

Developing Assessment for Learning through oral skills in a Bilingual School

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Abstract

This educative research will be focus on how the teaching-learning process can be improved using Assessment for Learning. Its main objective is centered on trying to provide the necessary steps to move from the current Evaluation (evaluation criteria), through Assessment (outcomes) to Assessment for Learning (challenges). The present study has been focused on developing oral skills awareness linked to a research carried out along my internship where I was assigned first course of Primary Education students who study in a bilingual school. These students learn mainly using oral language as a main support, so I centered my attention on oral skills awareness as a way to improve oral skills linked to Assessment for Learning premises. Results have shown a significant effect on the teaching-learning practice because with these techniques I have got more responsible students who have achieved a learning awareness about their own learning.

Keywords:

Assessment for Learning, Self-assessment, Peer-assessment, Formative Feedback, Outcomes, Oral skills, Mediators, Scaffolding, Shared activity, Teaching-learning Process, Multiple Intelligences, Training Period, Competences, Show & tell.

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1.- INTRODUCTION

Students must get different skills during their school period. “Speaking a second or foreign language has often been viewed as the most demanding of the skills” (Bailey and Savage, 1994, p. 7). The tool with which we can ensure all skills in general and oral skills in particular is assessment. Related to this, we must provide students opportunities to develop the capacity to regulate their own learning. Only effective assessment can inform both teachers and students about the processes of teaching and learning to make the processes more efficient because assessment is the necessary bridge between teaching and learning.

I have put this investigation in practise in the school where I was doing my training period. This school is a British and integrated school that develops since 1996 the MEC-British Council Programme. The CPEIP Tello Téllez tries to develop a methodology that is characterized by a style of working that takes into account the social necessities.

I have developed my investigation with students of first course of first cycle of Primary Education. I designed the present research linked to Literacy subject. Literacy is much more than just the teaching of the mechanics of reading. Literacy involves the five skills of language: understanding, speaking, reading, writing and interaction.

As teachers, if we want to assess all students not leaving behind any of them, we will need to revise the current assessment procedures to improve our learners’ learning processes. Teachers usually spend a lot of time marking students’ work, but this can have little effect on improving their learning. A numerical mark¹ does not tell a student how to improve his work. Teachers do not have to teach for assessment, we have to teach for learning using assessment as an useful tool to get it.

What we assess, how we assess, and how we communicate the results send a clear message to students about what is worth learning, how it should be learned, and how well we expect them to perform.

¹ “Marking using grades can have a negative effect on learner performance, particularly for low achievers” (Butler, 1988, p. 36).

2.- OBJECTIVES

The present study will be focused on three main goals:

- To provide the necessary steps to move from the current Evaluation (evaluation criteria), through Assessment (outcomes) to Assessment for Learning (challenges).
- To introduce, progressively, some learning mediators related to oral skills and assessment.
- To analyse the assessment techniques I used during my training period showing a written implementation to improve it, and an assessment proposal for the next course.

3. JUSTIFICATION

3.1 WHY HAVE I DONE THIS RESEARCH?

I have decided to do a research about assessment because I think that assessment is a powerful tool with which you can improve your teaching-learning process. Due to the fact that I was doing my training period, as the rest of my classmates, I thought it was an excellent area which could help me to improve as a teacher during my training period and in the future. So, as you can see along this research I have tried to do it as practical as possible reflecting on my own progress, on the progress of my students and reflecting on a possible implementation of it analysing what I have done well, what I must improve and how I can improve it.

I have also decided to focus on the assessment of oral skills as a consequence of working with first course students. These students learn mainly using oral language as a main support so I thought that oral skills were the best skills to link with assessment to get better results in first course of Primary Education.

3.2 TEACHING COMPETENCES RELATED TO THIS RESEARCH

This research about assessment and oral skills, and the rest of the skills I have developed during my training period related to it are connected with the following teaching competences².

General competences

1. Design, plan and assess teaching-learning processes in collaboration with other teachers and school professional workers. This is what I did weekly in the school. I designed a weekly planning, planned the different lessons and proposed different assessment strategies as self and peer assessment.
2. Manage teaching-learning situations in plurilingual and multicultural contexts of learning. I worked with a diverse group, which learnt from different ways of learning. As a consequence of it, I had to create different meaningful contexts where I took into account all students.
3. Design and regulate learning spaces in diverse contexts that promotes the equality, the equity and the respect for Human Rights. The classroom where I worked had a lot of spaces of work which let me be more creative in my teaching practise.
4. Encourage students' effort and perseverance. One of the strategies I used to get it was the fact of showing what students had done well to encourage them to continue in the process of learning.
5. Show an appreciative and respectful attitude about students' diversity and promote this attitude between students. The school where I did my training period promote these values and each student knows that each classmate has a potential. I tried to promote it making shared activities regularly.
6. Detect and analyse educative needs with the support of other professional workers, working with them in a collaborative and cooperative way. As the school was an integrated school, I had to consider the different students profiles. I adapted my teaching practise taking into account the three levels of attainment.

² To elaborate these competences I have taken into account the following references: The CLIL teacher's competence grid (2010) and "Libro Blanco. Título de Grado en Magisterio. Vol. 1. (2005)".

7. Understand the organization of primary schools and the different tasks that take place there. I made a good use of what my teacher mentor and the rest of the school professional showed me during my training period.
8. Reflect about the training period to improve as a teacher, getting strategies of life-long learning.

These are some of the general competences I have developed during my training period and they are related to this research. I consider that the most important competence during a training period is the last one, because only reflecting on your own learning is when you can continue progressing and getting new challenges.

Specific competences as an English Language Teacher

1. Be aware of the cognitive and linguistic bases to acquire a second foreign language. A good teacher is not someone who knows what to do in a classroom. A good teacher is someone who not only knows what to do in a classroom but also why and how she can explain it using the cognitive and linguistic bases.
2. Show a high communicative competence with a good linguistic and sociocultural knowledge about the foreign language. I have showed a good linguistic knowledge because I am able to communicate with students and other teachers in English. But the most important fact is that I have also taken into account the British culture, not only the language. Without the culture, you can not understand properly the language.
3. Plan and assess what you want to teach and select and elaborate different teaching strategies, activities and resources. I am able to create different resources to transfer the development of different skills (transferable skills) with the main objective to make students aware about what they are learning and how they are going to be assess, using mediators to support this process.
4. Develop, progressively, the competences (general and linguistic) through practical activities that integrate the five linguistic skills.
5. Adjust social and academic registers of communication according to the demands of a given context. The most important fact I have to know if I want to

progress in my teaching-learning practise is to do an effective information register to reflect on it and change our learning action depending on it.

6. Use target language in classroom management, time management, giving instructions, managing interaction, managing cooperative work and enhancing communication. I had to use an understandable target language to make good connections with students. All of it to explain, present information, give instructions, clarify and check understanding, and check level of perception of difficulty.
7. Apply different assessment strategies with the main objective of designing a balanced formative assessment.
8. Use the Common European Framework of Reference (CEFR) for Language as a self and peer assessment tool.
9. Register different results about the teaching-learning process and reflect about it to get useful conclusions that improve the next steps.
10. Promote the development of the written language as well as the oral language, paying attention in TIC's as a resource of communication.
11. Use oral expression techniques and dramatization as communicative resources.

I consider important all these English Language Competences but I think it is better to summarize all of them to have a specific view of what I have got with this research: support the development of learner autonomy through allowing students choice, discussion of planned learning outcomes, identification and provision of needed scaffolding and formative assessment.

4.- THEORETICAL FOUNDATION

4.1.- THE IMPORTANCE OF ORAL SKILLS

Oral language is the main way for discourse throughout the world. Everyone would agree that children develop the ability to understand and speak a first language simply by being immersed in a particular linguistic environment. But oral language does not appear isolated. It is combined with other ways of communication such as non-verbal language or written language, because these ways of communication must be integrated to get accurate results and they usually occur together naturally. Murphy (1991) believes that oral skills teachers should always connect speaking, listening and pronunciation teaching although the focus in any one class or activity may highlighted one or another. Moreover, oral skills classes must use reading and writing activities as the basis or follow-up for speaking activities.

Oral and written language are strongly connected because:

- Spoken language is the basis for the development of reading and writing.
- Spoken and written language work together to develop language and literacy competence from childhood to adulthood.
- Children who struggle with oral language often have difficulties with reading and writing, and children who struggle with reading and writing often have problems with oral language.
- Instruction in written language can develop oral language.

(American Speech-Language-Hearing Association, 17)

4.2 THEORIES RELATED TO ORAL SKILLS

Developing oral skills is based on some linguistic theories that I am going to organize in a coherent way. Some of these theories are related to how to learn a language (Chomsky's, Bruner's and Crystal's theories). Others are linked to the cognitive process (Gardner's theory) and another theory is related to cultural and social contexts (Vygotsky's theory).

4.2.1 How to learn a Language & Culture

When we talk with our students and we want to enhance the meaning we want to transmit and to prepare students to perform it, we must create an appropriate context of learning. We must use a wider range of intonation pattern, be more expressive, use a higher pitch, a clear and understandable pronunciation, etc. This is Crystal's theory of caretaker speech.

According to how to learn a language, Chomsky suggests that language is an innate faculty - that is to say that we are born with a set of rules about language in our heads which he refers to as the 'Universal Grammar'. Children are exposed to little correctly formed language. When people speak, they continually interrupt themselves, change their minds, and so on. Yet children manage to learn their language all the same.

Children do not simply copy the language that they hear around them. They deduce rules from it, which they can; then use it to produce sentences that they have never heard before. When the child begins to listen to the adults and caretakers in contextualized interactions, babies will unconsciously recognise which kind of language they are dealing with - and they will work out their inner grammar deducing rules out of the contextualized production - this is known as 'setting the parameters'. This set of language learning tools, provided at birth, is referred to Chomsky as the Language Acquisition Device. According to Chomsky, human beings have this device which make them capable of extracting the grammar rules out of the contextualized productions they hear. Observing the interaction between adults and kids, some other authors found out that all adults interact with kids in the same way.

To Bruner, the most important is fixing an appropriate context of learning, because without it the process of learning is more difficult. Bruner holds that while Chomsky suggests a Language Acquisition Device or LAD, there must also be a Language Acquisition Support System, or LASS. He is referring to the family and environment of the child, it means the culture the student breathes. Chomsky, then, considers the child as essentially autonomous in the creation of language. She or he is programmed to learn, and will learn so long as minimal social and economic conditions take place. In Bruner's version, the program is indeed in place, but the social conditions become more important. The child is still an active member, is still essentially creative in his approach

to language acquisition, but the role of the parents and other caretakers is also seen as essential.

All of these aspects are integrated in a useful European document addressed to people who have a responsibility on language programs, it is called the Common European Framework of Reference (from now on, it will be referred as CEFR). To the CEFR, 'Language use, embracing language learning, comprises the actions performed by persons who as individuals and as social agents develop a range of competences, both general and in particular communicative language competences. They draw on the competences at their disposal in various contexts under various conditions and under various constraints to engage in language activities involving language processes to produce and/or receive texts in relation to themes in specific domains, activating those strategies which seem most appropriate for carrying out the tasks to be accomplished. The monitoring of these actions by the participants leads to the reinforcement or modification of their competences' (CEFR, 2001, p. 9).

As you can see, the development of competences is the curriculum axis³, therefore essential in the teaching/learning practise because competences empower a person to perform actions connecting a sum of knowledge, skills and strategies.

Although it is important to know the different elements that language involves, the culture in which the language is developed has a similar importance. The culture in which I developed the performance of this research tries to 'create' students with three main characteristics:

- Responsible and organised students.
- Independent learners.
- Cooperative and respectful students.

I tried to enhance these values using Assessment for Learning to make students aware of their own learning strategies. This fact makes them more responsible, as they become conscious of their learning, identifying, apart from their achievements the moment and the activity as well as the strategy used, when they learn.

³ Decreto 40/2007, de 3 de mayo, por el que se establece el Currículo de la Educación Primaria en la Comunidad de Castilla y León.

In order to become a competent teacher in the field of assessment, I included in my design, implementing a structured-scaffolded set of tasks so as the procedure could be clear. Planning this process led me to design a complex process of making good choices, and specially when they have to decide what to do next, as they face insecurity, in other words, we need to manage their own emotions in order to learn efficiently. This fact is related to Garner's Multiple Intelligence theory because Emotional Intelligence is one of the intelligence both teachers and students must develop. Optimizing Emotional Intelligence may thus contribute to the overall quality of education, both in the teaching and learning process. By implementing their own Emotional Intelligence, teachers and students can be more effective inside and outside of the classroom. As teachers, the abilities that comprise Emotional Intelligence -recognizing other's emotions, understanding emotions, using emotions to think clearly and creatively, and regulating emotions in oneself and in others- are the very interpersonal skills that are the hallmark of great teaching. It is important to a teacher learn to recognize individual differences in the emotional expressions of one's students. To the students, being able to regulate one's anger at receiving a bad grade, and using the emotion to motivate future activities (as opposed to giving up in despair), for instance, is another clear advantage to possessing emotional skills. Positive emotions can support students to process thinking, perform a learning task, and rehearse new knowledge. The ability to identify and lead their emotions to solve conflicts, to motivate themselves, and to persist in the face of difficulty can help students become life-long learners.

Therefore the process designed would lead to fact promotes organised and independent students that could look for help in the teacher or peers enhancing the value of respect and making cooperative processes, that means cooperative students. If a teacher is capable of creating rich cooperative and meaningful learning contexts, in which students can be guided in a supportive learning system with the appropriate steps to each student, the teacher will get higher levels of success in each student and every student will learn to learn from others and let others learn from them.

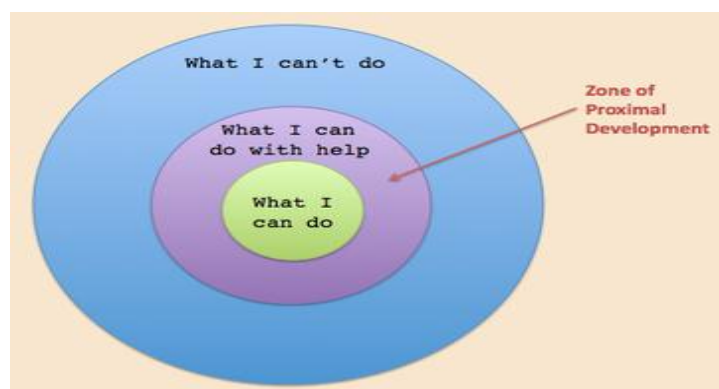
4.2.2 A necessary social context

One of the theorists that has provoked a great influence in my teaching thinking is Vygotsky. To Vygotsky, learning depends on the occurrence of specific structural transformations in the child's relation to their social environment and correspondingly in their mental life. Only in a social context pupils can develop significant learning. If we continue in our classes doing the same strategies, the same evaluation process, the learning process will be stranded and the necessary progress will not happen.

Vygotsky (1978) states: "Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people and then inside the child". Vygotsky names the relation between child and social reality as social situation of development. This relation represents the first moment for all dynamic changes. In my teaching practise all learning processes started from a shared activity, from a group decision, because this is primordial to reach to an individual learning awareness.

An important concept of Vygotsky's theory is the ZDP or Zone of Proximal Development, which is the level between independent performance and assisted performance. It is here where teacher must focus his/her attention. A child's ZPD is constantly changing as he or she overcomes increasingly challenging tasks with time. In Education, consideration of the notion of ZPD is useful because it reminds teachers of how children can be extended to reach higher level learning goals with adult support.

In peer assessment dynamics, each student is guided by other classmates to higher levels of awareness about his work that he is not able to notice by himself.



1. Zone of Proximal Development

Another aspect in Vygotsky's theory is Scaffolding: this is the process in which teacher or peers help students to build his/her own process of learning. The teacher provides a variety of supports, to help students accomplish their work. One of the supports I used to do scaffolding was using a model to help students what they have to do and how.

Scaffolding is an interactive procedure of assessing and supporting as well as being sensitive to the needs of the learner. Students who have had less experience within an area, a field, or a domain will need more scaffolding than those students who have had more experience with that field or domain. They may need more sequenced supports, more attempts, and more opportunities to develop expertise. Assistance can also be provided with language, shared activities, by more capable peers, through resources or mediators displayed in the classroom, or on the Internet, software, and books. The teacher's role is to make sure that the student has access to a variety of resources appropriate to the student's needs and an understanding of how to use them.

Vygotsky believed that learning takes place when students are able to have joint interactions with adults and peers. Students are exposed to other individual's ways of thinking through peer assessment or shared activities, and it allows students to understand how someone else works through a complex problem. Lev Vygotsky conceptualises the learning process as a share activity. This is because young children pass more time in groups than alone.

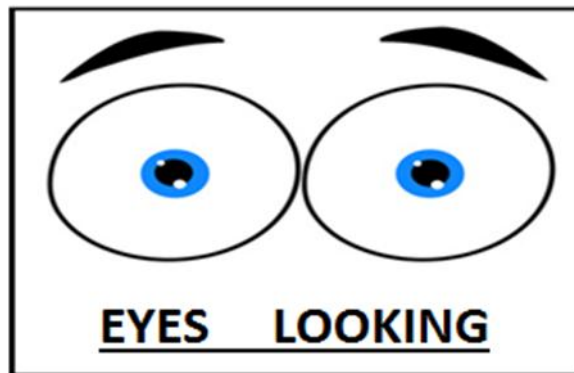
Related to language, Vygotsky distinguish different kinds of language, which he names as:

- Public speech: exchange between two or more people.
- Private speech: talk to themselves repeating instructions. We need to sound the language.
- Inner language: Instructions inside their minds without speaking it aloud.
- Verbal thought: The highest level of language (in Vygotsky's theory).

Possibly Vygotsky's most important input concerns the inter-relationship of language development and thought. This conception, explored in Vygotsky's book *Thought and Language* sets up the explicit and profound connection between speech and the development of mental concepts and cognitive awareness.

I have followed these premises to design the process to be followed in order to get students awareness. First, I used Public Language to interact with students. For example, in the process of routinized mediators to get an assessment awareness I followed these steps:

1. First, I shared with my students each mediator reading up with clear stress and intonation so as to make the idea meaningful, at the same time, I pointed at the written text as well as the image selected to, associating my verbal production to the non-verbal language (Public language). For example, when I explained students that they had to make eye contact, I pointed to the eyes looking display, saying ‘Look at your classmates’ and making the typical gesture.



2. Eyes looking display

2. Then, I encouraged them to repeat all my gestures and speech act -the language I used- (Private language).
3. Finally, I did the gesture and they thought in their minds what they had to do because they had interiorised by the mechanics of a routine (inner speech).

I used thumbs up, medium, or down to show an immediate feedback to them which indicated them if they had got the learning achievement or not.

As you can deduce, speaking has developed along two lines, the line of social communication and the line of inner speech, through which the child mediates and regulates his/her own activity through thoughts, which, in turn, are mediated by the semiotics (the meaningful signs) of inner speech. This is not to say that thinking cannot happen without language, but as you see it is mediated by it and thus develops to a

much higher level of sophistication. The first levels of thinking are considered as a socio-cultural process where language and semiotics have an essential role.

As a conclusion, language helps children to organize their minds and to be independent.

4.2.3 Gardner's Multiple Intelligences

In the same socio-cultural context each student learns in a different way, with a different learning style, from a different Multiple Intelligence perspective. As teachers, we have to create social contexts to develop significant learning; but we also have to take into account how to connect our teaching process with the way our learners learn, with their different development of different intelligences, with their strengths and their weaknesses.

Gardner developed a theory of multiple intelligences and said: "In the heyday of the psychometric and behaviourist areas, it was generally believed that intelligence was a single entity that was inherited. Nowadays an increasing number of researchers hold the opposite; that there exists a multitude of intelligences, quite independent of each other; that each intelligence has its own strengths and constraints; that the mind is far from unencumbered at birth; and that it is unexpectedly difficult to teach things that go against early 'naive' theories of that challenge the natural lines of force within an intelligence and its matching domains" (Gardner, 1993, p. 23).

Gardner developed his theory of Multiple Intelligences by categorizing the types of skills and abilities that seemed to be common across all human beings, regardless of time and culture, and by looking at the different ways in which individuals varied in these skills and abilities.

Howard Gardner originally formulated a list of seven intelligences. His listing was temporary. The first two have been typically valued in schools (Linguistic and Mathematical intelligences); the next three are usually associated with the arts (Musical, Spatial and Bodily-kinaesthetic intelligences); and the final two are what Howard Gardner called 'personal intelligences' (Interpersonal and Intrapersonal intelligences). Some individuals have greater potential in some domains than in others, but all members of the human species possess potential across all domains. I have related the

seven Gardner's Multiple Intelligences with the intelligences I have considered during the implementation of this educational research:

- *Linguistic intelligence* implies sensitivity to spoken and written language, the capacity to learn languages, and the ability to use language to achieve certain goals. This intelligence includes the ability to use language to express oneself rhetorically or poetically; and language as a means of remembering information. I have enhanced this intelligence empowering students' abilities to receive communication, to express themselves and to use a language to communicate.
- *Bodily-kinaesthetic intelligence* involves the capacity of using one's body or parts of the body to solve problems. It is the ability to use mental abilities to coordinate bodily movements. Howard Gardner sees mental and physical activity as related. Touching, moving and feeling have relations with bodily kinaesthetic intelligence. I have worked this intelligence encouraging students to use their bodies to express themselves in an oral interaction.
- *Interpersonal intelligence* refers to the ability to understand the intentions, motivations and desires of other people. It allows people to work effectively with others. I have developed this intelligence in my teaching practise related to this research encouraging students to handle the situation of speaking in front of their classmates and accept their opinions and suggestions through their feedbacks.
- *Intrapersonal intelligence* involves the capacity to understand oneself, to value one's feelings, fears and motivations. In Howard Gardner's view it involves having an effective working model of ourselves, and to be able to use such information to regulate our lives. This is one of the main intelligences I have tried to develop with this research in order to make students conscious of their strengths and weaknesses. Students are capable of knowing what aspects need to be improved according to peer-assessment, self-assessment and teacher's assessment.

4.3 ASSESSMENT

As I have said in the introduction I have tried to ensure the achievement of oral skills through assessment, moving my teaching process from Evaluation through Assessment and the desire to implement this process by the proposal of Assessment for Learning.

The assessment of oral skills is an integrated part of the school process. There are some differences between the terms evaluation and assessment. “Evaluation is the collection and interpretation of information about aspects of the curriculum (...) for decision taking purposes” (Nunan, 1989). On the other hand, “assessment is taken to refer to the set of purposes by which we judge students’ learning” (Nunan, 1989). Based on the definitions by Nunan, we can state that assessment is related more specifically to the students to judge their performance. So evaluation focuses on grades, is summative, it means that takes into account only the final learning process and its final purpose is to make a judgement according to a determined mark. In contrast, assessment focuses on learning, teaching and outcomes. It supplies information for improving learning and teaching. Assessment is also formative, since one of its aims is to improve students’ learning process.

4.3.1 Assessment for Learning vs. Assessment of Learning

If we talk about assessment we can indicate some comparisons:

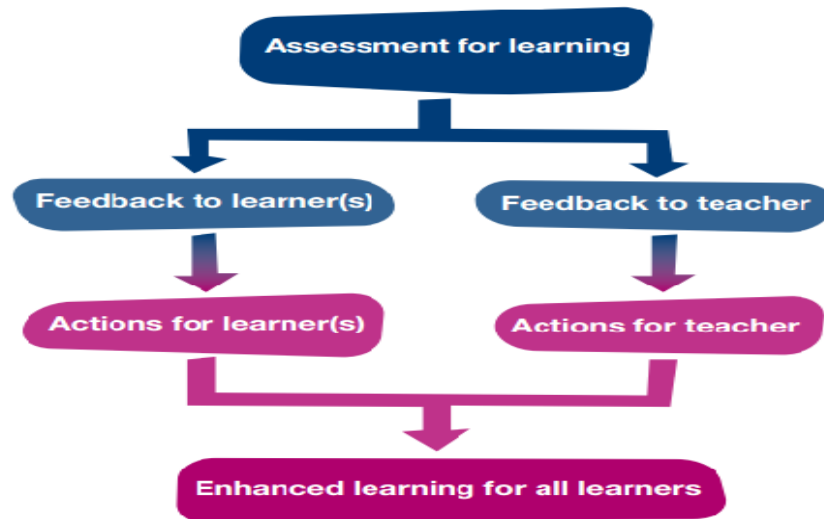
- Formative assessment and summative assessment. Formative assessment is the same process as summative assessment but adding feedback which is an indication between the actual work level and the required standard. Formative assessment informs us about what need to be done. In contrast, summative assessment is assessment that provides evidence of student achievement for the purpose of making a judgment about student competence or program effectiveness.
- Assessment of learning and assessment for learning. Assessment of learning is a test made by the teacher at the end of the unit or a lesson to check students’ knowledge in which the student is the only object of assessment; and skills, attitudes or outcomes are not evaluated. Assessment for learning is a powerful way of taking data to inform about the process of teaching and learning made by

the teacher and the students as well. So the main difference between them is the intention: assessing in order to score students or assessing in order to help us to teach and learn better.

We can see a clear contrast in the following chart.

| <u>Assessment of Learning</u> | <u>Assessment for Learning</u> |
|---|--|
| <ul style="list-style-type: none"> - Often called summative assessment. - Takes place after the learning. - Focuses on students' achievements. - Is use to produce feedback to parents based on performance evidence. | <ul style="list-style-type: none"> - Often called formative assessment. - Takes place during the learning. - Makes students active participants in their learning and focuses on next steps. - Fosters responsibility and ownership of learning. - Establishes were they are, where they need to go and how to get there. |

I can summarize Assessment for Learning process in the following graph.



3. Assessment for Learning

Therefore, Assessment for Learning is an integral part of any teacher's toolkit. It is not used to evaluate learning but to aid learners learn better. Using Assessment for Learning helps both students and teachers establish learning goals and criteria, while also identifying areas that need improvement.

4.3.2 What does Assessment for Learning involve?

Assessment for learning demonstrates a particular view of learning with a culture of succeeds in which all learners can improve and achieve their full potential. Ability is incremental, not fixed. Assessment for learning involves:

- Sharing learning goals with learners.
- Teacher and learners assessing progress through methods that include learner self and peer assessment; and teacher self-assessment.
- Teacher and learners together reviewing and reflecting on assessment information.
- Providing feedback to learners in ways that allow them to improve and plan their next steps.
- Teacher identifies students' weaknesses and strengths.

Assessment for learning is a constant dialogue that should:

- Focus on the person, considering feelings as well as skills –therefore, takes into account the students' Multiple Intelligences, or all the different ways we have seen work in students process of learning- , and understanding any barriers the learner may experience.
- Incite learners to take more responsibility for their own learning.
- Teach students to give feedback on their own and other's work using success criteria.
- Assure that learners are aware of what they are learning and why.

4. 3. 3 Some advices to improve our teaching-practise

According to Black and William (1998) teachers must:

- Ensure that learners are clear about what they have to do, how it will be assessed, what they are doing well and if they need to correct something.
- Avoid references to ability or competitions and comparisons with others.

According to John Hattie (2002) teachers must:

- Give feedback on learning errors and getting the learners to correct them.
- Identify strategies to improve future work.

According to Butler (1988) teachers must:

- Use constructive positive feedback comments.

4.3.4 What we have to consider to make a good AfL

As a teacher, when I have put in practise this tool I have considered some aspects as:

- The assessment method had to let me assess the progress of all learners, ensure learners get constructive feedback and get my own feedback about my teaching practise.
- I have used a range of approaches as teacher assessment, learners' self – assessment and learners' peer assessment.
- The celebration of the progress and achievements as targets we have been achieved or the progress the learners have made.
- Make importance of the ability of reflecting on what learners have experienced and learnt in a climate of respect.
- Giving students a constructive feedback (verbal and written) from an informal reply to a more formally planned review.
- Stress on what students have done well.
- Showing what needs to be improve and how.
- Suggestions for improvement should scaffold rather than tell pupils what to do to improve. They should offer clear guidance on how work can be improved, the next steps in learning and how pupils can take them.
- Using prompts such us “Would you like to say something more about that?”
- Avoid generalisations and focus on specific areas of development.
- Finding out new targets all time.

4.3.5 Implementing an Assessment for Learning program

The core of many constructivists' theories is that learning takes place in pupils' heads and teachers cannot access directly to this place. I can say that exists a gap between learning and teaching moments. As teachers, we can overcome this gap negotiating with pupils to enable them to manage their learning activities. Sharing with pupils how they

will be assessed and what they are going to learn help them to be responsible about their own learning and let them to have awareness about their own learning process.

Assessment for Learning requires the application of specific elements to produce the desired results.

1. Learning intentions and success criteria, so that students recognize what they are trying to learn, why and what is expected of them. In my lessons planning these learning intentions are called 'learning objectives' and I showed them to students writing a main 'Today's goal' on the big whiteboard every day. Informing students about what they are going to learn and why they should learn gives students the tools they need to take more responsibility for their own learning and achieve learning independence. Learning intentions need to be shared with students before they begin a lesson or activity. For best effect, you should follow these five steps when using learning intentions to introduce a new activity:

- Identify what pupils will be learning (We are learning to ... - WALT).
- Explain the reason for the learning (We are learning this because ...).
- Share and arrange the learning and the reason with students.
- Show the information in language that they can understand.
- Revise the learning intention throughout the activity or lesson.

The most useful learning intentions are those that focus on generic, transferable skills. This means that pupils can take these skills away with them to use and apply in other contexts. For instance, some quality learning intentions are the following ones:

- We are learning to work effectively in groups.
- We are learning to use gestures when we explain something to others.

Learning intentions tell students what they are going to learn, not what they are going to do.

2. Feedback related to the quality of their work and what they can do to improve their work. A formative feedback does not include phrases such as ‘Well done’ and ‘Try harder’, for instance. To be truly formative, formative feedback:

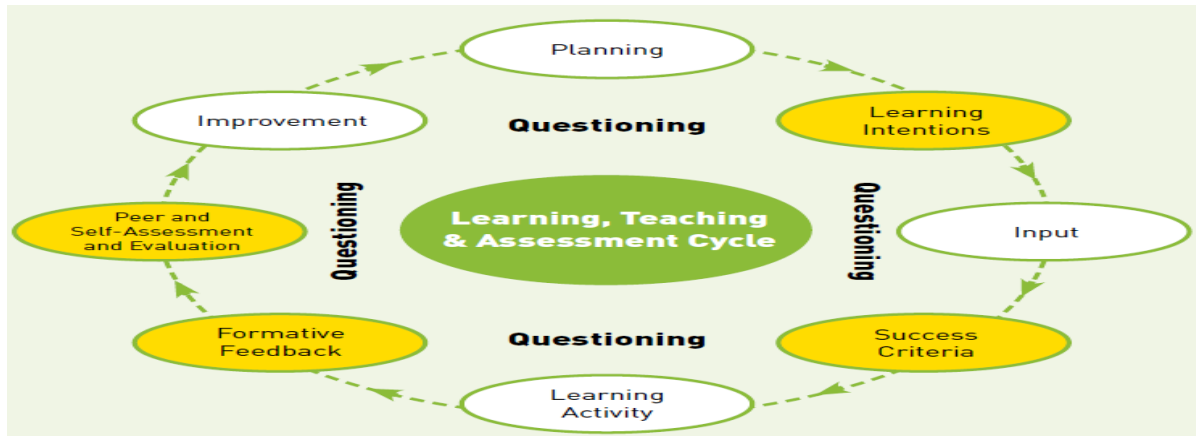
- is timely;
- connects with the learning intention;
- identifies where success has occurred;
- identifies where and how improvement can take place;
- allows time for improvement;
- is accessible to the pupil in terms of meaning/vocabulary.

Oral feedback is usually given during a lesson. Oral feedback is sometimes underestimated because it is less formal, but it is an effective way of decreasing the workload and can be a very powerful and effective tool. This is especially the case with younger pupils, as it is personal and specific to the pupil; is immediate and so allows quick remediation and improvement; and reinforces the relationship between teacher and pupils and allows the pupil to respond and participate.

If we make sure our feedback includes the three key components of formative feedback (a statement on where the pupil is now, a goal, and strategies on how to close the gap), then we eliminate the risk of our feedback being vague. We can support this process using:

- questioning, to create a classroom climate where students emerge with their own ideas, think aloud and explore their understanding;
- peer and self-assessment to enable them to recognise success in their own and others’ work and to focus on how they are learning as well as what they are learning.

If they realize what ‘good’ looks like, then they can manage the quality of their own work and become independent learners. The diagram below explains how these elements can be an integral, embedded part of the learning-teaching-assessment cycle.



4. Learning, Teaching & Assessment Cycle

4.3.6 Growth Mindset vs. Fixed Mindset

I can related all I have shown you above with the Growth-Fixed mindset theory. According to Dweck proposal, students need to have a Growth Mindset instead of a Fixed Mindset. A mindset is the beliefs about our learning ability that affect how we respond to challenges. Students with a fixed midset link failure to their own lack of ability and it can make them lack persistence and reluctant to try new things. Contrary to this mindset, students with a growth mindset are resilient in the face of frustration and failure and have the ability to respond well to challenges, believing than effort can lead to success. Students are more attentive to what they can learn than to how good they look or how bad they feel. As you can see, it is what we need and there is a clear relation between this growth mindset and the benefits of applying Assessment for Learning in our schools. We need to ‘create’ students who value learning than students who value getting it right.

If you give feedback by praising ability – such as ‘You are a very clever girl’ – you are actually reinforcing a fixed mindset. Success will be seen as a measure of intelligence, and from the pupil’s point of view it will be important to prove this intelligence to look good all the time. It can make pupils interpret difficulty or failure as a personal weakness and fear that they might be exposed as lacking ability and not so clever after all.

On the other hand, praising the process the students have used or the effort they have put in – for example ‘You have used resources well’ or ‘You have worked really hard’ –

tends to foster a growth mindset. This kind of praise endorses positive beliefs about effort leading to success; it's not about the pupils proving themselves. Giving feedback on the effort pupils have put in or the strategies they have used in a task helps them to develop a more robust self-efficacy, believing that they can, with effort, achieve their goals.

4.3.7 Assessment for Learning and European Language Portfolio

In the line of Assessment for Learning, the Council of Europe's Language Policy Division proposed, in 2001, the European Language Portfolio (ELP), which is an instrument that helps learners to learn new languages and understand new cultures. The ELP is a personalized document of each child with the main objectives to create in students the routine of registering their learning language acquisition process in the languages and cultures they are in contact with. This document will serve them to record their language progress, their new goals, the aspects that they are strong and those they are weak, etc. They will be able to notice what they have learnt well and what they need to study more. The portfolio also helps students to participate actively in their learning process being aware about their learning, encourage their autonomy and enhance the development of learning strategies.

It is designed to include not only any officially awarded recognition obtained in the course of learning a particular language but also a record of more informal experiences involving contacts with languages and other cultures.

As you can see, one of the key features of the ELP is self-assessment which provides the essential link between the ELP and the CEFR (The Common European Framework of Reference for Languages: learning, teaching, assessment). Self-assessment is carried out in different "I can" lists distributed in different language activities and levels (language biography) and summarized with references to the CEFR's self-assessment grid (language passport).

This document connects with my future proposal of Assessment for Learning, to improve the teaching-practise related to this area (see section 7. Further work).

5.- METHODOLOGY AND DESIGN

5.1 SPANISH CURRICULUM VS. BRITISH CURRICULUM

As I have said in the Introduction, this research has been put in practice in a British school. As a consequence of it, I have tried to follow the next objectives of the Bilingual Programme that were followed by all the professionals there.

- To promote the acquisition and learning of both languages through an integrated content-based curriculum.
- To encourage awareness of the diversity of both cultures.
- To facilitate the exchange of teachers and students.
- To encourage the use of modern technologies in learning other languages.
- Where appropriate, to promote the certification of studies under both educational systems.

Due to the characteristics of this bilingual environment, I have had to adapt the Spanish and British curriculums in oral terms. I have analysed and compared both curriculums and then, I have used what I have considered useful to me. You can see this analysis in the following chart.

| SPANISH CURRICULUM | BRITISH CURRICULUM |
|--|---|
| <u>OBJECTIVES</u> | <u>TARGETS</u> |
| <ul style="list-style-type: none"> - Listen and understand in different verbal interactions. - Express and interact, orally, in simple situations with a known content and development, using verbal and non-verbal language and adopting a respectful and cooperative attitude. - Identify phonetic aspects as rhythm, stress and intonation, and linguistic | <p>To speak clearly with growing confidence, children should be encouraged to:</p> <ul style="list-style-type: none"> - Speak audibly with clear diction. - Choose and use relevant vocabulary and phrases. - Try to put in order what they say with the use of simple, familiar structures. - Focus upon what is being asked and respond appropriately. - Initiate to describe experiences, ideas and |

| | |
|--|---|
| <p>structures; using them such as basic communication elements.</p> | <p>feelings with help from the teacher.</p> <ul style="list-style-type: none"> - Communicate with the teacher and peers using their increasing knowledge of English as well as familiar phrases. - Indicate that they can understand and use the following terms: soft, slow, loud, quick, clear and voice. |
| <p>CONTENTS (1st course PE)</p> | <p>ASSESSMENT (OUTCOMES)</p> |
| <p>Block 1.- Listening and speaking</p> <ul style="list-style-type: none"> - Understanding the linguistic expressions related to habits and routines, materials use, time control and space organization. - Listen and understand simple information. - Production of oral texts by active participation in classroom routines, poems, songs, representations, role-plays, etc. - Oral interaction in oral or simulated situations through verbal and non-verbal answers often used in communication routines. - Development of basic strategies to support oral understanding: using gestures, prior knowledge, etc. - Retell simple oral texts as poems, songs, etc. | <ul style="list-style-type: none"> - Band 1 (10% students): students use English to communicate their needs, interests and ideas. Students listen to the teacher and answer adequately in many occasions. Students communicate with others about simple facts using simple structures and a few words. They can retell stories using a simple structured language with the teacher's support or the aid of more capable students. - Band 2 (70% students): students are able to listen attentively and answer adequately, especially when we are talking about familiar topics. They begin to share ideas and experiences using familiar simple structures with more confidence. They speak aloud with a clear diction. They are capable of giving details when someone asks them to express their ideas, using the suitable vocabulary and sentence structure. They can retell stories with teacher's support. They begin to describe situations, characters and emotions. |
| <p>Block 3.- Language knowledge</p> <ul style="list-style-type: none"> - Use some phonetic elements for oral expression and understanding such as rhythm, stress and intonation. - Use of simple oral interactive structures to simple purposes such as greet, thank, | <ul style="list-style-type: none"> - Band 3 (20% students): students begin to listen and speak with more confidence, especially when they are talking about familiar topics. They show that they are paying attention |

| | |
|---|---|
| <p>asking permission, etc.</p> <p>- Use skills and procedures such as repetition, memorization, and words association to acquire basic language structures.</p> | <p>answering adequately to different questions.</p> <p>They can communicate their experiences, ideas and opinions using a wider language, as well as familiar structures. They speak aloud with a clear diction. They can retell a story without support. They can improvise when they are describing situations, characters or emotions.</p> |
| <p>EVALUATION CRITERIA</p> <ol style="list-style-type: none"> 1. Participate in oral situations about familiar topics respecting oral interaction rules. 2. Distinguish some specific elements in oral texts using linguistic and non-linguistic contextual elements. 5. Recognize and reproduce phonetic elements such as rhythm, stress and intonation in regular communicative contexts. 6. Use basic strategies for learning in order to learn how to ask for help, using gestures to accompany the verbal message, etc. | |

Apart from the comparison between the different aspects of both curriculums, I have taken into account in my teaching practise in general, and in my teaching practise related to this report in particular, the development of the basic competences that both curriculums exposed. As a teacher of Literacy subject, I have tried to develop more specifically the following basic competences:

- The main basic competence that I have developed, mainly doing emphasis in oral skills, is the *Linguistic competence*. I have attempted to apply different strategies to get a positive language environment.

- Using verbal and non-verbal language students learn different ways of learning developing the *Learning to learn competence*. They also develop this competence when they reflect on their own process of learning (self-assessment) and the process of learning of their classmates (peer-assessment).
- The decisions that provoke this reflection and the purpose of getting new challenges develop another competence: *Autonomy and personal initiative*. Students learn to be more responsible with their own process of learning and they also help classmates in that process.
- Literacy subject is also related to the development of *ICT competence*. Students manipulate different interactive resources such as videos, songs, etc. and they can also communicate with other users of English language.
- Another interesting competence that I could develop during my training period is *Social and citizenship competence*. Using English language students can communicate with others and they can also know a different culture, a different way of living. This fact promotes the tolerance, the respect of different ways of living, the integration, etc. So, as you can see the *Cultural and artistic competence* is also in the development of the English teacher practise.

Although my research is going to be focus on oral skills, I have to indicate that, according to the evaluation report of the Bilingual Education Project in Spain, there were some problems related to reading and writing skills. As a consequence of it, the schools that belong to this programme have tried to adjust this fact to improve the learning process. In my position as an English training teacher, I have tried to follow the following statements to get an improvement of these skills:

Reading comprehension

- To reinforce and guide collective readings.
- To make students conscious of phonetics and begin to predict the meaning of unfamiliar words and begin to understand what they read.

- To read short and simple familiar stories to make correspondence between words said and read.
- To identify the story with the setting and the facts.
- To recite stories and poems with repetitive and predictable patterns, replacing words and playing with rhyme.
- To encourage students to read with appropriate stress and intonation reading with a higher stress on the most important words in a sentence.
- To show students a colour code to different words (blue – nouns, red – verbs, for instance).
- To guide students to recognize full stops and capital letters when they are reading.
- To make students conscious of the role of an interrogation.
- To encourage students to read and follow simple instructions as classroom routines.

Writing

- To use simple rhymes and stories with repeated patterns as a model for their own writings.
- To encourage students write complete sentences using the untidy words given for me.
- To support in the creation of simple labels in which students draw and write instructions for daily classroom use as materials.
- To guide students identifying the type of words that fits in a sentence.
- To encourage students to write full stops in their writings.
- To write capital letter to the I pronoun, to names and to start a sentence.

5.2 TASK-BASED LEARNING METHOD

The main methodological theory that best describes the teaching-learning process I developed in my training period is Task-based learning method. The structure of this approach is formed by three kinds of steps:

- The activities: they provide students the knowledge that they are going to need for the subtasks.
- The subtasks: these have a specific meaning and the students have to produce something. They support the final task.

- The final task: it is the most important one, the most complex of all of them and it uses the knowledge and productions of the students in order to produce something that joins the work of the subtasks.

In the present research, as well as the reference to this methodology, I have taken into account the Common European Framework of Reference (CEFR) which is related to this method. The CEFR explains in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively. The description also overlays the cultural context in which language is set.

5.3 DESIGN

5.3.1 Starting context

First, I am going to describe what the class situation was before my intervention. The main activity related to oral skills was the ‘Show & tell’. In that moment the ‘Show & tell’ were about animals and students exposed it in a voluntary way during the first ten minutes of each lesson. At the end of each ‘Show & tell’, students clapped if they liked it and they did not clap if they did not like it. The teacher also gave a feedback to students showing the aspects they had to improve as ‘Speak louder’, for instance.

The next unit was about plants. It was the first unit I taught at the school. Related to oral skills, I continued with the dynamic of ‘Show & tell’ at the beginning of the lessons and I developed other strategies related to oral skills guided by my teacher mentor. Some of these strategies are the following ones.

- Make simple questions in routines time. At the beginning of the day, we did different routines talking about the weather, the date or the feelings. I tried to make different questions to interact with students as “Is it Wednesday?”, “Why do you think it is sunny today?” or “Why are you happy today?”. All the routines were related to visual supports and questions because questioning is the main way to provoke students thinking.

- Use the alphabet song to start the phonics lesson.
- Use a dramatizing poetry as “The cherry stone” as a transitional song to move students from their seats to the carpet area.
- Storytelling. After each story, I tried to encourage students to retell the story using non-verbal language or simple words related to it as “up, up, up” moving the hands up, for instance.
- Drama. After each story I told my students they had to make a role-play about a determined scene, one scene to each group, using non-verbal language.
- Verbal descriptions using flashcards related to the topic we had worked.

Related to assessment, in this unit I performed a self-assessment activity. I did this activity at the end of text level, when students had retold the story we were working. They had to draw a scene of the story writing something related to it and then, they had to explain it to their classmates. The three levels of assessment criteria that I planned previously were:

All students must be able to:

- Draw and name the characters of the story.

Most of the students will be able to:

- Draw an understandable scene writing something related to it.
- Explain classmates their scene with teacher’s help.

Some of the students could:

- Draw an understandable scene writing something related to it.
- Explain classmates their scene they have drawn without support.

The results of this activity show me that most of the students had understood the story and they could retell it without problems. They could associate non-verbal language to words while they were retelling the story so their speeches were more understandable (Appendix 9.1).

5.3.2 Description of my proposal

Once I have described the starting context, I am going to show you what I decided to introduce in the last unit of my training period about oral skills and assessment. The main objectives of my intervention are the following ones:

- To enhance the use of learning mediators related to oral skills that were on the walls of the classroom.
- To create routines of learning mediators use during the voluntary ‘Show & tell’ expositions with the aim of getting students’ learning awareness of what they have to do, what they have to improve and how it will be assessed in the final task.
- To perform the first steps to create in students a learning awareness. They have to know what they have done well, what they have to improve and how they can improve it (Assessment for Learning).

I put in practice these aims in my last unit about materials. As I said before, the methodology I used in my units followed Task-based learning method. I organized the unit in different subtasks, taking into account the development of different skills as listening, speaking, interacting, reading or writing and the three teaching levels of text, sentence and word levels. I show you an outline of the structure I followed in this unit.

Text level

- Subtask 1: students will make a role-play about “New trainers” story. They must pay attention to my performance following the visual resources I prepared and my body language and paralanguage.
- Subtask 2: order some pictures taking into account the story they have listened in class and match each picture with one of the suitable sentences given by the teacher.

Sentence level

- Subtask 3: write sentences about different objects of the story using the structures we have worked as ‘... is made of...’ or ‘it is + property’.
- Subtask 4: make complete sentences using incomplete cardboard sentences given by the teacher and different cardboard words.

Word level

- Subtask 5: read and write sentences about a picture (a feather and a stone) using the adjectives heavy and light.
- Subtask 6: make improvised ‘Show and tell’ choosing different objects from the teacher’s box.

Phonics

- Subtask 9: learn, pronounce and write different words with /w/ sound.

As you can see in this outline, I have tried to get a good skill balance working reading, writing, speaking, listening and interacting skills.

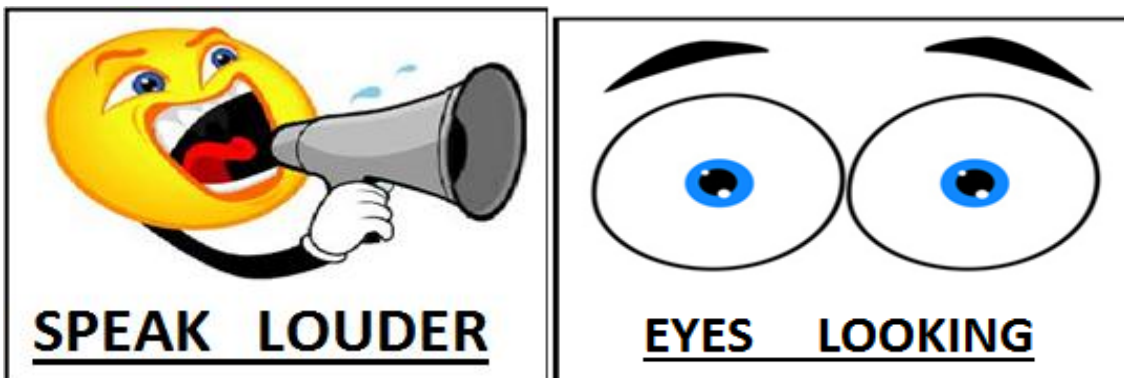
5.3.2.1 Oral skills mediators

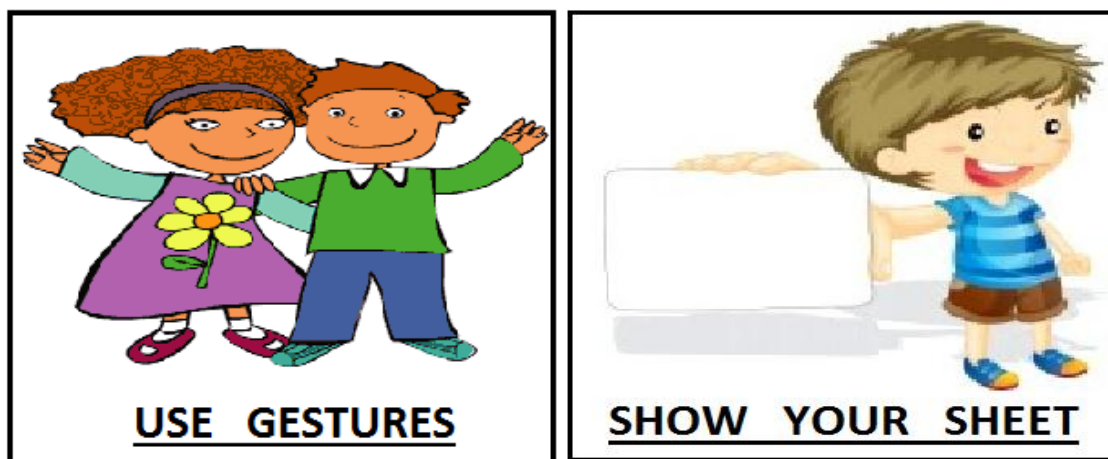
A mediator is something that links between a stimulus and a desired answer in a student. The mediator brings about the facility of a determined behavior. Some examples of mediators are the following displays that were on the walls of the classroom where I developed my training period.



5. Classroom mediators

A mediator can support students inside their Zone of Proximal Development (ZPD). It helps students in a process of scaffolding to create routines and to remind them. The mediators I used in my oral skills assessment proposal are the following ones.





6. My own mediators

I tried to introduce them by pointing them along the unit before the ‘Show & tell’ expositions. In the final task, I also gave students a ‘Show & tell’ example reinforcing those mediators. So, as you can see I have routinized the use of mediators along the time associating the visual displays I have showed before with fixed language structures and gestures. For example, when I reminded students that they had to make eye contact, I pointed to the eyes looking display, saying ‘Look at your classmates’ and making the typical gesture (public speech). Then, I encouraged them to repeat all my gestures and the language I used (private language). And finally, I did the gesture and they thought in their minds what they had to do because they had interiorized by the mechanics of a routine (inner speech). I used thumbs up, medium, or down to show an immediate feedback to them which indicated them if they had got the learning achievement or not.

5.3.2.2 Oral subtasks and the final task

As I exposed before, the subtasks related with oral skills are the subtasks 1, 3, 6 and 9. These subtasks and the rest of them are connected in the final task that I am going to explain now. The final task of this unit consists in making a ‘Show & tell’ about a pair of trainers using all we have learnt during the unit (sentence structure, vocabulary related to materials, non-verbal language to improve ‘Show & tell’, etc. I gave students a model (Appendix 2) and they had to write five sentences related to their trainers. First, I did an example to show students what they had to do. I wrote on the big whiteboard the five sentences using questions as ‘What are they?’ and using their answers I built the first sentence: 1. These are my new trainers; for instance.

The three levels of attainment I planned before putting in practice this final task were:

- All students must be able to:
 - Respect turn talking when we are doing the activity in carpet area.
 - Do the ‘Show & tell’ reading the sentences.
 - Look at the students when he/she is doing the ‘Show & tell’.
- Most of the students will be able to:
 - Answer to simple questions about their ‘Show & tell’.
 - Perform the ‘Show & tell’ reading some sentences and saying some of them without reading.
 - Speak clearly and loudly.
 - Help others.
- Some of the students could:
 - Perform the ‘Show & tell’ without reading the sentences.
 - Use body gestures in the exposition.
 - Speak clearly and loudly.

5.3.2.3 Final task assessment description

While they were painted and written I did informal assessment showing them what they were doing well and what they needed to improve taking into account the three levels of attainment I have explained in the previous section. Once they painted their trainers and wrote their sentences, the more capable students helped the students who needed help (Scaffolding). Then, I divided the class in pairs and they had to rehearse as if they were doing their ‘Show & tell’ in front of the whole class (shared-activity). The last step of this process was the real ‘Show & tell’ exposition. To prepare this moment I made a ‘Show & tell’ timetable in which they could see the students’ ‘Show & tell’ order (Appendix 9.3). I tried to put first the more capable students to help others as models. I also prepared a teacher’s assessment grid (Appendix 9.4). Before students began the expositions, I reminded them the main oral assessment outcomes they had to take into account using the mediators I have showed before. So, as you can deduce I followed the main assessment premises as share my goals with students and communicate students what they have to do and how it will be assessed.

5.3.3 ‘Show & tell’ students’ results

The final task I have described above includes the development of different skills. The outline of the results I have gathered are the following ones.

- All students could:
 - Colour the trainers and write the five ‘Show & tell’ sentences with teacher or peers support.
 - Read the sentences with a clear diction.
 - Perform the ‘Show & tell’ reading the sentences they had.
 - Look at their classmates while they were performing it.
- Most of the students could:
 - Write and colour the five ‘Show & tell’ sentences without support, taking into account the model the teacher have done.
 - Read the sentences with a clear diction.
 - Perform the ‘Show & tell’ only reading some of the sentences and saying aloud without reading the rest.
 - Look at their classmates when they were performing it.
 - Use some gestures related to the words they said as fold the ‘Show & tell’ sheet when they said flexible, for instance.
- Some students could:
 - Write some sentences without looking at the model.
 - Read the sentences with a clear diction and saying with a higher stress the most important words in the sentences.
 - Perform the ‘Show & tell’ without reading the sentences and doing accurate gestures related to the words they were saying.

5.3.4 ‘Show & tell’ assessment students’ results

Once each student finished his ‘Show & tell’, we did an informal orally peer-assessment. First, I asked whole group: ‘Who has got a positive assessment for her?’. In every ‘Show & tell’ students integrated as a routine the assessment process repeating the assessment structure ‘I like your ‘Show & tell’ because it’s...’. Then, they chose an

adjective of the white board. The possibilities were: excellent, fantastic, very good, good or not good. Then, I asked them another question: ‘Who can give her an advice?’ and they answered using the structure You should + mediator. The possibilities were: you should look at the listeners, use gestures, speak louder or show your sheet. Most of the students used their mother language to make these advices, but these answers were assessment answers, anyway.

I also did an informal self-assessment asking students after their exposition questions such as ‘What do you think about your ‘Show & tell’?, ‘Do you like it? or How can you improve it?’. Most of the students answered to these questions in their mother language making reference to the mediators we had worked, but I got the main objective of Assessment of Learning: students had integrated the assessment outcomes as verbal thoughts.

5.3.5 An assessment implementation

To improve the assessment process I have described above and to get better results, I show you an implementation of it. The informal orally assessment got good results but I think it can be complemented with a written proposal. I have designed two sheets about self and peer assessment (Appendix 9.5 and 9.6). In these sheets, I have taken into account five outcomes. Each outcome is related to an image that improves students understanding. The association outcome-image provides students a scaffolding process to go into Assessment for Learning. I have also added a traffic light assessment in which each colour is related to a different acquisition: green light – got it; yellow light – not sure; and red light – need help.

At the end of the sheet I have proposed a new step: students have to decide their challenge for their next ‘Show & tell’. They have to choose in which area they will center to improve. As you can see, this is a little technique which assures the continuity of the assessment process along the course.

6. CONCLUSIONS

The main objective of this research is the transition, in terms of assessment, from the current Evaluation, through Assessment to Assessment for Learning. I consider I have got to initiate students in Assessment for Learning and I have proposed how to follow the proper way to consolidate this process.

As you can deduce from the present research, assessment can be used not only to measure learning but also to promote it. In my teaching practice, sharing learning outcomes with the students makes them much more focused on the activity and, as a result, their learning is more evident. As well as, if students cultivate different Assessment for Learning strategies they will be more capable of talking about their own learning.

To get effective results the process is not as difficult as I thought at the beginning. As a teacher, you need analyze the starting context seeing in what aspects you can improve it; choosing the adequate visual mediators that support your task; using an understandable language to interact with students, connecting it with gestures and mediators to enhance their meaning; and routinizing all the process to guide student in the way of getting verbal thoughts from a public speech. All of it to get a learning awareness in our students about what they have done well, what they need to improve, how they can improve it and how they will be assessed.

Making my own teacher self-assessment reflecting on my own teaching-learning process I have reached the following conclusions. To continue getting a positive progress in my teaching practice related to this research I must:

- Plan rich and meaningful classroom learning environments.
- Observe what students can know, feel and do.
- Reflect continuously on my observations in order to refine mi ideas, beliefs and practices.
- Use that reflection to plan different teaching process.
- Use assessment information as an important tool to improve the teaching-learning process.

- Provide students formative feedback and teach them how to use formative feedback effectively.
- Focus on the language and feedback I give students on the task or their effort, not on the person.
- Manage in students the demanding skills on reflecting about their own and others learning (self and peer assessment).
- Help students to understand they are responsible for their own learning.
- Give students enough time to be reflective.
- Ensure students they have opportunities to experience challenge.

I hope this practical study of assessment will keep as an important tool to other researchers to continue investigating about it.

7. FURTHER WORK

To continue with the implementation of Assessment for Learning in this school, I propose a systematic revision of the techniques I have put in practice, the resources I have used and the documents I have analyzed.

As an intermediate step between my research and the European Language Portfolio (ELP) and once I have fixed the assessment outcomes taking into account the Common European Framework of Reference (CEFR), I propose the realization of a Classroom Target Board for the next course (second course of Primary Education).

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9. APPENDIX

9.1 TEXT LEVEL ASSESSMENT STORY SHEET OF A MIDDLE STUDENT



9.2 SHOW & TELL DESIGN

MY NEW TRAINERS

NAME: *Marko*



1. *These are my old trainers.*
2. *My trainers are white and yellow.*
3. *The trainers are made of rubber and fabric.*
4. *They are flexible and smooth.*
5. *I like my trainers.*

9.3 SHOW & TELL TIMETABLE



TOPIC: MY NEW TRAINERS

| <u>TIME</u> | <u>STUDENT'S NAME</u> |
|--|-----------------------|
| Thursday 2nd May 2013 | |
| 1. 10:10 / 10:14 | Gabriel |
| 2. 10:14 / 10:18 | Mario López |
| 3. 10:18 / 10:22 | Daniela |
| 4. 10:22 / 10:26 | Manuel |
| 5. 10:26 / 10:30 | Alicia |
| 6. 10:30 / 10:34 | Marko |
| 7. 10:34 / 10:38 | Héctor |
| 8. 10:42 / 10:46 | Dayan |
| 9. 10:46 / 10:50 | Laura |
| Monday 6th May 2013 | |
| 1. 09:15 / 09:20 | Bruno |
| 2. 09:20 / 09:25 | Irene Ayuela |
| 3. 10:25 / 10:30 | Inés Bravo |
| 4. 10:30 / 10:35 | Jorge |
| 5. 10:35 / 10:40 | Nicolás |
| 6. 10:40 / 10:45 | David |
| 7. 10:45 / 10:50 | Andreas |
| 8. 10:50 / 10:55 | Mario Domínguez |
| Tuesday 7th April 2013 | |
| 1. 10:35 / 10:40 | Alec |
| 2. 10:40 / 10:45 | Rubén |
| 3. 10:45 / 10:50 | Inés Martín |
| 4. 10:55 / 11:00 | Diego |
| 5. 11:00 / 11:05 | Rosa |
| 6. 11:05 / 11:10 | Maca |
| 7. 11:10 / 11:15 | Estela |

9.4 TEACHER'S ASSESSMENT GRID




TEACHER'S ASSESSMENT GRID

NAME:






DATE:

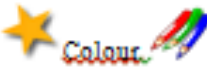
| **Grade on a scale of one to five. | Get it :-D | Pretty well :-) | Not very well :-(| Not at all Need help | Comments |
|--|---------------|--------------------|----------------------|-------------------------|----------|
| 1. Did the student speak clearly? | | | | | |
| 2. Did the student speak loud enough? | | | | | |
| 3. Did the student look at the listeners? | | | | | |
| 4. Did the student use gestures to improve exposition? | | | | | |
| 5. Did the student use the right sentence structure? | | | | | |
| 6. Did the student use right vocabulary? | | | | | |
| 7. Did the student pronounce correctly? | | | | | |
| 8. Was the student creative? | | | | | |
| 9. Was the student's show and tell interest the listeners? | | | | | |

9.5 SELF-ASSESSMENT SHEET




Self-Assessment






| <u>SHOW AND TELL SELF-ASSESSMENT</u> | |
|--|---|
| TOPIC: | DATE: |
| 1. I can speak loudly <div style="text-align: center; margin-top: 10px;">  </div> | <div style="display: flex; flex-direction: column; gap: 10px;"> <div style="display: flex; align-items: center;"><input type="radio"/> Got it</div> <div style="display: flex; align-items: center;"><input type="radio"/> Not sure</div> <div style="display: flex; align-items: center;"><input type="radio"/> Need help</div> </div> |
| 2. I can speak slowly <div style="text-align: center; margin-top: 10px;">  </div> | <div style="display: flex; flex-direction: column; gap: 10px;"> <div style="display: flex; align-items: center;"><input type="radio"/> Got it</div> <div style="display: flex; align-items: center;"><input type="radio"/> Not sure</div> <div style="display: flex; align-items: center;"><input type="radio"/> Need help</div> </div> |
| 3. I can look at the listener <div style="text-align: center; margin-top: 10px;">  </div> | <div style="display: flex; flex-direction: column; gap: 10px;"> <div style="display: flex; align-items: center;"><input type="radio"/> Got it</div> <div style="display: flex; align-items: center;"><input type="radio"/> Not sure</div> <div style="display: flex; align-items: center;"><input type="radio"/> Need help</div> </div> |
| 4. I can show my work <div style="text-align: center; margin-top: 10px;">  </div> | <div style="display: flex; flex-direction: column; gap: 10px;"> <div style="display: flex; align-items: center;"><input type="radio"/> Got it</div> <div style="display: flex; align-items: center;"><input type="radio"/> Not sure</div> <div style="display: flex; align-items: center;"><input type="radio"/> Need help</div> </div> |
| 5. I can use gestures <div style="text-align: center; margin-top: 10px;">  </div> | <div style="display: flex; flex-direction: column; gap: 10px;"> <div style="display: flex; align-items: center;"><input type="radio"/> Got it</div> <div style="display: flex; align-items: center;"><input type="radio"/> Not sure</div> <div style="display: flex; align-items: center;"><input type="radio"/> Need help</div> </div> |

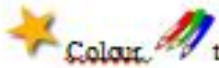


Colour the box of your next challenge.

9.6 PEER-ASSESSMENT SHEET



| SHOW AND TELL PEER-ASSESSMENT | |
|---|---|
| TOPIC: | DATE: |
| 1. He / She speaks loudly  | <input type="radio"/> Got it <input type="radio"/> Not sure <input type="radio"/> Need help |
| 2. He / She speaks slowly  | <input type="radio"/> Got it <input type="radio"/> Not sure <input type="radio"/> Need help |
| 3. He / She looks at the listener  | <input type="radio"/> Got it <input type="radio"/> Not sure <input type="radio"/> Need help |
| 4. He / She shows his/her work  | <input type="radio"/> Got it <input type="radio"/> Not sure <input type="radio"/> Need help |
| 5. He / She use gestures  | <input type="radio"/> Got it <input type="radio"/> Not sure <input type="radio"/> Need help |


 Colour the box of your next challenge.