance of their outcomes. Assessment for learning can build self-confidence in students' learning. How? Since students are the ones thinking of the criteria for what needs to be accomplished, they undergo a process of cognizance and understanding of what is expected. The results of a better final product will encourage students to pay more attention to what they will be evaluated on and use formative assessments as a guide to improve.

It is hoped that this study will stimulate further investigations in the field. By carrying out the task presented in this study with a greater number of participants more data will be available to be analysed. Likewise, an improvement of the task's design could serve for future research.

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APPENDIXES

Appendix 1: Transcription System (adapted from the Jeffersonian Transcript Notation System):

T	Teacher
CT	Class teacher
Ss	Students
S1	Student one
S2	Student two
S3	Student three
S4	Student four
S5	Student five
S6	Student six
(.)	A brief pause
(# of seconds)	Timed pause
(())	Annotation of non-verbal activity
:	Prolongation of a sound
<u>Underline</u>	The speaker is emphasizing or stressing the speech
[]	Start and end points of overlapping speech
XXX	Speech which is unclear or in doubt in the transcript
<text>	The enclosed speech was delivered more slowly than usual for speaker
=	Latching
>text <	Speech delivered more rapidly
∞	Unfinished sentence
Bold	Foreign language
<i>Italics</i>	Translation
↑	Rising pitch or intonation
↓	Falling pitch or intonation
°text°	Whisper or reduced volume

Appendix 2: Power Point for the creation of the self-assessment

The image consists of two vertically stacked screenshots of a Microsoft PowerPoint slide. Both screenshots show a slide titled 'Let's create our own self-evaluation instrument' with a green background. The slide contains text and a bulleted list. The top screenshot shows a bulleted list under the heading 'How will your ATTITUDE be?'. The bottom screenshot shows a table titled 'SELF- ASSESSMENT CHECKLIST' with five columns: 'SUFFICIENT', 'QUITE GOOD', 'GREAT', and 'EXCELLENT'. The table has three rows: 'CONTENT' (with bullet point 'I can...'), 'PARTICIPATION' (with bullet point 'I participate...'), and 'ATTITUDE' (with bullet point 'I showed interest...').

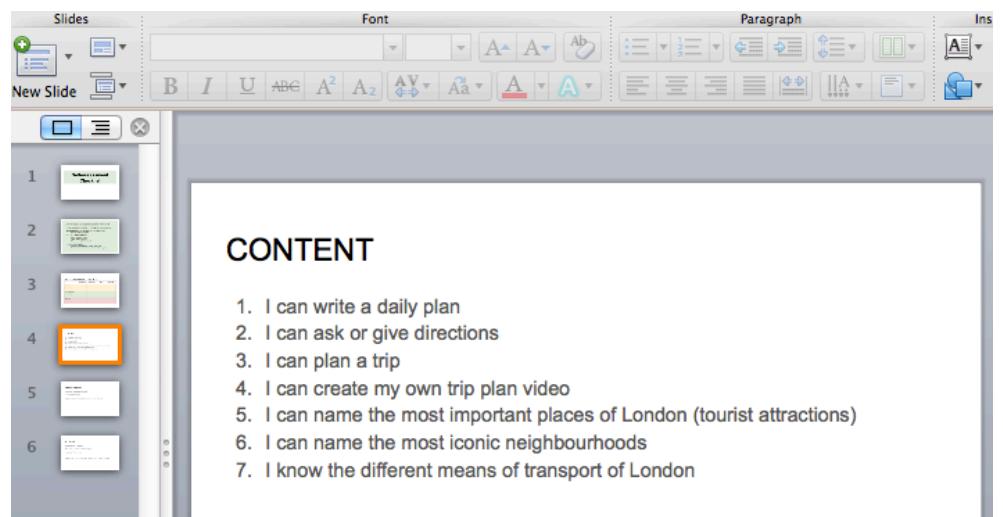
Let's create our own self-evaluation instrument

The main goal of the self-evaluation is to highlight your accomplishments.

- What **CONTENT** will you learn at the end of the teaching unit?
 - What will you be able to do?
- How will your **PARTICIPATION** be?
 - Did you participate actively?
 - Did you suggest any idea?
 - Did you use English in the class?
- How will your **ATTITUDE** be?
 - Is it important to be on task, to follow instructions?
 - Do you think everyone should collaborate within the group?

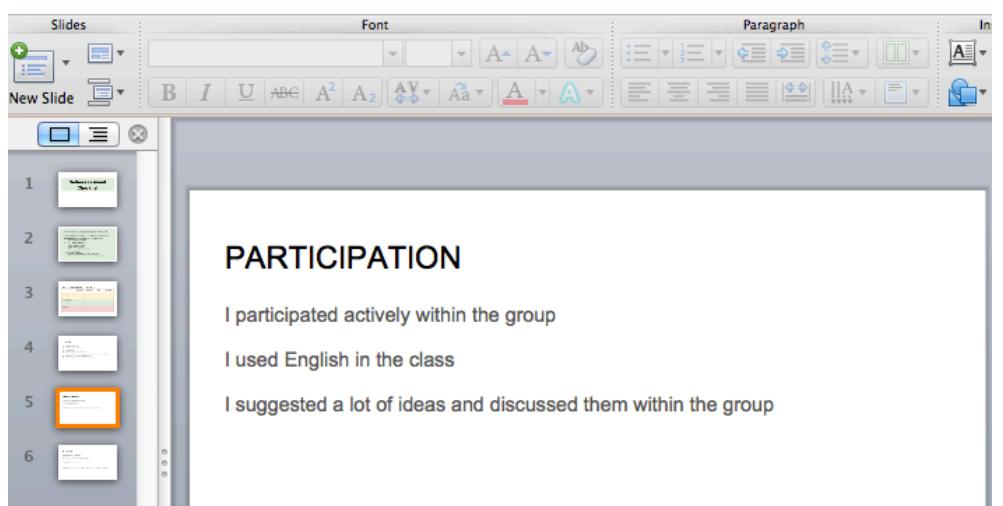
	SUFFICIENT	QUITE GOOD	GREAT	EXCELLENT
CONTENT	• I can...			
PARTICIPATION	• I participate...			
ATTITUDE	• I showed interest...			

Appendix 3: Student-sentences for the self-assessment instrument



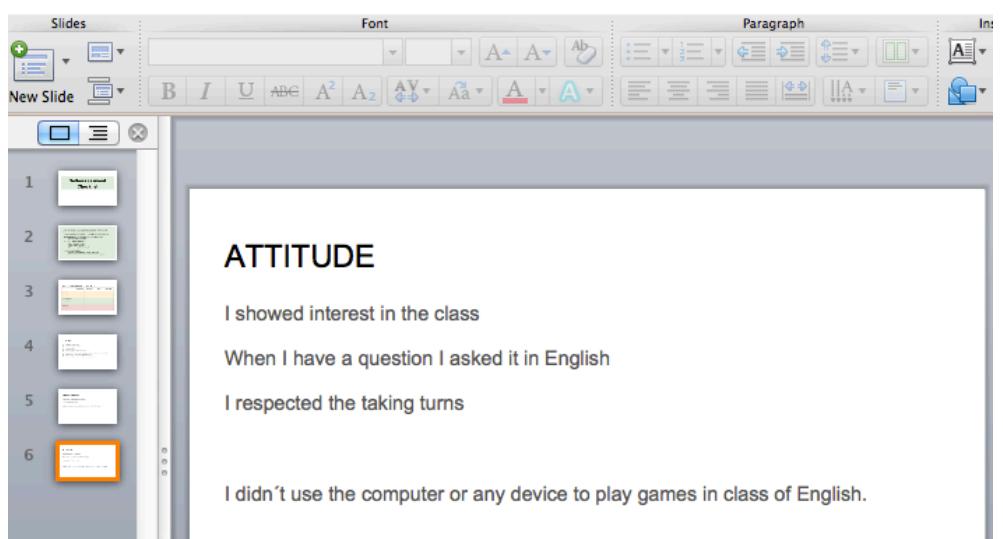
CONTENT

1. I can write a daily plan
2. I can ask or give directions
3. I can plan a trip
4. I can create my own trip plan video
5. I can name the most important places of London (tourist attractions)
6. I can name the most iconic neighbourhoods
7. I know the different means of transport of London



PARTICIPATION

I participated actively within the group
I used English in the class
I suggested a lot of ideas and discussed them within the group



ATTITUDE

I showed interest in the class
When I have a question I asked it in English
I respected the taking turns
I didn't use the computer or any device to play games in class of English.

Appendix 4: Final self-evaluation tool



Exercise 2

2.1. Congratulations to everybody! You all made a great effort! So finally, what are your impressions after this unit? Work individually.

		Sufficient	Quite good	Great	Excellent
CONTENT	I can name the most important London's tourist attractions				
	I can name the most popular neighborhoods				
	I can give and ask for directions				
	I know London's most important means of transport				
	I can write a daily plan				
	I can create my own trip plan video				
PARTICIPATION	I participated actively within the-group work. I collaborated and cooperated with my peers.				
	I suggested ideas and discussed the topics with my classmates				
	I used English most of the time				
ATTITUDE	I showed interest and a positive attitude in class				
	I paid attention and followed the teacher's instructions				
	I didn't use the laptop or phone to play games when we were on task				



CLIL-SI (2015). Based on the template developed by the collaborative CLIL-SI team (2011). More information at: <http://grupsderecerca.uab.cat/clil/> and <http://grupsderecerca.uab.cat/led/>

Appendix 5: Final group-assessment tool.

POINTS: Beginner (1) Intermediate (2) Advanced (3) Expert (4)

	Group __				
The video presentation is creative and entertaining					
The use of English is correct					
Future tenses (be going to, will) are used					
It contains a creative logo					
It contains clear and understandable voice recordings					
It contains pictures of the different sightseeings					
It contains maps with routes					
All necessary information is included: prices, timings, description of the places, etc...					
Tips are included at the end of the video					
The video is useful for future trips					
TOTAL SCORE					
COMMENTS					

Appendix 6: Group-assessment tool Power Point and students' sentences

Appendix 7: Student's assessment tools completed

7.1 Self-assessment of the overall teaching unit

	Sufficient	Quite good	Great	Excellent
I can name the most important London's tourist attractions			X	
I can name the most popular neighborhoods		X		X
I know London's most important means of transport				
I can write a daily plan				X
I can create my own trip plan video			X	
I participated actively within the group work. I collaborated and cooperated with my classmates.				X
I suggested ideas and discussed the topics with my classmates			X	
I used English most of the time	X	NP		
I showed interest and a positive attitude in class		X	NP	
I paid attention and followed the teacher's instructions			X	
I didn't use the laptop or phone to play games when we were on task				X

Justify your choices:

I have to admit that I learn a lot of things about London, like important places, typical transport, food... But, honestly, I have not spoken in English in a class, and I think I ~~ought~~ should be more practical with the homework.

7.2. Group-assessment of the final task

POINTS: Beginner (1) Intermediate (2) Advanced (3) Expert (4) 

Group 5	Group 1	Group 6	Group 3	Group __	Group __
The video presentation is creative and entertaining	3 4	4	4		
The use of English is correct	2	3	3		
Future tenses (be going to, will) are used	3	4	3		
It contains a creative logo	4	4	4		
It contains clear and understandable voice recordings	3	3	1		
It contains pictures of the different sightseeings	4	4	3		
It contains maps with routes	1	4	3		
All necessary information is included: prices, timings, description of the places, etc...	2	4	2		
Tips are included at the end of the video	1	4	1		
The video is useful for future trips	3	4	3		
TOTAL SCORE	27	38	27		
COMMENTS	<ul style="list-style-type: none"> The video don't have maps or tips. The video was creative and entertaining. 6'75	<ul style="list-style-type: none"> It was great. It contains all the necessary information to do a trip. 9'5	<ul style="list-style-type: none"> It doesn't contain prices we couldn't hear the audios very well. It was creative 6'8		

Appendix 8: Links

(The collected data has been organized in a subfolder called “Data collection” inside the folder “TFM” on my Google drive and in my hard drive.)

Video transcription 1:

[https://drive.google.com/open?id=1C_2BGTdircCjUpJt6ZGfp5G3Aeo
KnC3i](https://drive.google.com/open?id=1C_2BGTdircCjUpJt6ZGfp5G3AeoKnC3i)

Audio transcription 2:

[https://drive.google.com/open?id=1JB1ihVRYIVBXuXbfaEeVNiBvzu
OAW11](https://drive.google.com/open?id=1JB1ihVRYIVBXuXbfaEeVNiBvzuOAW11)

Video transcription 3:

[https://drive.google.com/open?id=1TfsXLJo7-
I50ihqimfkM3SYKFDXlobU8](https://drive.google.com/open?id=1TfsXLJo7-I50ihqimfkM3SYKFDXlobU8)

Video transcription 4:

[https://drive.google.com/open?id=1px39dthwqy60lZfohD_IiEVQvlq4y
AdS](https://drive.google.com/open?id=1px39dthwqy60lZfohD_IiEVQvlq4yAdS)

Experimental group final task:

[https://drive.google.com/open?id=1e09mzj5RBzgNrqHvwcCmvigKMy
Jypjii](https://drive.google.com/open?id=1e09mzj5RBzgNrqHvwcCmvigKMyJypjii)

Control group final task:

[https://drive.google.com/open?id=1kLL0pBwDVTnxveGQsBaqE8zK
1JSBJxa](https://drive.google.com/open?id=1kLL0pBwDVTnxveGQsBaqE8zK1JSBJxa)