

**Teachers and students' opinions about self- and peer-assessment in 10<sup>th</sup> and 11<sup>th</sup> grades in  
three public high schools in Pasto.**

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**Teachers and students opinions' about self- and peer-assessment in 10<sup>th</sup> and 11<sup>th</sup> grades in  
three public high schools in Pasto.**

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## **NOTA DE RESPONSABILIDAD**

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Nota de Aceptación

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## **Dedictory**

First of all, we want to thank to God for guided and helped us to carry out this research. Second, to our parents, family and friends who contributed to achieve this goal. Third, to our teachers who gave us the necessary tools to our professional development. Especially to Jesus A. Bastidas Ph. D. who supported and instructed us during this field work.

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The public high schools where this research took place.

The teachers and students who participated in this study.

## Resumen

Uno de los campos más importantes en el proceso enseñanza-aprendizaje es la evaluación. A través de los años han existido diferentes formas de evaluar a los estudiantes tales como; exámenes escritos u orales. Sin embargo hoy en día los maestros pueden utilizar una evaluación alternativa la cual incluye portafolios, entrevistas, auto y coevaluación entre otros.

En este caso la auto y la coevaluación se han tenido en cuenta para la realización de esta investigación llamada “ English teachers and students opinions’ about self- and peer-assessment in 10<sup>th</sup> and 11<sup>th</sup> grades in three public high schools in Pasto” la cual tiene como objetivo analizar las opiniones de los profesores de inglés y los estudiantes de los grados 10 y 11 en los colegios públicos de la ciudad de Pasto.

Para esta investigación el primer paso fue pedir permiso a los tres mejores colegios de Pasto según el ranking nacional. Luego se realizaron unas entrevistas a siete profesores y nueve estudiantes de grados 10 y 11 y se adicionaron unos cuestionarios como complemento de la entrevista. Después, se analizó el material recolectado para obtener los resultados y las conclusiones con sus respectivas sugerencias.

Los resultados obtenidos fueron que algunos profesores y estudiantes de grados 10 y 11 de colegios públicos en Pasto no tienen claridad de los términos autoevaluación y evaluación de pares por esta razón cuando aplican estos métodos en clase no lo hacen de la manera correcta y por consiguiente no obtienen los beneficios que estos métodos alternativos ofrecen. De igual manera los profesores de inglés tienen una idea errónea de estos métodos. Por ejemplo, que toman mucho tiempo en aplicarlos y más aún cuando se tiene un numero significativo de

estudiantes. Por su parte, los estudiantes dicen no sentirse presionados a la hora de evaluarse a sí mismos ni cuando evalúan a sus compañeros y dicen ser siempre son honestos en sus opiniones. Finalmente, algunos profesores y estudiantes coinciden en que la autoevaluación solo se utiliza como una nota de comportamiento que equivale a la competencia del “SABER SER.”

Palabras claves: Evaluación, evaluación alternativa, coevaluación y autoevaluación.



## **Abstract**

One of the most important fields in the teaching-learning process is evaluation. Over the years there have been different ways of assessing students such as; written or oral examinations. However nowadays teachers can use an alternative assessment which includes portfolios, interviews, self- and peer-assessment among others.

In this case the self- and peer- assessment have been taken into account to carry out this research called "English teachers and students opinions' about self- and peer-assessment in 10th and 11th grades in three public high schools in Pasto" which main purpose is to analyze the opinions of English teachers and students in 10<sup>th</sup> and 11<sup>th</sup> grades in public schools in the city of Pasto.

For this research, the first step was to seek permission from the three best schools in Pasto according to national ranking. After that it was interviewed seven teachers and nine students from 10<sup>th</sup> and 11<sup>th</sup> grade. Also, they answered two questionnaires which were added to complement the interview. Then, the material collected was analyzed to obtain the results and conclusions with their suggestions.

Referring about the results; some teachers and students from 10<sup>th</sup> and 11<sup>th</sup> grades in public high schools in Pasto do not have a clear idea about self and peer-assessment and when they apply these methods in class they are not carried out properly. Therefore, teachers do not acquire the benefits that these alternative methods offer. Likewise, English teachers have a misconception about self and peer-assessment because they assume that the application of these methods take a long time, even more when there is a significant number of students. On another hand, students expres they do not feel pressured when they evaluate themselves or when they

evaluate their peers. Also, they affirm that they are always honest in their opinions. Finally, some teachers and students agree that self-assessment is used only as a behavior grade that is inside "SABER SER" Competence.

Keywords: Evaluation, alternative assessment, peer-assessment and self-assessment.

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## **Chapter I: The Research Problem**

This investigation will explore the assessment area. It will be focus on alternative assessment specifically self- and peer-assessment. Additionally, this research intends to identify English teachers and students opinions from 10<sup>th</sup> and 11<sup>th</sup> grades in public high schools in Pasto.

Regarding this, in this chapter the problem description, the general objective with the specific objectives and the significance of the study will be referred. Also, the delimitations are going to be mentioned in this part, including conceptual, geographical and the population chosen to realize this fieldwork. Finally, it will be mentioned the possible envisaged limitations that may appear during the development of the investigation and the possible solutions for each one.

The relevance of this research is to discover if English teachers and students know what self- and peer- assessment are in public high schools in Pasto. It is important to take into account the relevance of applying self- and peer-assessment because they give students the opportunity to be more autonomous and critical. Interviews and questionnaires were applied in order to identify what teachers and students' opinions are about self- and peer- assessment in English classes. Furthermore, it is significant to acknowledge whether or not self- and peer-assessment are being carried out correctly.

### **Problem description**

Assessment is a wide field in which teachers can describe, collect, record, score and interpret information about learning usually in measurable terms. Through the years new alternatives in assessment have appeared which have been designed taking into account students' abilities and needs. Inside these new assessment methods, there are two that would be interesting to have in mind such as; self- and peer-assessment. The first one is a type of assessment where



students assess themselves considering some aspects in their performance. The second one is an assessment made in group; in this case students' classmates assess others' performance.

Therefore, the main purpose of this research is to analyze whether the teachers and students are conscious of the significance and the utilization of self- and peer-assessment in their classes and the reason why they may or may not apply it.

### **Problem statement**

What are English teachers and students' opinions about self- and peer-assessment in 10<sup>th</sup> and 11<sup>th</sup> grades in three public high schools in Pasto?

#### **Sub questions.**

1. How do teachers evaluate students in their classes?
2. Is self-assessment applied by English teachers in high schools in Pasto?
3. Do English teachers take into account peer-assessment when they evaluate their students?

### **Research objectives**

#### **General objective.**

To analyze English teachers and students' opinions about self- and peer-assessment in 10<sup>th</sup> and 11<sup>th</sup> grades in three public high schools in Pasto.

#### **Specific objectives.**

- To identify how teachers evaluate their students.
- To determine if self-assessment is used by English teachers in 10<sup>th</sup> and 11<sup>th</sup> grade in high schools in Pasto.

- To establish if peer-assessment is taken into account by English teachers in 10<sup>th</sup> and 11<sup>th</sup> grades in high schools in Pasto.
- To identify how students from 10<sup>th</sup> and 11<sup>th</sup> grades feel about self and peer-assessment.

### **Significance of the study**

Thinking about the alternative assessment methods that English teachers consider evaluating their students, it is relevant to highlight that self- and peer-assessment have a lot of advantages for teachers and students in the evaluation process. All of the above brings the idea of carrying out this investigation. So, that is why it is significant to inquire how much informed teachers and learners are about the application of self- and peer-assessment in public high schools in Pasto.

It is probably that some institutions apply this alternative assessment method thus, it is overriding to identify whether these assessment methods are being implemented in class. Besides, another important point is to establish the failures when applying this kind of alternative assessment.

Finally, some teachers might have some interest in this research to have further information when they apply this type of assessment in their classes. Also, this research might interest some institutions and administrators that want to evaluate their teachers and students in the process of teaching and learning a second language.

### **Delimitation**

#### **Conceptual Delimitation.**

##### **Assessment.**

“It is a popular misunderstood term in current educational practice. It is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question offers a comment or tries out a new word or structure, the teacher subconsciously makes an assessment of the student performance” (Brown, 2004).

### **Alternative assessment.**

“It is a blanket term that covers any number of alternatives to standardized tests. While the traditional paper and pencil tests may be effective to assess some of the skills (such as listening), they are not sufficient to assess the productive skills of speaking and writing. The nature of proficiency oriented language learning calls for a variety of assessment options reflecting the numerous instructional strategies used in the classroom. Authentic assessment, performance-based assessment, and portfolio fall under this category” (North Carolina Department of Public Instruction, 1999)

### **Self- assessment.**

“It derives its theoretical justification from a number of well-established principles of second language acquisition. The principle of autonomy stands out as one of the primary foundation stones of successful learning and intrinsic motivation that comes from a from a self-propelled desire to excel is at the top of the list of successful acquisition of any set of skill.” (Brown, 2004).

### **Peer assessment.**

“It appeals to some principles, the most obvious of which is cooperative learning it allows to appreciate the value of collaboration in learning and the benefit of learning something about the others” (Brown, 2004).

### **Geographical Delimitation**

This investigation was developed in three public high schools in Pasto. The main purpose was to find out what English teachers and students think about this alternative assessment, but specifically whether they apply self- and peer-assessment in their classes.

### **Population Delimitation**

This field work was developed in three different public high schools with seven English teachers and nine students from tenth and eleventh grades in Pasto city. The institutions were selected according to the M.E.N (Ministerio de Educación Nacional) ranking (See appendix # 4). In this case, the top three public high school in Pasto because this investigation intends to find out whether or not self- and peer-assessment are being carried out correctly in order to analyze whether there is a relationship between these alternatives in assessment and high schools' success.

### **Limitations**

One limitation can be that teachers could feel uncomfortable because they may think this research want to impose this alternative assessment.

One solution for this limitation is talking with each teacher before starting the investigation in order to clarify the real purpose of this research.

Another limitation is that teachers may not want to collaborate us because they have a lot of courses or extra activities inside the institution.

One solution to this limitation is to talk to teachers that the interviews and questionnaires do not take much time and that they have reasonable time to hand in it.

The last possible limitation is that teachers may not hand in the interviews and questionnaires.

One possible solution is to clarify them the importance of these instruments and have to an agreement in time when researchers can go to collect them.

To conclude, this chapter included the basic aspects to be taken into consideration for the research. It presented the research problem, its description, and significance and research objectives. The conceptual, population and geographical delimitations of the research were established and finally the limitations the researchers faced up. In the following chapter literature review about the topic will be presented.

## **Chapter II: Literature Review**

This chapter is going to mention many aspects related to the research. There are different theories about alternative assessment in which it is included self- and peer-assessment. In addition, it is important not to forget that assessment is one of the most important aspects in the process of teaching and learning a L2.

Taking into account the main purpose of this research which is to analyze what the English teachers and students' opinions are about self- and peer-assessment in 10<sup>th</sup> and 11<sup>th</sup> grades in public high schools in Pasto. It is necessary to mention some theories about these types of assessments to support the investigation.

However it is essential to highlight alternative assessment which is “to assemble additional measures of students – portfolios, journals, observations, self- assessments, peer-assessment and the like – in an effort to triangulate data about students” (Brown, 2004, p.251).

It is pertinent to remark the importance of alternative assessment. Therefore to deepen in it will tackle the benefits and advantages of applying this. For example, self-assessment develops the ability to establish students' own goals, increases students' autonomy, and strengthens intrinsic motivation. Besides, peer-assessment pushes cooperative learning, promote students share their ideas giving more opportunities to learn something from others, develops the oral production ability, so they feel confident expressing their ideas in public, it allows students to realize about their mistakes because they receive feedback from their partners (Brown, 2004).

## Assessment

Teachers acknowledge very well that assessment has new ways of evaluating students but they have to find a strategy that can help to assess them in the best way. Hill, B.C. and C. Ruptic (1994) focus on practical and specific aspects of evaluation and assessment in elementary classrooms. They collected and recorded evidence from several sources on an ongoing basis. Changing assessment techniques and curriculum involves a great spend of time and exhaustive work. Designing assessment activities is very hard and it takes a lot of time, so they give a lot of options which facilitate and help the elaboration of materials for an alternative assessment. This is very useful to develop this fieldwork because it provides strategies to assess students in an effectively. Also it offers alternatives of materials that can contribute to improve some aspects in the evaluation and assessment of students from elementary classrooms.

There are other authors like Stiggins et al. (2004) who explain that exist different types of assessment methods taking into account an accurate evaluation. For example they talk about why, what and how assess, and how communicate. Moreover, they identify four basic categories like “selected response and short answer, extended written response, performance assessment and personal communication” (Stiggins et al, 2004, p. 91). . Having in consideration the main purpose of this research, it is important to know which categories teachers are working on.

Additionally, it is important to remark the difference between three different terms; assessment, testing and evaluating which tend to be confused.

According to Brown, (2004) “Tests are formal procedures, usually administrated within strict time limitations, to sample the performance of a test-taker in a specified domain. Assessment connotes a much broader concept in that most of the time when teachers are

teaching, they are also assessing. Assessment includes all occasions from informal impromptu observations and comments up to including tests. (P. 251)

On the other hand, Wigley (as cited by Marsden,1991) defines evaluation as “a data reduction process that involves the collection of a large amounts of data which are analyzed and synthesized into an overall judgment of worth or merit”

Referring to the established above, authors mean that; a test is used to examine someone’s knowledge to determine what a student has learned. It measures the skill that has been reached. On the other hand assessment is the process of documenting knowledge, believes and attitudes, its objective it to make improvements in the learning process without judge students. Finally, evaluation refers to the process of making judgments based on evidence and criteria.

### **Alternative Assessment**

It is necessary to analyze the important role the way of assessing students plays. In the past, teachers believed that there was a unique form of assessing. It was through the use of tests. But today there is a new term which is innovator because of its beneficial results. According to Brown & Yoshioka (1998) this new way of assessing has a lot of advantages because it can provide to the teacher the opportunity to detect his/her students’ weaknesses and strengths, it evaluates students in their normal activities in class, students are more imaginative, it can be apply language in real situations, etc. For all these advantages in this investigation intends to find out whether alternative assessment is used in secondary school but specifically self- and peer-assessment in order to develop student’s autonomy in a class environment.

In addition, Herman, Aschbacher & Winters (1992) inform teachers in the process of elaborating alternative methods of assessment in practicing and preserving teachers,



administrators and people interested in developing new forms of assessment. It provides a special approach to assessment design in order to ensure high quality evaluations. They give and develop the principal purpose of alternative assessment taking into account students' needs in specific contexts. All of this contributes important aspects to develop this investigation because these authors talk about how to use and to elaborate alternative ways of assessment which offer teachers and students great quality assessment and it helps students to be critical and responsible.

### **Self- And Peer-assessment**

Contemporary education seeks students' independency in their process of education, their potentialities, and responsibilities. Therefore the main idea is avoiding the teacher all the responsibility in this process. He/ she should motivate learners to participate in the assessment processes (Spiller, 2012). Besides, this author mentions the importance of self- and peer-assessment and makes a differentiation between a good or poor practice in both cases.

It is very important to analyze the different objectives of assessment and it offers some ideas for assessment tasks which can be created for teachers taking into account the students' needs. Also, reflecting on the advantages and disadvantages of self- and peer-assessment: it can be seen that assessment of student's learning emphasizes self-assessment as a natural part of the learning process. This topic is really interesting because it provides students criteria and expectations for the learning process. This is really significant in this research because it affords the advantages and disadvantages of using self-and peer-assessment. In general, the authors emphasize in the students' needs taking into account that they would be more critical and coherent at the time of evaluating and being evaluated.

Besides, Stefani, L.A.J. (1994) emphasizes in peer, tutor and self-assessment which can help students to be conscious about their grading. Also it helps learners to get a high achievement of certain goals because they are going to have a real perception of their abilities.

Another benefit will be that learners can make a balanced judgment on the achievements of their partners. It means that this kind of assessment gives positive results. It is very suitable to develop this research because it focuses on the benefits of applying this alternative assessment. The author gives supported reasons why using self- and peer-assessment help students to be conscious and critical about the assessment process.

### **Tools In Self –assessment**

There are some reasons why it is important to use self -assessment in class. According to North Carolina State Dept. of Public Instruction, Div. of Languages (1999) it permits students to be aware of their own work, to progress and achieve their purposes. Also they can develop a critical thinking and identify the skills that can be a basis for their future plans and objectives. This method helps learners to take responsibility for their learning and even for their lives which means that their family is also benefited of this alternative because they will have responsible persons who do not need help taking decisions. It contributes in this investigation because it takes into consideration the use of self- assessment which helps students to develop responsibility in their schools, family and social life in general. It is important because it focuses on external and internal factors in the students' life.

Also, there are other advantages of using self- assessment as a tool in learning a L2. For example, students become more autonomous, they are motivated and they are responsible of their own learning process. But those advantages are not only for students because teachers are

going to help them in many ways. For instance they can monitor their process through the use of feedback. In this way teachers may identify what are the possible problems in students (Gardner, 1999).

### **Types of self- assessment**

Self-assessment has five different categories. The first one is assessment of performance, the second one is indirect assessment of performance, the third one is metacognitive assessment, the fourth one is assessment of socio-affective factors, and the last one is student self-generated tests (Brown, 2004).

#### **1.Assessment of a specific performance.**

This is a common way which students use to assess themselves. They usually do it immediately after an activity during in class, for instance, after a group presentation or a written test. However, Brown (2004) said that this is not the only way. Students also can evaluate themselves outside classrooms. For example, they can listen international radio stations or watch movies with and without subtitles to check if they understood what they listened.

#### **2.Indirect assessment of (general) competence.**

It targets larger slices of time with a view to rendering an evaluation of general ability. Assessments of competence may encompass a lesson over several days, a module, or even a whole term of course work and the objective is to ignore minor, non-repeating performance flaws and thus to evaluate a general ability. It can be done creating a scaled rating from

“strongly agree” to “strongly disagree” using different items like: -i demonstrate active listening in class, or my pronunciation is very clear etc.

### **3. Metacognitive assessment (for setting goals).**

Personal goal setting has the advantage of fostering intrinsic motivation and of providing learners with that extra special impetus from having set and accomplished one's own goals. Strategic planning and self-monitoring can take the form of journal entries, choices from a list of possibilities, questionnaires, or cooperative (oral) pair of group planning. Through this method, students are reminded of the communication skills they have been focusing on and are given a chance to identify those that are essentially accomplished, those that are not yet fulfilled and those that need more work.

### **4. Socioaffective Assessment.**

Learners have different factors which may affect their process of learning a L2. Agreeing with Brown (2004) “when learners resolve to assess and improve motivation, to gauge and lower their own anxiety, to find emotional obstacles to learning and then plan to overcome those barriers, an all-important socioaffective domain is invoked.”(p.274).

### **5. Student-generated tests.**

This last type of self and peer-assessment is very interesting because it is not usual. The aim of this is to involve students in an intrinsic way into the process of constructing tests by themselves. This activity helps students to review and corroboration of class objectives, and it is a satisfying experience. (Gorsuch, 1998).

## **Variables in self- and peer-assessment**

There are different concerns related to assessment. For example, washback also called feedback is very linked to assessment. Assessment does not have reason if feedback is not taken into account, therefore it is not possible to make good decision and obviously there will be not data about students' progress. This also gives to teacher the effects of his/her teaching and washback will appear as a result of assessment, testing and teaching and learning process. (Brown & Hudson, 1998)

## **Related research**

### **Self and peer-assessment in education.**

Having in mind all the benefits of this new way of assessing students, many investigations have appeared based on self- and peer-assessment around the world. For instance, a quantitative research was carried out to compare how self and teachers grades were carried out. This was a study called "Student Self-Assessment in Higher Education: A Meta-Analysis" done by Nancy Falchikov and David Boud in 1989. Some of the factors they had into account were: "the quality of design of the study (with better designed studies having closer correspondence between student and teacher than poorly designed ones); the level of the course of which the assessment was a part (with students in advanced courses appearing to be more accurate assessors than those in introductory courses); and the broad area of study (with studies within the area of science appearing to produce more accurate self-assessment generally than did those from other areas of study)" (Boud & Falchikov, 1989). In short, they recommend researchers to take into account a suitable work of self-assessment studies as well as a good design when teachers use this alternative assessment.

In addition to this, there is another important investigation about this topic which searches “To develop the skills and competences required in professional organizations, students have to reflect on their own behavior” through the use of self-, peer- and co-assessment. This is an investigation named “Creating a Learning Environment by Using Self-, Peer- and Co-Assessment” by D. Sluijsmans, F. Dochy & G. Moerkerke in 1998 . The main objectives of this work are to “(1) How are self-, peer- and co-assessment applied in higher education? and (2) What are the effects of the use of these forms of assessment on the quality of the learning environment?”. They say that when teachers use this type of assessment develops an accelerated progress in students’ knowledge which can be adapted to a curriculum based in abilities, not as a goal but as a knowledge tool. In the end it will gives to the society reflective and responsible professionals. (D. Sluijsmans, F. Dochy & G. Moerkerke, 1998). According to this, the investigation carry out in this paper has a direct relationship to this idea because it is going to work with teachers and students in order to know what they think about using this type of assessment and also to highlight the most important benefits when they use it in their classes.

Besides, there are some examples of peer-assessment made inside the University of Nariño. The first is an investigation called “Peer assessment in English Writing class at the English and French program at the University of Nariño” carried out by Teresa Perez and Belji Lopez in 2009. It was a qualitative research that analyzed if peer-assessment was applied or not in English classes at University of Nariño. The results about this investigation were: “peer-assessment is applied, not only as a method of assessment but also as an activity in class. It means that teachers use peer-assessment in order to assess the proficiency of their students and they us it as an activity to be developed during the class, but not as a tool of assessment” (Perez & Lopez, 2009)

Also, Luz Andrade made a descriptive investigation called “Teachers’ perceptions on Language Teaching” in 2008. This research tackled what English teachers’ perceptions, who worked in Linguistic and Language Department of the University of Nariño, were about alternative assessment. The researcher applied a survey in which they had to answer some questions related to the topic. In short, the results were: English teachers knew about alternative assessment and also they used some of these activities in their classes. Others were willing to apply this in their lessons. Besides, most of them apply self-assessment in class although they still assess students with written exams, as a traditional teaching’s influence. Finally, they were conscious about all the advantages of alternative assessment in their classes such as saving time and materials.(Andrade,2008)

In short, this chapter included literature review related to general and specific information about assessment, alternative assessment and self- and peer-assessment. It was organized to clarify ideas about the topic and to support this investigation. Subsequently, the next chapter will explain the methodological aspects that include the type of research and design, population and sample. As well as, the pilot study, data collection, the validation criteria and finally the ethical issues involved in the investigation.

### **Chapter III: Methodological Aspects**

For developing this chapter it was necessary to take into consideration the type of research and method because these will determine the different elements needed to fulfill the objectives of the study. Also, the population and the sample are identified. All these elements are important because they were related to the main problem and the objectives stated in the proposal.

#### **Type of Research and Design**

##### **Research Design.**

Having in mind that this research is about people's experiences and points of view to understand information that generally is difficult to collect only with observations which it is necessary to explain with a description of the participants, this is a qualitative research (Lindlof and Taylor, 2011). This paradigm attempts to understand and to interpret, people's ideas and behaviors by means of surveys, interviews and direct observation of the participants. It facilitates collecting information in a detailed way helping researchers to give a subject result about the investigation.

Qualitative method was chosen because in this investigation there was a direct interaction with the participants. However some of the results are quantitative because after the pilot study the use a questionnaire to students and teachers was necessary in order to support the interviews. In this case English teachers and students from the different high schools selected for this field work who answered some questions about self- and peer-assessment in their classes. This is one of the best ways of collecting all the possible information in the environment because they are the persons who are inside classes.



## **Type of research**

This investigation is ethnographic because this “is a systematic approach to learning about the social and cultural life communities, institutions” (LeCompte and Schensul, 2010). In this type of research one of the most important instruments is researcher’s presence because they are inside the investigation interacting with people and understanding their thoughts and culture. Besides, ethnographic research seeks specific information from the point of view of the topic analyzed in the proposal.

One of the important features in ethnographic research is that it is not necessary to make hypothesis about the problem. That is the reason why research was inside the investigation having a partial contact with the context and participants because through the application of these interviews and questionnaires it was possible to identify teachers and students’ opinions about these types of assessment.

This type of research was chosen because there was a direct interaction with teachers and students about their opinions about self- and peer-assessment inside their English classes. Also, according to the results in these interviews and questionnaires, it was relevant to analyze if self- and peer-assessment were used in public high schools in Pasto.

## **Population and sample**

### **Population.**

To solve the investigation problem, the chosen population for this fieldwork was from public secondary schools. According to “Secretaría de Educación Municipal” (2011) the number of students in public high school in Pasto is 24.473 students (See Appendix # 7 ) and in each

classroom there are between 35 to 50 students. Generally these institutions have part time classes in the mornings or in the afternoons. In these secondary schools there are boys and girls between 10 and 17 years. They have a middle social status (Number 2 and 3). Therefore, the best public institutions were taken in consideration in Pasto because the main purpose of this fieldwork is to find out whether these alternative assessment were applied.

### **Sample.**

The sample in this research is; seven English teachers who teach in 10<sup>th</sup> and 11<sup>th</sup> grades in three public high schools located in Pasto. Also, nine students (boys and girls) from 10<sup>th</sup> and 11<sup>th</sup> grade. In addition to this, the teachers and students who participated in this research were selected at random.

### **Pilot Study**

Before starting the application of the designed instruments for this investigation it was necessary to do a pilot study in a different institution from those that participated.

To carry out the pilot study it was essential to go to that high school to talk to the director in order to have a permission and to apply the interviews and questionnaires to English teachers and students in 10<sup>th</sup> and 11<sup>th</sup> grade. Then, they answered the interview and suggested some changes in the format. For example, it was necessary to change some questions, to use different words to be more specific and to write the program in which the investigators belong. Also, it was necessary to create a questionnaire to teachers and students to have more specific answers that is why finally a semi-structured interviews and questionnaires for teachers and students were

used. Although the different changes, it can be concluded that the information given in the interview was relevant and valid to apply in the real research.

That is why in the appendix # 1 is the new format of teachers' interview and in appendix # 2 is teachers' interview. Also, in appendix # 3 is the correction of that interview; finally in appendix # 4 there is students' questionnaire.

Now, it is sure that these instruments are going to be effective in the real investigation and we did not have problems or misunderstandings in the instruments' application.

## **Data Collection**

It is important to take into consideration the use of instruments and procedures because they are necessary tools to get the data to develop this research. In this part it will be mention the different instruments and the way they were used: this means; the procedures and the design of those elements. As long as this is qualitative research, interviews and questionnaires are going to be a vital part of this investigation.

Interviews are really good instruments which are used to collect information the procedure is to ask one or more questions to a specific group of people in order to gather specific information about what people do or think about something. It is commonly used in investigations where people are the object of study. Questionnaires are other instruments which were helpful for our investigation. It permits collect specific information in a group of population in a short period of time. On the other hand, in the questionnaire application it is not necessary the presence of the researchers because it increases confidence in the community. It consists of creating a series of questions focused on a specific investigation in order to obtain results. They

are really important in order to know the teachers and students' opinions about the use of self- and peer-assessment in their classes.

## **Instruments**

Qualitative and quantitative instruments were employed in order to find, organize and classify all the information that was collected. The best instruments to develop this descriptive research are interviews and questionnaires supported the investigation. All of them will be very important and useful because they made possible to collect, organize and classify all the needed information to develop the research. It is essential to gather evidences in different ways to prevent the loss of material. All of those elements are advantageous to get a good development of an investigation. To have a better understanding of the instruments, it will be necessary to introduce each instrument in the best way to avoid confusions when applying them.

There are a set of clear open questions that were related to the topic in order to have the needed information. In these interviews teachers and students expressed their opinions and talked about their experiences when they use self- and peer-assessment.

For example, if they use it or not or how do they use it. Important data was analyzed step by step in order to examine carefully all the information.

These are semi-structured interviews which were organized in open questions according to the research objectives where teachers explained how they use this alternative method and it is well-organized not to have misunderstandings during the application. Besides, they expressed their ideas and opinions about that and told us their experiences using this way of assessment (if they have used it). Furthermore, questionnaires were necessary to have specific information about relevant points in this fieldwork.

## **Procedures**

The procedures to develop the research were an essential part because these were the different ways of collecting information. As stated before this investigation is focused on analyzing what teachers and students think about using self- and peer- assessment in public high schools in Pasto. First, it was necessary to choose the public institutions in which the investigation was developed, in this case the top three secondary schools in Pasto. Second, before going to the institutions it was necessary to search P.E.I (Proyecto Educativo Institucional) in each high school to find out if self- and peer- assessment was implemented. Third, a permission letter signed by the adviser was dressed to the chosen public high schools with the main purpose of this investigation. Next, it was necessary to go to the institutions and to ask for a permission to apply the instruments inside these places. After that the interviews and questionnaires were applied to teachers and students from 10<sup>th</sup> and 11<sup>th</sup> grades that took part in the investigation. At the end of the application of these interviews and questionnaires were organized and classified to have better analysis.

## **Validation Criteria**

### **Triangulation.**

This is a qualitative and ethnographic research for that reason it was necessary to support our findings. As Guion L, Diehl D and McDonald (2013) said “true” in the sense that research findings accurately reflect the situation and “certain” in the sense that research findings are supported by the evidence”. Data triangulation let us to prove validity in our results. For instance, the different instruments used such as interviews and questionnaires helped to support

this investigation with more validity. Also, this should be seen as a way to discover and understand better the meaning of our data (Patton, 2002).

### **Member Check.**

According Lincoln & Guba (cited by the International Journal of Qualitative Methods, 2013) participants are who provide important data and determine if researchers have done appropriate instruments. In member check the participants are given important or the most relevant information about the investigation, so they can make suggestions or opinions about it. As this is a qualitative research, member check focus on people's thoughts, experiences and feelings. At the end of this process, researchers may ask different type of questions to the participants and listen what are the most common suggestions. In this way, this will give more validity to this fieldwork.

### **Ethical issues**

The main purpose of this investigation is not to damage the participants or high schools' prestige, therefore teachers and students were not obligated and it was handled participants' confidentiality. For this reason, before doing the research it was necessary to asked for permission and explained all the needed procedure to carry out this investigation, including instruments' application. Then, institutions' head administrators gave us the permission to apply the instruments; to teachers and students and made the interviews according to their schedule in order to respect their time and not to create pressure. Finally, a copy of this investigation and a letter saying thanks will be delivered to the institutions.

In short, this chapter included the type of research and design. They were qualitative method and ethnographic research. Additionally, the type of data collection, procedures and instruments were mentioned. Also, it described the population and the sample selected to develop the investigation.

## **Chapter IV: Results and Discussion**

In this chapter, the data were organized according to teachers and students' answers given in the interviews and the questionnaires which were designed to fulfill the objectives of this investigation. The results were analyzed based on the literature related to self- and peer-assessment.

It is necessary to clarify that it was inquired about S.I.E.E. (Sistema Institucional de Evaluación de los Estudiantes) from the chosen high schools in which it was found that self-assessment was established as an obligatory assessment method. Although, peer-assessment is not taken into account in S.I.E.E. it was decided to investigate whether this alternative method was applied or not in these institutions.

Also, the teachers' interview (See appendix #1 – Teachers' Interview) were applied to seven teachers from three public high schools in Pasto and the questions and answers were translated into English.

### **Type of evaluation method used by teachers**

The first specific objective (SO1) is to identify how English teachers evaluate their students in their classes.

To achieve SO1 a questionnaire was applied in which teachers had to choose how often they use written, oral and multiple-choice exams, portfolios, self-and peer-assessment, oral and written production activities. In the same way students answered the question: "What kind of evaluation does your English teacher use in class?"

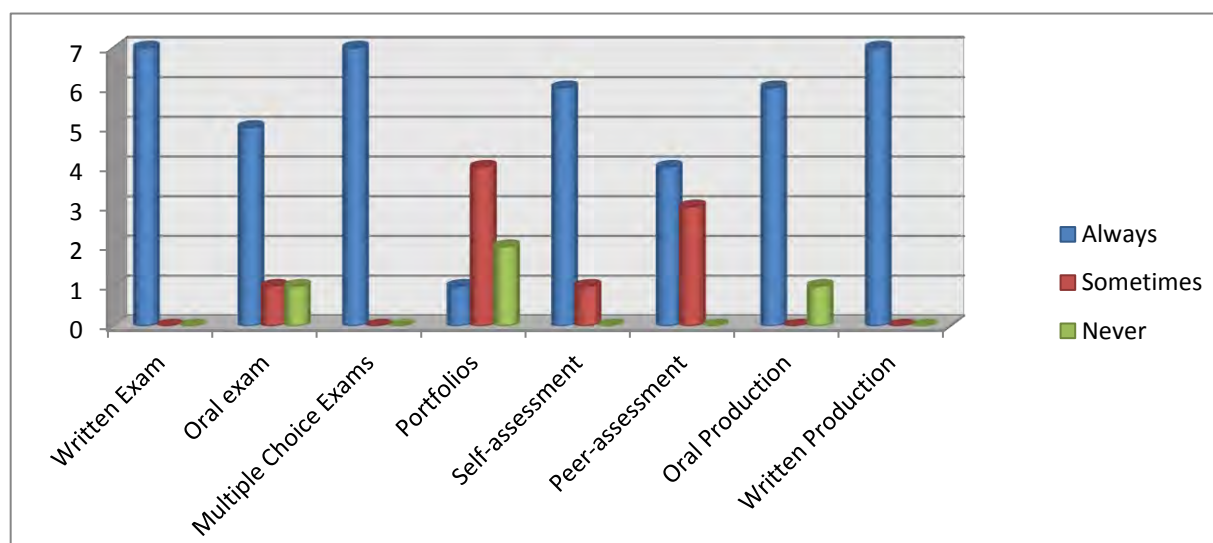


The following chart is organized according to the regularity that teachers use these instruments in their classes.

*Table 1.* Type of teachers' evaluation

Instruments	Always	Sometimes	Never
Written Exam	7	0	0
Oral Exam	5	1	1
Multiple Choice Exams	7	0	0
Portfolios	1	4	2
Self -assessment	6	1	0
Peer-assessment	4	3	0
Oral Production	6	0	1
Written Production	6	0	0

*Chart 1.* Type of teachers' evaluation



The previous results indicate that “portfolios” is the least used method by teachers in class. Four out of seven teachers said that “sometimes”, they apply this alternative assessment method while only one of this group answered “always” uses it and one teacher said he/she never does.

Furthermore, there is a division almost half and half in the peer-assessment evaluative method because four out of seven said “always” do this while the rest of the teachers said “sometimes” use this alternative method to evaluate their students’ performance in class. Therefore, English teachers use more written exams and production, oral exams and production and self-assessment in class. Thus, it can be inferred that although portfolios are a good alternative because is a long term and creative process where students can see their progress during the course and “portfolio used for assessment and evaluation requires a student to engage in higher levels of thinking through the use of inquiry and reflection” (Johnson, Mims-Cox and Doyle-Nichols, 2010) English teachers prefer other type of evaluation. They look for developing oral and written abilities more than listening and speaking ones. Though, they use written exams in class this teachers’ generation apply self-assessment and oral exams and production during their classes more than in the past and also are implementing little by little peer-assessment.

On the other hand, four out of nine students coincide with teachers in the use of oral and written exams when they evaluate them. Also some of them mentioned reading comprehension with multiple choice evaluations due to the preparation to “Pruebas Saber 11” and activities in class.

The students’ answers indicate that teachers in high schools in Pasto use different kinds of evaluation like written and oral exams which are the most popular, multiple choice exams, and

some activities in class. For example two students answered to the question: “What kind of evaluation does your English teacher use in class?”. Student B from institution number 1 said: “Participación en clase, exámenes orales y escritos, otros de selección múltiple.” In addition, student C from institution number 2 replied: “Evaluaciones escritas, orales y de escucha y comprensión de lectura.” They coincide with their teachers that they use different assessment methods depending on the activities. Although, teachers sometimes affirm that they use self-assessment or peer-assessment, students do not mention anything about this alternative assessment. This could mean that in the schools these kinds of alternative assessment are barely used and known by teachers and students. In some cases, they use it just because they need a grade for the “SER” competence established by MEN (Ministerio Educacion Nacional), according to some teachers.

According to the “Ministerio de Educación Nacional” (M.E.N) referring to the “SER” competence “La institución educativa debe brindar herramientas y oportunidades para que los estudiantes aprendan a vivir juntos, a construir consensos, a resolver los conflictos de manera concertada, a escuchar y a negociar con quien piensa de manera distinta, a reconocer la diferencia en un mundo multicultural.”

Having in mind that the Ministerio de Educacion Nacional (MEN) established that the “SER” competence motivate the institutions to give students opportunities to learn to live together, to solve problems in an appropriate way, to listen and respect others’ opinions, among others, the MEN has never had the self-assessment method as the way to assess the “SER” competence. The principal idea of this competence is that teachers should take into account not only the students’ knowledge but also their behavior in order to help them to improve their

relationship with the society to avoid conflicts in their community. Taking into account that, self-assessment could help students to be more critical, respectful and responsible, but is not the only option to grade behaviors because self-assessment can be used in all the activities teachers to do in class.

### **Use of self- assessment in public high schools in Pasto**

The first specific objective (SO1) was to determine if self-assessment was used by English teachers in 10<sup>th</sup> and 11<sup>th</sup> grade in high schools in Pasto.

To achieve this objective teachers and students were asked if they used self-assessment in class.

The question asked to seven English teachers was “Do you use self-assessment in your classes?”

It could be inferred that teachers want to use this alternative method in their classes but for some of them it is difficult to apply it because they do not have enough time to use it in class, and when they use it they seem to do it in an inappropriate form that is why it takes a lot time. For example, teacher A in high school number 2 answered “Muy raras veces la utilizo debido a la baja intensidad horaria, no es posible en algunos cursos porque en ese tiempo lo dedico a realizar ejercicios de superación.” Only two out of seven mentioned the use of a format or questions which students have to fill in when they assess themselves which is one of the most appropriate ways of using this assessment method. According to teacher B in high school number 3 responded “Si la hacemos. Tenemos un formato en el que están considerados aspectos academicos y de formación. La estudiante debe diligenciarlo.”

On the contrary, students answered to the question: “Does your English teacher use self-assessment in class?”

It is deduced that some teachers and students confirm about the use of self-assessment in English classes. However for some teachers self-assessment is time consuming and is not relevant. Thus, they apply it because they need a grade for the “SER” competence, which means to give students tools to learn to live together, to respect others opinions, etc. Also, it can be reflected in some students’ answers in which they say that self-assessment is “SER” grade. For example: Student C from high school number 3 said: “Yes, my teacher uses self-assessment in the end of each academic term. She asks us about our grade because it is part of the “SER” grade.”

In addition, it could be observed that five out of seven of the teachers follow what high school’s curriculum demands. For instance, in some high school self-assessment is obligatory according to the P.E.I (Plan Educativo Institucional) in the part of “Ser” students’ formation.

According to the “Ministerio de Educación Nacional” (M.E.N) “las dos competencias generales, aprender a conocer y aprender a hacer en contexto, no pueden pensarse aisladas de aprender a vivir juntos (aprender a vivir con otros) y aprender a ser. La institución educativa debe brindar herramientas y oportunidades para que los estudiantes aprendan a vivir juntos, a construir consensos, a resolver los conflictos de manera concertada, a escuchar y a negociar con quien piensa de manera distinta, a reconocer la diferencia en un mundo multicultural.”

Taking into consideration what the M.E.N says Colombian high schools should give different kinds of tools to assess students, inside these tools high schools have to implement self-assessment in classes. It can be applied, after each academic term in “which students reflect on

and evaluate the quality of their work and their learning, judge the degree to which they reflect explicitly stated goals or criteria, identify strengths and weaknesses in their work, and revise accordingly” Andrade & Du (quoted by Spiller,2012), which has to be linked to the “Hacer” and “Conocer” competence because it should be reflected in all the students’ learning process referred in teachers’ answers.

Additionally, “DECRETO No. 1290 por el cual se reglamenta la evaluación del aprendizaje y promoción de los estudiantes de los niveles. Decreta: ARTÍCULO 4. Definición del sistema institucional de evaluación de los estudiantes. El sistema de evaluación institucional de los estudiantes que hace parte del proyecto educativo institucional debe contener: (...)

5. Los procesos de autoevaluación de los estudiantes.”It is relevant to be informed about what Colombian constitution says about the evaluation methods, in which it is specify the use of self-assessment in Colombian high schools. Thus, teachers should implement this alternative assessment in their classes.

Self-assessment derives its validation from many principles of second language acquisition. Autonomy is the basis of successful learning and intrinsic motivation that comes a desire to excel in any acquisition of a set of skills. Brown, (2004)

There are some reasons for the importance to use self -assessment in class. According to North Carolina State Dept. of Public Instruction, Div. of Languages (1999) it permits students to be aware of their own work, to progress and to achieve their purposes. Also they can develop a critical thinking and identify the skills that can be a basis for their future plans and objectives. This method helps learners to take responsibility for their learning and even for their lives which means that their family is also benefited with this alternative. It contributes in this investigation because it takes into consideration the use of self- assessment which helps students to develop

responsibility in their schools, family and social life in general. It is important because it focuses on external and internal factors in the students' life.

### **Use of peer-assessment in public high schools in Pasto**

The third specific objective of our investigation was to establish if peer-assessment was taken into account by English teachers in 10<sup>th</sup> and 11<sup>th</sup> grade in high schools in Pasto.

To know this teachers and students were asked if peer-assessment was used in their English classes.

It appears that some English teachers do not know about this method. For example: teacher C from institution number 3 replied “Si, dialogamos.” That means that this teacher does not have a clear idea of peer-assessment. Teachers do not use it because they do not know how to implement this kind of alternative assessment because they see it like time consuming regardless the effectiveness of this method in class. For example: teacher A from institution number 3 answered “No la utilicé porque a pesar de ser un buen método este no funciona en grupos numerosos porque quita mucho tiempo de clase”. We think that time is just an excuse for teachers, the use of peer-assessment is very practical because teachers can guide the process using forms already designed taking into account the activity that is going to be assessed and it does not take more than five minutes.

On the other hand, students answered that they hardly ever assess their partners for example they said that sometimes interchange written activities and grade each other. For instance, student B from high school number 1 said: “Rare vez calificamos a nuestros compañeros. Una vez la profesora intercambio nuestros exámenes y tuvimos que calificarlos, después se los regresamos a la profesora.”. Taking into consideration this aspect it is assumed

that teachers and students agree that they do not know about peer-assessment and its implementation.

According to Falchikov (cited by Spiller, 2012), “The evidence suggests that students become better at peer assessment with practice. Students need practice to gain confidence in peer assessment and to become more competent at it. Other classroom practices can also help to prepare students for peer assessment, such as exchange and discussion of lecture notes.” (p.12).

### **Self- and peer-assessment perceptions**

The general objective in our investigation was to analyze the teachers and students’ opinions about self- and peer-assessment in 10<sup>th</sup> and 11<sup>th</sup> grades in public high schools in Pasto.

To fulfill this objective teachers and students answered questions related to self- and peer-assessment perceptions. The first question was : “What does self-assessment mean?”

According to teachers and students’ answers it can be seen that some of them think it is only a process in which they measure their knowledge with a grade. For example two of the students said “La autoevaluación es darse una nota uno mismo” (Student C from the first institution) and “Identificar todo lo que has hecho durante el periodo para así debido al rendimiento colocarse una nota.” (Student B from the third institution) and one of the teachers answered “ La autoevaluación nos permite saber cual es la nota final del estudiante teniendo en cuenta su comportamiento en clase.” (Teacher B from the second institution).

Meanwhile, only two out of nine students and only two out of seven teachers said it is a conscious assessment of their performance to recognize their mistakes and correct them. A point in case is teacher B’s answer in the second institution: “Es la forma en la cual el estudiante



realiza un proceso de reflexión de su trabajo y es evaluado de acuerdo a los temas vistos durante la clase sin influencia ni intervención del profesor.” These participants have a close idea about this type of assessment and others simply said it is an assessment about yourself but they did not give a real answer. In relation to the last group’s opinions we can say that some teachers and students are not really informed about what self-assessment is and they suppose the word “assessment” includes a number, it means they are only worried about giving a grade (teachers’ case) or getting a high grade (students’ case) and not about the aspects they should have in mind when doing this process.

Brown (2004) defines self-assessment with the following description; “it derives its theoretical justification from a number of well-established principles of second language acquisition. The principle of autonomy stands out as one of the primary foundation stones of successful learning and intrinsic motivation that comes from a self-propelled desire to excel is at the top of the list of successful acquisition of any set of skill” (p.270).

It can be seen that very few people from the different institutions define self-assessment properly. Brown (2004) explains that it has two principles; the autonomy and the intrinsic motivation that will help students to have a successful acquisition in their learning process. It means that learners are able to recognize their strengths and weaknesses and do an appropriate judgment about them.

In the next question; “Do you think that self-assessment is an effective method?”

In accordance to teachers’ answers the majority consider self-assessment as a good alternative to assess their students provided that there is a previous explanation about how to

evaluate themselves in a conscious way. For instance some of them answered “ Es efectiva siempre y cuando se haya generado una conciencia previa en las estudiantes de que la autoevaluación no es una nota para salvar la asignatura”(Teacher A in high school number three) and teacher B in the same school said “Si se trabaja a conciencia, la orientación adecuada si, porque genera cambios de conducta y compromisos más reales para cumplir.” Nonetheless, a teacher from the first high school responded that students only think about their final grade and do not do as a serious process. This is likely to happen in Colombian high schools because there is not an early formation since students start their education procedure. It should be something that all schools have to develop along the learning process, so students will understand the big responsibility when doing self-assessment and it could be effective in Colombian education.

On the other hand, most of the students’ think it is an effective assessment method because they say they are conscious enough to assess their own performance and they think the only person who knows what they really deserve is themselves. One of the interviewed students responded “ Pienso que es un método efectivo porque tú eres la única persona que sabe lo que hiciste bien o mal y esa es la única ocasión en la que seriamente puedes analizar tu comportamiento” (Student C from the third institution). These perceptions about self-assessment in students show that they are not really guided in this process because they do not have clear criteria about which points they should have to take into account when doing it.

About this Spiller (2012) tackles how to implement self-assessment effectively in class. The author suggests that it should be a former introduction about self-assessment. Also, she says it is important to have a clear idea of the main points about self-assessment innovation, to provide students practice in different opportunities if teacher uses a paper and to guide students

giving examples. Furthermore, Bound (cited by Spiller, 2012) recommends an “implementation process” that teachers have to take into consideration when they use this alternative method:

- A clear rationale: what are the purposes of this particular activity?
- Explicit procedures—students need to know what is expected of them.
- Reassurance of a safe environment in which they can be honest about their own performance without the fear that they will expose information which can be used against them.
- Confidence that other students will do likewise, and that cheating or collusion will be detected and discouraged (Boud, 1995, p.182) cited by (Spiller,2012).

Regarding all the appropriate form to implement self-assessment in class, it is necessary to remain teachers the importance of these steps to apply this alternative method effectively. In the results above teachers as well as students think this is effective but they do not have a clear idea of implementing this assessment method in class.

The following question was : “Which aspects do you have into account when you use the self-assessment of your students? How do you do it?”

The opinions given by teachers and students in this question were almost the same and have some relation to the author’s ideas. All agreed with the points they consider are the most relevant in self-assessment such as, responsibility, accomplishment, organization and behavior.. But there are not established parameters about self-assessment. Also, just three teachers said how they use this assessment method, including formats and organized questions that learners answer to do their personal assessment and only one student said they have a format in high

school that they use when they do self-assessment. For instance, in the second institution teacher B responded “Para aplicar la autoevaluación se tiene en cuenta el tiempo, la disponibilidad y los contenidos desarrollados. Una vez realizado lo anterior cada estudiante expresa su opinión en un formato lo diligencia y entrega a su profesor.” And student C from the third high school said “Participación en clase, responsabilidad, presentación personal y comportamiento. Tenemos estos puntos en nuestros cuadernos y luego nos evaluamos nosotros mismo de 1 a 5.” Maybe, the rest of the teachers do not have a clear idea of how to do it or do not consider it is necessary to guide students this process because they think they know how to handle it.

About the aspects that teacher has to take into consideration Berry (2008) says that teachers should “ explain to students the significance to learning of self- and peer-assessment (...). (Also), introduce self and peer assessment slowly, simply and in a non-threatening way. You can integrate self and peer assessment into instruction, making it a natural part of the classroom practice. Make sure that students are working with explicit criteria for success. The criteria can be either provided by tutors or the outcome of negotiation between the teacher and the students (and) ensure that, students provide appropriate evidence for the comments (or marks or awards) given, based upon the agreed criteria. (Finally), to begin with considering with colleagues who have already used self and peer assessment. Then, keep monitoring the assessment process while it is being implemented, to learn from the practice.”

The next question was “Do you know what peer-assessment is?”

It showed that just two out of seven teachers knew what peer-assessment is, the rest of them did not know about this type of alternative assessment; some of them have a confusion believing that it is the teacher who gives the grades in this process. For example, teacher A from

the high school number two responded “Sí, allí participamos todos: el docente, el estudiante y sus compañeros”.

Meanwhile, students divided their opinions because three out of nine said that this is the measurement of someone’s behavior in class while others said that it is when their partners give them a grade because of a previous agreement. However, only two students out of nine mentioned an idea which is close to the peer-assessment definition given by Brown, (2004) who said that it is the peer-assessment’s principle of cooperative learning which gives the opportunity to students to teach each other something. At this point, even though most of them do not know exactly the meaning of peer-assessment, these students have a global concept about this evaluative method when they relate it to their partners’ performance measurement. For example, one of them said “La evaluación que hacen mis compañeras sobre mi conducta, responsabilidad, colaboracion a la hora de trabajar en conjunto.”(Student C from the third institution).

Also, these results showed that they have not had a previous process in the development of an affective peer-assessment task. This is because some of the questioned teachers did not have a clear idea of how to implement this alternative method in their classes. For example, one student told us that for their teachers peer-assessment is interchanging exams once they have finished it revising it at the same time teachers do it. In the end they give a final grade counting the wrong and the right answers. In the previous example it can seem that this teacher really does not know what it is because there was not feedback and in a situation like this, students’ opinions are limited. Spiller (2012) mentioned the advantages of peer-assessment when it is used adequately. For instance, it encourages students to clarify, to review and to edit their ideas, to prepare students to give and receive suggestions from others, which is one of the most relevant

parts in daily life when they have to share their lives with others. Gradually, when they internalize it, they may live together with people around them.

In short, it shows us that peer-assessment is barely used in high schools in Pasto. Maybe some teachers do not like to change their assessment methods and use always the same ones or it can be that they do not know about alternative assessment.

Having this in mind there are different rubrics that teachers can adapt to their classes. Thus, Falchikov said that “Peer assessment requires students to provide either feedback or grades (or both) to their peers on a product or a performance, based on the criteria of excellence for that product or event which students may have been involved in determining” (Falchikov, 2007, p.132) cited by Spiller (2012). By this means, when teachers use this method, students may be involved in the assessment process taking into account certain criteria to evaluate. In some cases teachers provide their students some formats to guide them in the process of peer-assessment but teacher does not take part in this assessment as some of the interviewed teachers think. (See appendix # peer-assessment rubric).

The subsequent question was :“Do you think peer-assessment is an effective method?”

In this question we can notice that two out seven teachers argued that peer-assessment is not effective because students do not have enough responsibility to assess their partners and they could take into account personal problems when assessing their peers. For example, teacher B from the second high school answered “Por los resultados que ha venido arrojando parece ser efectiva, solo hay problemas cuando las opiniones de los estudiantes estan basadas en previos conflictos o algún factor que interviene.” Also, few students think the same, “Esto no es efectivo

porque algunas veces mis compañeros no evalúan el conocimiento por los problemas que saben tener.” (Student A from the second high school).

On the other hand, five out of seven teachers and six out of nine students consider this alternative method to be effective. Some of the teachers agree that this kind of assessment helps students to be more critical and responsible when it is applied in the correct way, and the students consider this as an interesting and different way to assess their partners.

Referring to this, Weaver and Cotrell (1986) argued that peer-evaluation emphasizes skills, encourages involvement, focuses on learning, establishes a reference, promotes excellence, provides increased feedback, fosters attendance, and teaches responsibility. This allows us to suggest that peer-assessment is really useful in class if it is applied with the proper orientation in order to achieve successful results. Also, teachers have to avoid the idea that this method is time-consuming because this depends on each teacher.

The next question was “Which aspects do you have into consideration when you apply peer-assessment?”

In this question one out seven teachers does not apply the method and two out seven teachers apply this alternative assessment taking into account values, academic situation, behaviors, and they make some groups to avoid friendship helping in that way students can be more impartial in their grades. Besides, most of the students only take into account their classmates behavior in class. For example, some opinions were like this “En mi caso la evaluación de pares se hace con compañeros que son imparciales y casi no se hablan y mantienen una amistad. Así las opiniones son más equitativas y honestas”(Teacher B from the second

institution) and “Mi profesor hace grupos y dice que tenemos que hablar sobre nuestro comportamiento en clase y luego darle una nota a un compañero.” (Student A from the third high school.)

Taking into account teachers and students’ answers we can assume that peer-assessment is barely known in high schools in Pasto because they do not know what it is exactly or how it works. In some cases they think that it is the teacher who monitors the evaluative activity, taking part of it and they are the ones who give their students a grade. This is wrong, because there is a lot of misunderstanding about the topic. So, it is important to highlight that peer-assessment is an assessment that students make to their partners taking into account some parameters that can vary according to the activity that is going to be assessed.

The last question was; “Do you consider that 10<sup>th</sup> and 11<sup>th</sup> grade students are responsible enough to assess their partners?”

In this question we can notice that six out of seven teachers believe that students are not responsible enough to assess their partners because when they give a grade to their partners they take into account their friendships and bad relationships in class instead of less their work. For instance, some of them said “No porque trabajamos en un medio en el cual la permisividad y sobreprotección al estudiante no le ha permitido generar un criterio propio.”(Teacher A from the third high school) and another teacher responded “No siempre, no conocen el proceso, los esfuerzos o solo se limitan a las relaciones interpersonales. Es muy bueno hacerlo para que poco a poco vayan adquiriendo mejor criterio.”(Teacher C from the third high school.)



Contrary to this most of the students believe they are responsible enough to assess others. But only two of them think that sometimes friendship or personal problems have a big influence in their partners grade. For instance, one of them answered “ A mi me gusta hacer este tipo de evaluación, a pesar de que algunos de mis compañeros solo piensen en sus amigos y no sobre la nota que realmente merecen.” (Student B from the first institution.)

It can be deduced that teachers did not do a good job teaching students about responsibility or critical actions that allow them to be neutral at the time of evaluating themselves or evaluating their partners. It is important to highlight that it is a process in which teachers should actively motivate their students using activities like peer-assessment in different evaluative activities. Taking into consideration the above; Cohen & Sampson (cited by Spiller, 2012) observe that “if students are expected to put more effort into a course through their engagement in peer learning activities, then it may be necessary to have this effort recognized through a commensurate shift in assessment focus”.(p.11).

### **Students’ feelings about self and peer-assessment**

Regarding self- and peer-assessment’s opinions it is relevant to deepen into students perceptions about this alternative assessment. It was necessary to do students’ questionnaire because it was easier for them to talk in detail about their feelings without any pressure to avoid one of the limitations exposed in chapter I. Also, it showed that some of the teachers have a wrong perception about students’ reaction when applying these methods.

The students' questionnaire was composed of multiple choice questions. Thus, to analyze this it was necessary to classify each question with the number of students who answered each of these.(see Table 2)

*Table 2.Students' feelings about self- and peer-assessment.*

		Always	Sometimes	Never
1When your teacher applies self-assessment in class, you feel:	Comfortable	8	1	
	Pleased	6	3	
	Relax	5	4	
	Pressure		6	3
2. You think the group activities are:	Interesting	7	2	
	Easy	2	7	
	Fair	7	2	
3.How often do you assess your partners?		4	5	
4. When you assess your partners you feel:	Comfortable	6	3	
	Pleased	8	1	
	Relax	6	3	
	Pressure	3	1	5
5.When you assess yourself you :	Are honest	9		
	Are not interested	1	6	2
	Only think about your grade	2	5	2
	Do not assess yourself	1	2	6

1. When your teacher applies self-assessment in class, you feel:

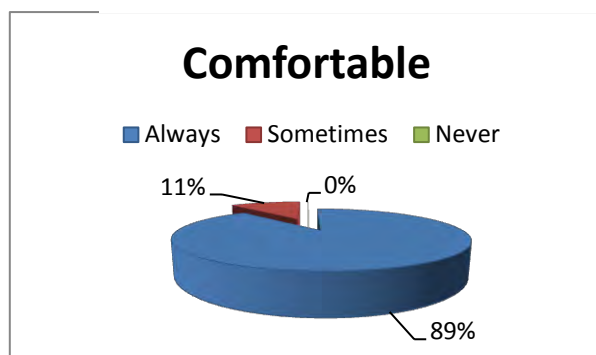


Figure 1. Students' feelings about self-assessment:

Comfortable

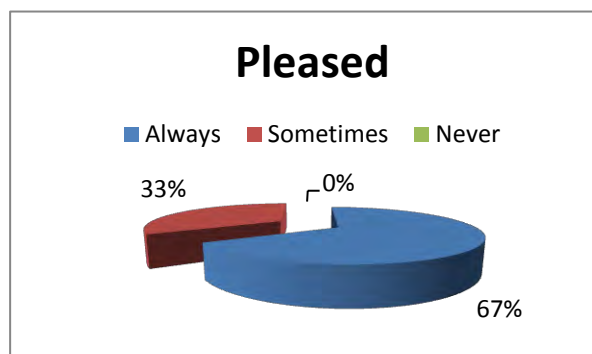


Figure 2. Students' feelings about self-assessment :

Pleased



Figure 3. Students' feelings about self-assessment:

Pressure.

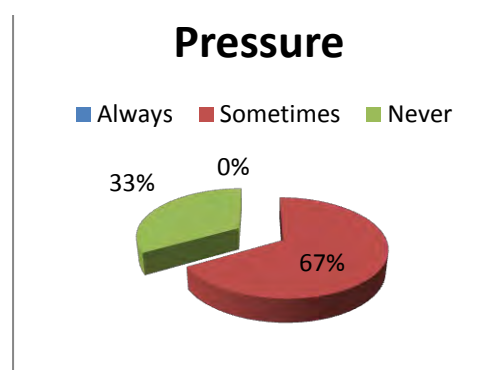


Figure 4. Students' feelings about self-assessment:

Relax.

In the first category, it can be inferred that 89% of the students feel comfortable when they do self-assessment. This is maybe they think it is an easy way to give a high grade themselves without any effort. Even some of them may hope to save their final mark with self-assessment at the end of each academic term because in high school it has a percentage in students' grade.

Therefore, in this category they do not feel any pressure when they do it. Another, possible reason is that self-assessment has been implemented during the last school years by M.E.N. (Ministerio de Educación Nacional) and learners have experience doing it.

2. You think the group activities are:

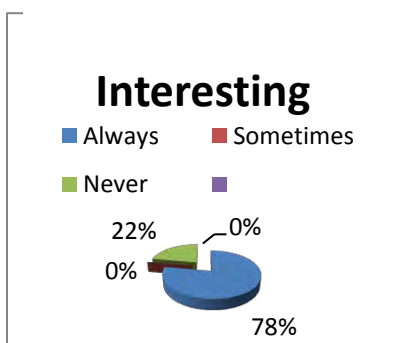


Figure 5. Students' feelings about peer-assessment: Interesting.



Figure 6. Students' feelings about peer-assessment: Easy.

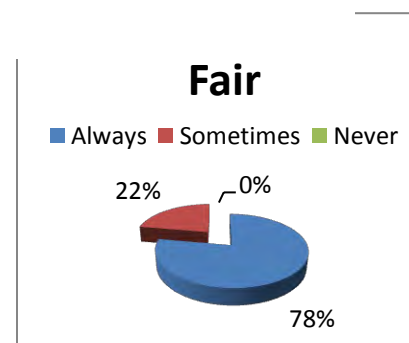


Figure 7. Students' feelings about peer-assessment: Fair.

In the second category most of the students' opinions about group activities were positive. It shows that students understand cooperative learning as a way to help themselves and learn to work with others. Besides it has a lot of advantages when students are responsible such as feedback from their partners, opportunities to students to have different types of opinions and discuss it and active process of learning.

3. How often do you assess your partners?

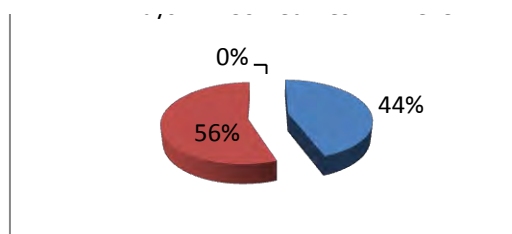


Figure 8. Students' feelings about peer-assessment.

In the third category it is evident that students are divided because most of them answered “sometimes” they assess their partners. Only 44% said “always” and other two students said that do it. Although, peer-assessment is a new assessing method in Colombian education, some high schools are implementing it little by little. However, it is necessary to clarify that some teachers are not applying peer-assessment in their classes in an adequate form. According to the answers given in the teachers’ interviews, they do not have a clear idea of what peer-assessment is and even others do not use it

#### 4. When you assess your partners you feel:



Figure 9. Students’ feelings about peer-assessment: Comfortable.

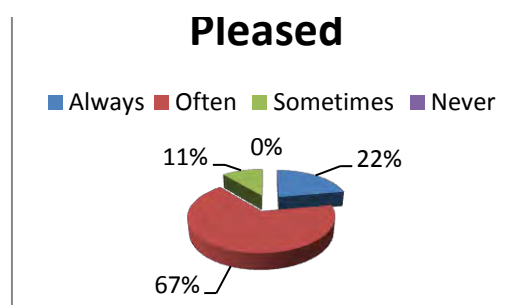


Figure 10. Students’ feelings about peer-assessment: Pleased.

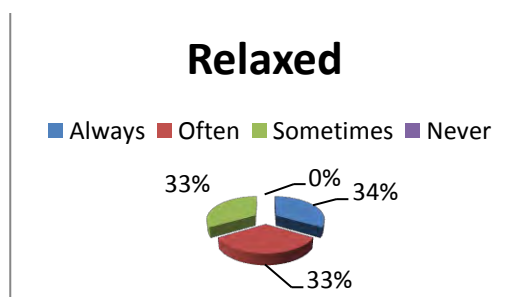


Figure 11. Students’ feelings about assessment: Relaxed

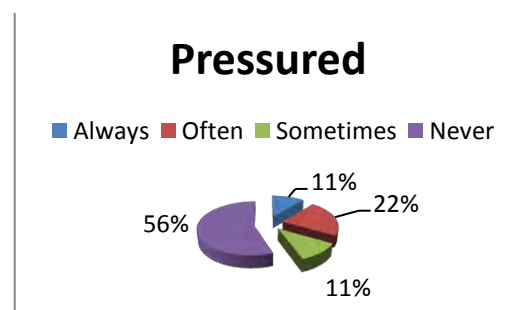


Figure 12. Students’ feelings about peer-assessment: Pressured.

These results show us that students feel good when they assess their partners. We can assume that 56% of the students do not feel pressure when they apply peer-assessment but it exists the probability that they do not do it seriously and maybe they do not care about the results because some of them feel relaxed when they assess partners. According to the other questions some teachers said that they are not responsible enough to assess their partners but probably they are wrong because students like to evaluate between them it guesses that they just need previous orientation because this alternative method can work properly.

5. When you assess yourself you :



Figure 13. Students' feelings about assessment: Honest

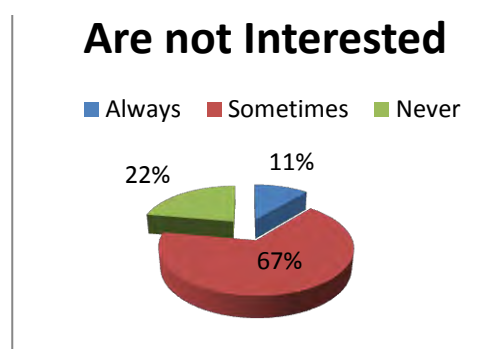


Figure 14. Students' feelings about self-assessment: Interested.

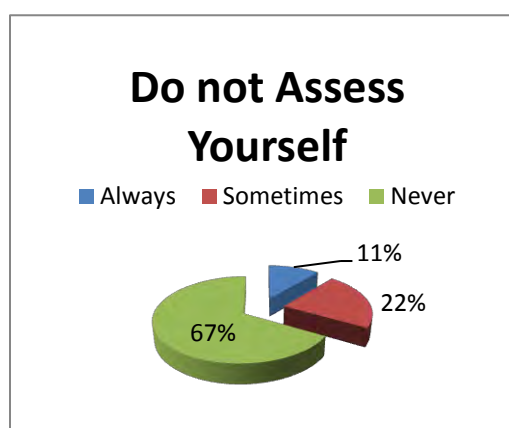


Figure 15. Students' feelings about

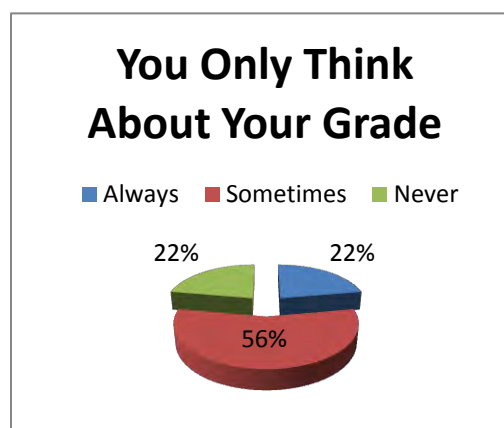


Figure 16. Students' feelings about

self-assessment: Assess yourself

self-assessment: Only think about your grade

In the graphics above we can notice that students are not being oriented before applying self-assessment because there are some of them who are not interested and some others do it just for their grades. We think that this can change if teachers apply this alternative method properly, by guiding their students and informing themselves how this method works. On the other hand 100% of the students affirmed that they are honest when they assess themselves and it is a good hint that students are capable to apply self-assessment in the right way it depends on the teacher's use of self-assessment. For this, it is necessary that teachers think about using more self.-assessment in their classes.

To conclude, the results obtained in the interviews and the questionnaires indicated that most of the participants do not recognize self- and peer-assessment meaning and application. They have confusion about these alternative methods. Also, most of the teachers do not have a previous training in which they can practice or design formats of self- and peer-assessment to apply in class, neither they seem to be updated about self- and peer-assessment. However, there are some positive aspects about it. Although, peer-assessment is not established in high schools curriculum, some of the interviewed teachers are implementing it little by little inside class activities. Also, students feel comfortable when they do self- and peer-assessment, thus they are willing to apply it in class and they think these are different and interesting new ways of assessment.

## Chapter V: Conclusions and Recommendations

After making the analysis about teachers and students' interviews and questionnaires and comparing it with the related literature review the following conclusions can be drawn and for each conclusion it was added some important recommendations:

In relation to the first specific objective: "to identify how English teachers evaluate their students in their classes." It can be concluded that; even though most of the teachers said that they use different evaluation methods, they still use written and production exams because it is the way in which "Pruebas Saber 11" assess students.

One recommendation to this conclusion could be that some teachers should read the components or benefits of using alternative assessment like self- and peer-assessment. In that way they can analyze how to put into practice these methods and how to guide students to work on this topic. The use of these alternatives in assessment may help teachers to obtain good results when they evaluate students. Also, they should try to implement alternative assessment in most of their activities to evaluate different skills such as; reading, writing, listening and speaking.

Besides, teachers in high grades should not be just focus on "Pruebas saber 11" because this is a multiple choice exam. It is necessary to remain teachers that English has four abilities

According to Language Learning Portal, (2014) "Language schools may offer their own placement tests to assess your current language level, but you should have an idea of your language proficiency before starting out. You can do a simple self-assessment based on the four skills, plus the key areas of grammar and vocabulary. Assess yourself in each of the following areas by asking yourself how much you know on a scale of 1 - 5 where *1 = I can do very little* and *5 = the standard I would like to reach.*"



Vocabulary	Grammar	Listening	Speaking	Reading	Writing

Taken from: <http://www.languagelearningportal.com/articles/en-GB/1058/self-assessment-what-are-your-language-learning-needs-and-what-is-your-current-skill-level.html>

Also, teachers should try to innovate or make a different type of assessment in class because when there is a lot of repetition in the same subject, students' intrinsic motivation tends to decrease. Thus, teachers should take different possibilities when they assess students.

Lynch, (as quoted by Brown, 2004) had a proposal relating to assessment “That proposal was to assemble additional measures of students – portfolios, journals, observations, self-assessments, peer-assessments and the like- in an effort to triangulate data about students”

According to that teacher should investigate about these kinds of alternative assessments and try to apply it in class in order to avoid monotony in class and to foster motivation and some values.

The second specific objective was: “to determine if self-assessment is used by English teachers in 10<sup>th</sup> and 11<sup>th</sup> grade in high schools in Pasto.” In relation to this it can be concluded that the Colombian constitution (1991) established in “Decreto N. 1290” (2009) in 11 del artículo 189 de la Constitución Política, en concordancia con el artículo 79 y el literal d) del numeral 2 del artículo 148 de la Ley 115 de 1994 y numeral 5.5 del artículo 5 de la Ley 715 de 2001” that self-assessment” as an important part in Colombian school curriculum (“SER” ability). This means that although self-assessment is being applied in the institutions, there is not a clear idea of what this is, how to use it and the importance of it.

Although, English teachers think these are effective assessment methods, they do not show any interest to apply them in their classes (except self-assessment which is compulsory in Colombian schools).

On the other hand, the conclusion above is because of the lack of teachers' updating about new alternatives in assessment. When English teachers do not prepare students previously about self-assessment it will not have effective results. It is important to remark the relevance of explaining students what and why it is essential in their learning process as well as the steps and criteria they have to take into account when they implement it. Also, whether they recognize how to apply it, self-assessment will not take much time and will have a lot of benefits in students' learning process.

In this aspect teachers should deepen about self-assessment because some of them think this is a behavior grade and when they apply this method, some of them just take into account discipline. This is one of the main reasons why self- assessment does not have the expected results. The first step is to investigate about the mechanism and the advantages of using self-assessment. For instance, self-assessment fosters students' responsibility, reflection on their learning process and contribution to the group, as well as it develops students' judgment skills. (University of Sydney, 2007). Thus, teachers should have in mind all the aforementioned advantages and the real purpose of self-assessment. Then, they could put into practice this method and guide students previously in order to get great results.

The third specific objective was "to establish if peer-assessment was taken into account by English teachers in 10<sup>th</sup> and 11<sup>th</sup> grade in high schools in Pasto." Referring to this objective the conclusion is that teachers rarely use peer-assessment in their classes. They have some

excuses such as: time- consuming, a lot of students in class, the inadequacy of Colombian context and the students' irresponsibility. Although some of them said they use it, they do not know how to implement this in class.

It is assumed that teachers do not apply peer-assessment in their classes because Colombian constitution does not take into account peer-assessment in the Colombian law.

A recommendation is that teachers should not confuse the meaning of assessment. For example, some teachers think that peer-assessment and co-evaluation are the same. They do not have to forget that the first one is the process in which students evaluate their partners taking into account a previous orientation and the second one is to make an evaluation in which teachers and students participate giving their points of view. Furthermore, teachers should take into consideration there are some formats that they can use as a guide to apply peer-assessment in which teachers take no much time (see appendix # 9 Peer-assessment format). Besides, they can guide students in this process and implement peer-assessment step by step. For instance, first teacher should give an easy guide to implement. Second, they should explain the implementation and the importance of it. Third, students need assessors to justify their results. Fourth, teacher ought to create a comfortable environment where learners do not feel confident evaluating their classmates. Fifth, students should be focus on giving useful feedback, not grading. Sixth, monitor the use of the guide. Seventh, make small groups in which students can receive and discuss their feedback with their partners. Eighth, teacher should foster students' encouraging answers. Ninth, teacher ought to talk about benefits in peer-assessment, such as become more self-directed learners and be conscious about their performance. Finally, teacher should teach learners how to interpret feedback so they can connect their work quality and the feedback received. (Center for teaching and learning, nd)

Another recommendation is that teachers should not be limited only to what law says about assessment. They should deepen into different ways of assessment, including peer-assessment in their classes.

The general objective was to analyze the teachers and students' opinions about self- and peer-assessment in 10<sup>th</sup> and 11<sup>th</sup> grades in three public high schools in Pasto.

As a general conclusion it can be drawn that most of the English teachers and students from 10<sup>th</sup> and 11<sup>th</sup> grades are not really informed about what self- and peer-assessment are. Most of the answers were not correct and some of them were not even close to real meaning of each of these alternatives in assessment.

The recommendation for this conclusion is that teachers should not apply an assessment method if they do not know exactly what it is and how it works. Also, students should be oriented about how to use self- or peer-assessment.

The following recommendation is that institutions ought to inform students, teachers and parents on the ways students are going to be evaluated and also to promote academic meetings in which educative community participate. Actually, "Decreto N.1290" (2009) establishes in "artículo 8. Creación del sistema institucional de evaluación de los estudiantes:

los establecimientos educativos deben como mínimo seguir el procedimiento que se menciona a continuación: 5. Divulgar el sistema institucional de evaluación de los estudiantes a la comunidad educativa. 6. Divulgar los procedimientos y mecanismos de reclamaciones del sistema institucional de evaluación."

A positive conclusion about this investigation is that although, self- and peer-assessment are new alternatives of assessment in Colombian education, 10<sup>th</sup> and 11<sup>th</sup> students have a positive

attitude towards them because during the last school years they have been using it in class, (More self-assessment than peer-assessment.) and they feel comfortable doing this assessment methods.

Nevertheless, most of the teachers believe that students are not prepared enough to assess themselves or their partners because if they do self-assessment, the majority only think about their grade and if they do peer-assessment, they are not responsible because they only think about personal problems or friendship and do not assess their partners properly.

The recommendation for this aspect is that teachers should be informed about students' feelings when they are being assessed because teachers only suppose what their students think but they do not really try to find out their real feelings about this topic.

Also, teachers ought to establish a set of parameters about self- and peer-assessment's application. Thus, students will be independent, critical and will raise intrinsic motivation when they use these assessment methods.

Finally, thanks to this research this alternative assessment may recommend to English teachers in their classes. Now teachers can be more informed about these new trends in assessment and the way to evaluate students. Besides, these are innovative and flexible methods which help teachers and students to analyze their teaching and learning process. For instance, self-assessment develops intrinsic motivation, autonomy, reflection and justification also peer-assessment helps students to receive feedback from their partners, work on cooperative learning and become responsible when they evaluate their classmates.

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## **Appendix**

### **Appendix # 1 Teachers' survey**

#### **Teachers' Interview**

Universidad de Nariño

Departamento de Lingüística e Idiomas

Programa de Inglés-Francés

La presente entrevista tiene como objetivo identificar cuáles son las opiniones de los profesores de inglés con respecto al proceso de autoevaluación y coevaluación en sus clases. Las preguntas están planeadas de acuerdo con los objetivos de la investigación.

1. ¿Cuál es el método evaluativo que más usa en sus clases porque razón lo prefiere?
2. ¿Utiliza la autoevaluación en sus clases?
3. ¿Utiliza la coevaluación en sus clases?
4. ¿Qué entiende usted por autoevaluación?
5. ¿Cree usted que la autoevaluación es un método efectivo?
6. ¿Qué aspectos tiene en cuenta a la hora de aplicar la autoevaluación a sus estudiantes? ¿Y cómo lo hace?
7. ¿Conoce usted que es la coevaluación?
8. ¿Cree usted que la coevaluación es un método efectivo?
9. ¿Qué aspectos tiene en cuenta a la hora de aplicar una evaluación de pares? ¿Y cómo lo hace?

10. ¿Considera usted que los alumnos de los grados 10 y 11 son lo suficientemente responsables a la hora de evaluar a sus compañeros de clase?

Gracias por su cooperación.

## Appendix # 2 : Teachers' questionnaire

Teachers' questionnaire

Universidad de Nariño

Departamento de Lingüística e Idiomas

Programa de Inglés-Francés

Apreciado(a) Profesor

El presente cuestionario tiene como objetivo identificar cuáles son las opiniones de los profesores de inglés con respecto al proceso de evaluación en sus clases.

Es necesario recordarle que necesitamos de su total sinceridad a la hora de responder el cuestionario para que la investigación se pueda llevar acabo correctamente.

Marque con una X la frecuencia con la que utiliza los siguientes tipos de evaluación en sus clases

Instrumentos	Siempre	Algunas veces	Rara vez	Nunca
Exámenes Escritos				
Exámenes Orales				
Exámenes tipo ICFES				
Portafolios				
Autoevaluación				
Coevaluacion				
Produccion oral				
Produccion escrita				

*Taken from (Andrade, 2008)*

### **Appendix # 3 Students' Questionnaire**

Students' interview

Universidad de Nariño

Departamento de Lingüística e Idiomas

Programa de Inglés-Francés

La presente entrevista tiene como objetivo identificar cuáles son las opiniones de los estudiantes con respecto al proceso de autoevaluación y coevaluación en sus clases. Las preguntas están planeadas de acuerdo con los objetivos de la investigación.

1. ¿Qué tipo de evaluación implementa su profesor de inglés en las clases?
2. ¿Su profesor de inglés utiliza la autoevaluación en clase?
3. ¿Su profesor de inglés utiliza la coevaluación en sus clases?
4. ¿Qué entiende usted por autoevaluación?
5. ¿Cree usted que la autoevaluación es un método efectivo?
6. ¿Qué aspectos tiene en cuenta su profesor de inglés a la hora de aplicar la autoevaluación?
7. ¿Conoce usted que es la coevaluación?
8. ¿Cree usted que la coevaluación es un método efectivo?
9. ¿Qué aspectos tiene en cuenta su profesor de inglés a la hora de aplicar una evaluación de pares?

10. ¿Considera usted que usted es lo suficientemente responsable a la hora de evaluar a sus compañeros de clase?

Gracias por su cooperación.

#### Appendix # 4 Ranking :The Best Public High Schools in Colombia

Nombre	Posición	Departamento
LIC INTEG D DE BTO	1	Nariño
UNIVERSIDAD DE NARIÑO		
IE SAN VICENTE	2	Valle Del Cauca
COLEGIO CLARETIANO	3	Huila
COLEGIO DIST. MARIE	4	Atlántico
POUSSEPIN (ANT. C.E.B. # 135)		
COL SANTO ANGEL	5	Norte De Santander
COL SAGRADO	6	Norte De Santander
CORAZON DE JESUS		
INST EDUC STA TERESA DE JESUS	7	Tolima
I. E. JUAN PABLO II	8	Meta
IE BICENTENARIO DE LA INDEPENDENCIA DE LA REPUBLICA DE COLOMBIA	9	Santander
COLEGIO NUESTRA SEÑORA DE LA CONCEPCION	10	Santander
ESCUELA NORMAL SUPERIOR FRANCISCO DE PAULA SANTANDER	11	Santander
INSTITUCION EDUCATIVA VILLACOLOMBIA	12	Valle Del Cauca
I. E. ESCUELA NORMAL SUPERIOR MARIA AUXILIADORA	13	Antioquia
IE LA INMACULADA	14	Risaralda
IE ESCUELA NORMAL SUPERIOR DE BUCARAMANGA	15	Santander
IE NUESTRA SEÑORA DEL PALMAR	16	Valle Del Cauca
IE SAN JOSE DE LA SALLE	17	Santander
COL LA PRESENTACION	18	Norte De Santander
NUESTRA SEÑORA DEL CARMEN	19	Cauca
COLEGIO LICEO FEMENINO MERCEDES	20	Bogotá, D.C.

NARIÑO (IED)		
COL LA PRESENTACION	21	Norte De Santander
INST EDUC LA	22	Antioquia
PRESENTACION		
INSTITUCION	23	Meta
EDUCATIVA ANTONIO		
NARIÑO		
ESC NORMAL	24	Norte De Santander
SUPERIOR MARIA		
AUXILIADORA		
INST EDUC ESCUELA	25	Meta
NORMAL SUP MA.		
AUXILIADORA		
I E TEC JORGE ARDILA	26	Santander
DUARTE		
COLEGIO SAN JOSE	27	Bogotá, D.C.
NORTE (IED)		
ESCUELA NORMAL	28	Atlántico
SUPERIOR DEL		
DISTRITO DE		
BARRANQUILLA		
INST TEC SUPERIOR	29	Risaralda
PEREIRA		
INSTITUCION	30	Cundinamarca
EDUCATIVA		
DEPARTAMENTAL		
POMPILIO MARTINEZ		
INSTITUCION	31	Valle Del Cauca
EDUCATIVA LICEO		
DEPARTAMENTAL		
SAN AGUSTIN	32	Cauca
INST. EDUC. DIST. EL	33	Atlántico
CAMPITO (ANT. C.E.B. #		
083)		
COLEGIO TECNICO	34	Bogotá, D.C.
MENORAH (IED)		
COLEGIO FEMENINO	35	Bogotá, D.C.
LORENCITA VILLEGAS		
DE SANTOS (IED)		
IE SANTA MARIA	36	Putumayo
GORETTI		
COL NZADO FEM DE	37	Meta
BTO DE		
VILLAVICENCIO		
IE GABRIELA MISTRAL	38	Santander
COLEGIO INTEGRADO	39	Santander



HELENA SANTOS ROSILLO		
IE NUEVA GENERACION	40	Antioquia
INSTITUCIÓN EDUCATIVA COLEGIO DE CRISTO	41	Caldas
I.E. EL ROSARIO	42	Boyacá
SAGRADO CORAZÓN DE JESÚS	43	Cauca
INST. EDUC. DIST. MADRE MARCELINA (ANT. C.E.B. # 156)	44	Atlántico
INSTITUCION EDUCATIVA COLEGIO GUATIQUE	45	Meta
COL ORIENTAL NO 26	46	Norte De Santander
INST EDUC LICEO NACIONAL	47	Tolima
IE TEC DAMASO ZAPATA	48	Santander
INST EDUC SANTO ANGEL	49	Antioquia
INSTITUCION EDUCATIVA SUCRE GABO	50	Nariño
I.E.M. NORMAL	51	Valle Del Cauca
SUPERIOR DE PASTO	52	Nariño
I. E. MARIA JOSEFA MARULANDA	53	Antioquia
I.E. SAN JOSÉ MARÍA ESCRIBA DE BALAGUER	54	Cundinamarca
COLEGIO UNIVERSITARIO	55	Santander
I. E. TECNICO	56	Antioquia
INDUSTRIAL SANTIAGO DE ARMA		
INST EDUC YERMO Y PARRES	57	Antioquia
IED ESCUELA NORMAL SUPERIOR MARÍA AUXILIADORA	58	Magdalena
I.E. SAN VICENTE	59	Valle Del Cauca
COLEGIO NACIONAL SAN JOSE DE	60	Santander

GUANENTA		
I E ACAD SANTA MARIA GORETTI	61	Santander
COLEGIO MARSELLA (IED)	62	Bogotá, D.C.
INSTITUCION EDUCATIVA NORMAL SAN CARLOS	63	Nariño
INST TEC NAL DE COMERCIO	64	Norte De Santander
INSTITUCION EDUCATIVA DEPARTAMENTAL SABIO MUTIS	65	Cundinamarca
COLEGIO INSTITUTO TECNICO INDUSTRIAL FRANCISCO JOSE DE CALDAS (IED)	66	Bogotá, D.C.
I.E.M. MARIA GORETTI	67	Nariño
SAGRADA FAMILIA	68	La Guajira
COLEGIO JOSE DE FERRO	69	Santander
ESCUELA NORMAL SUPERIOR MARIA AUXILIADORA	70	Santander
CASD HERMOGENES MAZA	71	Quindio
ESCUELA NORMAL SUPERIOR ANTONIA SANTOS	72	Santander
INST EDUC MUS AMINA MELENDRO DE PULECIO	73	Tolima
INSTITUCION EDUCATIVA DEPARTAMENTAL SANTA MARIA	74	Cundinamarca
CENT EDUC DIST ARGELIA - BANCO POPULAR	75	Bogotá, D.C.
INSTITUCIÓN EDUCATIVA NACIONAL AUXILIARES DE ENFERMERIA	76	Caldas
I E PILOTO SIMON BOLIVAR	77	Santander

INSTITUCION	78	Nariño
EDUCATIVA SAN FRANCISCO DE ASIS		
INST. DIST EVARDO	79	Atlántico
TURIZO PALENCIA(ANT CEB # 129)		
INST. EDUC. SOFIA	80	Atlántico
CAMARGO DE LLERAS		
I.E. FRANCISCO JOSE	81	Cauca
DE CALDAS		
I.E. DIVERSIFICADO	82	Cundinamarca
INST EDUC SANTA	83	Antioquia
JUANA DE LESTONAC		
CENT EDUC DIST	84	Bogotá, D.C.
MIRAVALLE		
I.E.M EMILIO	85	Cundinamarca
CIFUENTES		
IE SUCRE	86	Putumayo
COLEGIO LUIS CARLOS	87	Bogotá, D.C.
GALAN SARMIENTO (IED)		
CENT EDUC DIST LA	88	Bogotá, D.C.
GIRALDA		
COL NUESTRA SEÑORA	89	Norte De Santander
DE FATIMA		
IE SAN VICENTE	90	Risaralda
HOGAR		
NORMAL SUP. DE	91	Caldas
CALDAS		
INSTITUCION	92	Santander
EDUCATIVA ESCUELA		
NORMAL SUPERIOR		
CRISTO REY		
CENT EDUC DIST DON	93	Bogotá, D.C.
BOSCO II		
I. E. SANTO TOMAS DE	94	Antioquia
AQUINO		
I. E. ESCUELA NORMAL	95	Antioquia
SUPERIOR DE JERICO		
MARIA AUXILIADORA	96	Valle Del Cauca
INSTITUCION	97	Atlántico
EDUCATIVA VILLA		
ESTADIO		
INSTITUCION	98	Antioquia
EDUCATIVA LA PAZ		
COLEGIO MORISCO	99	Bogotá, D.C

## Appendix # 5 Permission Letter

San Juan de Pasto

Señor:

Rector

Cordial saludo

La presente es con el fin de solicitarle comedidamente se otorgue el permiso a las estudiantes Ariadmy Bastidas y Jessica Pantoja quienes pertenecen al programa de Licenciatura de Inglés y Francés de la Universidad de Nariño, para realizar la investigación de su proyecto de grado que tiene como objetivo; analizar las opiniones de los profesores inglés y los estudiantes sobre auto y evaluación entre pares en los grados 10 y 11 en los colegios públicos de la ciudad de Pasto. La razón por la cual se escogió esta institución es porque se tuvo en cuenta los tres mejores colegios públicos de Pasto según el Ministerio de Educación. Ésta investigación se llevará a cabo por medio de encuestas y cuestionarios enfocadas al objetivo principal, para lo cual se necesitará la colaboración de los profesores de inglés y de algunos estudiantes de los grados diez y once.

Por su atención prestada a la presente se anticipa agradecimientos.

Cordialmente,

---

Jesus Alirio Bastidas A.

Ph. D. Vicerrector de investigaciones y Postgrados

Asesor de proyecto de Grado

## Appendix # 6 Peer Assessment Form

Student being assessed: \_\_\_\_\_ Student making the assessment: \_\_\_\_\_

For each aspect, rate the student on a scale from A to D using the following guide:

A: did this very well B: did this adequately C: did this less than adequately D: did this poorly

General Aspect	Specific Aspect	Comment	Rating
Group Process	Attended a large majority of group meetings		
	Maintained contact with other group members		
	Communicated constructively to discussion		
	Generally was cooperative in group activities		
	Asked useful questions		
	Encouraged and assisted other group members		
The task	Made a genuine attempt to complete all jobs agreed by the group		
	Made an intellectual contribution to the completion of the task		
	Did (at least) their fair share of the work		
	Read and commented in a timely manner on drafts of the report		
	Contributed a significant amount (measured in ideas as well as words) to the report		
Overall	Based on your ratings and comments above, this student's contribution overall on this group task		

*Issacs, G. (2002) Assessing Group Tasks. Teaching and Educational Development Institute. Queensland, Australia.*

Appendix # 7 Table “Evolución de la matrícula establecimientos educativos oficiales”

Evolución de la matrícula establecimientos educativos oficiales				
Niveles	2008	2009	2010	2011
Pre Escolar	6.264	5.492	5.331	4.512
Primaria	31.398	30.396	29.933	29.372
Secundaria	23.502	23.455	24.207	24.473
Media	8.595	8.661	9.087	8.813
Ciclos	7.244	6.819	5.301	5.297
Total	77.003	74.823	73.859	72.467

FUENTE: Secretaría de Educación Municipal, Subsecretaría de Cobertura