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Abstract

The following research deals with the different steps followed to develop the first stages in the design of a program centered on Learning to learn and learning awareness at Early Years. This Basic Competence will be introduced through implementing an Assessment for Learning set of tasks. The present work will focus on the description of the process carried out in a Bilingual (CLIL) rural school with 5-6 year old students, where different tasks such as: thinking routines, peer-assessment or self-assessment have been implemented. Taking into account several factors, design and implementation of an assessment process could be a valuable tool which provides teachers information about the students thinking procedures.

Key words

Learning to learn, Assessment for Learning, Self-assessment, Peer-assessment, Basic Competences, Process design.

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1. INTRODUCTION.

Teachers should provide learners the strategies to be conscious of their knowledge and this is a key competence established by The European Parliament, specifically the “Learning to Learn” competence. Teachers might work with this competence through Assessment for Learning.

Assessment for Learning at Early Years might be a great tool to know what step of the learning process follow each student. It also provides teacher the essential information about their strengths and weaknesses. Besides, Assessment for learning (AFL), will be a great opportunity to connect language and students thinking skills. Providing multiple data about students thinking process, teachers can adapt and select content taking into account students thinking process.

In the following research, I try to design an Assessment for Learning process and transform it into thinking routine. Even more, it requires a process to find out this kind of task. In this manner, I have started by observing and register children reading skills in order to know what content I have to focus on. Even more, the process also included an evolution of the elements observed, as a way of achieving teachers’ awareness. In this process I have changed several aspects of the design in order to support a real Assessment for Learning task including self and peer-assessment. To end up with, this kind of task developed at the end of each unit, will be transformed into a classroom routine, which we called as Gardner proposes in his work *Project Zero* (2010) “a thinking routine”.

2. OBJECTIVES.

The present research has been designed to be implemented along my Training Period so I have gone through a complete own process of investigation to find out an Assessment for Learning process. I have started by observing and register data and trying to find real assessment procedures. This is not easy task for a new teacher so it requires a process of learning. Likewise, the process is quite interesting too and will be a complete study in itself, the present research will be focus on:

- Deep study on the learning to learn competence;
- Collecting data about students' learning process through observation and register of many areas of learning;
- Design and implement an Assessment for Learning procedure where children reflect about their knowledge and their achievements as well as what they are aware of having acquire and the steps to be followed;
- Study data collected to reflect about students learning process and identify their strengths and weaknesses in order to supply or reinforce them.

These objectives might be linked to the steps of every research process: firstly, a documenting stage to study and investigate the topic. Followed by data collection, where observation and register are usually the main techniques. As a third moment, designing to end up implementing it and finally, reflect all about the complete process.

3. JUSTIFICATION.

Nowadays, teachers have to adapt and support learning process to students needs. The main objective of education in this century is providing to the society citizens. UNESCO states that “citizenship is today considered to be the binding element of a national community and is an instrument and object of social closure”.

In this way, teachers have to design their syllabus in order to supply student’s needs which in this period of time it is really important to integrate students in the society. Besides, as the curricula have established teachers should be able to work with every “*key competences/basic competences*”¹.

Every competent teacher should deal with all the Key competences but in my opinion, teachers in pre-school usually work with some of them, such as mathematical or communication ones, but the competence of Learning to Learn is not usually worked. The importance of working with this competence is essential to form integrated learners because of knowing their own step in their learning process; students might supply their weaknesses and reinforce their strengths.

Likewise, the present research will concentrate on rising students awareness through “Learning to Learn” from Early Years. It is one of the basic competences which we have to work with fighting against the increasing drop out rate. Learning to Learn is defined as the competence of being conscious of their own learning process. There are many ways to work with this competence and one of these ways is thought assessment.

Assessment is a rewarding tool for students and teachers to be aware of the learning process; it provides teachers information about the step of student learning process are in, and it supports students knowledge in order to assume what they have already known and what they will have to learn.

Likewise, the Cascade Network have established the CLIL Teacher’s Competences Grid (2010), in which we can find out several areas of competences.

Area of competence: Target language competences for teaching CLIL.

Competences: Using the language of learning activities.

- Can use the target language to:

¹ Page 18-19.

- explain
- present information
- give instructions
- clarify and check understanding
- check level of perception of difficulty
- Can use the following forms of talk (Barnes, Mercer, et al.):
 - exploratory
 - cumulative
 - disputational
 - critical
 - meta
 - presentational

As I have said previously, there are many competences of a CLIL Teacher's Competences Grid (2010), focusing only on the topic which I am going to deal with. In this document, assessment has a complete area of competence:

Area: Learning assessment and evaluation in CLIL.

Competence: Knowing about and applying assessment and evaluation procedures and tools

Indicators of competence:

- Can engage students in an Assessment for Learning culture including:
 - making connections between planned outcomes, learning skills and processes, actual outcomes, planning and negotiating strategies for future learning
 - using self and peer-assessment tools
 - maintaining a triple focus on language, content and learning skills
- Can distinguish and navigate CLIL-specific characteristics of assessment and evaluation including:
 - language for various purposes
 - work with authentic materials
 - communication with speakers of the CLIL language
 - ongoing language growth (being alert to plateauing)
 - level of comfort in experimenting with language and content

- progress in achieving planned content, language and learning skills goals
- developing all language skills
- distinguishing content and language errors
- carrying out assessment in the target language
- Can prepare students for formal examinations including high-stakes examinations.

According to the previous information, there are many authorities who recognize the value of Learning to Learn, and the importance of Assessment like a tool which provides teachers and learners information about the process of learning.

4. THEORETICAL FOUNDATION

First of all, every research program must set clear theories where the document is based on so, by this way, I have collected the following information about describing difference between Assessment and Evaluation. Besides, I am going to deal with Key/Basic Competences in order to describe the “Learning to Learn” competence directly linked with Assessment.

Evaluation

“Evaluation in an educational setting is the process whereby we seek evidence that the learning experiences we have designed for students are effective” (Phillips,2000)

In the same way, Nunan (1988) refers to evaluation making differences among levels: at a macro- level national and state programs can be evaluated. (At this level evaluation will probably focus on administration and be carried out largely by personnel with evaluation expertise), centred-level evaluation will be more circumscribed and involve administrators and teachers, and micro-evaluation is conducted at the classroom level and involves teachers and learners.

Nevertheless, along this work I am going to focus on micro-evaluation because it deals with classroom management. Evaluation should be leading by some criteria which help us to perform it successfully. As Nunan (1988) indicated in “The Learner- Centred Curriculum” there are some Key Questions relating to evaluation which could help teacher to change some elements to improve the evaluation process. These Key Questions are: *Which* elements in the curriculum should be evaluated, *Who* should conduct the evaluation, *When* the evaluation should take place, and by *What* means and *How* evaluate”.

Any element of the planning process might be evaluated because any element might affect the learning process; the planning procedures, goals and objectives, the selection and the grading of contents, materials and resources, learning activities and tasks, teacher performances, spaces, mediators, and of course, the assessment criteria.

As I have said previously, evaluation helps teachers to seek evidence of learning but this is not my objective because although evaluation involves teachers and learners, it does not confer to learners the possibility of be aware of his/her own process of learning instead of assessment which confer this possibility. So, we are going to focus on assessment.

Assessment

In the same way that I have said previously, assessment and evaluation are terms which could not be many differences between them, but there are some main contrasts between them.

There are multiple definitions of assessment in the same manner to evaluation but I propose this definition by Gronlund who points out two main characteristics of assessment:

Gronlund (1981) said:

Evaluation may be defined as a systematic process determining to extent to which instructional objectives are achieved by pupils. There are two important aspects of this definition. First, note that evaluation implies a systematic process, which omits casual, uncontrolled observation of pupils. Second, evaluation assumes that instructional objectives have been previously identified. Without previously determined objectives, it is difficult to judge clearly the nature and extent of pupil learning.

As Nunan said in *The Learner-Centred Curriculum*, Gronlund use the term “evaluation” instead of “assessment” because assessment matches up these two characteristics. On one hand, evaluation might not be a systematic process like Gronlund said and, on the other hand, this process should involve objectives previously identified and other learners needs which might be produced along the course.

Other definitions of assessment should be the following ones:

“Assessment is taken to refer to the set of processes by which we judge students learning. It is generally assumed that such learning has come about as the result of a course of instruction”. (Nunan, 2004, p.118)

“Assessment is an ongoing process aimed at understanding and improving student learning. It involves making our expectations explicit and public, setting appropriate criteria and high standards for learning quality; systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards; and using

the resulting information to document, explain, and improve performance.”
(Angelo, 1995, p. 7-9)

According to Alexander et al. (1996)² there is a list with the main characteristics of assessment:

1. The assessment of student learning begins with educational values.

Assessment is a tool to improve student’s learning but it is important to say that we have not focused only on *What* we have to assess but also *How* we do so. The educational values have an extremely important function in this point because students have to learn according to them.

2. Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time.

Nowadays there are multiple methods and techniques to get students learning in an effective way, so assessment has to improve and change in the same way. Society includes multicultural and plurilingual people thereby schools has to modify and steadily change the learning process increasing degrees of integration.

3. Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes.

Assessment is not only a goal-oriented process but also is a process leading by a clear objective. Every time we design an assessment program we should focus on the specific aims we want to cover. It would be impossible to know if the results are the ones we expect, if they are not set beforehand.

4. Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes.

Students learning conditions and their results could vary taking into account their own experiences and the way of learning so we have to be aware of the different process of learning depending on each student because each one has a special previous knowledge.

²The list is by the authors and there is a summary of each one by me.

According to it, assessment has to deal with outcomes and previous experiences, and both of them can help us to understand the capacity of learning.

5. Assessment works best when it is ongoing not episodic.

Every time that teacher designs and implement assessment in the classrooms is a improvement process, because it deals with Learn to Learn and it works with being conscious of the knowledge that they acquire, so assessment is always positive. Although assessment is a great tool for learners and teachers if we want an effective result, we will design and implement a complete process of assessment, not an episodic one.

6. Assessment fosters wider improvement when representatives from across the educational community are involved.

Assessment is a complex process in which not only are involved learners and teachers but also are involved other members of the educational community. Everybody is affected to the learning process if they are involved in it, so we have to take into account this point too.

7. Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about.

Assessment deals with data and results of questions that people care about it, but it is not more important the results than the process for obtaining them, so assessment is an ongoing process for improving the process and linked to them, improving the results too.

8. Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change.

The process of learning deals with a continuing change of everything that might affect the process in order to carry out improvement. Assessment is one of the main parts of the learning process but probably is not the only part of the process, which requires changes to improve the complete process. In this way, at the same time that we could design and implement changes in assessment we could do it in other parts too.

9. Through assessment, educators meet responsibilities to students and to society.

Assessment could act as a tool, which confers teachers the power to lead the process of achieving responsibility, but it is wrong because as it was previously said, there are many people involved in the process and each member of the educational community has responsibility in the process.

In his study, Spurlin (2006) established some interesting features Assessment might cover; he speaks about the key facets of assessment. He highlights three:

- a focus on student learning;
- data collection, analysis, and interpretation of information; and
- applying for the purpose of improvement.

The same author³ states that assessment is cyclical and it has five steps, the following ones, he called the assessment process “The Assessment Cycle”:

The Assessment Cycle

- Develop/refine the assessment question, outcome, or objective.
- Define assessment methods that will gather evidence.
- Implement assessment methods, gather evidence, and analyze data.
- Interpret the results in terms of the assessment questions, outcome, or objective.
- Make decisions based on results and interpretations.

Assessment of Learning and Assessment for Learning

We should go deeply in our analysis and identify two different perspectives in Assessment : Assessment of Learning and Assessment for Learning with clear differences

³ Spurlin (2006)

either in ideas or in the implementation procedure. Both of them, participate of the general Assessment characteristics, but each one can be defined through their aims and practice.

Comparing "OF" and "FOR"

Assessment <i>of</i> Learning	Assessment <i>for</i> Learning
Checks what has been learned to date.	Checks learning to decide what to do next.
Is designed for those not directly involved in daily learning and teaching.	Is designed to assist teachers and students.
Is presented in a formal report.	Is used in responding to student work and in conversation.
Usually summarizes information into marks, scores or grades.	Usually detailed, specific, and descriptive feedback in words and in relation to criteria that has been set.
Usually compares the student's learning with either other students or the 'standard' for a grade level.	Usually focused on improvement, compared with the student's 'previous best' and progress toward a standard.
Does not need to involve the student.	Needs to involve the student (the person most able to improve the learning)

Figure 1: Assessment characteristics by Spurlin (2006)

Assessment of Learning has multiple definitions but each one said identically the same characteristics, Katz (2006):

Assessment of Learning refers to strategies designed to confirm what students know, demonstrate whether or not they have met curriculum outcomes or the goals of their individualized programs, or to certify proficiency and make decisions about students' future programs or placements. It is designed to provide evidence of achievement to parents,

other educators, the students themselves, and sometimes to outside groups.
(p.55)

The Australia Curriculum established a complete definition of Assessment of Learning and, in the same way, states some characteristics of it:

Assessment of Learning assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Sometimes referred to as 'summative assessment', it usually occurs at defined key points during a unit of work or at the end of a unit, term or semester, and may be used to rank or grade students. The effectiveness of *Assessment of Learning* for grading or ranking depends on the validity and reliability of activities. Its effectiveness as an opportunity for learning depends on the nature and quality of the feedback. (p.40)

Assessment of Learning characteristics by The Australian Curriculum:

- It is used to plan future learning goals and pathways for students
- It provides evidence of achievement to the wider community, including parents, educators, the students themselves and outside groups
- It provides a transparent interpretation across all audiences.

Assessment for Learning.

Assessment for Learning (AFL) refers to multiple means of taking data to inform about the process of teaching and learning by pupils and teacher. AFL could be defined in the next way:

“Assessment for Learning is the process of seeking and interpreting evidence used by learners and their teachers to decide where learners are in the learning, where they need to go and how best to get there” (Assessment Reform Group, 2002)

Besides, AFL provides learners and teachers with feedback which helps them to recognize the next steps they need to take, and how to take them. Even more, Assessment of Learning is really important because it provides the teacher, evidences of the children' s knowledge and needs; and those allow to know which level of development has each

student, so teachers could help the students to achieve the next step in their process. The role of the teacher will concentrate on the way he or she uses these evidences to lead the child competences, identifying his or her Zone of Proximal Development, and consequently, raise their achievements.

Assessment for Learning includes different subtypes of assessment. The most important ones are: self-assessment and peer-assessment.

Self assessment

Cram (1995) defines self-assessment as:

The mayor purpose of self-assessment is to provide the opportunity for learners to develop an understanding of their own level of skill, knowledge or personal readiness for a task in relation to their goals. This level will often be compared with a previously determined level and incorporated either into a summative report of gains made during a course or into a cumulative record of learner achievement. (p.282)

On the other hand, Nunan (1988), in the Learner-Centered Curriculum self-assessment techniques help learners identify their preferred resources, strategies and ways of learning. He adds that in a learner-centered system students can be sensitized to their role as learners and can also be assisted to develop as autonomous learner by the systematic use of self-assessment. They can be involved in evaluating most aspects of the curriculum, including their own progress, the objectives of the course, the materials and learning activities used, the learning modes and so on.

It is really important to say that in order to get students assessing their own progress and be aware of their own learning process, they should know what they are being taught. For this previous reason, the objectives of the course should, at some stage, be formulated and made available to the learners in a way they can understand. So, students are involved in the process of transforming the curriculum objectives into clear students' targets, and they should clearly know what are teachers and curricula expectations.

Peer-assessment

As we formerly pointed out, there are some types of AFL: self-assessment and peer-assessment. This time, I am going to focus on peer-assessment. Many authors state definitions of peer-assessment. The following definition by Falchikov, matches up the main characteristic of peer-assessment in an efficient way:

“Peer assessment requires students to provide either feedback or grades (or both) to their peers on a product or a performance, based on the criteria of excellence for that product or event which students may have been involved in determining” (Falchikov, 2007, p.132).

In the same way, (Falchikov, 2007, p.134) established some characteristic of peer-assessment. It is obvious that every one may offer advantages, because, as the author said, Peer-assessment represents a positive procedure that contributes to build the students learning process itself:

- Peer learning builds on a process that is part of our development from the earliest years of life (it is the practice of formal education and the centrality of the teacher that makes us lose sight of this).
- Peer feedback can encourage collaborative learning through interchange about what constitutes good work.
- Students can help each other to make sense of the gaps in their learning and understanding and to get a more sophisticated grasp of the learning process.
- The conversation around the assessment process is enhanced. Research evidence indicates that peer feedback can be used very effectively in the development of students writing skills.
- Students engaged in commentary on the work of others can heighten their own capacity for judgment and making intellectual choices.
- Students receiving feedback from their peers can get a wider range of ideas about their work to promote development and improvement.
- Peer evaluation helps to lessen the power imbalance between teachers and students and can enhance the students’ status in the learning process.

- It is possible to give immediate feedback, so formative learning can be enhanced. Peer assessment processes can help students learn how to receive and give feedback which is an important part of most work contexts.

Assessment strategies and tools.

Therefore, Assessment has multiple means and subtypes and, what is more, assessment has several techniques and tools for teacher to implement it. Anne Davis established an efficient schema called “COP Assessment Triangulation”, which refers to cycle steps to carry out assessment.

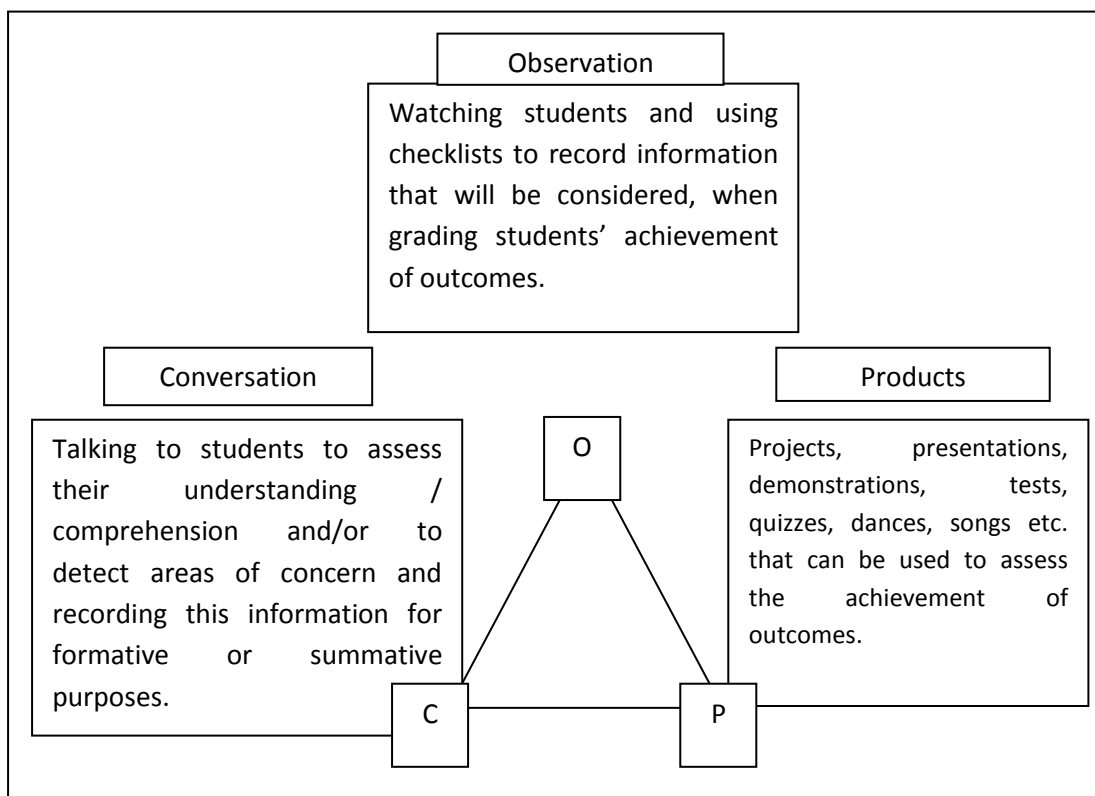
COP Assessment Triangulation Method

In this specific method, Anne Davis talks about Conversations, Observations and Products. These words form COP, the technique that she has proposed. This term should be defined such as:

- **Conversations:** using rubrics and or checklists to record the information learned from students.
- **Observations:** using rubrics and checklist to verify your observations and to record student behavior and or achievement of outcomes.
- **Products:** This is what we are most comfortable using to show whether or not our students have met the outcomes, but they are one-dimensional and we need to include the other forms of Assessment for a balanced grade.

Anne Davis (2007), defined “Triangulation” as:

“A process of combining methodologies to strengthen the reliability of a design approach; when applied to alternative assessment, triangulation refers to the collection and comparison of data or information from three difference sources or perspectives.” (Davis, 2007, p.56)



*COP Assessment triangulation, Anne Davis (2007).

Key/Basic Competences

Furthermore, the European Parliament (2006) established the key competences for lifelong learning.

The acquisition of key competences fits in with the principles of equality and access for all. This reference framework also applies in particular to disadvantage groups whose educational potential requires support. Examples of such groups include people with low basic skills, early school leavers, the long-term unemployed, people with disabilities, migrants, etc.

This framework defines eight key competences and describes the essential knowledge, skills and attitudes related to each of these. These key competences are:

- **Communication in the mother tongue**, which is the ability to express and interpret concepts, thoughts, feelings, facts and opinions in both oral and

written form (listening, speaking, reading and writing) and to interact linguistically in an appropriate and creative way in a full range of societal and cultural contexts;

- **Communication in foreign languages**, which involves, in addition to the main skill dimensions of communication in the mother tongue, mediation and intercultural understanding. The level of proficiency depends on several factors and the capacity for listening, speaking, reading and writing;
- **Mathematical competence and basic competences in science and technology**. Mathematical competence is the ability to develop and apply mathematical thinking in order to solve a range of problems in everyday situations, with the emphasis being placed on process, activity and knowledge. Basic competences in science and technology refer to the mastery, use and application of knowledge and methodologies that explain the natural world. These involve an understanding of the changes caused by human activity and the responsibility of each individual as a citizen;
- **Digital competence** involves the confident and critical use of information society technology (IST) and thus basic skills in information and communication technology (ICT);
- **Learning to learn** is related to learning, the ability to pursue and organise one's own learning, either individually or in groups, in accordance with one's own needs, and awareness of methods and opportunities;
- **Social and civic competences**. Social competence refers to personal, interpersonal and intercultural competence and all forms of behavior that equip individuals to participate in an effective and constructive way in social and working life. It is linked to personal and social well-being. An understanding of codes of conduct and customs in the different environments in which individuals operate is essential. Civic competence, and particularly knowledge of social and political concepts and structures (democracy, justice, equality, citizenship and civil rights), equips individuals to engage in active and democratic participation;
- **Sense of initiative and entrepreneurship** is the ability to turn ideas into action. It involves creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. The individual is aware

of the context of his/her work and is able to seize opportunities that arise. It is the foundation for acquiring more specific skills and knowledge needed by those establishing or contributing to social or commercial activity. This should include awareness of ethical values and promote good governance;

- **Cultural awareness and expression**, which involves appreciation of the importance of the creative expression of ideas, experiences and emotions in a range of media (music, performing arts, literature and the visual arts).

As the European Parliament has established these basic competences are the “key” to be a lifelong learner but related with our topic, there is a key competence which deals with assessment directly, this key competence is **Learning to Learn**.

The European Framework is an annex of a Recommendation of the European Parliament (2006) and this institution define learning to learn as:

Learning to learn is the ability to pursue and persist in learning, to organize one’s own learning, including through effective management of time and information, both individually and in groups. This competence includes awareness of one’s learning process and needs, identifying available opportunities, and the ability to overcome obstacles in order to learn successfully. This competence means gaining, processing and assimilating new knowledge and skills as well as seeking and making use of guidance. Learning to learn engages learners to build on prior learning and life experiences in order to use and apply knowledge and skills in a variety of contexts: at home, at work, in education and training. Motivation and confidence are crucial to an individual’s competence. (CEFR 1999, p.7)

Routines

Routines are really important at Early Years and as Harvard Project Zero has demonstrated, routines are the patterns through which we operate and go about the job of learning and working together in a classroom environment. A routine can be thought of as any procedure, process, or pattern of action that is used repeatedly to manage and facilitate the accomplishment of specific goals or tasks.

They also suggest different kinds of routines to be used at Early Years such as routines that serve to manage student behavior and interactions, to organize the work of learning, and to establish rules for communication and discourse. Classrooms also have routines that structure the way students go about the process of learning.

These **learning routines**⁴ can follow simple structures, such as reading from a text and answering the questions at the end of the chapter, or they may be designed to promote students' thinking, such as asking students what they know, what they want to know, and what they have learned as part of a unit of study.

In our case I have decided to implement, what I considered the most important thinking routines suggested in Harvard Project Zero:

“What we have already known? → Identifying previous knowledge to adapt the contents to their previous experiences.

What we want to know? → Connecting topics with students' interests and motivations for engage learners.

What have we learned along the unit? → Linked with Assessment in order to support students learning process.

This thinking routine should be done at the beginning of a unit or a different topic. It deals with students' interest where learning is leading by students, and teacher acts like an facilitator of learning.

In this way, some routines that teacher usually performed in their classrooms become “Thinking routines” which promote the development of students thinking. These routines have a systematic structure when we follow the same steps in which children not only have to reproduce tasks but also they have to reflect on the thinking process they followed, using different kinds of strategies.

⁴ It could be named thinking routines too.

5. METHODOLOGY AND DESIGN.

As the authorities have established, working with Key/Basic Competence at Early Years is essential, thereby, as well as mathematical or communication competences have their place in students learning, learning to learn competence should be worked in classroom but there is no specific area to which it is attached at. I am going to design and implemented tasks based on **learning to learn competence** in order to deal with this basic competence. Besides, as this task has never been done before, with foreign language students at Early Years in our country, I had to adapt some aspect of the process to be able to implement this kind of process at Early Stages.

First of all, I have to explain that the tasks that I have performed have been done in Spanish language. Five year-old Students could follow a complete English lesson, but they could not read or explain their experiences in English. For these reason, I have decided to implement the Assessment process tasks in their mother tongue language.

Assessment for Learning provides children strategies to be aware of their own learning process. During my training period I have implement two units following the topics programmed for the year. Among the teacher's tasks, the evaluation design is one of the most difficult ones, as it involves content selection, resources and mediators design, as well designing assessment tools to work with students' achievements. In this way, I have designed a specific evaluation per unit, in some cases, as individualized tasks.

This evaluation/assessment process was designed from different perspectives each one and in my training period I tried to implement this tasks. I can say that I have suffered a process in my own teaching experience, starting with the design and ending with the way I carried out the complete assessment process.

First of all, I have to state that learner's needs are important as much as the context where I have implemented the tasks. So, I have designed these activities taking into account several factors such as: students learning process and school context. Both of them are the main factors I have to work with.

Students learning process

As Brindley (1987) said *learner*⁵, *task*⁶ and *text*⁷ factors will interact to determine task difficulty. In the tasks that I have implemented in this school I take into account these several factors to design the activities.

School context

The school where I have developed my training period and in which I have implemented this process, is a rural school placed 30 km far from Palencia in the village of Fromista. It is a State school with a reduced rate of students (about 55 pupils).

CEIEP “Pablo Saenz” is a CLIL school where English has main relevance so most of the professionals which work there have a really good level of it and they provide their learners a huge view about English language and their culture too. In this way, the school celebrates some of cultural English topics such as Halloween, Christmas, Peace Day or St. Patrick’s Day.

Students are five years old and it is a class with only four students, three girls and one boy. The classroom management is leading by the space organization, divided the class on corners, each one deals with a key/basic competence. There is not a corner for “learner to learn”, for this reason I have tried to start as much as I can develop it.

Taking into account these factors I have implemented my first evaluation task in order to be aware of students knowledge has already acquired.

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⁵ Learner factors: confidence, motivation, prior learning experience, learning pace, observed ability in language skills, cultural knowledge/awareness and linguistic knowledge.

⁶ Task factors: relevance, complexity, amount of context provided prior to task, processibility of language of the task, amount of help available to the learner, degree of grammatical accuracy/contextual appropriacy and time available.

⁷ Text factors: size and density of text, presentation/ format of text, contextual clues, content of text.

- **First step: evaluation.**

I have designed and implemented a chart of register-evaluation (*Appendix I*). It focuses on literacy skills specifically on individual reading. It is a double input chart which contains on one hand, student's name and in the other hand several elements which teacher has to observe such as: spelling-sound association, text comprehension, pronunciation problems and observations. Even more, the chart includes a free section in which teacher could include other specific elements.

This chart provides a complete view of basic reading skills for teacher. It is a daily chart, ideally for a continue evaluation of reading skills.

I have implemented this chart along a complete week. It would be really successful because I can research several data about my students reading skills. With the results that I could take from the charts I could design task for my students in order to work with their weaknesses and reinforce their strengths.

I think that this kind of register is really rewarding for teachers to be conscious about students learning progress as well as it could be a great tool for continuous evaluation. But I have to say that register-evaluation in this case, is not available for students. It should be a tool for students not for teachers to evaluate students, so this chart has a different usage from the initial idea.

In this way, I decided to design a new chart, this time students were the ones who had to complete it. The main difference between them it will be the objective which supports each one. In this case, the objective is to provide teachers information and data about reading skills in order to identify weaknesses and strengths. In the next case, the objective of the chart is completely different because it is not a chart for the teachers, it is one to focus on learners and the way they would preform the task itself.

- **Second step: Assessment of Learning (AOF).**

After this first step in evaluation, I was conscious about the necessary change in the procedure design to make a real assessment task. In this way, there are several aspects which need to be completely different.

First of all, I am aware of the objective of the evaluation task was wrong because I only took into account the teacher participation on the lesson instead of students

participation too. An assessment task should be implemented by students as well as teachers participate too, so in this case I designed a chart which students have to complete, not the teacher.

Thinking about how students could complete this chart, I designed the assessment task as a part of a complete unit, thereby at the end of the unit children had to carry out this task, it is a share activity about the knowledge that they are working with along the unit (*Appendix II*).

Secondly, in the first chart the teacher performed an active role because students do not write down directly on the chart and in this case, learners have the active role because they note down their reflections on their own, and teacher's role focuses on monitoring, controlling and facilitating students own register.

Thirdly, this chart is not a collective task, but an individual one. Likewise, each child has his or her own chart to be completed. It is a double input chart with on one hand, some content worked in the unit (the unit deals with the universe). Besides, it includes a point related to behaviours and rules. On the other hand, the chart has the criteria that children have to select; in this case they have to choose among: "good", "so and so" or "bad".

Finally, I have to add that this task has two parts. Firstly, an individually task where children had to performe self-assessment deciding and registering into the chart their knowledge/achievements. And the second part, it is a shared activity in which each child has to explain their chart to the rest of students as well as the reasons why they have chosen one of the options. Mediators should help them to verify and register what they have already learned. In this moment, peer-assessment took place because children assess their partner's knowledge.

Students can assess their partners taking into account the work that each child has been doing along the unit. When peer-assessment took place, teacher adapts an observation position and learners assess their knowledge among them.

In this way, through this procedure children start to work with assessment.

Along the process, I could identify some problems of procedure in the assessment tasks as children sometimes tried to cheat laying themselves and the teacher when asked to value their work about their knowledge. My option was suggesting them to compare their

assessments and their work, providing clear and “step by step” criteria. Besides, the criteria “good, regular or bad” it could be confusing for children because they need a quantitative criteria in order to assess they knowledge.

Therefore, Assessment of Learning task design has been a task in itself for the teacher, I had to select items, taking into consideration many factors such as: dealing with scores and grades, indirect verification among students, to conclude that it was not very useful because the task would not contribute to the students reflecting process about “What” they have learned and “What” to do next.

In my opinion, the main mistake on the chart it would be the criteria selected to assess so I have decided to change it.

- **Third step: Assessment for Learning (AFL), learning to learn.**

As stated before, I tried to design and implement a new chart already revised, eliminating the mistakes identified in the previous chart.

The new designed chart included a double input source in which students register their knowledge. As the second chart, the contents are related with the topics they have already worked with along the unit. This content might be dealt with in two different charts: one chart related with reading skills (specifically strategies as: graphics to letters association) and the other chart related with animals and plants. (*Appendix III*)

The assessment criteria should be changed by this time and I have thought about “How” learners can describe their achievements. In this way, I have suggested a criteria based on a quantitative chart, as it chart might help learners to be conscious about the “How” as well as “How many” criteria they cover, or what would be the steps to plan the new achievements- setting new Aims.

As well as in the previous chart, pupils have performed an active role instead of teacher who is a guide of the lesson.

The criteria followed in the charts design is quite different depending on the topic which the chart deals with; so in the reading skills case the aspects to be assessed are related to literacy skills such as writing, reading, understanding or listening and interaction, besides, it is a qualitative chart because children are required to select the frequency of their performance as well as the level of accuracy (through an: always, sometimes or never

statements) in the case of content related with nature the elements for assessing are related with the nature and the assess criteria is quantitative because in this way children are able to say if they have already learned as much as they should learn in a complete unit.

As we pointed out with the procedure followed in the previous chart, it would be performed at the end of the unit. First, we will proceed through a self-assessment technique, to be followed by a peer-assessment technique. Both self-assessment and peer-assessment might be quite similar, therefore, if there are different opinions about the same fact the student will be required to reflect upon the process through inquiring techniques. These situations are only available in quantitative charts. In a qualitative way, at Early Years it is too difficult for learners to value their work.

This kind of task delivered at the end of the unit, might be transformed into a thinking routine. Performing this task systematically at the end of each unit, transforms it into a routine, which can be considered as one of the **learning routines** we were looking for. The complete process might be a great tool for pre-school students as it provides the first steps for awareness rising or learning to learn. Besides, it permits teachers to know on what step of the process each student is and what would be the next step to be achieved.

6. RESULTS AND CONCLUSION.

Through the analysis of learners' needs, I was aware of the necessity of students to work with learning to learn competence. Although, in Early Stages assessment might be adapted to the students capabilities, it is really important to begin applying **learning to learn** strategies from the beginning of the students' educative experience: Pre-school.

As it has already pointed, Assessment for Learning is an actual valuable tool for students and teachers but it is not easy to be adapted, designed or implemented. Thereby, as it requires a process of analysis in order to be carried out efficiently. One of the aims of this work has concentrated on describing the complete Assessment for Learning process, with the different tasks assumed by the teacher and learners, timing and procedure.

The research concentrates on documenting the investigation, collected data, redefine the steps, design and implement the proposal, and finally, a reflection based on the former process.

As I have explained, the school/classroom context was appropriate to develop the full process. The number of students (only 4) allowed me time enough to work individually as much as we could in order to support pupils learning process.

Chart results have been really positive for the classroom dynamics because, as teacher developing these tasks, I was supposed to know my own students learning process, but also students themselves will know *What* they have known and, what it is the main objective of the learning process, understand *How* they acquire the knowledge.

Taking into account the process which I have gone through to carry out Assessment for Learning, it is important to add that in order to achieve different objectives it might be used a chart or another. First chart, the register-evaluation one, it a value tool to collect data about students reading skills. It provides teachers several information about students learning process but it is not available for students to register their knowledge. This chart is focused on evaluation made by teachers, not in students learning process. The second chart, it is focused on students. Assessment has been performed by students (self-assessment and peer-assessment). Learners could register their knowledge using a double input chart, but the criteria which children have to select might be confusing. At Early Stages children are not able to distinguish among "What is bad, regular or good", so in Pre-School, children require quantitative criteria. Following those premises, I have designed and

implemented the third chart, using quantitative criteria. Besides, I have added a sharing moment to the initial task, where peer-assessment took place and teacher participates too. That worked out to be successful for the teacher, when she guided the lesson in order to identify what students know and by asking clear and meaningful question to students, in short, when the teacher acts as a facilitator of the thinking process.

If I had the chance to implement it again, I would create a routine, using this task at the end of every unit or topic, therefore, it could be transformed into a thinking routine about What learners have learned, What they have to know and what it is most important question, What is the next step to follow?

This research is the first step to develop learning to learn competence at Early Stages through Assessment for Learning. Although it might be only the beginning of the procedures to implement it, it is quite important to deal with this competence because it will be thinking process structure.

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8. APPENDIX

APPENDIX I

REGISTRO-EVALUACIÓN LECTURA INDIVIDUAL

FECHA: 24/04/13

	TANIT	MARCO	ISABEL	ESTHER
ASOCIACIÓN GRAFÍA-SONIDO	✓	unión de sílabas difícil	confunde g/j	✓
COMPRENSIÓN DEL TEXTO	100% 100%	con preguntas 80%	100% 100%	con preguntas 80%
PROBLEMAS DE PRONUNCIACIÓN	—	z/c confuso	—	—
OBSERVACIONES	trabajo lento	ayuda en la lectura	trabajo rápido y bien.	lectura en silencio ✓

REGISTRO-EVALUACIÓN LECTURA INDIVIDUAL

FECHA: 25/04/13

	TANIT	MARCO	ISABEL	ESTHER
ASOCIACIÓN GRAFÍA-SONIDO	✓	p/d no distingue letra impresa	ye → i-e	✓
COMPRENSIÓN DEL TEXTO	100 % 100 %	50% inventa	80%	80% 100% corto plazo
PROBLEMAS DE PRONUNCIACIÓN	—	sí trabadas	sí (eucont <u>ar</u> ba)	—
lectoescritura pag. 17-18	trabajo lento confunde g/j	ayuda en el orden de las palabras	✓	✓
OBSERVACIONES	necesita supervisión se despista	ayuda en reiteradas ocasiones		

REGISTRO-EVALUACIÓN LECTURA INDIVIDUAL

FECHA: 30/04/13

	TANIT	MARCO	ISABEL	ESTHER
ASOCIACIÓN GRAFÍA-SONIDO	b/d impresas ✓	b/d impresas	bri / bir gre / ger	✓
COMPRENSIÓN DEL TEXTO	100% 100%	con preguntas 70%	80% con preguntas	preguntas 100%
PROBLEMAS DE PRONUNCIACIÓN	no	gre / ger trabadas	con dificultad	no
galgo / su / se / si	muy bien	ayuda en el crucigrama	con ayuda	asociación palabras ✓ comprensión ✓
OBSERVACIONES	rápido ✓ letra mejorable	lento con ayuda	dificultades crucigrama	rápido y correcto.

REGISTRO-EVALUACIÓN LECTURA INDIVIDUAL

FECHA: 02/05/13

	TANIT	MARCO	ISABEL	ESTHER
ASOCIACIÓN GRAFÍA-SONIDO	✓	con dificultad silabea. gar / gra.	difícultoso	✓
COMPRENSIÓN DEL TEXTO	100% muy buena detalles ✓	con preguntas 80%	✓ preguntas 100%	Correcto preguntas 100
PROBLEMAS DE PRONUNCIACIÓN	no	sí "bra badas"	sí	no
		cambio del orden de sílabas "luciergana"		
OBSERVACIONES	interés alto en tareas complejas	ayuda constante interés bajo	interés alto	interés alto

APPENDIX II

¿QUÉ HE APRENDIDO?

RECONOZCO LAS CONSTELACIONES	BIEN	REGULAR	MAL
SÉ CUALES SON LAS FASES DE LA LUNA	BIEN	REGULAR	MAL
CONOZCO EL NOMBRE DE TODOS LOS PLANETAS	BIEN	REGULAR	MAL
HE COMPRENDIDO EL CUENTO "LA ESTRELLA DIMINUTA"	BIEN	REGULAR	MAL
HE SIDO ENCARGADO	BIEN	REGULAR	MAL

APPENDIX III

TAMIT
Auto-evaluación animales y plantas

Diferencio animales domésticos y animales salvajes	Sé tres	A veces los mezclo	Sé nombrar alguno
Sé las partes de las plantas	Sé tres	A veces los mezclo	Sé nombrar alguna
Sé las partes de las aves	Sé tres	A veces los mezclo	Sé nombrar alguna
Sé las partes de los peces	Sé tres	A veces los mezclo	Sé nombrar alguno
Sé de dónde salen los animales	Sé tres	A veces los mezclo	Sé nombrar alguno

Tarita
Auto-evaluación letras ñ, y.

Reconozco las letras ñ, y. ✓	Siempre	A veces	Me cuesta mucho
Sé pronunciarlas	Siempre	A veces	Me cuesta mucho
Sé escribirlas correctamente	Siempre	A veces	Me cuesta mucho
Sé palabras que contienen estas letras.	Siempre	A veces	Me cuesta mucho
Leo y entiendo palabras con estas letras.	Siempre	A veces	Me cuesta mucho