IMPLEMENTING SELF- ASSESSMENT AND ISAPTIVE FEEDBACK IN A SECONDARY SCHOOL

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AFFIDAVIT

I, Johann E. Perez Angulo, hereby declare that this master's thesis has not been previously presented as a degree requirement, either in the same style or with variations, in this or any other university (Article 92 Advanced Education Student Code, Universidad Pontificia Bolivariana)

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Abstract

This research aimed to explore the role of self-assessment and isaptive feedback in learning English process at a public secondary school in Colombia. Twenty five students from ninth grade participated in this exploratory and descriptive research which adopted a case study design characterized by an intervention. This study implemented a route of self- assessment and isaptive feedback process which consisted of five communicative tasks and fourteen steps for learners reflect systematically on their own learning, using the technological mediation of the online networking application of EDMODO. It was required to use some qualitative methods to collect the data during the implementation phase. Thus, this study conducted a student survey, a focus group, a semi -structured audiotaped interview and collected data were transcribed and categorized in terms of three main emergent themes and nine subthemes that were turned into codes. The analysis of data combined deductive and inductive approaches and yielded a claim of students for being more engaged in their own process of learning and the necessity of a more participative role of them in the design of the assessment practices. Findings revealed that the implementation motivated a meaningful active interaction between teacher and students for developing learning self-reliance in the process. Then, by means of self- assessment supported by ipsative feedback students are encouraged to be aware of their learning process and they feel more confident learners since they watch themselves succeeding or noticing their limitations when they are supported by actionable information that they received.

Keywords: Self- assessment, isaptive feedback, self- reliance, formative assessment

Resumen

Esta investigación tuvo como objetivo explorar la función de la auto-evaluación y la retroalimentación isaptiva en el proceso de aprendizaje del inglés en una escuela secundaria pública en Colombia. Veinticinco estudiantes de noveno grado participaron en esta investigación exploratoria y descriptiva, que adoptó un diseño de estudio de caso que se caracterizó por una intervención. En este estudio se implementó una ruta de auto-evaluación y proceso de retroalimentación isaptiva que consistía en cinco tareas comunicativas y catorce pasos para los alumnos reflexionar sistemáticamente sobre su propio aprendizaje, utilizando la mediación tecnológica de la aplicación Edmodo. Se llevó a cabo una encuesta entre los estudiantes, un grupo de enfoque, una entrevista semi- estructurada audio grabada y los datos recogidos se transcribieron y se clasificaron en función de tres temas principales emergentes y nueve subtemas que fueron convertidos en códigos. El análisis de los datos combinó los enfoques deductivos e inductivos y produjo una demanda de los estudiantes por ser más comprometidos en su propio proceso de aprendizaje y la necesidad de un papel más participativo de ellos en el diseño de las prácticas de evaluación. Los resultados revelaron que la aplicación motivó una activa interacción significativa entre el profesor y los estudiantes para desarrollar el aprendizaje de la autonomía en el proceso. Por lo tanto, por medio de la autoevaluación con el apoyo de la retroalimentación ipsativa de los estudiantes se les animó a ser conscientes de su proceso de aprendizaje y los alumnos se sintieron más seguros, debido a que se dieron cuenta de sus limitaciones cuando se apoyaron en la información procesable que recibieron.

Palabras claves: Autoevaluación, retroalimentación isaptiva, autoconfianza, evaluación formativa

To my wife and my charming children for inspiring me to fly high and believe

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A real voyage of discovery consists not of seeking new

landscapes but of seeing through new eyes.

-- Marcel Proust

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Introduction

Reflecting through assessment is an approach that requires a deliberate thinking and sometimes referred to as "surfacing", which involves bringing things to the surface, making the implicit explicit (Thompson & Thompson, 2008). It is from a sociocultural perspective grounded on social constructivist learning principles where formative assessment takes into account the interaction and the collective action in the learning process, within the purview of Vygotskian theory, in which classroom internalization is largely dependent on social construction. Then, assessment stops to be unidirectional because it involves teachers and learners in a reciprocal activity to move learning forward through reflection and self-regulation, having in mind that formative assessment has to be regarded as a process rather than a particular kind of assessment (Heritage, 2010).

Moreover, the paradigm of teaching with the emphasis focused on the role of students as the core and center of the learning process has motivated new trends and shifts in the way as assessment and its relation with effectively learning is conceived. As it, Brown & Hudson (1998) proposed some characteristics of this shift as conceiving assessment as not intrusive but welcome by the students since they get along in every activity, so it requires students to perform, create and produce according to what is meaningful to them for using language in real contexts and they be constantly involved in assessing what they normally do.

In this study, I explore the role of self- assessment and isaptive feedback as formative assessment practices in the process of learning English as a foreign language in a public secondary school in Colombia. There has been a good deal of interest in formative assessment

procedures over the last thirty years, and my analysis builds on the findings of several previous research that scrutinize the role of self-assessment practices in learning English as a foreign language in Colombia and the implementation of isaptive feedback as a new paradigm in which students' performances are used as the criteria to check on their own progress. Hence, exploring the case of implementing self-assessment and isaptive feedback in a public school setting becomes meaningful since most of the studies on this field have focused on higher education in Colombia and scarcely primary and secondary education. Indeed, research about isaptive feedback is a completely new approach that might address some of the current problems with researching formative assessment (Hughes, 2011).

As in 1970s there was a change of focus in the role of the learner in language teaching pedagogy where the learner was considered to possess an active part in the learning process and to be responsible for his or her own learning (Anderson, Reinders, & Jones-Parry, 2004), the tendency of inquiring assessment practices focused on these practices for enhancing learning. This active involvement includes participation in assessment, since then assessment was regarded a basic component in the educational process, underlying alternative ways under a new conception in the purpose of assessment to shape and form learning possibilities.

Interest in the role of formative assessment in the process of learning English is often motivated by understanding how assessment for learning promotes the achievement as it encourages learners to take responsibility for their own learning. That is related to draw on language and thoughts to be absolutely configured in spaces for social convergence such as schools, where new citizens are educated in terms of a social change through pedagogical practices to "deploy education in a process of progressive social change" (Kellner, 2000). Therefore, it becomes interesting to scope on that process and in the best way of conceiving

classrooms as spaces for the risks and the creativity (Mora, 2009). Putting the emphasis on helping the students to take risks and changing the culture of our classrooms where lifelong learning has to be supported with invaluable skills that build on them the way of learning to learn.

Problem

Clearly, the mission of schools has changed in order to help students to succeed in meeting standards rather than ranking students according to their achievement for sorting losers and winners. Thus, teachers are compelled to embrace a different vision of assessment that can enhance students´ learning, instead of merely grading and labeling. One of the key components that has emerged to address this different vision is to foster students' awareness of the desired standard and help them to narrow the gap between their real state of knowledge and the desired performance, which is often arbitrary in the form of national standards that adopt international standards disregarding the local needs of the school context. It means that is needed to engage students in all aspects of their learning, even assessment regarding local and students´ needs.

Many authors and researchers conceive assessment as an integral part of the learning process and as a significant informed decision- making tool not only for teacher, but for students, the power to inform and the power to influence (Mendoza & Bernal, 2009; Hargreaves, Earl, Moore, Manning, 2001; O' Malley & Valdez, 1996; Cohen, 1994; Shohamy, 2001) and in words of Tunstall & Gipps, (1996) it is the potential for assessment to improve learning and teaching what makes it worthy to receive strong emphasis in a process of learning, thus an interesting research issue.

Indeed, several researches have clearly stated about this challenging vision that the more information about students´ strengths and weaknesses, the clearer picture teachers can have about achievement or where possible gaps about students´ learning difficulties may occur (Rodríguez, 2007; Sierra & Frodden, 2003; Torres, 2009). Thus, it is needed to adjust teaching and learning while they are happening and as a consequence timely adjustments can be made (Black & Wiliam, 2006). In that case, engaging students beyond a grade for seeing where they are and where they are going to in relation with their learning, has established a distinction in assessing *of* learning and *for* learning; in other words, summative and formative assessment, where the first one is intended to summarize students attainment at a particular time, and the second one is intended to promote further improvement of students attainment in order to enhance learning during learning.

However, and according to the literature and works about the conceptions of assessment and its relation with instruction have reported and suggested that despite the current and increased interest in appealing for the engagement of students in their own process of learning, it continues a system dominated by the concept of gradeness and assessing in a curriculum focused on promoting and ranking students but not on using assessment for learning or reflecting about it for making decisions (Hargreaves et al., 2001).

In fact, in Colombia this issue has been somewhat thorny due to the amount of time required for applying assessment in a formative way, the factor of the government policies lacking of clarity in terms of conditions for carrying out the high standards that were adopted from the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) and the marked preference for summative assessment practices, even in order to establish education quality indexes (Cárdenas, 2006).

Researchers like González & Quinchía (2003), Cárdenas (2006), De Mejía (2006) and González A. (2007) among others have analyzed the way language policy is carried out in Colombia and its implications regarding learning conditions, stating that the problem in this country is not the adoption of foreign language policy and standards, but the learning and teaching conditions which the government seems to overlook. González, Salazar & Sierra (2005) particularly explore the roles of teachers in Colombia and the problems they have to face such as class size, like one the most evident problem in our current context. Among the pedagogical difficulties they find the carrying out of tasks with speaking, reading, and writing skills, the provision of feedback and monitoring of work, the promotion of autonomous work, setting up of communicative tasks, and avoidance of demanding activities.

Related to what Gibbs (2006) remarks that teaching staff find themselves under increasing pressure to mark more in less time, there is another problem about the negative connotation that assessing and testing have as they are used sometimes to determine who passes or fails in a course, in addition to control discipline and threaten students (Lopez, 2008). Then, assessment is not seen as a continuous process and it tends to be more summative than formative. Thus, the claim that assessment is not having the appropriate importance as it is not being conceived for facilitating the learning process.

In order to explain the impact of drawing excessive attention to external motivators such as grades, Hughes (2011) remarks the tension between the extrinsic requirements for passing a course and learners´ intrinsic motivation "to develop their own voice to make learning meaningful to them" (p. 15). Hence, Nicol & Macfarlane,-Dick, (2006) argue that if there is a view of progress as short- term grade improvement it limits the potential and utility of assessment for long- life learning.

Certainly, there is a misconception of assessment practices since they are seen by teachers and students, even by parents, as paths just for achieving grades and passing courses without the matter on learning and how is the gap between the desired performance and students' real state in the process. Referring to this, studies from some Colombian researchers such as Arias & Maturana (2005); Rodríguez (2007); López & Bernal (2009), have highlighted the need for more research as regards the use of assessment practices in the Colombian context and have stated the necessity of a real students´ engagement in their own process of learning and reflecting on how they learn and how they would improve to achieve standards in a course, but assessment practices continue to be under a view of seen every task done in order to obtain a grade as a reward without reflecting if there is occurring a process of learning or not.

Having in mind the regular issues presented in traditional assessment practices and the empirical evidence gathered from a ninth graders group in a public secondary school in Colombia, as a teacher-researcher I addressed this study through two research questions:

- What is the role of the implementation of formative assessment strategies in the process of learning and teaching English addressed to a ninth graders group in a public secondary school in Colombia?

- How do students perceive assessment previously and after the implementation of self-assessment and isaptive feedback in the process of learning English as a second language?

These two research questions drew the objectives of the study at:

- ❖ Exploring the role of self-assessment and isaptive feedback in learning English process at a public secondary school in Colombia.

❖ Describing students´ perceptions and views of the implementation of these strategies regarding their own learning.

In order to reach the aims of the research, this study had as specific objectives:

- To analyze formative and isaptive assessment types and their implementation in different international and national contexts.

- To design and implement a route of self- assessment and isaptive feedback process in a public secondary school in Colombia

- To explore and analyze students´ beliefs and considerations about assessment practices and their influences in their learning process previously and after the implementation

Conceptual Framework

The scenario described before as a problem makes difficult, but not impossible the thought of a change of vision in assessment, because there is a worldwide claim to redefine our reality now and skip these barriers through reflecting on the purpose of our teaching as it is for fostering learning and metacognitive thinking and not just for assessing students to obtain scales and results.

This claim is also elaborated by López & Bernal (2009) in their study Language Testing in Colombia: A Call for More Teacher Education and Teacher Training in Language Assessment where they examine teachers' perceptions about language assessment and the way they use language assessments in their classroom. They found that there is a significant difference in the perceptions that teachers have depending on the level of training in language assessment that they have, and schools and Language institutions in Colombia need a change of vision according to the purpose of assessment and teaching for learning or labeling learning.

Otherwise, the Colombian government started a series of actions towards the achievement of what they refer to as bilingualism. According to article 45 of the Colombian Constitution (1991) adolescents have the right to be protected and receive integral formation, where the active participation of young people must be ensured in the public and private agencies in charge of the protection, education and youth development.

Even thought, this active participation has not been widely focused on a foreign language learning process, but it is claimed in article 21 of The Education Act (1994) which referred to the acquisition of elements of talk and reading at least a foreign language. In this act, the Article 21 provides that educational institutions must offer their students learning a foreign language from elementary school. Consequently, the Ministry of Education defines the curriculum guidelines to guide the teaching and learning process of students in primary and secondary education and recently has established the basic rights learning from 6° to 11° in order guide the educational community about what each student is expected to learn at the end of a grade, but primary levels were not included.

Yet, the subsequent Plan Decenal de Educación was launched in early 1996. This plan drove the program of English as a foreign language, called "Bilingual Education" that pointed a new perspective in public and private schools through what were processes of teaching and learning a foreign language and what for. As a result of this initiative, the Ministry of Education (MEN) launched in 2004 the National Bilingual Program intended to improve the English language competence in the public sector in Colombia.

Certainly, in 2004, the Ministry of Education adopted the Common European Framework of Reference, CEFR. From this frame of reference, were established in the first place, the

language level goals for different populations, and then made the English proficiency standards

for elementary and secondary education, which were published in 2006.

However, efforts on this concern have not been enough despite the introduction of the

National Bilingual Program (Programa Nacional de Bilinguismo, Colombia 2004-2019) now

called El Proyecto de Fortalecimiento del Desarrollo de Competencias en Lenguas Extranjeras –

PFDCLE. Among other changes, this policy reduced the notion of bilingualism in Colombia to

English and Spanish (Wilches, 2009); it also established the Common European Framework of

Reference for Languages (2001) as the guiding norm for this reform.

In addition to that, and although the growing amount of research about formative

assessment and its implication for ensuring students´ involvement in their own learning process,

there is little literature and research about this issue in our country and most of the local

researchers focus their attention on the assessment procedures and the role of formative

assessment in contrast with summative assessment but in higher educational context and with

adult learners. And most of the studies have found and indicated the limited understanding of

teachers about all concepts beneath assessment in both practices and discourses. Almost nothing

is said about young learners and contexts such as secondary and primary schools.

There is a permanent call for supporting teachers and staff in assessment practices and

design. López A. (2010) in his study Designing school-wide assessment systems: Challenges

and opportunities, explores the challenges and the opportunities that teachers and administrators

of a public school in Bogota have when designing a valid school- wide assessment system in

light of Decree 1290. He found that despite this decree allows schools in Colombia to design

their own assessment system and the opportunity to align their institutional assessment system to

their specific context and needs, many stakeholders including teachers and administrators lack of

appropriate training in assessment. And this lack of training and support on assessment issues may lead them to make wrong and unfair decisions according to students´ real process of learning.

In fact, as an essential part of the curriculum assessment component is recognized, but many teachers often express a lack of confidence and claim the least knowledge on it (Nunan, 1998). Commonly, teachers and policy makers conceive assessment as an isolated activity, separated from teaching and out of being an outgoing process (Pérez, Guerra, & Ladrón , 2004). Furthermore, and despite some teachers conceive assessment as a systematic procedure to collect information about students, it has to be interpreted and used to make decisions and judgments about the teaching- learning process, in some many cases, and as López & Bernal (2009) report these teachers lack the ability to use and interpret this information to guide the decision making process.

The perception, widely held is often that assessment is a stand- alone, detached activity used for monitoring and calculating learner´s measurable progress. In contradiction with that Hutchin (1996) states that the purpose of the assessment process is to make explicit learners´ achievements, celebrate those achievements with them and then help them to move forward to the next goal. The starting points of Hutchin´s consideration are the reality of learners and how teachers bring a sense of responsibility through experiences to that moment, having in mind that the issue is not where students should be, but where they are and how they are learning.

Nutbrown, (2001) and Carr (2001) explored similar approaches as they consider the assessment process as an intrinsically pedagogical behavior which has to provide the rationale of knowledge and moves teachers into a miasma of information about students and the procedures they follow to obtain their perceptions of learning, where the teacher is called to differentiate

between the significant, the routine, the known and the new in the process (Dubiel, 2014). This establishes a difference between the importance of achievement rather than pure attainment, and it also reasserts that assessment is a dynamic process rather than a single event where learning is fed and driven as well as teaching.

Struggling with the complexities of assessment Claxton et al. (2011) state the notion of "significance" relying on the dual core of the content and the process as it is the new or confirmed behavior during the process which is evidently among all learners who are encouraged to achieve a certain goal. So, the crucial role of a teacher is to notice or filter unpredictable responses which can be significant to some learners for their on- going learning. Referring to this, Dubiel (2014) explains and introduces the term "signifier" as a specific demonstration of a knowledge, skill or understanding that it is significant in terms of the learner's individual development, even if it is not in the wider and standard expectation of learning as most of the other students demonstrate as significant in the process.

Then, an effective assessment process has to be intended from the gathering and reflection about the information and translation of learners' thoughts and developments into "signifiers" of learning and identifying the "significance" in the process , according to the notions exposed by Dubiel (2014) and Claxton, Chambers, Powell, & Lucas (2011). Hence, the necessity of formative assessment as a platform for these notions come to flourish since it enables teachers to develop a clear and authentic view of learners and their learning in a process of real understanding of their current level of development and the next step (Fisher & Frey , 2008).

Therefore, some authors remark the necessity of researching about teachers´ perceptions about assessment as truly important because of the strong impact on what students learn or

achieve and on how they teach and how it changes the conceptions of their teaching acts (Brown G., 2002). For instance, Shohamy (2001) highlights the powerful aspects that assessment represents in terms of power and influence. The power aspect is related to the possibility that assessment may inform since it provides feedback and the aspect of influence is related to the force that it makes on teachers and students to do things they would not otherwise do.

Nutbrown & Carter (2012) use the notions of "Checks and balances" or clinical measurements as traditional and common assumptions about the purpose of assessment which, and according to these authors, are not placed in the correct perspective. The emphasis here is regarding the impact of assessment not as merely on the curriculum content but on the knowledge that teachers have of students and how students and their learning are impacted. Thus, some researchers have argued the necessity of new alternatives so as to make the assessment process more adjusted to the learners´ needs rather than to the records they obtain from scores (Rodríguez, 2007).

Referring to the effects of assessment, Hamayan (1995) adopted the definition of washback by Alderson & Wall (1993) who point out those effects may impact on students in terms of the consequences and influences facing the process of learning, even the teaching process, but they may be associated with anxiety, stress, pressure or failure, threatening and controlled action regardless students 'active enrolment. Yet, Reynolds, Livingston, & Willson (2006) argue that these negative effects and connotations may be linked to a negative view that teachers tend to have about assessment because many of them are not interested in assessing students and assessing practices are seen as stressful activities for rewards or sanctions.

According to it, Black & William (2009) have stated the benefits through implementing formative assessment which produces significant and substantial learning gains since it is based

on the engagement of students in their own learning process and the implementation of it is heavily dependent on the social and educational cultures in the context of their development. This is a vision of assessment as a tool of an integral part of instruction and as a way to guide the learning process.

Likewise, Garrison & Ehringhaus (2007) underline the importance of formative assessment in learning outcomes because of the students' engagement and the ownership of their work which increase their motivation. Similar to it, Arias, Areiza, Estrada, Marín, & Restrepo (2010) in their work called Sistema de Evaluación en Lenguas Extranjeras [Foreign languages evaluation system] claim for providing formative assessment with rigor, systematicity and continuity as a guarantee of good quality of it for ensuring students´ involvement in reflecting and moving forward in their own process of learning through the information gathered in the assessment process.

Clearly, there is a call for assuming assessment from what Tunstall & Gipps (1996) declares as the potential of assessment and it is to improve learning and teaching through it, which it should be reflected in assessment policy and practice for enhancement of learning through assessing for learning, that is the reason for the growing body of research which highlights and describes the positive impact that formative assessment practices can have on students learning because of their participative engagement in the process, particularly discussed in the United Kingdom, The United States of America and Australia.

Effective assessment is needed to provide effective answers to all critical questions during the process of learning that indeed help learners to learn and not to sink in the sea of their needs and weaknesses. This means that assessment enables teachers to adjust teaching to

individual student's needs, as a framework for teaching, the set up for learning situations and the way as how students' success is defined.

Hence, the necessity to explore and interpret the role of formative assessment through self-assessment and isaptive feedback practices in the context of a public school, having into account the purpose of these kinds of assessment practices to make students aware of their own learning process and to show their progress and insights in this context scarcely explored by local researchers. It is necessary to have in mind that assessment is considered to become paramount in the teaching of a second language because of the complex aspects and personal schemata that are involved in it (Frodden, Restrepo, & Maturana, 2004).

Chapter Two

Literature Review

Formative Assessment, Reflection and Self-Awareness

Having argued in the previous chapter that a notable shift in the conception and practice of assessment have marked trends and increased research in the teaching English field, linking this to the movement of curricula in direction of developing communicative skills, it is a strong necessity to scrutinize the nature of formative assessment as part of teaching and learning. This means, to review the increased focus on assessment for calling students´ attention on the process and encouraging them to instill such as part of the act of learning (Singh & Terry, 2008). This chapter presents an account of the most relevant and latest studies underpinning this research. The constructs developed were set by the two questions that guided this study and the main components of the implementation such as formative assessment, self- assessment and isaptive feedback. This final concept is described as an important element in the isaptive assessment approach in which reflection and self- awareness are terms and processes that require special treatment.

In that way, Black & William, (1998) considered in their article Inside the Black Box: Raising Standards through Classroom Assessment, that assessments become formative when the information is used to adapt teaching and learning to meet student needs. Proper formative assessment in the classroom focuses teachers and learners attention on learning and not on grades and marks. Similarly, Moss & Brookhart (2009) emphasize that formative assessment also provides information that can help teachers make better instructional decisions based on what Sadler (1989) in his article Formative Assessment and The Design of Instructional Systems

argued that the information gather through formative assessment strategies are not only useful for teachers but that students could use them as well.

Consequently, Dubiel (2014) defines formative assessment as an approach for noticing and observing pattern of behavior, interests and ideas that students demonstrate in order to support them. Clearly, the role of a teacher here is to be skillful to understand the framework for development and planning for the group or individually according to strengths and areas of development.

Referring to formative assessment as a process, Moss (2008) and Shepard (2009) coincide that it does not take the form of a particular instrument or task, but is defined by its purpose which is to help form or shape a student's learning during the learning process (Trumbull & Lash, 2013). Thus, the relevant role of this kind of assessment in order to inform actionable information for teachers and students is revealing features and progress of students´ learning in particular and misconceptions that they may hold. This is the reason because of formative assessment is an approach that turns assessment in a highly contingent process of the instructional situation and students (Black & William, 2009).

In particular, Stiggings (2002) points out the benefits obtained from formative assessment in his article Assessment Crisis: The Absence of Assessment for Learning, where he argues that students become more confident learners since they watch themselves succeeding and it permits them to take the risk of continuing to try for learning. He also illustrated how teachers, schools and parents benefit from this new vision of assessment due to their pupils are learning to manage their own lifelong learning, but he criticized the context of public schools in the United States because of the policies of local and national governments who do not take the risk to jump on the transformative vision of assessing for learning and they continue tied to the old assumption that

being paved with more frequent and more intense standardized testing, students will achieve goals without the matter of the lifelong learning as the main purpose.

Surely, assessment for learning within the conception of lifelong learning has to do with the impact of education and social outcomes of learning in terms of social cohesion and well-being. This conception started from the assumption that learning does not occur just in schools and multiple contexts are considered in which the "lifewide" and lifelong learnings need to be assumed by teachers and policy makers in order to transform the how and the contexts in which students learn to learn (Schuller & Desjardins, 2007). Lifelong learning is one of the core notions for efective assessment in formative assessment principles and in isaptive assessment approach (Stiggings, 2002; Nicol & Macfarlane,-Dick, 2006; Hughes, 2014).

Some researchers such as Higgins, Hartley, & Skelton (2002); Nicol & Macfarlane,-Dick (2006), have explored how formative assessment has the potential to shift learners away from the extrinsic motivation associated with summative grades towards intrinsic motivation and autonomous learning. However, they also remark the current over emphasis on grades which has deleterious effect on students' progress and may produce negative emotions on them such as anxiety and anger instead of attainment in learning (Boud & Falchikov, 2007). This argument leads critically to the idea that motivation has to deal with the fairness of the assessment and how learners are entitled to be given the best opportunity to demonstrate their abilities. Considering, so, assessment to support learning and treat each learner as an individual case (Gravells, 2011).

Certainly, the impact of assessment on a learner´s sense of self- worth has a significant and often under- recognized influence on motivation. Comments and grades give individuals powerful messages about themselves as learners (Ivanic, Clark, & Rimmershaw, 2000). So, assessment drives learning and motivation; then, there is a risk of making students highly grade

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dependent because it makes them blind and unconscious of their learning process. Thus, supporters of assessment for learning, particularly in school setting, have argued that formative assessment at any of its forms and the provision of feedback is more important than grades and marking (Stobart, 2008).

Nevertheless, Gibbs (2006) argues that formative assessment is often overshadowed by summative assessment and criteria- referenced grades. This author also claims for a complementary use of both approaches of assessment. As Heritage (2010) states: "Clearly we need summative assessments to support valid and reliable judgments about how learners are doing relative to the Common Core State Standards" (p.15). According to this, Fisher & Frey (2008) point out that the quality of summative assessment relies on the quality of formative assessment since its purpose is to trigger learning possibilities. Carr (2001) explains it, by arguing that effective assessment operates as the most potent lever for self- reflection, change and development of practice and to foster learning from self- awareness in the process.

Stiggins, Arter, Chappuis, & Chappuis (2004) stated seven strategies for ensuring and helping systematic student involvement in the formative assessment process. They are: 1) Provide a clear and understandable vision of the learning target. 2) Use examples of strong and weak work. 3) Offer regular descriptive feedback. 4) Teach students to self-assess and set goals. 5) Design lessons to focus on one aspect of quality at a time. 6) Teach students focused revision. 7) Engage students in self-reflection and let them document and share their learning. These strategies are described along three stages as they are: Where am I going? /where am I now? /and How can I close the gap? All of them are related to the active roles and the creativity of both teachers and students and are relevant for the design of an assessment process for learning

purpose and truly relevant for the design of the instruments of the implementation route in this study.

Indeed, and as McTighe & O'Connor (2005) stated in their article Seven Practices for Effective Learning, referring assessment to promote learning, teachers who provide regular chances for learners to self-assess and set goals often report a change in the classroom culture, having into account that when students know the criteria in advance of their performance, they have clear goals for their work and horizon where they can move in the three stages that Stiggins. et al. (2004) drew for their seven strategies for ensuring the student involvement in the formative assessment process.

In this sense, formative assessment in its purpose of assessing for learning involves encouraging students to take responsibility and be aware for their own learning and being active participants through moving around their process of learning by thinking about and reflecting about their progress. Thus, Burnham & Baker (2010) remark the role of teachers as part of these processes must be for enabling learners to learn by involving them in checking and reviewing their progress and states of learning and to enable them to apply strategies for reflection and self-awareness to check their learning and how they learn as they work.

As to that call for reflection, Brown (2004) underlies the necessity for students to understand that the teacher is an ally who is encouraging self-reflection and improvement for positive achievements. In this way, after implementing a case study for inquiring about student autonomy through the implementation of self-assessment and learning strategies in an English course for students in different academic programs at a university, Sierra & Frodden (2003) found that students had positive attitudes towards their learning and consequently were more responsible learners which entitled them to improve their linguistic performance. Their

motivation was increased and they began to incorporate metacognitive strategies such as planning and evaluation of their learning process. These findings highlight the idea that for promoting positive achievements, it is essential to implement formative assessment based on the role of teachers as facilitators and models of enhancing changes throughout reflection and being agents of change, with the capacity to foster learners´ awareness for identifying and turning their weaknesses into attainment in their own learning process.

Obviously, the notion of effective assessment proposed by Carr (2001) where it operates as the most potent lever for self- reflection, change and development of practice and learning, appears here as a three dimensional management of motivation, failure and attainment. Thus, the studies about theories of intelligence undertaken by Dweck (1999) are relevant because they give insights into learner motivation and learning. She proposes two contrasting theories that individuals can hold and act upon: the first one is the entity theory or "fixed intelligence" which conceives learning as a goal orientated process and failure is an evidence of lack of intelligence. The second theory is the incremental or "developmental theory" where learning is more important than performance goals and failure is assumed as part of the learning experience. This second theory is related to the tenets of formative assessment, since learning is the core of the process of assessment, where reflection and self- awareness are paths to resize the experience of learning and the practice of teaching.

Hence, reflection is a concept that is strictly linked to the implementation of formative assessment. The sense for reflection for looking back on ourselves in effect of being self- aware is one of the main claims which formative assessment involves. This means, thinking, analyzing and being self- aware for understanding through teaching and learning practice the interconnection of what Donald Schön explains as reflection "in action" and reflection "on

action" "for" action (Thompson & Thompson, 2008). This relation is the call for inquiring the present and current performance in order to plan next steps and to make decisions. It is a critical approach of reflecting for gearing practice towards positive and emancipatory outcomes, rather than reinforcing existing patterns where there is not advance. Schober (1993) had called this the process of turning thoughtful practice into a potential learning situation.

In this sense, referring to critical reflection and self-awareness, Thompson & Thompson (2008) took the vision of "hermeneutic circle" proposed by Dilthey (1988) where moving from part to whole and back to part again in order to see how things fit together, but this author proposed, then, the "helicopter vision" as useful ability to rise above a situation to get the overview of how the components fit and create the overall situation and for descending back into it to be able to deal with it in an informed way.

This is related to formative assessment in order to reflect about the dynamic, live and valid collection of data for feeding and driving teaching and learning. This means, an active role of both teachers and learners in a process of self- awareness for being sensitive with what is happening around and inside the situation as an essential prerequisite for maximizing the potential of developing critical reflection about the process for effective and significant learning.

Self-Assessment in Theory and Research

Once it has been remarked the strong relation and necessity of reflection and self-awareness in formative assessment, it is necessary, then, to understand the role of self-assessment as a practice of formative assessment and how some studies have explored this issue in the formative assessment approach. Concerning this, some findings were reported by Sadler (1989) after analysing certain patterns in teacher-student assessment interactions. He reported a case study aimed to provide an evaluative environment in which undergraduate students could

develop their ability to make realistic, honest holistic judgements, construct sound rationales for their judgements; and develop their personal repertoires of tactics and moves for improvement. The approach adopted was a form of peer assessment through an agenda of three steps where he identified three conditions required for students to improve learning such as the hold of a concept of quality roughly by the student, his capability to monitor continuously the quality of what is being produced during the act of production itself and the repertoire of alternative moves or strategies from which to draw at any given point.

The benefits of the ideas pointed by Sadler in his article Formative Assessment and The Design of Instructional Systems (1989) and then in his chapter Opening up feedback: Teaching learners to see (Sadler R. , 2013) are not only important because they identified feedback as the decisive element to assist learning but they remark as well the task of teachers as not coaching students through the production of particular complex responses by offering ongoing judgements about quality together with advice on how to improve them. It is to teach students become self-sustaining producers of critical self-judgements for modifying their own work during production. Certainly, this is a call for a dual and bidirectional work of reflection and production through self- awareness where systematic feedback and self- assessment have their place in the dynamic relation between teachers and learners.

Based on a pedagogic view of self-assessment, as the view underlying research on formative assessment, it is essential to conceive it as a qualitative assessment of the learning process and the comparison of it with procedural criteria (Panadero & Alonso-Tapia, 2013), besides as a tool which influences all stages of the process of learning, as a self-regulatory strategy for modifying learning and teaching recursively during planning, execution of a practice and evaluation of it (Zimmerman & Moylan, 2009). In fact, it has been conceived by many

authors as key process for self- regulation through the acts of reflecting and becoming aware of the learning and teaching process (Paris & Paris, 2001; Puustinen & Pulkkinen, 2001; Winne & Hadwin, 1998; Panadero & Alonso-Tapia, 2013).

Dunning, Heath, & Suls (2004) after reviewing empirical findings on the imperfect nature of self-assessment and discussing implications for three real world domains: health, education, and the workplace, they observed that self-assessment as a practice of formative assessment is crucial for education to be applied accurately for lifelong learning that continues far after the student has left the classroom. Here, self- assessment practice is taken as one of the main core in the tenets of formative assessment for taking to drive achievement within and out the four walls in a classroom.

Panadero & Alonso-Tapia (2013) analysed two different lines of research concerning self-assessment as self-regulation and formative assessment along with trying to pose a new conceptualization of what self-assessment is. They examined the relationship between self-assessment and the use of learning strategies by the students explaining how this skill can be acquired. These authors describe the implications for teaching and learning to try to integrate both perspectives on self-assessment as they consider that the use of self- assessment as an instructional strategy must pursue the improvement of self-assessment as a self-regulatory process. They remark that having a model from the teacher is useful for students to compare their performance to the model, detects a mistake in a step and then modifies the task. That is to say, students can learn to self-assess their work through direct instruction from their teacher´s explanations, through observation or through emulation.

Indeed, the work done by Panadero & Alonso-Tapia (2013) displaying the theoretical complexity of self-assessment as a strategy for self-regulation and formative assessment is highly

relevant since they scrutinize the literature that highlights the idea of students need to be directly instructed, to observe models, and experience in order to learn how to self-assess and how to regulate their work, as well as the pedagogic strategies that these authors list such as modelling, practice, giving cues and direct instructions as usual praxis of assessment in the conditions of a classroom (Andrade & Valtcheva, 2009). The other relevant aspect of this theoretical work presented by Panadero and Alonso- Tapias is the instructional help for self- assessment that they highlight in a two dimensional frame where rubrics and self- assessment scripts are the main tools for reflection and self-regulation with criteria tracking.

According to that, some qualitative studies have shown that through self-assessment is not only triggered self- regulation, it also involves students in decision making processes about their abilities. Léger (2009) reports, self-perception evolves positively over time in relation to L2 fluency, vocabulary, and self-confidence in speaking through the application of self-assessment and that is the reason for the increased tendency, since the 1990s, to investigate the application of self-assessment in classroom settings to enhance learning. Particularly, studies on self-assessment have mainly researched the correlations between teacher assessment and self-assessment intended to discover the precision of self-assessment (Blanche & Merino, 1989; Boud & Falchikov, 2007; Carr, 2001). In this way, Paris & Paris, (2001) reviewed studies suggesting that self-assessment is likely to promote monitoring of progress, stimulate revision strategies, and foster feelings of motivation and tendency to improve in attainment with clear and known criteria.

Yamini & Tahmasebi (2012) conducted a study trying to consider the difference between the self, peer and teacher assessment after students received rate training at Abadan Azad University in Iran, where sixty four EFL students majoring in English translation participated.

They assessed tasks such as students' oral productions in reading comprehension for beginners. Each oral production was assessed three times: by the speakers, by the peers, and by the teacher. The correlation of self-peer assessments and teacher assessments were estimated and they found that the amount of hours as intensity per class is a factor to have into account when teaching students how to assess themselves properly. The students are unduly lenient towards themselves, but they do not show the same amount of leniency towards their peers. So, the importance of this study is the call for consciousness and self-regulatory action that should be triggered through teacher and student interaction for involving students in decision making processes.

Correspondingly, Baleghizadeh & Masoun (2013) investigated if incorporation of self-assessment techniques in an EFL classroom would enhance students' self-efficacy through a quasi-experimental study using two group of classes and a pretest/ posttest control group design with an independent variable manipulated as it was a classroom self-assessment component and the dependent variable was self-efficacy beliefs. The participants in this study were 57 female adult intermediate students who were learning English as a foreign language at an English language institute in Yazd, Iran. In this study, three different instruments were employed: a self-assessment questionnaire, a self-efficacy questionnaire and a mock PET. Through this research it was demonstrated that the participants in the experimental group had a significantly higher level of self-efficacy compared to their peers in the control group at the end of the treatment period, what reveals that implementation of a self-assessment component on a formative and regular basis enhances EFL learners' self-efficacy.

The findings of the study done by Baleghizadeh & Masoun (2013) confirmed the pedagogical value of self-assessment. Because self-efficacy is regarded as a significant element in the process of language learning, the issue of improving this element through self-assessment

remarks the fact that applying self-assessment as a formative tool helps learners recognize their strengths and weaknesses and hence improve specific aspects of their performance, but it also elicits the necessity of implementing feedback to foster and reinforce positive reactions to the performance.

In another study conducted by Brookhart, Andolina, Zuza, & Furman (2004) scrutinised the impact of student self-monitoring. This action research study was carried out with forty one students in two- third classes which included special education students. They were provided with structures and tools (logs, graphs, reflection sheets, etc.) to reflect on their progress while using problem solving strategies. After analysing student reflection sheets researchers found that when teachers involved their students in monitoring their own progress, students were more autonomous and were more aware of their learning process. Students in this study were immersed in reflection through self-assessment practices for tracking their progress. Student comments on their reflection sheets reflect to enjoy be engaged and monitoring their own learning process. One of the contributions of this study is how it highlights the argument that students who engage in self- assessment practices are more likely to develop internal attributions, a feeling of empowerment and a sense of autonomy thanks to the features of the self- regulation, awareness in the process and reflection for action.

In Colombia there are some qualitative research regarding the issue of self-assessment for enhancing learning and fostering self-awareness as the works done by Sierra & Frodden (2003); Cortés & Sánchez, (2005); Rodríguez (2007) and Areiza (2013). But the privilege setting is higher education and almost nothing has been researched on this issue in elementary and secondary education, as it was mention before. However, Celis & Cárdenas (2014) make a contribution regarding the use of formative assessment in a school setting. Despite their work is

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not exclusively focused on self-assessment, they identified self- assessment practices as one the elements that contribute to the development of autonomy and self- awareness in language learning. In their action research project, focused on how students develop decision-making processes in the creation of collaborative work plans by using their portfolios in English classes, they found that students can develop their autonomy if they are involved in collaborative decision-making practices and if awareness-raising processes take place.

This study is truly relevant regarding the self- assessment issue since it implies that the learner's critical consciousness should occupy a social and political space that interrogates any taken-for-granted assumptions about autonomy (Zembylas & Lamb, 2008), being this one of the tenets of self- assessment for triggering reflection and rising awareness for promoting learners' real involvement in their learning experience.

In this sense, Areiza (2013) reports a small qualitative research study that explored the role of systematic formative assessment on students' views of their learning. He makes an appropriate and necessary review of the literature about assessment and its relation with autonomous learning and metacognition, where self- assessment is highlighted as a tool for promoting metacognition and self- regulation related with the role of teachers´ feedback provided with the interest of enhancing students´ autonomous learning. He found that a group of students of English enrolled in foreign language program of a Colombian public university, who participated in his study, reported that formative assessment helped them to become aware of their weakness and strengths in their communicative competence.

Certainly, Areiza (2013) claims in his study for a sense of democracy in the classroom through formative assessment and in the way as teachers assume assessment practices just not for grading and to do something and to make decisions with the information gathered intended to

enhance learning. Obviously, through his study he elicits the necessity of systematicity and reflection through assessment for enhancing learning in a closer linear relation teacher- learner, where the last one is recognized as one, unique and his or her weaknesses and strengths are processed in particular. This implies reflecting on, in, and for action which trigger critical analysis, examining a situation to make sense of it.

Likewise, Rodríguez (2007) in his qualitative study about self- assessment practices as an empowering tool in the teaching and learning EFL processes at the Language Center of the Universidad Pedagógica Nacional with 21 pupils studying at a basic level, he found that students and some teachers erroneously believe that teachers would be the only ones responsible for the success or failure of their learning process, thus he argues that assessment practices have to be related with teachers and students´ reflection and analysis to assure proper and effective teaching and learning procedures.

Isaptive Feedback a New Paradigm in Formative Assessment

Price, O'Donovan, & Rust (2007) suggest that there is little evidence of a widespread provision of effective feedback. Sadler (1989) stated that the good quality of feedback enables students to understand its role for a better performance according to what is required in the process of learning. In this way, some authors, such as Carless (2006); Handley, Price & Millar (2008) argue that students and teachers are confused about the purpose of feedback, often linking it strongly to justification of a grade.

Then, Handley et al. (2008) in their final report discussing the outputs of a large research and development project established under the Higher Education Academy's Fund for the Development of Teaching and Learning (FDTL), they informed that students were more likely to act upon feedback if they could see the immediate utility of it and the task is to be repeated in the

short term. According to this, Walker (2009) highlights that developmental comments are more useful if they are not intended solely to perform a short- term corrective function but focused on generic skills.

Consequently, as assessment processes and feedback are often unsatisfactory deemed by students, Hughes G. (2014) has proposed Isaptive feedback for overlapping the assumption that feedback refers mainly to external criteria and standards and not explicitly in relation to a learners' previous performance or progress. It is a claim for a constant tracking of a learner´s progress, but among himself or herself and not according to others, because assessment is not a matter of competition for ranking, it is just for an effective learning (Hattie & Timperley, 2007). However, the literature directly relating to the potential of isaptive feedback to foster learning and reflection in teaching is minimal. Indeed, it is a paradigm linked to the proposal of implementation of isaptive assessment in higher education by Hughes, Okumoto, & Wood (2011).

They started from the argument that if a student does not obtain high grades is not necessary that he or she is not progressing, he or she needs to be encouraged through self-reflection and isaptive feedback to next step, based on comparison with previous performance rather than external criteria, having into account that feedback in formative assessment aims to reduce the discrepancy between performance and desire goals by informing learners where they are now and where they need to go next (Hattie & Timperley, 2007; Sadler R., 2013).

Nicol & Macfarlane,-Dick (2006) argue that feedback should be directed towards enabling learners to become self- regulating. It is the dialogue between teacher and learners the basis of a social constructivist view of learning rather than a transmission view. These authors propose seven principles for effective feedback which are intended to: clarify good performance,

facilitates the development of self-assessment, deliver high quality information, encourage dialogue around learning, encourage motivation, provide opportunities to close gaps in performances and to provide information to shape teaching. According to these principles, which were helpful and a guide in the design of the self- assessment and isaptive feedback formats of the implementation in this study, Hughes G. (2011) argues that they encourage learners to become active self- regulators in assessment process.

Hattie & Timperley (2007) proposed another model for effective feedback and it was relevant in the design of the implementation in this study because it is based on the premise that feedback has to be seen underlying three stages: a) Feed up, where learners are enabled to answer questions about goals; b) feedback for enabling learners to answer questions about where they are according to their process of learning and C) Feed forward which enables learners to answer questions about where they need to go next. These three stages are intended to be operated by learners and teachers through four levels: 1. the task, 2. the performance processes, 3. the self- regulation or self- assessment and 4. the personal level, where Hughes (2011) places the isaptive feedback.

So, isaptive feedback is proposed to motivate and encourage effective learning, because it is reported as a new paradigm that closes the feedback loop where learners can be informed on how far they have responded to previous feedback and progress, as Hughes (2011) states it as longitudinal and a way for monitoring progress overtime. As Isaptive feedback is related to Isaptive assessment, it is based on the assumption that all humans have the capacity to improve and develop and it is the sense of progress that motivates learners to achieve more using as strategy comparing and tracking their own previous and current performance.

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Thus the purpose of Isaptive feedback is related to judge progress rather than attainment. It is developed through the comparison between previous and current individual performance which has to provide information on learner´s progress and it is different in judging through comparisons with external standards (Hughes., 2011). Hence the importance of the intention and quality of the messages elicited in isaptive feedback to encourage next steps and self- awareness through the reflection in the dynamic relation teachers- students.

For the purpose of this research study, it becomes truly relevant the proposal for Isaptive feedback by Hughes (2014), triggering a different approach for assessment, in which the relation and the complementary between self- assessment and the constant process of reflecting through feedback on the comparison between the current and previous performance for assuming forward steps plays a fundamental role.

Thus, Hughes, Okumoto, & Wood (2011) proposed a scheme for initiating dialogue between learner and teacher, where this has to be systematic for tracking previous feedback for the comparison and sensible to identify and monitor progress overtime (see **figure 1**).
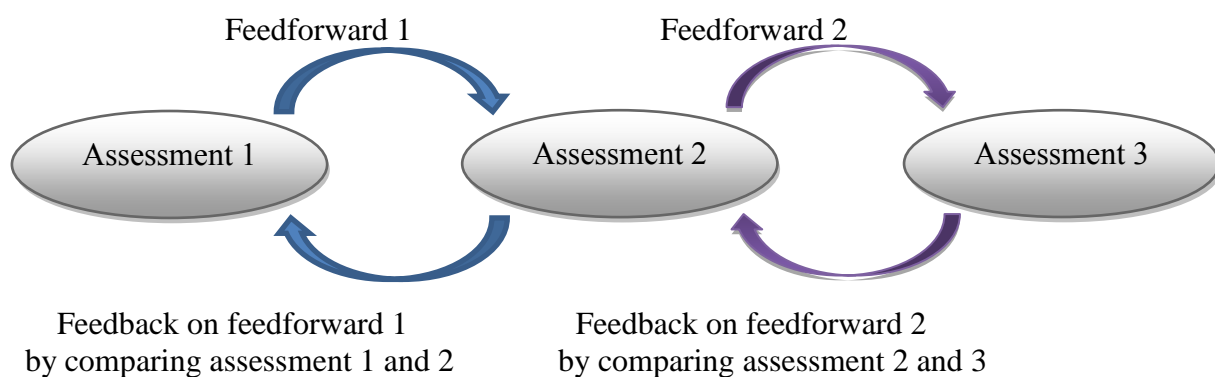

Figure 1. Ipsative cumulative scheme for 3 sequential assessments proposed by Hughes, Ukomoto and Wood (2011)

This scheme, proposes an approach of feedback that closes the feedback loop in which learners can be informed on how far they have responded to previous feedback and progressed, as a longitudinal process. This was the basis for the design of the self- assessment and isaptive feedback process route in this research having in mind that authors such as Moss P. (2008) and Shepard (2009) have theoretically underlined that assessment does not take the form of a particular instrument or task, but it is defined by its purpose which is to help form, or shape, a student's learning during the learning process.

Indeed, Hughes (2014) draws on her theory of isaptive assessment for enhancing learning mainly through two projects that she undertook with the aim of exploring the feasibility of isaptive assessment at a UK research-led university. The first study was a case study which was carried out with a distance learning program for developing self- awareness of progress and helping them to take a longer term approach to academy study. Thus the Isaptive feedback scheme illustrated above was developed with distance learning tutors and implemented using an Isaptive feedback form for students to complete. As a result, researchers on this project found that implementing Isaptive feedback on progress has the potential to motivate learners and encourage them to reflect on their learning process.

A second study was led as an intervention to introduce Isaptive assessment into a postgraduate program as facilitating transitions to masters- level- learning, where it was found that modes of assessment that rely on written text and decontextualized and separate from social practices play a key role in reproducing exclusions and inequalities. As a result, Isaptive feedback was seen as an integral element of the assessment design and reflection besides its potential to trigger tracking on progress.

Certainly, one of the interesting issues that the works of Hughes revealed through implementing Isaptive feedback is the systematicity and organization that it requires in contrast with conventional feedback because comparisons must be made having access to previous feedback and assignments and according to that the role of the teacher for being sensible and selective for storing information and tracking progress is motivational for students as Hughes (2014) claims for developing learning self-reliance, but far from those dominant discourses of competition which encourage instrumental learning and problematic methods of motivating learners of praise and rewards, because the purpose of isaptive feedback is judging and tracking progress rather than attainment, where rewards may be for improvement and not as the final outcome.

In Colombia, Univio Céspedes and Pérez Montaña developed in 2014 an action research study called Ipsative Assessment of Essay Writing to Foster Reflection and Self-Awareness of Progress aimed at studying how an alternative type of assessment influenced the writing skill of 14 young adults and 10 adults from two Colombian universities one with a language program for undergraduate students from several academic programs, and the other in a teacher training program. Qualitative and quantitative data was gathered from the 24 students through four types of instruments: pre and post-questionnaires, an ipsative feedback form, students´ essays and students´ essays scores. Data was analysed using Grounded theory and descriptive statistics. Findings revealed that by means of ipsative assessment students enhanced their argumentative essay writing as they grasped the structural and reflective nature of this skill.

Although Univio Céspedes & Pérez Montaña (2014) developed their research at higher education, it became interesting for the purpose of this current study since it underpinned the argument that isaptive feedback is a type of assessment to persuade learners to reflect on the

feedback provided by the teacher, aiming to explain what students have learnt and proposing actions for future development. These researchers highlighted as a central argument of their study the fact that supported by isaptive feedback students can use self-referential goals as scaffolds that in the learning process are used to measure the improvement of their own work.

Even though Isaptive feedback and self- assessment theoretically work at school setting, there were many factors that were considered for the purpose of this research such as the number of students per class, the effect of assessment on students´ motivation to learn, how feedforward in relation to feedback has to do with progress and how this process complemented by self-assessment played a role for a constant tracking of a learner´s progress for long term learning. Taking into account the relation and the complementary between self- assessment and the constant process of reflecting through isaptive feedback on the comparison between the current and previous performance for assuming forward steps was one of the theoretical constructs that guided the design of this study.

Consequently, isaptive feedback was seen as an integral element of the assessment design and reflection through self- assessment for inquiring the present and current performance for planning next steps and making decisions. This path is considered in order to provide effective answers to learners and teachers in all critical questions during the process of learning through providing formative assessment with systematicity and continuity for ensuring students´ involvement in reflecting and moving forward in their own process of learning.

The research studies reviewed in this chapter, besides the imperative implication in assessment of the three components proposed by Hattie & Timperley (2007): feed-up, feedback, feed-forward, and how Hughes, et. al. (2011) used the last one as a key element in their cumulative scheme, aiming to explain what students have learnt and proposing actions for future

development, focus the attention about assessment in relation to the self-awareness levels, goal setting, progress, and generic skills, all of them issues underpinning self-directness and students´ critically awareness of their own learning process.

Chapter Three

Methodology

This case study conducted exploratory and descriptive research on the implementation of formative assessment strategies at a secondary school in Amagá- Antioquia. Characterized by an intervention, this case aimed to explore the role of self-assessment and isaptive feedback in learning English process at a public secondary school in Colombia, and to describe students´ perceptions and views of the implementation of these strategies regarding their own learning.

According to the characteristics of my concern, this qualitative study adopted a case study design because this type of research allows the researcher to explore and describe a phenomenon within its context using different data sources, supporting the deconstruction and the subsequent reconstruction of that phenomenon (Baxter & Jack, 2008). Qualitative case study methodology is guided by two approaches, one proposed by Stake (1955) and the second by Yin (2003), both seek to ensure that the issue is not explored through one lens, but rather a variety of lenses which allows for multiple facets of the phenomenon to be revealed and understood.

Therefore, case study is extensively relevant and used in contexts where the boundaries between the phenomenon in question and the context in which it occurs are blurred (Darke, Shanks , & Broadbent , 1998). In this sense, Yin R. (2009) argues that doing a case study might bring insightful explanations or rich descriptions that other methods are not likely to provide, because a research under a case study design is called to emphasize the study of a phenomenon within its real-world context.

The case is the unit of analysis according to it is defined by Miles & Huberman, (1994) as a phenomenon of some sort occurring in a "bounded context" (p. 25). Shavelson & Towne

(2002) states that case studies are pertinent when the research addresses either a descriptive or an explanatory question because it assumes that examining the context and complexities in the conditions related to the case being studied are integral to understanding the case.

Through case study research, Mcleod (2010) argues that successful integration of learning and practices become possible because it makes possible the analysis and description of innovative practices and unusual cases. Eventually, this justified the use of case study designs because of the opportunities provided by case studies uncover the subconscious process affecting individuals in their routine practices (Woodside, 2010).

In this sense, the proposed research design was particularly useful for the possibility that it opens to expand the researcher's access to participant´s thinking and reflecting processes and because cases studies have proved to be an effective instrument of research and analysis in the education field (Baxter & Jack, 2008). Thus, the use of case study ensures the researcher´s proximity to the real- life environments in which learning occurs which creates conditions that favor advanced understanding of the case and results in more discoveries than any other method of research may allow (Flyvbjerg, 2006).

Site and Participants

As I have mentioned in the two previous chapters, the case of implementing self-assessment and isaptive feedback in a school setting is a phenomenon that needs to be explored because most of the studies in this field are focused on higher education in Colombia and scarcely anything is being explored about it in school contexts. So, this study was conducted in a public school setting, in Amagá- Antioquia, which population is about 550 students, where

English is studied as a foreign language in a range of two hours per week and is orientated by two teachers with a degree in foreign languages.

English as a second language is considered as a dependent subject of the main area Humanities in association with Spanish as the native language within a communicative approach with the purpose of providing students with the necessary tools to communicate critically in everyday situations.

Twenty five students from ninth grade signed a consent form as participants of this study that was also supported and signed by the director of the school (See Appendix A). They were fifteen female and nine male in a range of ages from 14 to 17 years old and they came from rural and urban areas from Amagá in a very heterogeneous social background.

Students´ interests in studying English in most of them were determined by the requirement for passing to the next grade and others had intrinsic motivation for their desire to learn English for chatting with foreign friends, watch movies and TV programs in English and to understand songs in this language. Some of them reported being enrolled in a course called "Semilleros de Ingles" led by the department of culture of the town with 4 volunteers native speakers coming from The United States and Australia.

Implementation

Using the twenty hours of the third period from a set of four periods in which is divided the academic year at the school, I implemented a route of self- assessment and isaptive feedback process which consisted of five communicative tasks which were selected according to the institutional syllabus, the goals and goals indicators for the two month term.

Two communicative objectives guided the design and the implementation of the five tasks in which reading, writing and speaking were the main skills to be worked in this term according to the syllabus. So, the communicative objectives were:

1) Expressing opinions and supporting ideas about a certain topic

2) Reporting information and describing about a specific topic.

These two objectives were identified as generic skills for the purposes of this implementation and in accordance with the principles of formative feedback pointed out by Nicol & Macfarlane,-Dick (2006) in transition to the isaptive feedback proposed by Hughes (2014).

Then, these five tasks made part of fourteen stages for learners reflect systematically on their own learning and with their teacher track previous feedback for the comparison and be sensible to identify and monitor progress overtime, using the technological mediation of EDMODO, an online networking application that works in a safely environment appropriate for schools that was designed for a peer- learning and peer- support environment both in the classroom and beyond of the school and as a suitable space in which teacher and students were called to interact constantly in the process, according to the constant dialogue in and out the classroom around learning between teacher and learners as part of the seven principles for effective feedback proposed by Nicol & Macfarlane,-Dick (2006).

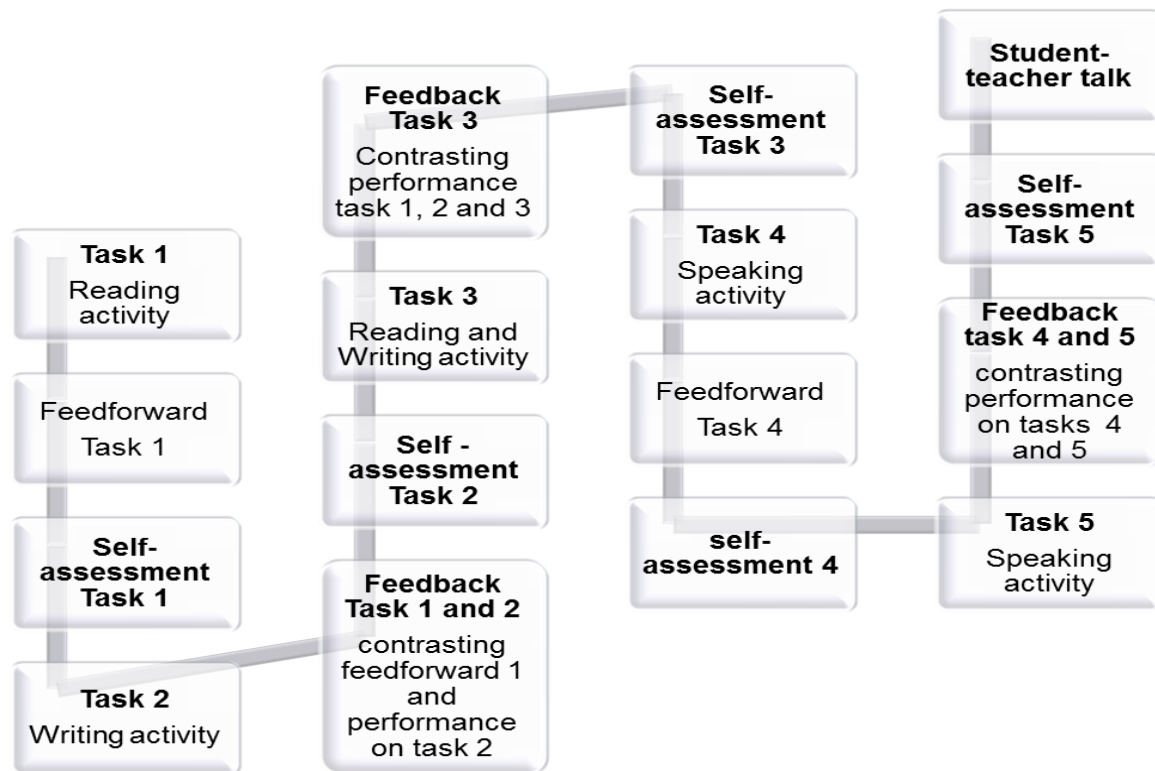Figure 2 summarizes the self- assessment and isaptive feedback route implemented in chronological order.

Task 1
Reading activity

Feedforward
Task 1

Self-assessment Task 1

Task 2
Writing activity

Feedback Task 1 and 2
contrasting feedforward 1 and performance on task 2

Feedback Task 3
Contrasting performance task 1, 2 and 3

Task 3
Reading and Writing activity

Self - assessment Task 2

Self-assessment Task 3

Task 4
Speaking activity

Feedforward
Task 4

self-assessment 4

Student-teacher talk

Self-assessment Task 5

Feedback task 4 and 5
contrasting performance on tasks 4 and 5

Task 5
Speaking activity

Figure 2. Self- assessment and isaptive feedback process route

The first task was a reading activity aimed to understand the content of a text, an article about the influence of means of communication in the society, by using reading strategies and answering questions about the text related to the topic specified for this period. Then, students received my comments and feedforward[1] according to their performance, where they found guidelines for correcting their answers focused on the general skill of inferring about the content of the reading and resending them through Edmodo before filling up a self- assessment form for this first task (See Appendix B). Students filled out this form in Spanish since they were beginners and their responses were translated from Spanish into English.

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[1] This stage is called feedforward because it is focused on alternatives for solution in the future and next steps and it is systematically the previous stage to the isaptive feedback process at the established route taking into account the ipsative cumulative scheme for 3 sequential assessments proposed by Hughes, Ukomoto and Wood in their project Implementing Isaptive Assessment (2011)

The second was a writing activity intended to elicit opinions and supporting ideas about the topic dealt in the reading in which students wrote a paragraph as a reaction to the ideas inferred from the reading in the first task and for expressing their opinions on how cellphones are changing social interaction. They received isaptive feedback contrasting their current performance and the previous done in task 1 for identifying weaknesses and strengths at this moment of the process and helping them to establish purposes of improvement which were signed and filled on self- assessment form 2 (See Appendix D). After doing self-assessment form 2, students reflected and summarized isaptive feedback comments and they filled the isaptive form at the first of the three stages on it (See Appendix E).

After that, it was implemented task 3 which was a reading and writing activity with the same purpose of task 2 and task 1, but with a new reading and different indications to be fulfilled combining comprehension and production as national standards for foreign language has claimed for 8th and 9th grade in Guía N° 22 (2006, p. 24-25). Isaptive feedback was implemented at this stage for assessing current performances and attainments in contrast with task 2 and 1 as a cyclical process. Then, students resent their pieces of work taking into account those comments to improve their performances after analysing themselves through filling self- assessment form 3 (See Appendix F) and after receiving isaptive feedback comments in Edmodo networking application and reflecting through self-assessment form 3, they filled out stage 2 at the isaptive feedback form.

Consecutively, students were asked to make an oral presentation as task 4 which was aimed to report, describe and support their opinions and ideas elicited from task 1 and 2 referring to the argument that cell phones are changing social interaction, following an oral presentation guidelines sheet (Appendix G). After doing each presentation students received feedforward

through individual messages through Edmodo and they filled the self- assessment form 4 (Appendix H), in which they reflected about what they had done, what they needed to improve and how they would reach it according to the comments elicited in the feedforward. This self-assessment form was intended as a map of learning and performance for task 5 which was aimed to report, describe and support students´opinions and ideas elicited from task 3 referring to effects of social media on human relationships and communication.

As in task 4, students were required to follow the oral presentation guidelines sheet, but having in mind that this task 5 was the final presentation of the opinions and supporting ideas taken from the readings and the previous tasks in which students would have the opportunity to contextualize what they have learnt and could support their opinions with their experiences in their local context. Then they received isaptive feedback comments on task 4 and the oral and final presentation at task 5. By the way, these comments were used by students to fill the final self- assessment form (Appendix I) whether learners felt they had reached the goals or not and possible ways to overcome their difficulties, and they were encouraged to use this information to fill out stage three in the isaptive feedback form and answer the two questions as a reflection of the whole process. In fact, this reflection and the isaptive feedback form was the starting point and the support of every student during the individual student- teacher talk.

During the whole process students listed their performances on a process sheet (Appendix J) in which they registered their participation in the activities, mainly in the tasks and assessment practices in order to achieve the proposed goals. As this assessment process had to be aligned with the four levels of performance proposed in the Institutional Evaluation System of the school which characterized as "Bajo" (Low), "Basico" (Basic), Alto (High) and Superior (Oustanding), there was used a dynamic strategy for encoding achievements and failures in colours and not

through current grades, so the process was seen through four specific colours, which represented the stages for achieving goals and knowledge:

The student has many difficulties in the way to achieve the goal and needs strong support to get an average performance.

The student is in the way to achieve the goal, but needs to follow and reinforce specific criteria.

The student achieved the goal, but can do it better according to the criteria for outstanding achievement.

The student´s performance is outstanding and can set new goals for his/her learning.

This process of encoding colours instead of using grades is established according to the three stages defined by Stiggins, Arter, Chappuis, & Chappuis (2004), in the way of involving systematically the student and in a metacognitive thinking for being assessed for learning during learning. Here I arrived to what is viewed as "pragmatist" according to the paradigm of this research because the purpose is not to judge under a kind of grade, is just to put into practice what Moss P. (2008) and Shepard (2009) coincide about assessment that it does not take the form of a particular instrument or task, but is defined by its purpose which is to help form, or shape, a student's learning during the learning process.

Data Collection

Exploring and articulating concepts for building up my research project, were very pertinent the assumptions of Seliger & Shohamy (1990) on data collection and types of them in the text: Data and data collection procedures. They explain the importance of the well

thought data collection procedures, the criteria for selection and the parameters of low and high degree of explicitness to be taken into account for selecting procedures. Along with this, it was also important the chapter Methods of collecting data, authored by Johnson (2005) in selecting the research design because he gives solid explanations of data collection techniques with clear and varied examples, besides the suggestions that he gives for using them conveniently and for selecting two or four for keeping research design focused.

Consequently, it was required to use some qualitative methods to collect the data during the implementation phase relevant to support the deconstruction and the subsequent reconstruction of the phenomenon studied. As there was a necessity to explore the beliefs and considerations of students about the assessment practices and their influences in the process of their learning previously to the implementation, I conducted a student survey (Appendix K) with the 25 participants before carrying out the first task, taking into account the high explicitness degree that surveys have in the scale of parameters exposed by Seliger & Shohamy (1990).

The context and complexities in the conditions related to the case were gathered from the participants´ self- assessments, their reactions and feelings to feedforward and isaptive feedback processes, their insights about the implementation after the third task through a focus group (Appendix L) in which eight of the students were selected in an aleatory way to be participants of this activity. This technique of dynamic focus group discussion was taken having into account the considerations of Edmunds (1999) who indicates the great contribution of focus group in qualitative research since it is a powerful tool for research on describing how the participants attribute meanings regarding an issue, idea or a concept, creating a social environment that stimulates group members to volunteer information through other members´ feelings,

perceptions and ideas that they would not express if they are interviewed individually. This strategy increases the quality and richness of data (McMillan & Schumacher, 2010).

Once the route of the implementation was finished and regarding students´ perceptions about the whole process and the role of the implementation in their learning process, I conducted a semi -structured audiotaped interview (Appendix M) with eight participants of the route. According to the relevance of this technique, Gillham (2000) and Ritchie & Lewis (2013) conclude that using semi- structured interview is important since the participants' construction of reality provides important insights into the case and this allows freedom to expose the potential significance of the context with validity and reliability.

Data Analysis

Case study analysis enabled me as a researcher to recognize and classify emerging categories, patterns and themes from the data. I have identified some common patterns and themes throughout the responses in self- assessment formats, the focus group and the interviews. These themes were not pre-set and emerged from the data collected as issues and ideas, which were relevant to the study because they set out with the aims of the study and the two questions that drove this research. Thus, for data analysis this study involved a categorizing strategy through coding which allowed me to label and group the data into meaningful chunks as a way of sorting the descriptive data that were collected as it is stated by Bogdan & Biklen (2003).

The analysis of data combined deductive and inductive approaches where the collected data were transcribed and categorized in terms of three main emergent themes and nine subthemes that were turned into codes (see Figure 3). Firstly, the results from the survey were analyzed deductively before beginning the implementation of the route because every question

was a pre- established assumption in which it was possible to identify student´s agreement and

disagreement about those assumptions and this information was analyzed descriptively.

Consequently the data from this survey was analyzed inductively at the end of the process of data

collection with the other instruments, as every assumption of the survey was matched to those

emergent themes and codes in terms of the presence of each category in the participants'

perceptions, having here the opportunity to compare the data from the survey with the other

instruments in the process to see if they were in corroboration, so data triangulation was applied.
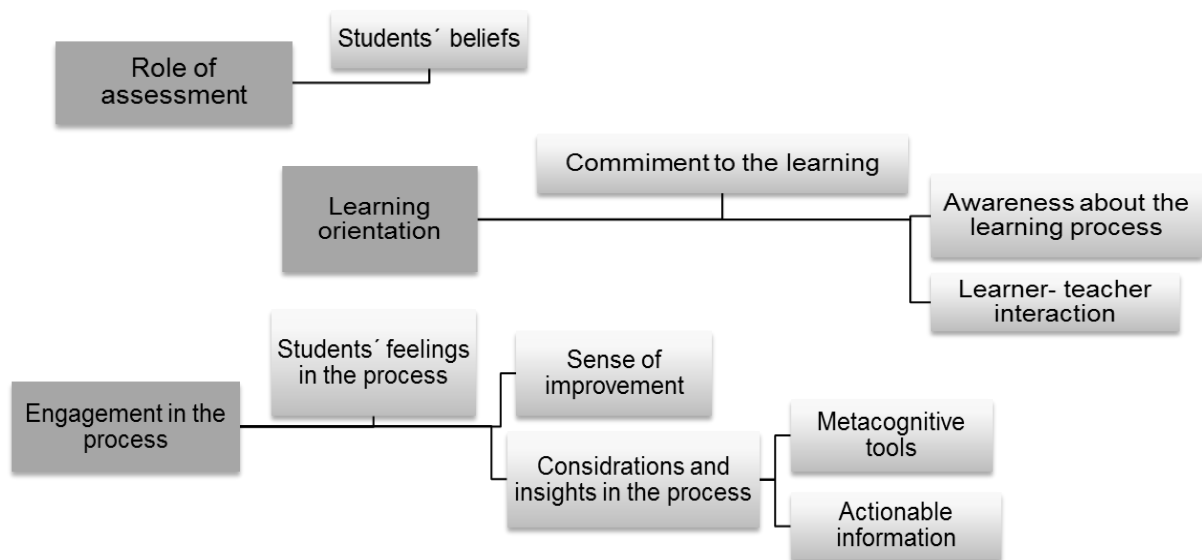

Figure 3. Main categories and themes

The data analysis in this study was ongoing through double checking the results, coding,

generating categories, themes and patterns. Data triangulation was secured through the use of the

multiple sources, cross checking the findings and checking for relationships that converged.

Quotations were then selected from the interviews, the focus group and responses from the self-

assessment and isaptive feedback forms that illuminated and helped to identify the themes and

codes. Data depicted a recurrent tendency to refer to students´ considerations and insights in the

assessment process, sense of improvement and awareness about the learning process, which

significantly helped to interpret and draw conclusions about students' perceptions about

assessment previously and after the implementation of self- assessment and isaptive feedback in

their process of learning English.

Thus, for thick descriptions that report the results were necessary to use key pieces of

evidence from the multiple sources of this study which were required to interpret and infer the

participants´ true meaning while trying to stay as unbiased as possible. According to Creswell

(2012), a thick description is necessary for reporting qualitative data since it is an explanation

that includes behaviors, feelings and the context in which these were displayed.

In order to enhance the validity and reliability of the study (Creswell, 2009) by applying

strategies to reduce factors that threaten the credibility of my conclusions, data triangulation was

applied. It is one form of triangulation where multiple methods of collecting data are

implemented to study the case or phenomenon. According to Maxwell (2013), the different

methods act and check on the others to support a conclusion and drives new information from

different angles. Bui (2014) remarks that the point is not to combine the information but rather

to find the intersections, connections or possible conflicts among the data for having a holistic

picture of the phenomenon.

Role of the Researcher

As a researcher, I had a dual role in this study as a participant observer and as evaluator

of the case. My activity as participant observer involved observing the students- teacher´s

practices and interaction during the implementation, providing feedforward and feedback

comments to the participants as well as orientations on my teaching practices. As evaluator of the

case, I explored and collected data becoming an integral part of the social structure since I fit into the scene well enough to be familiar while I was interviewing and recording, lessening the potential social distance from the researcher and participants that could cause possible coloring of participants´ responses and threatening experiences for any of the students.

This situation primarily enabled me as a researcher to be a natural part of the research, gaining a direct access to data sources and helped me to understand a holistic meaning of that kind of sources. These circumstances and the data triangulation were assumed to enhance the validity and reliability of the data. Linked to those visions of "reflective practice" and "teachers as researchers" for being critical about the principles of being in a classroom and from what stance we face teaching and learning. From its three principles: reciprocity, reflexivity and reflection, researching through a qualitative method led me as a researcher in a process of rethinking and reflecting for finding ways to the reflection and the awareness about learning by students in and out the classroom during and after exploring this case.

Chapter Four

Findings

The Role of Self-Assessment and Isaptive Feedback

This chapter presents the analysis of data gathered from the qualitative instruments: students´ survey, the focus group discussion and the semi structured interview, besides the analysis of the self- assessment forms and the isaptive feedback sheets. These were used in order to explore the role of self-assessment and isaptive feedback in learning English process with ninth graders at a public secondary school, and to describe students´ perceptions and views of the implementation of these strategies. Using case study design characterized with an intervention was helpful for the purpose of this research since through it was possible to assume that examining the context and complexities in the conditions related to the case being studied were integral to understanding the case. Thus, the exploratory and descriptive questions that addressed this study were answered through the deconstruction and the subsequent reconstruction of the phenomenon studied.

Data generated meaningful information to support the deconstruction and the subsequent reconstruction of the phenomenon studied through the emergent and subsequent themes and categories which provided a way of sorting and organizing the descriptive data in order to understand the role of self-assessment and isaptive feedback in English learning and teaching processes at a public secondary school in Colombia setting. Although the themes are presented here in three sections and discussed separately, they are intertwined and collectively they constitute the findings of this study.

Role of Assessment

As reflecting through assessment is an approach that requires a deliberate thinking which involves to bring things to the surface, having in mind that the paradigm of teaching with the emphasis focused on the role of students as the core and center of the learning process has motivated new trends and shifts in the way as assessment and its relation with effectively learning is conceived. The role of assessment, so, emerged in this study as a main category to be analyzed under students´ considerations and beliefs as a platform to describe their relation and role of involvement in any kind of assessment procedures and how assessment is conceived by students regarding the strong impact on what students learn or achieve and on how the interaction between teachers and students in assessment processes may impact that relation in order to foster learning.

Therefore, after conducting the students´ survey, in order to explore their beliefs and considerations about the assessment practices and their influences in the process of their learning previously to the implementation, it was necessary to analyse the responses of the 25 participants prompt by prompt, having into account that any possible confusing concept was explained even in Spanish for making them more comprehensible to them. As they answered the survey they reflected their considerations about previous assessment practices. Figure 4 displays students´ agreement and disagreement about assessment practices, where it is stated that eleven of them strongly agreed with the statement of assessment tests and summative practices do not help students to maximize learning (prompt 1). Then, 19 of them strongly disagreed with the prompt 2 which stated that the role of students in assessment processes should be just for answering a test and be graded on it**.** Along with that, 21 students strongly agreed with the prompt 3 which assured that there should be feedback in and after every assessment process.
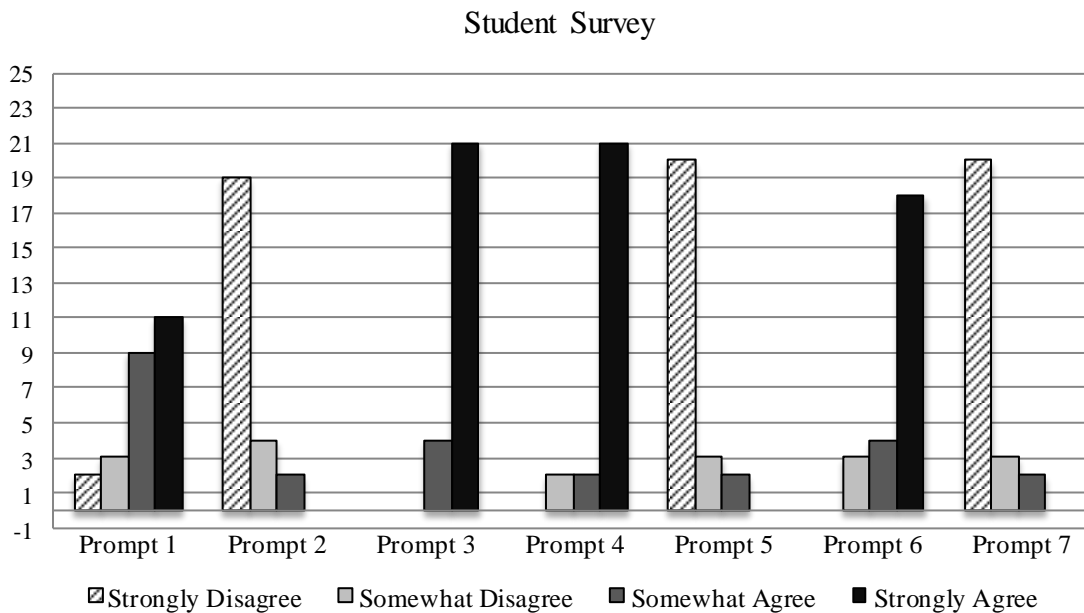
Student Survey

Figure 4. Students´ agreement and disagreement about assessment practices.

Consequently, 21 of them strongly agreed with the prompt 4 that referred to assessment

purposes which should be clear according to the target achievement built by students and the

teacher. So, 20 students strongly disagreed with the prompt 5 which stated about assessment

procedures that should be threatening experiences for a successful learning. Related to that, 18 of

them strongly agreed with the prompt 6 referring that assessment procedures should be built and

designed on students´ interests and needs. Finally, in the prompt 7, 20 of the participants strongly

disagreed with the statement that students do not need teacher´s feedback to be successful in

fulfilling a task.

These answers revealed the claim of students for being more engaged in their own

process of learning and assessment and the necessity of a more participative role of them to be

taken into account in the design of the assessment practices in their learning process since most

of the participants agreed about having feedback during the assessment process and those

prompts that relates to a democratic purpose of the assessment which referred to an active

engagement of students in their own learning process and assessment design according students´

interests and needs (Prompts 3, 4 and 6). Certainly this is an evidence of the way as students

conceive assessment and its purpose in their learning process related to the increased focus on

assessment for calling students´ attention in the process and encouraging them to instill such as

part of the act of learning as Singh & Terry (2008) had argued it in their research about students´

self-assessment skills for sustainable learning.

Through this survey, there was also shown a tendency of students conceiving assessment

as a process that should go beyond summative practices and grading since they disagreed with

the statements in prompts 2 and 5 and it explained why eleven of the participants considered

these practices far from helping them to maximize learning. So, this justifies coincidences of

some authors such as Moss P. (2008) and Shepard (2009) in conceiving assessment as a relevant

process that it does not take the form of a particular instrument or task, but that is defined by its

formative and highly contingent purpose.

Learning Orientation

Once it was described the perceptions that students had about assessment and the relation

of it with their learning process before and after the implementation of the self- assessment and

isaptive feedback route, it was necessary as well to describe the students´ disposition to

approach, manage and achieve learning intentionally and differently from others as a singular

learner with personal and not standard needs.

Thus, the focus group discussion, implemented after the third task in the route of

implementation, and the semi structured interview, conducted at the end of the process of

implementation, provided a wealth of knowledge to the study with regards to students´

perceptions and views of the implementation, besides its role in their learning process. These

instruments as well as self- assessment forms and students´ responses to isaptive feedbacks in

Edmodo and summarized through the isaptive feedback form gave a rationale for discussing

about learning orientation as an emergent theme in the collected data and which has to be with

the commitment to the learning through the awareness of the learning process and learners-

teacher interaction.

Mainly, students reported that self- assessment forms and isaptive feedback processes

helped them to be aware of where they were in relation to the desired goal, developing awareness

of the attitudes and perceptions that influenced their thoughts and their interaction with the

teacher through the Edmodo application, having into account the systematic reflection through

the forms. They perceived these processes as a way for transforming their learning for long life

achievements since they considered they gained more capability in governing their actions and

decisions through identifying their own weaknesses and strengths while assessing their learning

and reviewing feedforward and feedback comments (see table 1).

Table 1
Students´ report on self- assessment and isaptive feedback in learning orientation

Instrument	Awareness in the process	Self-assessment and Isaptive feedback as helpful tools	Self-assessment and Isaptive feedback for long life learning
Interview	6 Ss	8 Ss	6 Ss
Focus group discussion	7 Ss	7 Ss	5 Ss
Self- assessment task 3	18 Ss	16 Ss	2 Ss
Self- assessment task 5	21 Ss	22 Ss	12 Ss

The fact that students were able to report their weaknesses and strengths through the self-assessment forms while they made purposes and commitments of improvement for the next tasks supports the idea that they were able to be aware of their own learning process. Most of them profited the opportunities to compare themselves to their own previous performance since 21 of them reported to be aware of their learning through having access to previous feedback and assignments what certainly challenged the role of the teacher for being sensible and selective for storing information and tracking progress. Thus, it is not surprising that most of them referred assessing themselves thinking how to improve in the next task.

"I think that I was aware of my process because at the moment to reflect about my performances and process I was eager to improve in the next task" (Interview to Student 1, transcription and translated from Spanish).

"Contrasting our own performances let me think and try to figure out how can I improve for the next time and how can I put in practice feedback comments for the next tasks"
(Interview to Student 2, transcription and translated from Spanish).

"Thinking about how to improve for the next time makes me recognize that we do not come to the school to learn for just a moment or a grade"
(Interview to Student 3, transcription and translated from Spanish).

Six participants agreed through the focus group that as they identified their weaknesses in task 1 and 2 they felt the necessity to decide on strategies to improve and overcome those difficulties in performing task 3 and this motivated a meaningful active interaction between teacher and students for developing learning self-reliance in the process, far from the conventional gradeness relation, instead this process enhanced a relationship where rewards may be for improvement and not as the final outcome.

"Feedback comments provide me the opportunity to do the tasks in a better way since I am aware of my mistakes I can improve my performances through doing a task twice in order to improve " (Focus group, Student 1, transcription from audio recording and translated from Spanish).

"At the beginning, I did not realize why did we need to repeat a task? Because we used to do an activity and got a grade and that was all, now I am doing something for assessing how and what I am learning?
(Focus group, Student 2, transcription from audio recording and translated from Spanish).

It was the sense of progress that motivated learners to achieve more seeking strategies to improve performance in contrast with the previously done and reflected through self-assessments forms. Feedforward and isaptive feedback comments became helpful to students in this purpose, and some of them reported this through the interview, highlighting the idea that positive achievements were promoted through the implementation of this model of enhancing

changes through reflection. Thus, this elicits the notion of a process where fostering learners´ awareness for identifying their weaknesses needs a complementary process to promote turning those weaknesses into attainment in the learning process.

"With feedforward and feedback comments I can learn beyond grades because it is a challenge to myself and every task is a challenge and incentive to overcome my weaknesses with the help of my teacher´s comments" (Interview, Student 2, transcription and translated from Spanish).

"I consider that I have improved through identifying my weaknesses and the support of my teacher has been helpful because his comments helped me in every task to do the best of myself conceiving attainment as a goal to achieve and a possibility because I was reflecting on what I needed and what I had to do it, for that reason I was motivated to open Edmodo every time to see if my teacher had written to me" (Interview, Student 3, transcription and translated from Spanish).

Indeed, referring to the complementary between self- assessment and the constant process of reflecting through feedback on the comparison between the current and previous performance for assuming forward steps was also reported by some of the participants in the focus group as helpful for students' learning process where monitoring progress overtime gave the opportunity to them to be informed on how far they have responded to previous feedback and progressed, as a longitudinal process in which they experienced a sense of learning through a fair and systematic process, in which their

perceptions of their strengths and weaknesses were reported accurately regarding teacher´s feedback and their progress in the process.

"Isaptive feedback and self- assessment forms helped me to see that assessment can be fair and it is not just a teacher giving a grade for an activity and sometimes we do not know the grade up to the process is finished and maybe we do not have the opportunity to improve. Through this way is fairer because we are dialoguing with the teacher constantly" (Focus group, Student 2, transcription from audio recording and translated from Spanish).

"I am really satisfied with the self- assessment process, because through it I can notice which mistakes I have done, the reason and the improvements that I have been evinced. It is the first time that I am truly aware of the way and processes through which the teacher assess me without being worried about a grade".
 (Focus group, Student 3, translated from Spanish- See Appendix M).

Engagement in the process

Dealing with the role of isaptive feedback and self-assessment in the process of learning and teaching English addressed to a ninth graders group in a public secondary school setting, it was a strong necessity to analyze and describe students´ reactions and feelings to these processes, their insights about the implementation and the sense of improvement after each task being done, regarding the previous studies about this issue that had been conducted in higher education context which remarked logically strong differences related to age, higher levels of use

the language and interests. These factors focused the attention on describing how the participants attributed meanings and engaged in the process of using metacognitive tools and how they dealt with actionable information after reflecting on their own and receiving isaptive feedback.

Hence, regarding to the tendency of most of the participants agreed with prompts 3, 4 and 6 in the survey, and highlighting the claim of students to be engaged in a process where assessment practices would encourage them to instill such as part of the act of learning for helping them to maximize learning, it was necessary to establish a relationship in students´ comments and responses for analyzing their engagement in the process of reflecting and assessing their own learning (see Table 2).

Table 2
Relationships about students´ engagement in the process

Insights and considerations	Self-assessment form 3	Self-assessment form 5	Focus Group	Interview
Positive feelings about being engaged in reflection and self-assessing for learning	17 Ss	21 Ss	6 Ss	7 Ss
Sense of improvement	19 Ss	21 Ss	6 Ss	7 Ss
Conceiving the process as challenging to take responsibility and be active participant for their own learning	22 Ss	24 Ss	8 Ss	8 Ss
Using feedback and self-assessment as metacognitive tools and actionable information	16 Ss	19 Ss	5 Ss	6 Ss

Most of the students reported through the self-assessment forms, the focus group and interview responses that in the process they felt to be challenged to take responsibility and be

aware of their own learning and they felt satisfied with being active participants through moving forward in their process of learning by thinking about and reflecting their ongoing learning. In fact, this vision can be linked to the arguments of Boud & Falchikov (2007) that motivation has to deal with the fairness of the assessment and how learners are entitled to be given the best opportunity to demonstrate their abilities. This can explain the fact that seven of the eight interviewed participants reported feeling satisfaction about being engaged in the process of tracking and assessing their performances, despite the nervousness and the sense of being afraid of hitting failure that most of them reported feeling at the beginning of the route of implementation.

"This process was interesting to me despite I found really hard the task 1 because I thought that if I made a mistake I would be told about my failures in front of the class, but I felt motivated when the teacher gave me feedforward comments and I assessed my own work, I felt engaged identifying my own weaknesses and exploring how to improve for the next time" (Interview, Student 4, answering to the first question. Transcription and translated from Spanish).

"At the beginning I felt lost because I was thinking about a grade and if I had failures I thought that I would get bad grades, but I was satisfied when the teacher challenged me to identify my own mistakes and helped me with his comments in Edmodo and in the classroom to improve my performance with a clear guide for the next task" (Interview, Student 5, transcription and translated from Spanish).

Related to that, most of the students reported experiencing a sense of improvement through the implementation process because they were aware of triggering possibilities for learning in every task that was done and teacher´s support through isaptive feedback process to do a better performance in the next task contrasted with the previous one which helped them to find the path for success. This sense is related to the notion of reflecting for gearing practice towards positive and emancipatory outcomes by Thompson & Thompson (2008) since students experienced the assessment process of turning thoughtful practice into a potential learning situation.

This sense of improvement was evidenced in the different instances of the implementation, taking into account self- assessment forms and teacher´s reports about progress in every task. In the first task students read and reacted about the influence of means of communication in the society, 13 students were in the way to achieve the goal, but needed to follow and reinforce specific criteria and 6 of them achieved the goal, but established purposes of improvement for the next task having in mind the criteria for outstanding performances and the possible difficulties they had (See Table 3).

As 5 students were aware of having many difficulties in the way to achieve the goal and need strong support to get an average performance they met with the teacher in an extra session were every particular case was treated with the student in a climate of support and self- reliance in terms of motivating students to use their weaknesses to identify possible strategies to overcome their difficulties.

Table 3
Report of students´ progress in the process

Task	🔴	🟡	🟢	🔵
1	5 Ss	13 Ss	6 Ss	0
2	3 Ss	8 Ss	11 Ss	2 Ss
3	2 Ss	5 Ss	14 Ss	3 Ss
4	6 Ss	12 Ss	4 Ss	2 Ss
5	2 Ss	6 Ss	11 Ss	5 Ss

In the second task, students wrote their opinions and supporting ideas about the topic dealt in the first reading and contrasted it with a new one. In it 2 of the students with difficulties at the first task reported had overcome some of the difficulties found in the first task and some of the students that were in the way to achieve the goal experienced success with the evidence of a better performance in contrast with the first task having in mind the purposes and the teacher recommendations through feedforward comments according to the difficulties they still had. This evidences that tracking and monitoring through isaptive feedback forms also provides information that can help teachers make better instructional decisions that students could use them as well as useful information for improvement.

In fact, when students developed the task 3 in which they read and wrote again about the same topic in task 1 and 2, they were more aware of their difficulties and they were able of tracking actionable information that they received in the feedforward and feedback comments and some of them contrasted this information with their purposes that they had made in the self-assessment forms 1 and 2 to be informed of what they needed to register a better performance in

this task 3. This is one of the reasons that 17 of them reported success and improvement in contrast with the previous performances.

This led me to think that if learners have the opportunity to negotiate meaningful interaction in their assessment process in order to be informed with actionable information provided by the teacher and their records of previous performances, features and progress of students´ learning in particular can be revealed and any misconceptions that they may hold it can be profited by the students to improve. This is to say, dealing with actionable information to understand how to address limitations and strengths in a process of reflection for improvement. In words of Black & William (2009) this one of the main attributes this kind of assessment has as an approach that turns assessment in a highly contingent process of the instructional situation and students.

Finally, in task 4 and 5 where students were encouraged to prepare an oral presentation and review of the information they had read and written before related to the argument that cell phones are changing social interaction and the issue of the influence of means of communication in the society, they demonstrated to be more likely to act upon feedforward and feedback comments if they could see the immediate utility of it and the task has relation with previous tasks to make sense of it.

Some of the students reported they felt self- regulating their own process while they were aware of the actionable information they received through tracking self- assessment forms and isaptive feedback comments and the decisions they made for their learning based on that information. This enabled them to establish strategies for improving their performance and noticing what they have learnt and their current limitations in the process, thus using monitoring and reflection as metacognitive tools to answer questions about where they need to go next.

"I have enjoyed noticing how I have improved this term in contrast to the previous

periods, because now I can write and express my ideas"

(Interview, Student 5, transcription and translated from Spanish).

"Using self-assessment forms and isaptive feedback sheet becomes very helpful if I

really want to study for learning and not for passing courses without the

competences, reflecting on my own processes keeps me focused on learning"

(Interview, Student 7, transcription and translated from Spanish).

Indeed, students reported some learning outcomes during different stages of the

implementation of the isaptive assessment and self- assessment route. This success was

evidenced in the different instances used to performance task 3 and task 5 in which most of them

follow the process with enthusiasm and with responsibility. Thus, 25 of the students

demonstrated they were able to express opinions and support ideas about a certain topic and 21

of them successfully completed the task 5 in which they demonstrated to be able to report

information and describe about a specific topic after reading about it and were reported.

However, 2 students did not show evidence of progress at the end of the third task and they did

not do the activities for support as it is demanded according to the assessment norms at the

school because they constantly missed classes and they did not justify their absences. These two

students did not complete the task 4 and 5 because they dropped out the school without giving

any reason. In addition to that, two girls reported difficulties for completing task 5, so they were

encouraged to follow a support process for remedial activities in order to overcome the

difficulties with the purpose of this last stage and having into account the comments and reflections elicited from the student – teacher talks with them and at the end of the period with their parents.

Significantly, students illustrated how comments received on generic skills development at the process are applicable for future assignments as they learnt about understanding the reason of setting goals, obtaining clear understanding of concepts, following instructions, reflecting through the different forms of accurate resources and strategies in order to improve and organizing and planning stages to evidence what they had learnt. On the other hand, students expressed that isaptive feedback process combined with self- assessment fostered their reflection about the generic skills (Expressing opinions and supporting ideas about a certain topic- Reporting information and describing about a specific topic) which have long term value in their process of learning in contrast with just receiving summative grades for doing a task that had short- term learning.

> "I think that despite of my difficulties at the beginning in task 1 I could overcome
> those weaknesses since receiving comments constantly form the teacher helped me
> to understand some concepts and strategies that I used in the other tasks, so I have
> learnt for using these skills in the future and not just for the commitment of a task
> or for being reward through a grade"
> (Student 1, student- teacher talk transcription from audio recording and translated
> from Spanish)

"Well, I think that I have learnt a lot, such as to follow the instructions and to

present orally my ideas without thinking about failure. In my next oral presentation,

I will have the bases to do it better; I feel that the valuable thing here is not a grade

but the learning we have now about how to do things for future tasks"

(Student 2, student- teacher talk, transcription from audio recording and translated

from Spanish)

Therefore, here it becomes relevant the argument of supporters of assessment for

learning, particularly in school setting, who argue that formative assessment at any of its forms

and the provision of feedback is more important than grades and marking, since assessment

drives learning and motivation; then, there is a risk of making students highly grade dependent

because it makes them blind and unconscious of their learning process. Thus, the purpose of

assessing has to deal with encouraging students to take responsibility and be aware of their own

learning and being active participants through moving around their process of learning by

thinking about and reflecting about their progress for learning.

Summary

As one of my concerns throughout this study was the role of the implementation of

formative assessment strategies in the process of learning and teaching English in a public and

secondary school context, it is truly fundamental what the analysis of data have yielded in this

case. One of the relevant findings is the claim of students for being more engaged in their own

process of learning and assessment and the necessity of a more participative role of them to be

taken into account in the design of the assessment practices in their learning process. This is a

fact that is not related to the level of education or the age they are, it is a process of relation and

challenge of the role of the teacher and the consciousness that he or she can motivate students, which referred to an active engagement of students in their own learning process and assessment design according to students´ interests and needs.

This finding is supported by the idea that Gravells (2011) has critically argued that motivation has to deal with the fairness of the assessment and how learners are entitled to be given the best opportunity to demonstrate their abilities, so considering assessment to support learning and treat each learner as an individual case. It is also grounded on the incremental or "developmental theory" proposed by Dweck (1999) who argued that learning is more important than performance goals and failure is assumed as part of the learning experience, where reflection and self- awareness help to resize the experience of learning and teaching practice.

Thus, the tendency found in this implementation of students conceiving assessment as a process that should go beyond grading and summative practices for maximizing learning. It is evidence derived from what students reported that self- assessment forms and isaptive feedback processes helped them to be aware of where they were in relation to the desired goal, developing awareness of the attitudes and perceptions that influenced their thoughts and their interaction with the teacher through the Edmodo application. This fact confirmed what Handley et. al (2008) had reported in their research and development project established under the Higher Education Academy's Fund for the Development of Teaching and Learning (FDTL), in which they informed that students were more likely to act upon feedback if they could see the immediate utility of it and the task is to be repeated in the short term. Thus, it also confirmed that through isaptive feedback, learners gain awareness about their progress and for this case the relevance of the argument of Hughes (2011) that moving from criteria-driven feedback to isaptive feedback might be the catalyst needed for encouraging "assessment for learning".

This finding also showed that sense of awareness motivated a meaningful active interaction between teacher and students for developing learning self-reliance in the process, far from the conventional gradeness relation, a process where fostering learners´ awareness for identifying their weaknesses that clearly needed of a complementary process to promote turning those weaknesses into attainment in the learning process.

The second question that drove this research was referred to the students´ perceptions about assessment previously and after the implementation of self- assessment and isaptive feedback in the process of learning English as a foreign language, so firstly students reported that previously to the implementation their role in the assessment process was passive and sometimes confusing or unfair for them, they claim for a more democratic process far from just answering a test and be graded on it.

Consequently, and during the implementation most of the participants in this case reported through the self-assessment forms, the focus group and interview responses that in the process they felt to be challenged to take responsibility and be aware of their own learning and they felt satisfied with being active participants through moving forward in their process of learning by thinking about and reflecting their ongoing learning. It was possible since being aware of their learning through having access to previous feedback and assignments what certainly challenged the role of the teacher for being sensible and selective for storing information and tracking progress helped students to trigger a different approach for assessment in the relation and the complementary between self- assessment and the constant process of reflecting through feedback on the comparison between the current and previous performance for assuming forward steps.

This evidences what Hughes, et. al (2011) had reported in their research referring to the useful that could be the isaptive feedback to increase motivation in the learning process if students completed the critical reflection by filling forms in the isaptive process and teacher´s role was moved by scaffolding as the best strategy to aid learners with their individual needs, argument that in a way is contained in the model proposed as Hattie & Timperley (2007) which addresses the impact of feedback at different levels with the constant and rigorous support of the teacher.

According to this experience and these findings it was revealed that students became more confident learners since they realized themselves succeeding or noticing their limitations when they were supported by actionable information that they received in the feedforward and feedback comments and it permitted them to take the risk of continuing to try for learning and explore some strategies in order to achieve the desire performance. Stiggings (2002) points out this feature as a benefit from formative assessment since students learn to manage their own lifelong learning through systematic and planed assessment route for learning.

<center>**Chapter Five**</center>

<center>**Discussion**</center>

<center>**Understanding the Role of Self-Assessment and Isaptive Feedback**</center>

This research has documented the implementation of self- assessment and Isaptive feedback in order to answer the inquiry about the role of these formative assessment strategies and students' perceptions about assessment previously and after the implementation in the process of learning and teaching English addressed to a ninth graders group in a public secondary school in Colombia. The outcomes of this study showed that the complementary use of both assessment strategies influenced students in self- regulating their own process while they were aware of the actionable information they received through tracking comments and the decisions they made for their learning based on that information.

Consequently, the combination of these strategies influenced as well students´ cognitive levels of their lifelong learning since they were challenged to deploy reflection and metacognition process to foster generic skills (Expressing opinions and supporting ideas about a certain topic- Reporting information and describing about a specific topic) rather than focusing mainly on grammar or language mistakes.

In order to understand the role of self-assessment and isaptive feedback in this study, it is a relevant finding the claim of students for being more engaged in their own process of learning and assessment and the necessity of a more participative role of them to be taken into account in the design of the assessment practices in their learning process. This finding is in line with Gravells (2011) who argued that motivation has to deal with the fairness of the assessment and how learners are entitled to be given the best opportunity to demonstrate their abilities, so

considering assessment to support learning and treat each learner as an individual case. Likewise, this issue finds support in Garrison & Ehringhaus (2007) who has underlined the necessity of implementing formative assessment in learning outcomes because of the students' engagement and the ownership of their work which increase their motivation.

Then, these arguments and those from Boud & Falchikov (2007) in which motivation has to deal with the fairness of the assessment and how learners are entitled to be given the best opportunity to demonstrate their abilities, were related to the fact that most of the students felt satisfied with being active participants through moving forward in their process of learning by thinking about and reflecting their ongoing learning. This means positive feelings about being engaged in reflection and self- assessing for learning made students felt motivated and engaged in the process since they experienced a sense of improvement through the implementation process because they were aware of triggering possibilities for learning in every task that was done and teacher´s support through isaptive feedback process.

Therefore, the notion of reflecting for gearing practice towards positive and emancipatory outcomes by Thompson & Thompson (2008) became relevant to this case since students experienced the assessment process of turning thoughtful practice into a potential learning situation, which turns the assessment process into the sense of longitudinal process in which students experienced a sense of learning through a fair and systematic process. Thus, Monitoring progress overtime gave the opportunity to them to be informed on how far they had responded to previous feedback, enhancing changes through reflection and conceiving the process as challenging to take responsibility and be active participant for their own learning.

As a result, isaptive feedback form provided information that could help me as a teacher-researcher to make better instructional decisions that students could use them as well as useful

information for improvement. This fact is in line with the proposal of Hughes (2011) who states isaptive feedback to motivate and encourage effective learning because it is reported as a new paradigm that closes the feedback loop where learners can be informed on how far they have responded to previous feedback and progress. This means actionable information not only for teachers but for students to modify what they need to adjust in order to learn.

This fact leads me to conclude that if students have the opportunity to negotiate meaningful interaction in their assessment process to be informed with actionable information provided by the teacher and their records of previous performances, it can be revealed features and progress of students´ learning in particular and any misconceptions that they may hold it can be profited by the student to improve. This is the attribute of the notion elicited by Black & William (2009) who conceived assessment as a highly contingent process of the instructional situation and students.

In addition to that, students demonstrated to be more likely to act upon feedforward and feedback comments if they could see the immediate utility of them and the task has relation with previous tasks to make sense of those comments. This engagement of the students in the process could overcome students´ claim for being more engaged in their own process of learning and assessment and the necessity of a more participative role of them to be taken into account in the design of the assessment practices in their learning process. This fact is related to Hughes (2011) who argues that moving from criteria-driven feedback to isaptive feedback might be the catalyst needed for encouraging assessment for learning.

Another relevant finding was the fact that students gained more capability in governing their actions and decisions through identifying their own weaknesses and strengths that they were able to report through the self- assessment forms and reflected after and through the

isaptive feedback forms since students developed awareness of the attitudes and perceptions that influenced their thoughts and their interaction with the teacher through the Edmodo application, having into account the systematic reflection through the forms. As a result, this motivated a meaningful active interaction between teacher and students for developing learning self-reliance in the process, far from the conventional gradeness relation. The sense of progress motivated learners to achieve more seeking strategies to improve performance in contrast with the previously done.

This finding underlines the argument by Brookhart, et. al. (2004) that students who engage in self- assessment practices are more likely to develop internal attributions, a feeling of empowerment and a sense of autonomy thanks to the features of the self- regulation, awareness in the process and reflection for action. Thus, this fact is also supported by the ideas of Nicol & Macfarlane,-Dick (2006) who argue that feedback should be directed towards enabling learners to become self- regulating, where the dialogue between teacher and learners is the basis of a social constructivist view of learning rather than a transmissionist view.

Here, this fact underlines the role of the teacher as a supporter in the process as truly necessary as Dubiel (2014) has argued it as skillful to understand the framework for development and planning for the group or individually according to strengths and areas of development. It is through a systematic relation with students in which teachers can develop a clear and authentic view of students and their learning in a process of real understanding of their current level of development. This means a meaningful active interaction between teacher and students for developing learning self-reliance in the process.

Regarding the formative nature of assessment, underlying its principles and the most suitable alternatives for implementing it in the classroom, these findings mirrored the results of

the study developed by Paris & Paris (2001) in which self-assessment is likely to promote

monitoring of progress, stimulate revision strategies, and foster feelings of motivation and

tendency to improve in attainment with clear and known criteria. In addition to that, this current

study found valuable and confirmed the argument underpinned by the findings of the study

developed by Univio Céspedes & Pérez Montaña (2014) since they underlined that isaptive

feedback is a type of assessment to persuade learners to reflect on the feedback provided by the

teacher, aiming to explain what students have learnt and proposing actions for future

development.

Thus, a positive result of the implementation of self- assessment and isaptive feedback in

this study, as a transition between formative and isaptive assessment, in order to assume

assessment for learning, is the fact that through these strategies students were aware of their own

progress in their learning process and they made decisions with the information gathered

intended to enhance learning. This result is in line with the benefical principles of assessing for

learning elicited by Hughes (2011) who states that isaptive feedback and self- regulation

processes have the potential to lead students to improve cognitive areas, in this case how learners

organized their thoughts in order to express opinions and support ideas about a certain topic, in

addition to motivational and life-long learning skills.

Pedagogical implications

As students were in a course of one year- long divided by periods it could be beneficial to

implement these strategies for a self-directed learning because the generic skills at this kind of

schools have to be fostered during the whole year, despite being these processes very laborious

for teacher and time demands. Regarding the hours of class per week at public schools (two per

week), it could be tackled through the use of technology (Edmodo application) and a well-organized plan to implement self- assessment and isaptive feedback process in order to raise students´ awareness about their learning.

This implementation is not a model but an example of a route of combining self-assessment and isaptive feedback as formative assessment strategies. Clearly the systematicity and the engagement of the students in the process to increase motivation in the learning process if students complete the critical reflection by filling forms in the isaptive process and teacher´s role is moved by scaffolding as the best strategy to aid learners with their individual needs, argument that is supported by Hughes et.al (2011) and Hattie & Timperley (2007) who address the impact of feedback at different levels with the constant and rigorous support of the teacher.

In order to incorporate these strategies as rigorous formative assessment practices into the regular lesson planning, some changes had to be made to comply with the requirements of the models and the processes because there are intertwined two self-regulating processes which required the dialogue between teacher and students and the constant communication with parents in order to inform the process because of the lack of grading on tasks but assigning colours for establishing levels of attainment in the process, this enabled students to understand their role for a better performance according to what was required in the process of learning.

Limitations

An implementation of this mixed formative assessment approach poses a shift that in public school context was not easily achieved since the short- term outcome perspective that students, parents and school managers have about assessment because of their concerns about academic external standards. Besides, the constant constraints that some teachers in the same

area of Humanities may have about rebalancing workloads away from the teaching practice in order to fullfill all the occupational requirements of the institution.

Consequently, further changes are necessary to be implemented in educational policy in order to see outcomes in terms of students' engagement and their long- life learning and not for the over superficial issues related to short- term results. All this related to the summative gradeness which retained a privileged position and perpetuates extrinsic motivation at public school setting which makes difficult the argument of motivating students to have a self-investment in achievable goals through focusing on longer term development.

Thus, it is needed to adjust teaching and learning while they are happening, but there is also a necessity of more research in this field with public school setting in Colombia, the literature in Isaptive assessment is minimal and this kind of setting continues being unexplored. Despite the current and increased interest in appealing for the engagement of students in their own process of learning, it continues a system dominated by the concept of gradeness and a reductionist way of assessing in a curriculum focused on promoting and ranking students but not on using assessment for learning or reflecting about it for making decisions (Hargreaves et al. 2001).

Time constraints was a factor that makes difficult the implementation at a certain point because of the hours per week were not enough and sometimes there were some institutional activities that interrupted the normal dynamic of the classes and the sessions sometimes had to be postponed for the next session. This difficulty was tackled by covering some classes if a teacher was not at school and students accepted to have classes of English instead. In fact, some students are not conscious of class attendance and some of them skip classes or do not justify their

absences. This is a real limitation for having progress in the process of tracking performances activity by activity.

Future research

This study confirms one limitation what is stated by Hargreaves et al. (2001) in regards to a system dominated by the concept of gradeness and a reductionist way of assessing in a curriculum focused on promoting and ranking students but not on using assessment for learning or reflecting about it for making decisions. One possible way to overcome this issue could be fostering students´ awareness through an active role in assessment and self-regulation. To do so students should be encouraged to fullfill self- assessment and isaptive feedback forms in which they reflect about their decisions for improvement in subsequent activities as well as be graded under the evaluation system according to the account of those improvements. Thus, a thought-provoking perspective for further research should be then analysing the role and impact of isaptive feedback and self- assessment in grading processes.

Indeed, as this study consistently showed that the systematic reflection through the isaptive feedback and self- assessment forms motivated a meaningful active interaction between teacher and students for developing learning self-reliance in the process, far from the conventional gradeness relation, therefore future research on this topic would produce interesting data to be analyzed in the field of second language learning and teaching.

The self- directed nature of formative assessment through the strategies of self-assessment and isaptive feedback displays a link between it and self- regulation as most likely to elicit change in learning through students´ awareness. Hence, after having explored the implementation of self-assessment and isaptive feedback practices in the context of a public

school as a teacher- researcher I believe in the self- directed nature of these practices and its usefulness in the public school setting in order to gain students´ capability in governing actions and decisions through identifying their weaknesses and strengths, mainly through exploring more the implementation of isaptive feedback in this context. So the relation between self- regulation and isaptive feedback would be worthy to consider a future work at the public school setting.

Future studies should inquire the role of assessment that in this research was outlined in direction to the argument of Gravells (2011) who argued that motivation has to deal with the fairness of the assessment and how learners are entitled to be given the best opportunity to demonstrate their abilities, considering assessment to support learning and treat each learner as an individual case through an implementation with a different size of sample, having into account that this research was based with a small group of 25 students and at a public schools in Colombia teachers mostly have to face bigger class size.

Conclusion

Regarding this finding of capability in governing actions and decisions through identifying students´ weaknesses and strengths, it is significant the fact that students had found as helpful tool the complementary between self- assessment and the constant process of reflecting through isaptive feedback since monitoring progress overtime gave the opportunity to them to be informed in a longitudinal process. This could explain that they felt satisfied with being active participants through moving forward in their process of learning while they felt to be challenged to take responsibility and be aware of their own learning.

So, this fact became one of the main traits of the implementation and I could conclude that when using monitoring and reflection as metacognitive tools to answer questions about

where students need to go next, they were enabled to establish by themselves strategies for improving their performance and they could notice what they had learnt and their current limitations in the process. This could help students to report some learning outcomes during different stages of the implementation of the isaptive assessment and self- assessment route, hence the relevance that students remarked how comments received on generic skills development at the process are applicable for future assignments.

Hence, the tracking progress through self- assessment and isaptive feedback processes became motivational for students in this case and influenced them in self- regulating as Hughes G. (2014) claims for developing learning self-reliance, but far from those dominant discourses of competition which encourage instrumental learning and problematic methods of motivating learners of praise and rewards. This remarks the suitable for a fair and systematic assessment the three components proposed by Hattie & Timperley (2007): feed-up, feedback, feed-forward, and how Hughes et. al (2011) used the last one as a key element in their cumulative scheme, aiming to explain what students have learnt and proposing actions for future development, where the attention about assessment is focused in relation to the self-awareness levels, goal setting, progress, and generic skills, all of them issues underpinning self-directness and students´ critically awareness of their own learning process.

Exploring the case of implementing self-assessment and isaptive feedback in a public school setting became meaningful since most of the studies on this field were focused on higher education in Colombia and scarcely anything had been explored about it in school contexts. In fact, it was significant the tendency found in this implementation of students conceiving assessment as a process that should go beyond grading and summative practices for maximizing learning. It was evidence derived from what students reported that self- assessment forms and

isaptive feedback processes helped them to be aware of where they were in relation to the desired goal, developing awareness of the attitudes and perceptions that influenced their thoughts and their interaction with the teacher through the Edmodo application. This revealed that students became more confident learners since they realized themselves succeeding or noticing their limitations when they were supported by actionable information, and assessed throughout a systematic and a fair process for learning and not only of learning.

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Appendices

Students´ Consent Forms

MASTER OF ARTS IN LEARNING AND TEACHING PROCESSES IN SECOND LANGUAGES
INFORMATION FOR RESEARCH PARTICIPANTS

Title of the study: Implementing Self- Assessment and Isaptive Feedback in a Secondary School
Conducted by: Johann E. Pérez Angulo
Advised by: Hugo Areiza

Purpose of the study
This study is intended to examine the role of self- assessment and isaptive feedback as formative assessment practices in the process of learning English as a foreign language in a public secondary school in Colombia.

Description of the study and procedures
The opportunity through this study is to explore and interpret the role of formative assessment through self-assessment and isaptive feedback practices in the context of a public school, having into account the purpose of these kinds of assessment practices to make students critically aware of their own learning process and to show their progress and insights where assessment is considered to become paramount in the teaching of second language because of the complex aspects and personal schemata that are involved in it.

Interviews, questionnaires, observations, document analysis, classroom artefacts (student's work and participation at Edmodo platform), self- assessment forms will be used to inform the research. All information given will be treated as confidential and the researcher will make every effort to preserve participant anonymity. Data will be stored securely (electronic copies will be password protected; hard copies will be in locked storage). Any information will be used solely for the purposes of the research project and in case of publications anonymity of participants will be preserve.

Withdrawal
Participation in the research is completely voluntary and participants are at liberty to withdraw at any time without prejudice or negative consequences.

Potential Risks, Harm and Benefits
The research project will not impose on participants any additional risks, sources of harm or personal benefit that would not normally be part of the daily routine of studying at the school.

CONSENT FORM

Title of the study: Implementing Self- Assessment and Isaptive Feedback in a Secondary
School
Conducted by: Johann E. Pérez Angulo
Advised by: Hugo Areiza

Purpose of the study

This study is intended to examine the role of self- assessment and isaptive feedback as formative
assessment practices in the process of learning English as a foreign language in a public
secondary school in Colombia.

I have been fully informed about the aims and purposes of the project and have read the
Participant Information Sheet. I understand the purpose of the research project and my
involvement in it and I agree to take part with the consent of my Parent/Carer.

I understand that: there is no compulsion for me to participate in this research project and, if I do
choose to participate, I may at any stage withdraw my participation.

I understand that while information gained during the study may be published, I will not be
identified and my personal results will remain confidential.

I have the right to refuse permission for the publication of any information about me any
information which I give will be used solely for the purposes of this research project, which may
include publications I may be audiotaped during any interviews I take part in data will be stored
securely (electronic copies will be password protected, hard copies will be in locked storage) and
that the researcher and I will have sole access to my personal results.

I may contact the researcher or supervisor if I require further information about the research, and
that I may contact the University's Data Protection Officer if I wish to make a complaint relating
to my involvement in the research all information I give will be treated as confidential the
researcher(s) will make every effort to preserve my anonymity

This project is authorized and known by the legal representative of the school

……………………………………………………… Carlos Adiel Henao (Principal of the
School)

.............................……………………………….. ....
 (Signature of participant and Parent/Carer if under 18)

CONSENTIMIENTO INFORMADO PARA PARTICIPAR EN UN ESTUDIO DE INVESTIGACIÓN

Título del estudio: Implementando Autoevaluación Y Retroalimentación Isaptiva en una Escuela Secundaria Publica en Colombia

Conducido por: Johann E. Pérez Angulo
Asesorado por: Hugo Areiza

Este estudio tiene como objetivo examinar el papel de la autoevaluación y retroalimentación isaptiva como prácticas de evaluación formativa en el proceso de aprendizaje de inglés como lengua extranjera en una escuela secundaria pública en Colombia.

He estado plenamente informado sobre los fines y objetivos del proyecto y he leído la hoja de Información del participante. Entiendo que el propósito del proyecto de investigación y mi participación en él y estoy de acuerdo en participar con el consentimiento de mi padre / acudiente.

 Entiendo que: no hay obligación para mí participar en este proyecto de investigación y, si yo decido participar, puede que en cualquier momento retire mi participación.

Entiendo que, si bien la información obtenida durante el estudio puede ser publicada, no voy a ser identificado y mis resultados personales serán confidenciales.

Tengo el derecho de negar el permiso para la publicación de cualquier información sobre mí, la información que doy se utilizará únicamente para los fines de este proyecto de investigación, que puede incluir publicaciones se me puede grabar durante cualquier entrevista, que los datos que se tomen serán almacenados de forma segura (copias electrónicas estarán protegidos contraseña, copias impresas estarán en almacenamiento bajo llave) y que el investigador y yo tendremos acceso exclusivo a mis resultados personales.

Puedo comunicarme con el investigador o el supervisor si necesito más información sobre la investigación, y que puedo contactar a la Universidad y la coordinación de la Maestría si deseo presentar una queja relacionada con mi participación en la investigación. Toda la información que doy se tratará como confidencial y el investigador (s) hará todo lo posible para preservar mi anonimato.

Este trabajo cuenta con autorización y conocimiento por parte del representante legal del plantel

……………………………………………………… Carlos Adiel Henao (Rector de la Institución)

.........................……………………………….. ....
(Firma del participante y acudiente con identificación)

Appendix B
Self- assessment form task 1

| Task 1 | Self- assessment | | | Criteria and goal setting |
(Reading activity)

Name: _____ Date _____

Goal: Understanding the content of a text by using reading strategies and answering questions about the text

Instruction: Read every criterion and according to the activity done tick in the scale how you did it.

Write in English or in Spanish the strategy you have for improving your weaknesses according to the feedback given by your teacher

Criteria	Yes Developed	Getting There	Not yet Confusing	What I can do to improve …
• When reading the text, I can infer and guess the content of a passage using titles, subtitles and images.	☐	☐	☐	
• I get the topic idea and the structure of the information in the text.	☐	☐	☐	
• I understand the key words in a questions and I use those words to look for the answers in the text.	☐	☐	☐	
• I answer the questions given after the reading and based on the text.	☐	☐	☐	
• I infer from the context of the text to answer about information that it is not explicit.	☐	☐	☐	

Appendix C
Self- assessment form task 2

Task 2   **Self- assessment**   **Rating Scale and criteria form (Writing activity)**

Name: _____   Date _____

Goal: Expressing opinions and supporting ideas about a certain topic

Instruction: Read every criterion and according to the activity done tick in the scale how you did it.

Criteria	Self- assessment	Evidence
I can write a series of simple phrases in a coherent paragraph.	☐ **Consistently** ☐ Getting there With great difficulty ☐ **Not yet** ☐	I know this because …
I can explain the reasons of my opinion according to a proposed topic.	☐ **Consistently** ☐ Getting there With great difficulty ☐ **Not yet** ☐	I know this because …
I use some patterns and structures studied before in class to build my ideas.	☐ **Consistently** ☐ Getting there With great difficulty ☐ **Not yet** ☐	I know this because …
While writing my paragraph I think my ideas in English and I do not need or use my native language.	☐ **Consistently** ☐ Getting there With great difficulty ☐ **Not yet** ☐	I know this because …
My purpose for next time would be:		

Appendix D
Ipsative Feedback Form

DESCRIPTION OF THE FORMAT: This sheet has the purpose of gathering systematically a dialogue between you and I through we can monitor your progress over time taking as reference the feedforward comments and how you have used them to improve and evolved in the different tasks.

STUDENTS´ FEEDBACK SHEET			
Student´s name:			
Stages	**Use your own words to say what were you informed in this feedback?**	**According to the feedback received, how far have you improved in contrast with previous performance?**	**According to the current feedback, What do you consider is required for a better performance?**
Contrasting performances in Task 1 and Task 2			
Contrasting performance in task 3 among previous tasks			
Contrasting performances in tasks 4 and 5			
Reflection summary After the whole process and previously the student- teacher talk ❖ Answer the following questions reflecting on your learning process			
According to your progress, what have you learnt in this process?		Taking into account your reflections on self-assessment forms, what do you need to improve and what is the skill you need to work more?	

Task 3 **Self- assessment** **Rating Scale and criteria form**
(Reading and Writing activity)

Name: _____ Date _____

Goal: Expressing opinions and supporting ideas about a certain topic

Instruction: Read every criterion and according to the activity done tick in the scale how you did it.

Criteria	Self- assessment	Evidence
I could infer information from the picture at slide 1	☐ **Consistently** ☐ Getting there With great difficulty ☐ **Not yet** ☐	I know this because …
I could read and understand the paragraph at slide 2 using strategies remarked at previous tasks	☐ **Consistently** ☐ Getting there With great difficulty ☐ **Not yet** ☐	I know this because …
I could express agreement or disagreement in relation to the paragraph and the image	☐ **Consistently** ☐ Getting there With great difficulty ☐ **Not yet** ☐	I know this because …
While writing my conclusions I thought my ideas in English and I do not need or use my native language.	☐ **Consistently** ☐ Getting there With great difficulty ☐ **Not yet** ☐	I know this because …
My purpose for next time would be:		

Appendix F
Oral Presentation guidelines sheet

Task 4: Defending and supporting opinions and ideas refering to the argument that cell phones are changing social interaction.

Oral Presentation Guidelines

Description: Through this guide you will find some advices to follow to make your oral presentation in front of your classmates.
Goal: Reporting orally information and describing about a specific topic.
Instruction: Prepare a presentation of 5 to 8 minutes length in which you must describe and support your opinions and ideas elicited from task 1 and 2 refering to the argument that cell phones are changing social interaction.

1. Organize your main ideas and opinions using tools such as mind maps or schemes.

2. Keep visual aids simple and uncluttered. (images and photos are really welcome and necessary)
3. Use colour and contrast for emphasis, but use them in moderation.
4. Begin your presentation by telling your audience what your topic is and what you will be covering.

5. Organise your information in a suitable way for the presentation and be organized while you are presenting it for stating the flow of the presentation clear and not confusing.

6. Speak in a clear, audible voice loud enough to be heard clearly in the back row. Never mumble.

7. Make frequent eye contact with the audience. Really look at the audience as you talk to them. Trying to keep them focused on your oral presentation.

8. At the end of your presentation, summarize your main points and give a strong concluding remark that reinforces your point of view.

Appendix G
Self- assessment form task 4

<center>

Task 4   **Self- assessment**   **criteria form**
(Speaking activity)

</center>

Name: _____   Date _____

Goal: Reporting orally information and describing about a specific topic.

Instruction: Read every criterion and tick in the scale to assess your partner according to the activity done.

During the presentation …	Yes	Getting there	Not yet	I know this because…
I Presented strong and organized theme, with clear main ideas.	☐	☐	☐	
I introduced my topic and made my purpose of describing the issue in clear way	☐	☐	☐	
I organised my information in a suitable way for the presentation.	☐	☐	☐	
I expressed information in my own words.	☐	☐	☐	
I used a range of relevant vocabulary and structures in my presentation.	☐	☐	☐	
Presentation was well organized with a beginning, middle and end.	☐	☐	☐	

A compliment I would like to pay for me is …

Appendix H
Self- assessment form task 5

<div align="center">

Task 5   **Self- assessment**   **criteria form**
(Speaking activity)

</div>

Name: _____   Date _____

Goal: Reporting information and describing about a specific topic.

Instruction: Read every criterion and tick in the scale to assess yourself according to the activity done.

Write in English or in Spanish the reason you have for ticking that scale.

During the presentation …	Yes	Getting there	Not yet	I know this because…
I Presented ideas with better clarity regarding the first presentation	☐	☐	☐	
I supported my report with information stated in the previous activities	☐	☐	☐	
I had into account teacher´s feedbacks and comments to improve my final report	☐	☐	☐	
I expressed information in my own words.	☐	☐	☐	
I used a range of relevant vocabulary and structures in my presentation.	☐	☐	☐	
Presentation was well organized with a beginning, middle and end.	☐	☐	☐	

A compliment I would like to pay for me is …
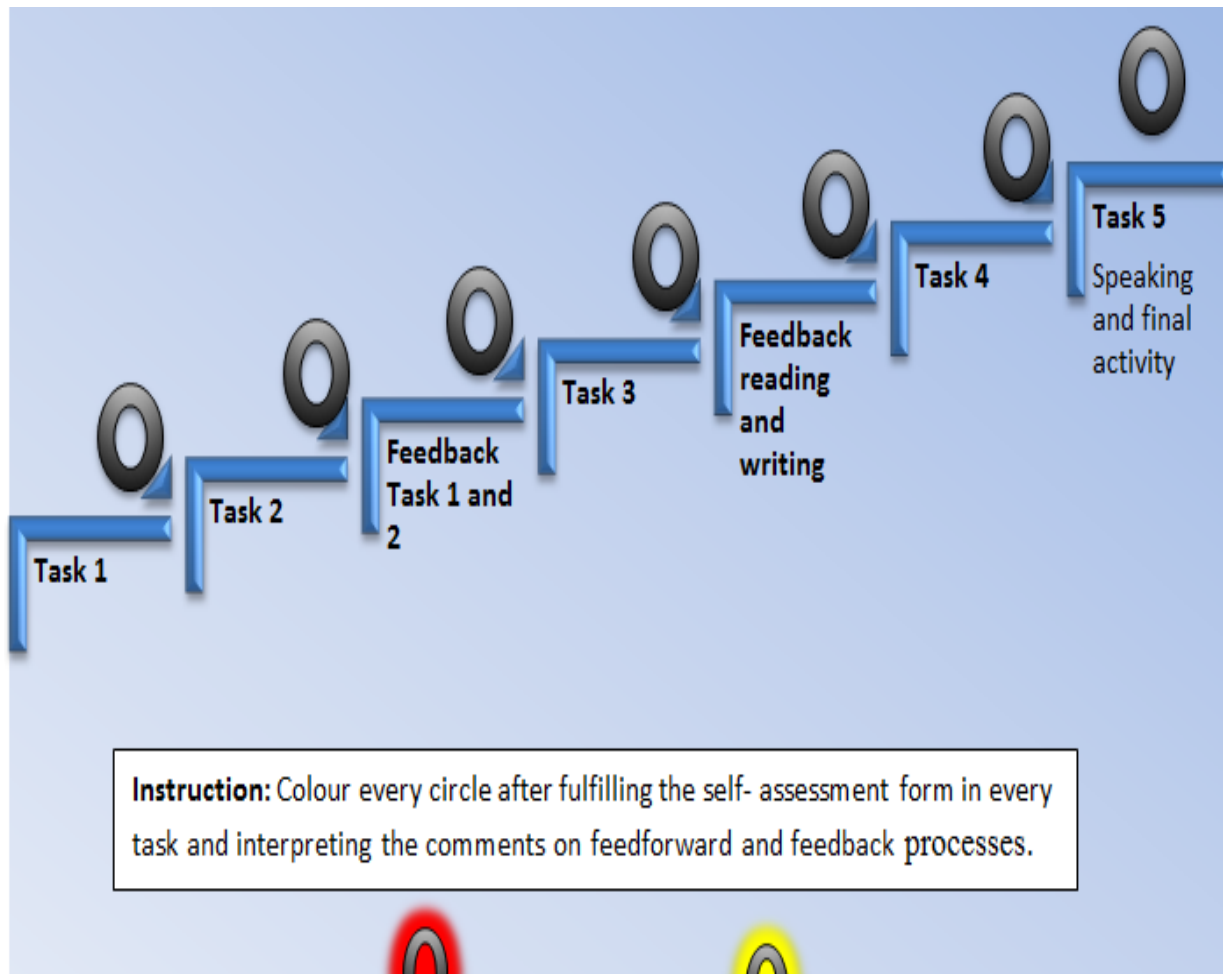
Appendix I
Student progress sheet

Student Progress Sheet

Name: _____

Third Period Expected Achievements

- Expressing opinions and supporting ideas about a certain topic
- Reporting information and describing about a specific topic after reading about it

Task 1

Task 2

Feedback Task 1 and 2

Task 3

Feedback reading and writing

Task 4

Task 5
Speaking and final activity

Instruction: Colour every circle after fulfilling the self- assessment form in every task and interpreting the comments on feedforward and feedback processes.

Use the convention: Not yet

Getting there

Developed, but it can be better

Got it, without difficulties

Appendix J
Student survey

Student Survey

This survey is carried out with the purpose of identifying students´ agreement or disagreement about assessment practices.

Please tick the box that fits the best your answer according every statement.

Prompts and Beliefs	A Strongly Disagree	B Somewhat Disagree	C Somewhat Agree	D Strongly Agree
Assessment tests and summative practices do not help students to maximize learning.	☐	☐	☐	☐
The role of students in assessment processes should be just for answering a test and be graded through it.	☐	☐	☐	☐
There should be feedback in and after every assessment process.	☐	☐	☐	☐
Assessment purposes should be clear according to the target achievement built by students and the teacher.	☐	☐	☐	☐
Assessment procedures should be threatening experiences for a successful learning.	☐	☐	☐	☐
Assessment procedures should be built and designed on students´ interests and needs.	☐	☐	☐	☐
Students do not need teacher´s feedback to be successful in fulfilling a task	☐	☐	☐	☐

Appendix K
Questions for the Focus Group

Questions for the Focus Group

This activity is aimed to explore students´ reactions and feelings to feedforward and isaptive feedback processes and their insights about the implementation of self- assessment practices after the third task of the route.
One third of the participants (8/25) in this study are chosen randomly and are the focus group to be interviewed in a friendly and opened, but semi- structured conversation

Introduction

- In your opinion, how satisfied are you about reflecting and assessing your own learning through using self- assessment forms?

Discussion
- Have you noticed any improvement on your learning after reflecting on your weaknesses and strengths?

- Do you think that feedforward and isaptive feedback processes help you to get involved in assessing and reflecting your learning?

- How do you consider the process of redoing tasks to improve skills and performances?

Conclusion
- Describe the things you have enjoyed along the process of tracking and comparing your own performance to improve and move forward.

Appendix L
Semi- structured Interview Questions

Semi- structured Interview Questions

This interview is carried out with the purpose of reviewing students´ considerations about the implementation of self- assessment and isaptive feedback, their feelings related to be engaged in their own assessment process and how this may affect their learning for long life achievements.

Sample: 8 ninth graders participants of the process of implementation and chosen randomly.

1. How did you feel being engaged in the process of assessing yourself and tracking your performances?

2. Do you think you were aware of where were you in relation to the desired goal?

3. Do you think that self- assessment and isaptive feedback practices help you to overcome the gap between your performance and the desired goal?

4. What was the most difficult for you while assessing yourself and reviewing feedforward and feedback comments?

5. Do you think that applying self- assessment and isaptive feedback practices affect your learning for long life achievements?

6. Do you consider that feedforward comments helped you to find alternatives for solution in the future and next steps in the process?

7. Why would be important implementing self- assessment and isaptive feedback practices at the school?

Appendix M
Sample of a student´s written response in Spanish during the Focus Group

1. Estoy muy satisfecha con el proceso de autoevaluación, porque hace que me de cuenta que errores he tenido, la razón y las mejoras que he venido evidenciando. Es la primera vez que estoy realmente conciente de las formas y procesos con que el profesor me evalua sin necesidad de estar muy preocupada por las notas.

2. Si, cuando identifico alguna dificultad trato de corregirla para la próxima actividad, buscando alternativas que hagan posible el avance significativo de manera que cada actividad este mejor que la anterior.

3. La retroalimentación me brinda la oportunidad de hacer la actividad de la mejor manera, siendo conciente de los errores y en busca de aumentar el aprendizaje; que es mucho mayor a realizó una actividad dos veces, con el animo de mejorar mucho.

4. La considero muy constructiva porque competimos contra nuestro propio aprendizaje, siendo muy paciente, ya que repetir un trabajo es muchas veces aburrido pero con este proceso sabemos que es posible realizarla mejor que antes.

5. Aunque, me costo un poco de trabajo usar la plataforma, disfrute mucho hacer los trabajos por ese medio ya que pude corregirlos antes de que el profesor realizara la retroalimentación.

Author's Biography

Johann Perez is a Colombian teacher who was born in Barranquilla, Colombia in 1979. Son of nurse and a teacher, he grew with an interest in teaching and with the belief that a society could be transformed through the education. Educated from the early years at public schools, he decided to study a bachelor in Modern Languages at the public university: Universidad del Atlántico, in Barranquilla, where he got an honour distinction because of his research about effective processes of reading and writing about literature at public schools. In 2002, he decided to move to Antioquia where he started to work with Gobernación de Antioquia in order to work at public schools in which he has found the opportunity to perceive a wide panorama of what is the role of assessment in public schools. At 2011, he became a graduate specialist in teaching English at Universidad Pontificia Bolivariana in Medellin, where currently he is a candidate to get a master degree in Learning and Teaching Processes in Second Languages. His thesis about self- assessment and isaptive feedback in a secondary school is a two year reflection and research that was fed by his early interest about effective assessment process, his experience as student at the ML2 community, as a teacher at the public school setting for more than 12 years and his recent assistantship as language teacher at the United kingdom. His wife and his two children are the main support for going forward in his career.