



FACULTAD DE EDUCACIÓN DE PALENCIA
UNIVERSIDAD DE VALLADOLID

Improving student's relationships in a bilingual school through Self-assessment and Peer-assessment

Mejora de la relaciones sociales en una escuela bilingüe a través de la autoevaluación y la evaluación de iguales.

**TRABAJO FIN DE GRADO
GRADO EN EDUCACIÓN PRIMARIA (MENCIÓN LENGUA
EXTRANJERA:INGLÉS)**

AUTORA: Elvira Herrezuelo Villalba
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Resumen

Este trabajo de fin de grado se centra en uno de los aspectos fundamentales del proceso de enseñanza-aprendizaje: la evaluación de dicho proceso. El objetivo principal es conocer y reflexionar acerca de lo necesaria que es esta herramienta para mejorar la calidad de la educación, y dada su importancia, conocer cómo incluir y utilizar este proceso. Este estudio está centrado en la evaluación del aprendizaje, así como la evaluación para el aprendizaje. Además, cuenta con una propuesta llevada a cabo en un colegio bilingüe, centrada más concretamente en el aula de 5° de Educación Primaria, en Inglés. Utilizando este proceso correctamente y enfocándolo en sus realidades, los alumnos han llegado a ser más conscientes de su aprendizaje y han mejorado significativamente las relaciones entre ellos. Se han trabajado aspectos relacionados con el Plan de Convivencia, interviniendo en conflictos bastante usuales, y sirviéndonos de la evaluación como instrumentos principal.

Abstract

This educative research focuses on one of the most important aspects of the learning process, the assessment of this process. The main objective is to know and think about how necessary that is this instrument to improve the quality of education, and due to its importance, know how to include and use this process. This study is focused on the assessment of learning, as well as assessment for learning. In addition, it has a proposal carried out in a bilingual school, focused more specifically in the classroom of 5th of Primary Education, in Literacy. Using this process properly and focusing on their realities, students got more conscious of their learning, and they improved their social relations. We have worked aspects related to the Living Together Plan, intervening in conflicts quite often, and using the assessment as a main tool.

Palabras clave

Relaciones sociales, compañeros de clase, evaluación del compañero, autoevaluación, Plan de Convivencia, retroalimentación, autonomía personal, aprender a aprender, competencia social, proceso de enseñanza-aprendizaje, comunidad de aprendizaje, entorno.

Key words

Social Relationships, Classmates, , Peer-assessment, Self-assessment, feedback, personal autonomy, learning to learn, social competence, Living Together Plan, teaching-learning process, learning community, environment.

Index

1. INTRODUCTION	4
2. OBJECTIVES	5
3. JUSTIFICATION.....	5
3.1 Why I have done this research?.....	5
3.2 Teachers competences	7
4. THEORETICAL FOUNDATION	9
4.1 Assessment and development	9
4.1.1 Zone of Proximal Development.....	10
4.1.2 Multiple Intelligences.....	12
4.2 Learning within a certain social contexts.....	14
4.2.1 Discovery Learning	14
4.2.2 The classroom as a social context	17
4.3 Learning through assessment	20
4.3.1 Assessment for learning	21
4.3.2 Assessment of learning.....	22
4.3.3 Assessment for learning.....	24
5. METHODOLOGY AND DESIGN	25
5.1 Methodology.....	25
5.1.1. Assessment according to the Law.....	25
5.1.2 Assessment for learning and European Language Portfolio.....	27
5.2 Design.....	27
5.2.1 Context.....	28
5.2.2 Description of my proposal.....	30
5.2.2.1 Daily assessment routines.....	30
5.2.2.2 Final assessment descriptions.....	33
5.3.3 Why this research?.....	34
6. RESULTS	35
7. CONCLUSIONS.....	37
8. BIBLIOGRAPHY.....	38
9. APPENDIX.....	41

1. INTRODUCTION

The present academic work will focus on the implementation of the self assessment and peer assessment as tools for the students to know themselves and their classmates better and so to improve the relationships between them accordingly.

There is a legislative framework about assessment, but we can go a bit further adapting this assessment to the students so that they can work with some of their multiple intelligences (interpersonal and intrapersonal), and get to know themselves and the others better, being able to improve their own assessment and the assessment of others and consequently their relationships also.

Theories of several authors about this topic have been analyzed, and an evaluation system has been planned for a certain class, according to their context and their needs. I specifically focused and develop my plan in a 5th year group of Primary Education of a private school in Palencia. It was a very heterogeneous group of students and there were some difficulties in the relationship among them.

The present study tries to improve these relationships through the assessment, as previously stated, and being helped by the Living Together Plan they had at school. It considers the plurilingual and pluricultural premises of the European Council.

2. OBJECTIVES

Before carrying out this research, the following objectives have been set.

- To analyze the need of the evaluation in the teaching-learning process.
- To learn about different useful methods to carry out an assessment in a Primary Education classroom, and being able to adapt it to the different realities of the different students.
- To create an Assessment Plan according to the realities found within a certain group of students, specially concerning the relationship among them.
- To analyze the techniques used to elaborate this study as well as the results of it.

3. JUSTIFICATION

3.1 WHY HAVE I DONE THIS RESEACH?

Evaluation has historically been carried out with the purpose of finding out which were the skills of the students. Nowadays the educational system looks for the students total personal and intellectual development.

It seems to be now clear that not only is important to give the students a mark, but also to go a bit deeper on identifying possible difficulties they may find on their academic environment and also with other students, etc.

For the students to participate in their own assessment is important to know themselves better and to be conscious of their own learning process, as it is compulsory by the Spanish Curricula.

To participate in the assessment of others improves their autonomy, empathy, or even self-esteem or their abilities to communicate with others.

On the basis of the idea that the assessment is an important part, not to say essential, since it has a function activated within the development and progress of students, it is very important that students take part in their own assessment as well as their classmates.

In this way, making the students participate in their assessment as well as in their classmates, the students will be aware of their learning objectives, being willing to improve, which means that the teacher motivates them and creates on them a need to know more, since their curiosity will be greater in those topics that interest them, and likewise, they will attend to their classmates interests.

It is an evidence that self-assessment is very important because with this tool students will take responsibility for their own learning, and be aware of it. This means that, with the teacher's help, the students will find their own project of learning, and their own way of learning. So they must be previously aware of their needs, and they must set objectives in the short, medium and long term.

It is very important that the students are able to reflect on their learning process. They were provided with previously designed tools to facilitate this reflection. Likewise they will be reaching more maturity and a higher level of responsibility to develop their own learning, which will also make them more autonomous, and they will have the option of having also some personal objectives, besides the ones set by the Spanish Law, which will adapt the program to each of the students needs.

We will also be promoting a constructive power, which is to inform the students about their learning, helping progress, encouraging them to improve, and helping them to change the least beneficial aspects.

At the same time, students can identify the most positive aspects of their classmates, as well as their progress and their improvements, so there is a progress in academic knowledge, but also students will develop their personal capabilities, helping them to their incorporation to de adult life, which is one of the main educational objectives.

We must not forget that with the student's assessment we must set aside their personal relationships, assessing their classmates in an objective way, which means that they will also develop their objectivity and they also learn to be impartial in any given situation.

On occasions, assessment will also be carried out by groups in which each student has a key role such as the speaker, the coordinator,... helping them to learn how to work as a team, which means, among other things, to give their opinion while respecting those of others.

To carry out this study, we have therefore, not only evaluated a given group of students, but also develop constructive work, individual work, core competencies as the communicative one, learning to learn, social, etc.

But the assessment is not only a process by which we assess our students and extract information, is also a tool that can be used to improve other abilities on the students, such as their interpersonal capabilities and consequently, their social relationships. It means that with assessment and data which we obtain in each, we can identify social problem, and once having found the problem, we can create and bring to the classroom dynamic or working methods that may solve them.

3.2 TEACHER'S COMPETENCES

Some of the competences that every Primary Teacher should have and that have been worked throughout this study are:

GENERAL COMPETENCES

1. Capacity to understand the complexity of education in general and in particular teaching and learning processes.

Every student is different from others. Teachers must know to analyze these realities and make any necessary adaptations for each of them. All must be under the framework of respect and equality.

2. Ability to promote autonomous learning of students in the light of the objectives and contents of the corresponding educational level, developing strategies that avoid exclusion and discrimination.

Classrooms are small communities where we tend to reach a common goal. As we have already said, the realities in a classroom are very different, so that it would be very useful to find the best aspects of each student, and those abilities that will contribute to the achievement of that purpose.

3. Ability to prepare, select or build materials and use them in specific disciplines frames.

Not all classrooms, all students or all subjects are equal. We identify the different needs and create the best way to teach according to all these factors.

4. Ability to promote the quality of the (classroom and school) environment in which the educational process will be developed, so that we ensure the well-being of the students.

The link between the classroom and the environment are completely necessary for the teaching-learning process already that this not only develops in the classroom.

SPECIFIC COMPETENCES

1. To be able to develop attitudes and positive and representations of openness to the linguistic and cultural diversity in the classroom.

We are teaching a language, but this language carries with it a culture component of customs, beliefs,... The teaching process should instead introduce children in all these aspects, and not leave them in the most superficial so they could integrate the new knowledge, and they could come to understand other ways of life different from theirs

2 To be able to plan to be taught and evaluated, as well as select, conceive and develop teaching strategies, activities, and class materials.

The realities in a classroom are varied, but in spite of that there are a number of knowledge to impart to all alike. Our role is to make that this knowledge reaches them all despite their personal circumstances. Furthermore, as I said before not everyone we are equal and therefore the evaluation should not be generalized.

3. To apply several ways to assess students learning: forecast of what will be evaluated, the degree of success, criteria and evaluation tools, as well as the moments in which the assessment will take place.

4 To evaluate the knowledge of the students and their needs, introducing different strategies for each level/type of students and the characteristics of the educational context.

This two points gives us more freedom when it comes to a personalized assessment, since it mentioned the degree of success, and this will not be the same in all students, but it will not be the same point from which we depart.

This personalized assessment must be done group as regards other aspects, for example improved social relations level. In this way students will achieve an improvement in all aspects, personal and academic.

5.To promote the collaboration of the families of students - especially those in communication occurs them in more than one language - to encourage respect for other languages and cultures

Teaching a language is not just about improving the communication skills, but it is also about sharing a culture; the cultural component is very important. This idea combined with the idea that education occurs inside and outside the classroom, gives meaning to this point.

4. THEORETICAL FOUNDATION

4.1 ASSESSMENT AND DEVELOPMENT

We can find several definitions of Assessment throughout the history. This definition has been changing depending on what the student has meant in the process of teaching and learning. The assessment was used in the past to know the academic level of students, its shortcomings, etc. and as a tool of information for families; but now we can use assessment to identify special necessities, as an instrument for the improvement of Living Together Plan, select the most effective materials in the teaching-learning process, etc.

Different authors define assessment and they relate it to development:

- Assessment is the process of gathering information to monitor progress and make educational decisions if necessary. (Terry Overton, 2004)
- Assessment is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving learning and development. (Paloma, C.A. & Banta, T.W, 1999)
- Assessment is any method used to better understand the current knowledge that a student processes. (R.J. Dietel, J.L.Herman and R.A.KNUTH, 1991)
- Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning. (Huba and Freed, 2000)

4.1.1 Zone of Proximal Development

Vygotsky believed that there is a difference between learning and development, but he also believed that properly organized learning results in mental developments and sets in a variety of developmental process what would not happen without the learning process. So he outlines three theoretical positions relating development and learning, and he tried to establish relations between these two elements. For him, these questions can be solving with the *Zone of Proximal Development*. Regarding this issue, we can differ two quite important levels:

The first one is *Actual Development level*, which is "the level of development of a child's mental function that has been establishes as a result of certain already completed cycles" (Vygotsky, 1978, p.76). This means that in this "space" are the things that the children are able to do by their own, what means without any kind of help, and this is which determinate the develop level.

In second one, called *Potential Develop Level*, we have to complicate the tasks and probably the child wasn't able to do. In this moment appears an adult who guides them through the learning doing simpler to solve the problem, and in a future, the child will solve the problem by their own.

Vygotsky (1978, p.79) defined *Zone of Proximal Development* as "the distance between the Actual Development level as determined by independent problem and the Level of Potential Develop as determine through problem solving under adult guidance or in collaboration with more capable peers".

As a teacher, we have to know what can our students do, with help, and this is their ZPD. We need to have very clear this idea, and establish an increase of the difficulty as we are advancing in the proposed tasks. So in this first task we are just guides, but in the next ones we should start having less and less presence, for the students to demonstrate that they are independent learners.

Of course, when we plan, we have to work with this three levels, because we can see an evolution in our students, "what a child can do with assistance today, she will be able to do by herself tomorrow" (Vygotsky, 1978, p. 89)

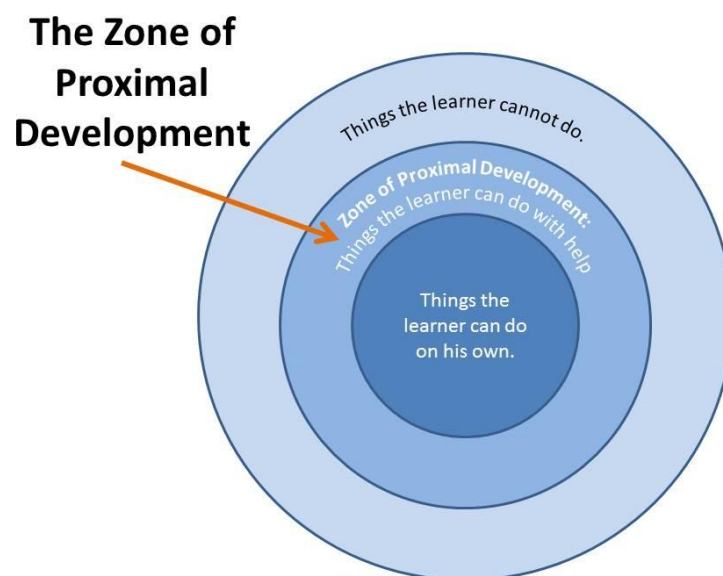


Figure 1: Vygotsky's Zone of Proximal Development

“That an essential feature of learning is that it creates the zone of proximal development; that is, learning awakens a variety of internal developmental processes that are able to operate only when the child is interacting with people in his environment and in cooperation with his peers. Once these processes are internalized, they become part of the child’s independent developmental achievement” (Vygotsky, 1978, p.90).

This means that, students need to be related with persons at their same level, in this case of the same age, to carry out a joint learning, soaking up what others can contribute. And once engaged in learning, it is the turn of the assessment; in this case, when they have been working together and they have helped each other, they know everything about the processes, and they know if the final result is the expected.

In this way, we can say that they are aware of their learning, as well as that of their classmates, so they must carry out an assessment in which they valued aspects as the effort, the commitment,... and in this way they can motivate their classmates or make constructive criticism. Taking into account all previous aspects, we are speaking about peer-assessment; this assessment will be aimed at improving the aspects we deem necessary, in this case the improvement of social relations.

4.1.2 Multiple Intelligences

Gardner believed that there was a theory regarding the intelligences more complete than that Piaget provided us, and he began to conduct investigations through which he wanted to explain the creativity and the roles that we take to participate in society. “All focus on a certain kind of logical or linguistic problem solving; all ignore biology; all fail to come to grips with the higher levels of creativity; and all are insensitive to the range of roles highlighted in human society” (Gardner, 1933)

The Multiple Intelligences defined by Gardner (1933) were eight: Linguistic intelligence, logical intelligence, visual intelligence, musical intelligence, kinesthetic intelligence, naturalistic intelligence, interpersonal intelligence, and intrapersonal intelligence.

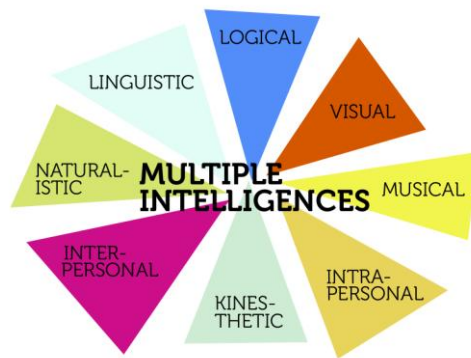


Figure 2 Gardner's Multiple Intelligences

In this case, the most work intelligences in this study will be:

- **LINGUISTIC INTELLIGENCE.**

It will be much needed for self-assessment and peer-assessment, since it will be necessary to justify ideas and comments. Specially in the peer-assessment because students should express ideas positively, looking for synonyms when necessary, etc. which will improve the relationship among them. It is also necessary in the resolution of conflicts.

In addition, when working as "teachers" in different evaluation routines, you will need to develop this to explain concepts, ideas...

- **INTERPERSONAL INTELLIGENCE.**

This is directly linked with social skills; it can be defined as the ability of students to understand situations, emotions, feelings, etc. of others.

Therefore this is also fundamental in this study, especially when the students assess their classmates, because they must attend many aspects not strictly academic (a bad personal situation, personal affects the classroom work,...)

Also, this has a direct link with the linguistic competence, since in relations with others communication is absolutely essential.

- **INTRAPERSONAL INTELLIGENCE.**

People with high intrapersonal intelligence have a great facility in the relationship with themselves, and they know the internal aspects of people who are in their environment.

It has been developed continuously during the time this study about assessment (Self-assessment, Peer-assessment and cooperative or group assessment, with the teacher) was carried out, because this refers to know ourselves as well as to get to know the others, coming to empathize.

Just feeling empathy conflicts will be reduced, since they are aware of what can affect a unpleasant situation in a person, therefore to put solutions to make it doesn't happen.

The union of these two latest intelligences is known as emotional intelligence. To try to develop these intelligences in the classroom, students held personal diaries if we wanted to focus on the intrapersonal intelligence, or we planned discussions and tutorials if we wanted to focus on interpersonal intelligence.

If schools are governing by this theory, they should create a specific Assessment Plan in which the students were evaluated by connecting their new knowledge to their real life, and seeing how they work in such situations.

4.2 LEARNING WITHIN A CERTAIN SOCIAL CONTEXT

4.2.1 Discovery Learning

Bruner (1960, 1966) proposed a method based on the investigation of the student, to help their experiences, imagination, creativity, knowledge, etc. In this way, they will give a response to the questions proposed, and solve them through inquiries (personal or collective).

- Problem solving.

The figure of the teacher here operated as a guiding and motivating element. We gave the students a problem so that they took active part in their education, being them who created their knowledge.

- **Learner Management.**
Letting children have their own individual rhythms but using these personal capabilities and learning speeds to collaborate with each other within the groups.
- **Integrating and Connecting.**
It's connecting prior knowledge with new knowledge, and eventually, with the real world but always letting them have a certain freedom to invent, create, experiment, etc.
- **Information Analysis and Interpretation.**
Not only we let them create, experiment, etc. but also discuss the results and provide an explanation that the learning of new skills also help the other students.
- **Failure and Feedback.**
Students also learn from mistakes and errors, specially from their own. In this case the teachers are responsible to give them the necessary feedback to forge the new learning from these errors.

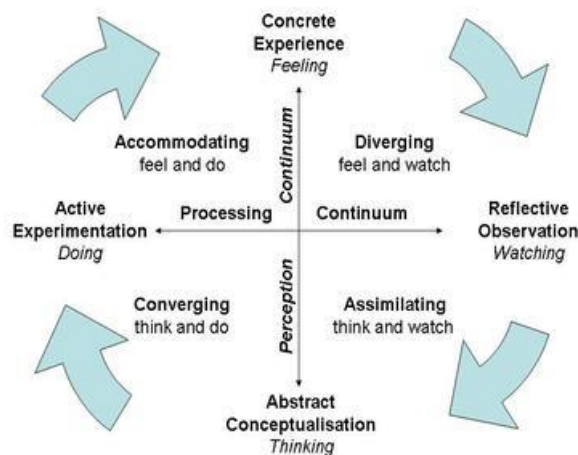


Figure 3 Bruner's Discovery Learning

This process is not only based on results, also in the processes. This way, we should have an evaluation that not only evaluates the final result, but it is also evaluating more abstract

concepts such as effort, involvement in the resolution, the processes that have led to the final achievement, ..

For this Assessment Plan it is very important the idea that Bruner (1960) proposed about learning. He defined learning as a new cognitive structure or modification of old ones, and he designated four structures through which the student learns. These are:

- Alternative navigation: Internal strategies that work to achieve the objectives
- Intuitive leap: State of mind. Result of the thought process
- Reinforcement: It validates the hypothesis and check errors
- Predisposition: The reasons that lead us to do something, in this case, develop a learning process

This latest concept will have great value and it will be a pillar in my Assessment Plan, because at the same time it subdivided in other four types.

These are cognitive strategies, product of the bias, in which different forms of inquiry are used to achieve a Discovery Learning.

- Curiosity: Internal need to know more to close a theme that interests us, or that at a given moment draws our attention
- Identification: Intention of being as another person, follow their examples, imitate their responses..
- Competency: Acquisition of an ability, skill, action,...that create a connection between person and context
- Reciprocity: Need to work co-operatively, or helping others to achieve this cooperation, and get a goal

Finally, Bruner (1960) established a readiness for learning. In this case he talked about three important points:

- Intellectual development and readiness
- Spiral curriculum
- Act of learning

This last point is divided in turn into other three important moments that occur at the same time, make us aware of the learning. He saw "learning as a cognitive process that involves three simultaneous processes" (Bruner, 1960, p.40) :

- Acquisition

It is the process by which new information is obtained. At this point, many times prior learning are a base or an instrument whereby we create new ones.

- Transformation

It is the process whereby the information and knowledge that we already have is handled for, and that they serve to strengthen new situations.

- Evaluation

It is the way that we demonstrate materials have been used properly, and if the end result is or not positive.

CHAP5:Readiness for Learning
The Process of Education (1960), Harvard University Press

- Intellectual development and readiness
- Spiral curriculum
- Act of Learning
 - **Acquisition**-refinement of previous knowledge
 - **Transformation**-Manipulating info to apply it to new problems.
 - **Evaluation**-the way we have manipulated information is adequate to the task?




Figure 4 Bruner's Readiness for Learning

4.2.2 The classroom as a social context

"Social context in which they live, learn and each person develops is vital. This environment consists of people (families, neighbors, the same students...) with knowledge, values, experiences, etc. — are not only "inhabitants", but active elements with eigenvalue. Thus, it also seeks the relationship between what is learned and the out of school learning

(trying to be a deal - bidirectional families and school, taking advantage of informal learning, compensating for the shortcomings...)." (Stanford University School of Education)

Social context is absolutely necessary in the learning process. The school can't ignore this fact, because the environment in which we live, influence our development "... an essential feature of learning is that it creates the zone of proximal development; that is, learning awakens a variety of internal developmental processes that are able to operate only when the child is interacting with people in his environment and in cooperation with his peers. Once these processes are internalized, they become part of the child's independent developmental achievement" (Vygotsky, p.90).

The school should be open to society, leaving behind the idea that they are two different mediums, and that learning must be made at the first of these. One of the main education objectives is educate the student for their incorporation into adult life, life that will develop in a social context.

For this reason is necessary a connection between school and environment.

According to Pepe Álvarez (2004), there is a classification of the elements that are necessary to carry out this connection:

- School should be the environment catalyst, making this part of the classroom
- There must be a connection between the projects with which to work, the needs of students and the environment. It would be very beneficial if the school projects could include some element of this environment such as visits, talks...
- The school must have autonomy to develop their project, but both should be coordinated with the organisms. This coordination between school and environment is essential when the culture school and the environment do not match.
- As they learn both at school and in its environment, the involvement of the community is required.

- The school has a dual role: space of socialization and cultural development space. Therefore there must be a connection also with public authorities. They are those who provide necessary materials for the development of such papers.
- They must transmit a transformative learning, interacting with the local environment and, at the same time with the more general environment.

Although these ideas about the school and its environment are very enriching for the personal development of the students, it would also be important to bring this to their environment within the school.

To make this approach the most appropriate we should have to understand the classroom as a small community of which they are members. We will thus create a "community of learning".

In these community "students act as researchers, taking responsibility for learning about various aspects of a larger topic so that they can then teach the rest of the class (Brown, 1994). The need to teach to others triggers more active engagement and deeper learning than would do it sitting passively while the teacher is speaking, the learner listens, and a test is taken. Students are typically expected to plan and structure an area of inquiry, to incorporate and integrate academic learning into practical activities, and to produce their own work—ranging from portfolios of artwork to experimental designs and finished reports. The point is to provide opportunities for learning that is 'active, strategic, self-conscious, self-motivated, and purposeful' (Brown, 1994; Darling-Hammond, 1997, p. 110).

Our task as teachers within this learning society is changing, "we must generate a significant transformation, so that they are no longer fundamentally speakers or exhibitors, but also: helpers; guides that lead individual and group efforts of self-learning by the students; people who induce them to research" (Ángeles, 2003)

4.3 LEARNING THROUGH ASSESSMENT

The uses of assessment have changed with the passage of the years, as well as the way in which students participate in the classroom, their families and the environment. This has made that assessment also has changed, and now have a more complex use and, at the same time, covers more areas. This is also because it has changed the way in which we understand education.

As a result of this change, it has also changed the way in which we see the assessment. There are many authors who establish basis on which they based the assessment; in this case, and taking the mentioned by Enrique Sánchez Martínez-Salanova (2012), there are:

- The assessment is a new learning situation.
- The evaluation involves a change of mentality: feedback.
- Assessment coincides with the learning process.
- The evaluation is the control of the learning process.
- The evaluation must modify the structures.
- The evaluation is a continuous action of learning.
- The evaluation is constant search for information.
- The evaluation is constant practice, and should not be confused with the qualification.
- The evaluation is methodology
- The evaluation is communication

As it can be glimpsed in these pillars, there are different types of evaluation related to learning. I distinguish three types, based and following differentiation between *of*, *for* and *as*.

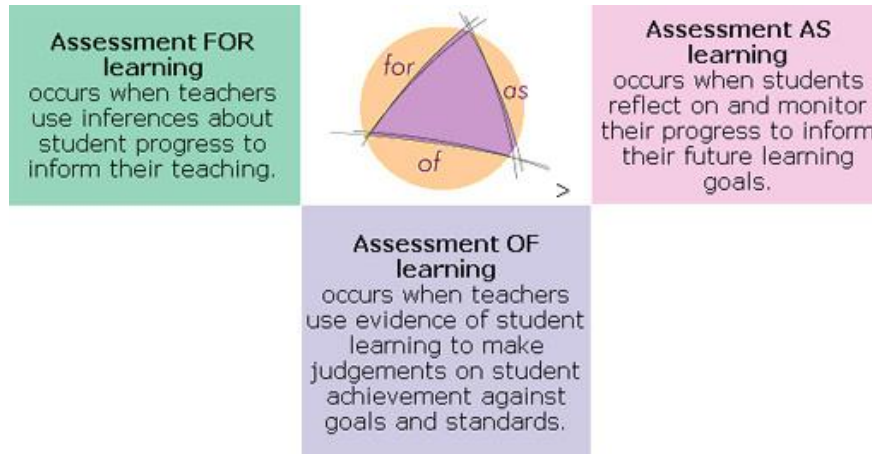


Figure 5 Assessment for Learning, Assessment of Learning, and Assessment as Learning

4.3.1 Assessment for learning

The best way to consider the assessment for learning is as an approach to evaluation that occurs within the classroom. It is a term related to the situation in which learning happens.

One of the bases of this work is the theory of Carol Dweck that states that this assessment adopts an approach that highlights the effort and improvement of competition.

To define "assessment for learning" this study is based on in the idea that Assessment Reform Group formulate (1999) give us. It creates five key factors, which are:

- Active participation of students and their learning.
- The effective feedback provided to students.
- Adaptation of the teaching process, considering the results of the evaluation.
- Need for students to be able to assess for themselves.
- Recognition of the deep influence assessment has on the motivation and self-esteem of students.

To understand which implies this evaluative proposal, we will build on the teaching practices posed by Shirley Clarke (1998, 2001):

- Learning intentions and success criteria, hat could be defined as the point is intended to get.

This idea related to the issue that we are discussing would be something like define the objective of better living, autonomy in problem solving, respect colleagues,... and direct all efforts towards this end.

- Questions

Giving the students more time to answer questions, and also to help their classmates when necessary. This would improve relations significantly since having more time to think might make them reason the answers better, and at the same time would improve the relations and the situation of coexistence to answer several of them, respect the views and select the response that they consider more appropriate.

- Feedback

Working cooperatively with the information that they receive in the present, and the prior knowledge already settled in our minds.

- Self-assessment and peer-assessment

One of the main objectives of this type of assessment is that students are able to evaluate for themselves, as well as assess their colleagues. And to make this assessment it is not just enough to give an opinion, but this opinion must be justified. This process is an important source of knowledge, as well as improvement of oneself and with respect to the Group.

The assessment for learning has currently some ideas about what learning is:

- An active social process,
- in which the student creates meaning,
- and should build on what is already known.

4.3.1 Assessment of learning

On the other hand, we can find Assessment Of Learning, which is the way in which students apply new learning, knowledge, skills,... directly related to the curriculum. This

means that is the learning results; and its main function is to inform, to parents or to own the results of their learning student.

"Assessment of learning occurs when teachers use evidence of student learning to make judgements on student achievement against goals and standards. It is usually formal, frequently occurring at the end of units of work where it sums up student achievement at a particular point in time. It is often organised around themes or major projects and judgements may be based on student performance on multi-domain assessment tasks. It has a summative use, showing how students are progressing against the Standards, and a formative use providing evidence to inform long term planning" (Department of Education and Training, 2013)

This type of assessment is intended to collect information about students learning, and inform the families. I take as a reference Harlen (2007), which says "changes that are planned for assesment in schools are moving firmly in the direction of greater dependece on assessment by teachers".

In adition, this kind of assessment has more features which are:

- Establish an academic level, that will be the information we will then provide to the families
- Report to open a debate to close to promotion to the following year, and make the necessary adjustments so that during this students get better results
- Decide their future steps that can give the student, and that will affect in some way

There are differences between assessment OF learning and assessment FOR learning. In this report, most important difference is given to the process in assessment of learning. This causes us to focus on end results, forgetting the intermediate efforts. These efforts and improving intermediate are the ones most linked to the improvement of living.

From my point of view this type of assessment does not help to improve the bad social relations, but it accentuates them create competitiveness regarding "who gets a better mark," laughs if any student has low one, or envy those who have the best of all.

4.3.3 Assessment as learning

Thanes Valley (2015) define assessment as learning "is the use of a task or an activity to allow students the opportunity to use assessment to go further on their own learning. Self and peer assessments allow students to reflect on their own learning process and identify areas of strength and need. These tasks offer students the chance to set their own personal goals and advocate for their own learning."

Only by reading this definition, we can find many differences with the assessments previously seen. The main difference of these who carried out the assessment, since in the first two cases it is made by the teacher, but in this case will be the student who perform it. This is one of the most important differences, since assessment for and in this is self-assessment an peer-assessment techniques,... But it isn't the only difference.

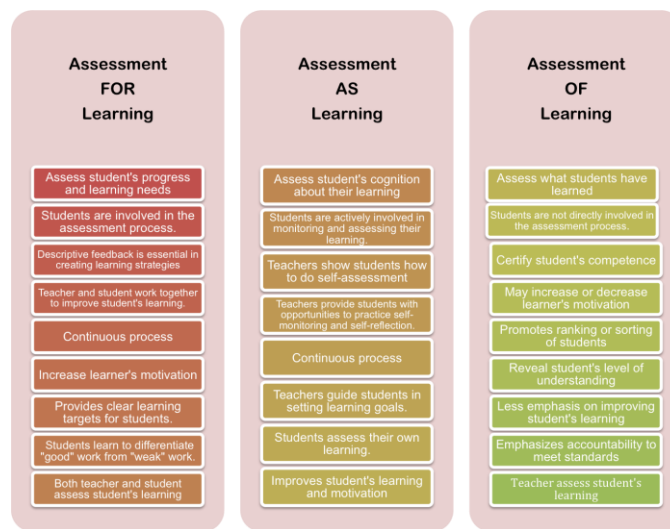


Figure 6 Assessment for Learning vs Assessment as Learning vs Assessment of Learning

Looking at this table we can see that there are many differences between the three types of evaluation. To explain these differences I have helped what Australian Curriculum (2012) established in one of their reports:

Assessment as learning occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment for new learning.

- encourages students to take responsibility for their own learning
- requires students to ask questions about their learning
- involves teachers and students creating learning goals to encourage growth and development
- provides ways for students to use formal and informal feedback and self-assessment to help them understand the next steps in learning
- encourages peer assessment, self-assessment and reflection.

From my point of view, and considering the meaning of this report, this assessment would be the most appropriate, since some routines of assessment in which the main objective was to improve coexistence in the classroom would be with her. To get this we would focus on personal improvement.

5. METHODOLOGY AND DESIGN

5.1 METHODOLOGY

5.1.1 Assessment in the Law

As I have said before, the assessment is a fundamental part of teaching and learning process, for this reason some legislative documents refers it to regarding some aspects.

BOCyL

In relation to the figure of the teacher in this process of assess, these official legislative documents say:

1. "(...)teachers will evaluate both the processes of teaching and their own teaching practice and learning of students (...)"
2. "The Assessment Plan of the process of teaching and the practical teaching will be incorporated to the educational project and will include moments in which must be carried out assessment and instruments to make it" (At the beginning of the year and at the end of this one)

To develop this Plan of Assessment, we must take into account some general goals according to the law:

- Develop individual and group habits, effort and responsibility in the study as well as attitudes of trusting in themselves, critic spirit, personal initiative, curiosity, interest, and creativity in the learning process that discover what having good tasks means.
- Acquire skills for the prevention and for the peaceful resolution of conflicts, allowing them to act with autonomy in the family and domestic sphere, as well as in the social groups to which they relate.
- Available, at least one foreign language basic communicative competence that allows them to express and understand simple messages and engage in everyday situations.
- Develop their emotional abilities in all areas of personality and their relationships with others, as well as a contrary attitude to violence, prejudice of any type and gender stereotypes.

In addition, this document is directly related to core competencies that must be working and develop throughout this educative stage. Which are more developed for this proposal are:

- Linguistic competence. They are coping in a foreign language. They must be able to express themselves orally and in writing form.

- Anatomy and personal initiative. Using the assessment, they will be more aware of their learning, and therefore will be much more responsible upon the. So develop their autonomy and responsibility.
- Learning to learn. Using the assessment, they reflect the autonomy they have about their learning and their companions. Thus, they investigate and establish more beneficial for them techniques.

5.1.2 Assessment for learning and European Language Portfolio

A new documents have been approved in 2001 by the Council of Europe's Language Policy Division.

This document was created for those who know two or more languages. In it they can reflect on both learning levels: academic and cultural.

It supports the development of learner autonomy, multilingualism and intercultural awareness. Its main objectives are:

- To help the students give form and consistency to your learning experience and the use of languages other than their mother tongue.
- To motivate students by acknowledging their efforts to extend and diversify their knowledge of languages at all levels.
- To provide a record of linguistic and cultural skills that they have acquired (to be consulted for example, when they are on the move to a level of higher education or seeking employment in the country or abroad).

Some throughout my proposal carried out in a real school, I helped myself and I support this proposal in this document, on all aspects related to the learning and understanding of a new culture.

5.2 DESIGN

5.2.1 Context

The present study was developed at a private school, located in one of the neighbourhoods in Palencia. In this school there are many specific features that I took into account to develop working materials. I focused my teaching in 5th year, specifically in English subject.

It has been a very important factor to count with the help of the teachers of the School that, helped us to get to know the different realities of the students, so it gave me an idea about the main characteristics of the students, and at the same time she informed me about the way to work at the school, the school Plan, the methodology,... and this idea make me easier to plan the materials.

Regarding the assessment, they didn't work with Assessment setting, they helped a review. This is an important point for starting work on a more elaborate Assessment Plan.

Is a good idea to include in all the lessons a "review" making questions about different topics, and linking this topics with the grammar and vocabulary they were working with. In this way, not only practised with the knowledge related to the unit, but also practise the oral expression. This questions can be consider Assessment for Learning and Assessment of Learning, because we used it to identify the problems or difficulties.

In addition, the questions that we asked used such a review always has got a tone of joke, trying that they see each other as partners, not competitors. This idea was very important to start working my Assessment Plan, and do it effectively, trying to improve some fundamental aspects of coexistence because sometimes we can observed many competitiveness between students, which sometimes led to fights or arguments in the breaks even in lessons.

Other important point was the way in which they presented their class work and homework, there were important aspects such as cleaning, calligraphy, order, respect for the materials, respect towards the work of the other students... especially in relation with

peer-assessment because is further evidence of improvement or little effort to assess the others

For this reason, this Assessment Plan will be linked to the Living Together Plan, since we will work to improve the social relations between students in the classroom. This is one of the main objectives of the Living Together Plan, and we develop it using the joint work, and of course, doing that they focus on the most positive aspects of their classmates.

Many of these points are directly related to respect for what in this aspect will also be developing the Living Together Plan.

In relation with this study, the organization(their roles) in the class was very important. In this case, they didn't work with an own role in the classroom.

This role in the classroom is very important because the traditional roles in the teaching-learning relationship are being changed, now the students have more responsibility in their own process, and not only in their own process, also in their classmates teaching-learning process because they build new concepts, ideas, knowledge... together. They are part of the development of the others, so they need to work cooperatively and organized.

This being one of the fundamental ideas to start working with a more complete Assessment Plan. It is important to start in an orderly manner so that students are fit to these new routines, likewise, we must start by Self-assessment, and gradually introduce Peer-assessment. It was a little bit complicated because they didn't work with any kind of organization, so previously they need it.

This organization is very important because sometimes we were going to perform Peer-assessment in groups or such a cooperative, so they need a speaker, a secretary, a coordinator,... that go collecting ideas that different members of the group wish to express.

Beside, all the activities have their share in the final mark, and part of that mark would be related with cooperative work, so they are motivate them to participate in all the tasks.

5.2.2 Description of my proposal

I perform some assessment activities related to the subject that concerns us. With this tasks I tried to develop different skills as listening, speaking, talking, reading, and writing. All of these skills were linked to relationships inside of the classroom, that they should because we use these to reach an understanding, as well as to justify ideas, express opinions, express thoughts...

5.3.2.1 Daily assessment routines

In this way, new routines will be introduced, regarding the main aspects:

- "What I **K**now, What I **W**ant to know and What I have **L**earned" (KWL)
At the beginning of these units, in the first of the lessons, students contributed different ideas about what they knew about the topic, and what they wanted to know when the unit had finished. At this time, in a cooperative way, they establishing what they should know when the units were finished. At this time they discovered if they had reached their goals.

Topic: _____		Name: _____	
K What I Know	W What I Wonder	L What I Learned	

Figure 1 KWL display in the classroom

In this way they developed competences linked to the Living Together Plan, for example, respecting the concerns of others, or at the end of the units, helping others to learn more the subject of which we had discussed.

- "Ask me"

Once a week we realized a play in relation with the grammar terms. In this case, we used a ball, and the pupils had to throw the ball to another classmate, and at the same time they have to make a question related to the grammatical contents.

So I engaged the participation of all students, since it was not valid to shoot the ball always to the same classmate; as well as the need in the students "know more" and answer correctly the question to have that feeling of satisfaction.

In regard to social relations, they also worked it since they could request the help of another of their classmates, under the condition that this "helper" couldn't be always the same, and the positive score was for both of them.

- "Fingers up!"

During this unit we talk about two important moments in the history, in relation with two important festivities 23th April, Community Day, and 1st May, Labor Day. So we introduce the story first in Spanish and then we talk about it in English. In this moment they have to use their thumb fingers, to indicate if they understand everything, more or less, or don't understand.

The pupils who had understood the vast majority, gave a new explanation to the other pupils.

We use this method for different explanations about grammar uses, vocabulary, and the topic of the unit.

- "About me"

The unit I had to teach them the past tenses of the regular verbs. In this case, I tried to connect this content to their environment, and more specifically to their own, so I organized a practical exercise in which they talk about themselves in the present and in the past.

To do this, once again, all of we established a few issues to which they had respond in a document that later would be complete with photos, interesting facts,..

In this case I served an assessment in pairs (this was the placement of the class and many of the couples were thus located to shorten their differences).

Peer Assessment					
Name of Presenter	My Name				
Star Rating					
Information	☆	☆	☆	☆	☆
Effort	☆	☆	☆	☆	☆
Clarity	☆	☆	☆	☆	☆
Comments	<hr/> <hr/> <hr/>				

- "Respect the Project"

During these units we realised some Projects. When they had finished those projects, we carried out a cooperative assessment. To do this, we recruiting different points that assess, like cleanliness, presentation, use new vocabulary, grammar, expression,...

When they had finished these projects we used a lesson to present and assess their works, being them who assessed their classmates. They asses the projects using faces in the different items.

Finally they had to make a constructive comment to their classmates who exhibited their projects. Thus encouraged them to continue to work and strive in the event that there is no very good results; or rewarded them with good comments if the efforts had the expected results.

(1. Excellent; 2. Very good; 3. Well done; 4. Can do it better; 5. Try again)



Figure 2 Marking different items

5.3.2.2 Final assessment

On this occasion I focused on one of the final projects I've done with the students throughout my internship period. This final project concentrated within itself all the contents worked during this unit, and with this task the unit will be finished but always with a open part to the review.

It was scheduled for three lessons, but finally I had to expand it. I tried to concerned in it all aspects that my mentor considered important, so as much as possible according to its assessment process. This important aspects were: cleaning presentation, communicative and oral expression, correction in grammar and vocabulary contents, and respect during the classroom.

For this reason I prepared a Project in which they should select a member of their family, and then we would work with that member of their family in different aspects (these aspects or topics would be the subtasks).

To start the activity, I explained its subtask and what they should include in its.

In this case, while I explained, I was completing a drawing on the whiteboard, this drawing was what would be our project final result.

Once completed the "written" task in which the three subtasks had to be complete, we reach the point of completion. At this point the pupils should comment what they had collected in their projects.

Cooperatively we picked up several points that should be mentioned:

- Kinship
- Jobs and main functions.

- Where he or she was born (with the correct grammar structure).

This presentation was very interesting appeared very little known jobs, and they, again, expanded their vocabulary. In addition, they explain the meaning in English, so who said it improved their oral skills, as well as their linguistic competence and intelligence, and the rest of the group "thought in English".

Finally, in the "Final Projects" I focused my attention in other aspects as for example the effort, desire... because now I after having worked for several months with them could he know if they had put efforts or not. So I assess the process and the final result.

But not only that, during this period several problems in their relationships were observed so a proposal that could also work with aspects of their relationships in the classroom was chosen accordingly, contributing to the improvement of this aspect.

In this case they did a cooperative assessment.

Until they began with presentations, we established between all points to evaluate. These would be:

- Content of the project.
- Cleaning of the project.
- Exhibition of the project.

All of them went to the front and explain their works. The rest of the group, with my objective help, had to evaluate their projects, attending for the previous aspects.

Obviously, at first were not objective, but were gradually leaving aside your friends to find the strengths of all, although these companions were not inside of your circle closer.

In this way they would see the positive that is can bring some to others, and the benefits that can be obtained from a good relationship between them.

5.3.3 Why this research?

The social relationships among the students are, at least, as important as the academic results, for their personal development.

And if this social relationships are important in adulthood, in the training of students between these ages is much more important, since these relations will also forge their character, and it will be part of what in the future they will become, and part of their identity.

Students at this school were not really used to working cooperatively, to assist others, and this used to reinforce their relationships negatively. This is the reason why an Assessment Plan was introduced, to collaborate in the improvement of relationships between them, using this Assessment Plan to identify the most positive aspects of their classmates, as well as its progress and improvements. It has also helps them to be aware of their learning process and the acquisition of new knowledge. It is also a way of inciting them to be willing to learn more, since their curiosity increases in those topics that interest them, and likewise, they will pay attention to their classmates interests.

One of the aims of the study was to get the students to express their views and interests, and at the same time to achieve the other students respecting these views. Once this was accomplished, it was easier to manage to significantly improve relations between them.

Therefore, they would not only reach higher academic standards, but they would also improve their social relationships which is a very important aspect in education and in the training of students, as well as in their process into adult life.

6. Results

Broadly speaking, I must say that the way in which we have worked with my Assessment Plan has been satisfactory, since I established this plan thinking in a series of goals I wanted to develop, and these have been fulfilled. In addition, I included an organization in the classroom through which everything was more fluid.

Using the self-assessment, students reflect close to their learning, and they become more aware of their learning process. But not only that, there was also on them a feeling of being able to transmit knowledge, making them willing to share it with everyone, like carrying out the tasks, where they were able to help their classmates to understand the new learning.

Little by little, students have been taken more part in activities. The first time that we work in the classroom with a self-assessment activity, they continued taking them students figure. But as I going by introducing new activities related to peer-assessment, they were changing their way of acting within the classroom, since at the same time they felt as students and as teachers.

When I introduced peer-assessment, attracted my attention the way in which they assess their classmates depending on the person, without any kind of objectivity. But step by step they began to understand that we must assess the effort and the process, and in addition, the final result. At this time they began to give greater meaning to words such as silence, respect, attention, opinion...

One of the main objectives was to improve their social relationships, and these had a favorable change. It was reflected in the latest project, to carry out the assessment. They were much respectful with their classmates, and they were very encouragement with students who hadn't got much aptitude in this kind of tasks.

The widespread comment from other teachers was of surprised to see that in their classes, students helped their classmates, and that situation was not very common before. In addition, decreased competitiveness among them.

From now on, students try to solve their problems between them, protecting them when situations get complicated, but always with respect. In this way, they have also decreased complaints by fights or arguments to teachers.

In conclusion, the social relations among students has improved considerably by having a better working climate favored by giving encouragement to their classmates, invite them to participate, continue trying when they are wrong,...

Finally, the materials used for the assessment were very useful since in many cases the students are motivated to create them, or upon completion. In addition, they served as a help and support to students who had more difficulties, and as a review of the all group.

Looking for the results, I think that the most effective material in this group has been the KWL because all students participated and showed their concerns so that the activities in which it was used were very participatory and dynamic.

7. Conclusions

The main objective of this research was the improvement of students relationships within a given classroom, using assessment as the main tool. Several types of evaluation were used: Self - assessment, Peer- assessment, and cooperative assessment.

As it has been developed throughout this study, the assessment is an element through which the social relations within a group of students in a classroom can be improved. We have considered the assessment of knowledge always transmit through a foreign language. English, but if necessary, the assessment can help us to evaluate many other aspects, and it can be related to other areas.

To carry out this study, it was necessary to have an organized classroom work, meaning working with roles and giving the students a responsibility inside their learning community.

As teachers, we must have the ability to identify difficulties, trying to put into practice all the knowledge we had learned previously. The first steps we usually take analyzing the social environment of the school, and the different realities in the classroom. Gradually we will learn about the "community" where we started to take part (understanding this community as classroom)

Considering the topic of this research, assessment, it will be also necessary to evaluate our teaching-learning processes, since this teaching-learning process is reciprocal between students and teacher.

Once completed this report it is necessary to say that the idea regarding the assessment has changed a lot, and now we must be aware of how we use this element as a support and as an instrument of work and improvement, and not only as an informative element. Now it is evidence that the assessment also serves to develop responsibility, autonomy and socialization of students.

On a personal level, I must say that I am now much more aware that a mark can influence our future and our state of mind in the present.

Our students deserve much more recognition, so we need a realistic Assessment Plan. We are people we teach a formation, and as such must attend all aspects of our students. A wrong assessment brings a discouragement, and this lack of motivation can be a total lack of interest. A complete education is impossible without interest.

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9. Appendix

9.1 Self-Assessment



Figure 7 Fingers Light

Student Self-Assessment

Complete the form below to assess your learning and create your new goals.

Name _____ Date _____ Hour _____

As a learner, I am best at _____

As a learner, I wish I had done better at _____

As a learner, I improved at _____

Three goals for myself to become a better learner are:

Additional Comments

Student Signature

Teacher Signature

Parent Signature

9.2 Peer-Assessment

Peer Assessment		Peer Assessment	
Name of Presenter	My Name	Name of Presenter	My Name
Stjär Råting		Stjär Råting	
Information	☆ ☆ ☆ ☆ ☆	Information	☆ ☆ ☆ ☆ ☆
Effort	☆ ☆ ☆ ☆ ☆	Effort	☆ ☆ ☆ ☆ ☆
Clarity	☆ ☆ ☆ ☆ ☆	Clarity	☆ ☆ ☆ ☆ ☆
Comments	_____	Comments	_____
	_____		_____
	_____		_____

It was used to do the peer-assessment



Cleaning				
			Explanation	
		Ideas		
				Presentation

This chart was used both for Peer-assessment and cooperative assessment.

9.3 Assessment and Learning

