



UNIVERSIDAD NACIONAL DE CHIMBORAZO

**FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y
TECNOLOGÍAS
CARRERA DE IDIOMAS**

Work presented as requirement for obtaining the Bachelor's degree as "Licenciada en
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TITLE:

**"ANALYSIS OF THE EFFECTIVE USE OF SUMMATIVE AND FORMATIVE
ASSESSMENT AT PRIMER AÑO DE BACHILLERATO CLASS "A" AT UNIDAD
EDUCATIVA "VICENTE ANDA AGUIRRE" IN THE CITY OF RIOBAMBA,
CHIMBORAZO PROVINCE, DURING THE ACADEMIC YEAR 2018-2019".**

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COMMITTEE MEMBERS CERTIFICATE
UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN HUMANAS, Y TECNOLOGÍAS

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Research presented as a part of the requirements to obtain the degree as "Licenciada en Ciencias de la Educación, Profesora de Idiomas: Inglés." It has been approved by the Committee Members at Universidad Nacional de Chimborazo

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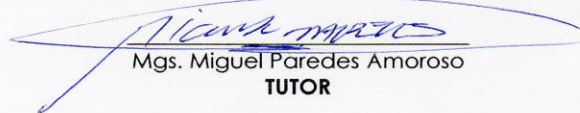
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CERTIFICACIÓN

Que, **AYALA ORMAZA JANETH NATALY** con CC: **1721322848**, estudiante de la Carrera de **IDIOMAS**, Facultad de **CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS**; ha trabajado bajo mi tutoría el trabajo de investigación titulado "**ANALYSIS OF THE EFFECTIVE USE OF SUMMATIVE AND FORMATIVE ASSESSMENT AT PRIMER AÑO DE BACHILLERATO CLASS "A" AT UNIDAD EDUCATIVA "VICENTE ANDA AGUIRRE" IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE ACADEMIC PERIOD 2018-2019**", que corresponde al dominio científico **DESARROLLO SOCIOECONÓMICO Y EDUCATIVO PARA EL FORTALECIMIENTO DE LA INSTITUCIONALIDAD DEMOCRÁTICA Y CIUDADANA** y alineado a la línea de investigación **EDUCACIÓN SUPERIOR Y FORMACIÓN PROFESIONAL**, cumple con el 8%, reportado en el sistema Anti plagio **URKUND**, porcentaje aceptado de acuerdo a la reglamentación institucional, por consiguiente autorizo continuar con el proceso.

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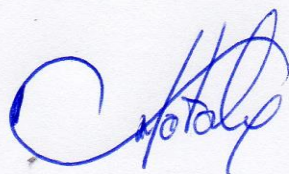
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I, Janeth Nataly Ayala Ormaza, student of Languages Career, state to be the only author of this research work titled:

“ANALYSIS OF THE EFFECTIVE USE OF SUMMATIVE AND FORMATIVE ASSESSMENT AT PRIMER AÑO DE BACHILLERATO CLASS “A” AT UNIDAD EDUCATIVA “VICENTE ANDA AGUIRRE” IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE ACADEMIC PERIOD 2018-2019”.

The ideas, commentaries or opinions in this document are responsibility of the author.

Riobamba, 29 de Enero de 2019.



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Nataly Ayala Ormaza

DEDICATION

To God who has given me guidance, blessing, and protection to overcome all things during my life.

To my parents, siblings, and nephew who always supported me along the time during the career in despite of the distance. They have given me strength and advice to know how to cope.

To my friends with whom I shared pleasant moments.

To all them, thank for all

Sincerely.

Nataly Ayala Ormaza

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RESUMEN

La evaluación se define como un término que abarca una variedad de métodos o herramientas que los educadores utilizan para medir, evaluar y documentar la preparación académica, el progreso del aprendizaje, la adquisición de habilidades o las necesidades educativas de los estudiantes. En nuestro contexto, la evaluación se menciona en los Lineamientos del Currículo Nacional (2014). Por lo tanto, los maestros deben de evaluar el rendimiento de los estudiantes en la asignatura de lengua extranjera: Inglés, para garantizar el nivel B1 que deben obtener al final de sus estudios. A pesar de estos antecedentes, a través de un análisis previo se determinó como problema que el proceso de evaluación no refleja el rendimiento real de los estudiantes, ya que sus calificaciones muestran resultados positivos, sin embargo, capacidad para producir el idioma niega este hecho. Por lo tanto, este estudio se enfoca en hacer un diagnóstico de la manera en la cual se aplica la evaluación formativa y sumativa dentro del proceso de enseñanza y aprendizaje del idioma inglés en Unidad Educativa "Vicente Anda Aguirre". Para lograr los objetivos establecidos, un docente de inglés y 40 estudiantes de Primer Año de Bachillerato "A" fueron tomados como población. El tipo de estudio desarrollado es cualitativo con nivel exploratorio; mientras que el método cualitativo empleado es etnográfico. Además, se utilizó una técnica de observación no participativa ya que el investigador desempeñó un rol pasivo; se aplicaron dos guías de observación para recopilar información confiable. Los resultados de la investigación se muestran mediante: una descripción del proceso de evaluación, además de un análisis contrastivo entre las calificaciones escolares de los estudiantes y su competencia comunicativa real en inglés.

Palabras Clave: evaluación formativa, evaluación sumativa, calificaciones y competencia comunicativa.

ABSTRACT

Assessment is defined as a term, which encompasses a range of methods, or tools that educators use to measure, evaluate, and document the academic readiness, learning progress, skill acquisition, or educational students' needs. In our context, it is an issue stated in the National Curriculum Guidelines (2014). Therefore, teachers are in charge of assessing students' English performance in order to ensure the B1 level they are supposed to get at the end of their studies. Despite of this background, through a previous analysis it was determined as a problem that the assessment process does not reflect the students' real English performance since their school-grade records seems to be good, but their capability to produce the language denies this fact. Hence, this study focuses on making a diagnosis of how summative and formative assessment are being applied in the English teaching and learning process at Unidad Educativa "Vicente Anda Aguirre". In order to achieve the objectives set, one English teacher and 40 students from Primer Año de Bachillerato "A" were taken as a population. The type of study developed is qualitative with an exploratory level; while, the qualitative method employed is ethnographic. In addition, non-participatory observation technique was used since the researcher played a passive role; and two observation guides were applied in order to collect trustable information. The research results are shown by: a description of how the assessment process is being carried out, and a contrastive analysis between the students' school grades and their real English communicative competence.

Key words: formative assessment, summative assessment, school-grade records, and English competence.



Mgs. Mónica Cadena

DIRECTORA DE LA CARRERA DE IDIOMAS

INTRODUCTION

Assessment is an embracing term, which encompasses a range of methods and techniques focused on identifying how well students are learning. According to Hanna & Dettmer (2004) assessment helps instructors to gather data about their teaching and their students' learning, thus it becomes a potential source of faithful information to be used in the decision making process. Biggs & Tang (2007) suggest an effective way to categorize or organize the myriad approaches regarding to assessment, it is using the summative/formative distinction. The authors state that the main difference between summative and formative assessment is the purpose for conducting the assessment.

For Trumbull and Lash (2013) formative assessment refers to the tools that identify misconceptions, struggles, and learning gaps along the teaching and learning process and assess how to close those gaps. If it is used effectively, it can even foster students' abilities to take ownership of their learning and understand that the goal is to improve learning, but not to apply final marks. In contrast, the same authors say that, summative assessment evaluates student learning, knowledge, proficiency, or success at the conclusion of an instructional period.

There are lots of benefits if assessment is used as conceived in its epistemological essence. But unfortunately, in our context assessment is an issue stated just in official documents such as the National Curriculum Guidelines (2014) and the Ecuadorian in-service English Teacher Standards (2012). There is evidence that teachers contemplate assessment when developing their syllabus and lesson plans; but also, there are signals that it is hardly ever applied or considered at least, in the real teaching and learning process. This fact is evidenced at Unidad Educativa Vicente Anda Aguirre after some observations. It seems that particularly in the English subject summative and formative assessment is not well conceived and so the process does not reflect the real academic conditions.

The "Unidad Educativa Vicente Anda Aguirre" is located in the city of Riobamba, Chimborazo province. Its mission is "to train professionals with high humanistic, scientific, technological and artistic level in each specialty with a deep sensitivity which responds to

the national and international culture through the perfection of works of art and pedagogical strategies, in accordance with the quality requirements that the new millennium demands, diversifying the preparation of the music educator in their superior studies, prioritizing the instrumental, vocal, composing and direction of groups.” There are 900 students and 86 teachers responsible of different departments, such as English area in which there are 4 teachers.

This study aims to analyze the effectiveness of summative and formative assessment in the mentioned context. For this purpose, an observation sheet was used to diagnose how the English teacher assesses students; furthermore, another observation guide was applied in order to identify the students’ real English language in contrast to their school grades. Due to the fact of working with human resources, the ethnographic method was used. Therefore, the method used is the qualitative, since the results are presented descriptively.

The thorough analysis of the problem and the faithful data obtained will help teachers to rethink their conceptions about assessment and so, if possible, restructure the process; this fact confirms the importance, pertinence and feasibility of the study.

The present research has been organized systematically in five chapters:

- **Chapter I.** - Referential framework that covers the problem statement, general and specific objectives, and justification, in which the significance of the study is shown.
- **Chapter II.** -Theoretical framework that contains aspects related to background studies of previous investigation, classroom assessment, assessments (summative and formative), characteristics of classroom assessment, teacher’s role in the assessment process, and basic terms definitions.
- **Chapter III.** – Methodological framework related to the design and type of the research, population, instruments and techniques for data collecting, fieldwork and procedure used to develop this research work.
- **Chapter IV.** – Contains the analysis and interpretation of results.
- **Chapter V.** – It shows conclusions and recommendations of the present research. In addition reverences and annexes.

CHAPTER I

REFERENTIAL FRAMEWORK

1.1 RESEARCH PROBLEM

The assessment process does not reflect the students' real English competence since their school-grade records seems to be good, but their capability to use the language denies this fact.

1.2 PROBLEM STATEMENT

Nowadays, English has become the predominant language that people use to communicate. That is why Education Departments all around the world are working hard to improve English language learning in their schools (Glisan, Uribe & Adair-Hauck, 2007), so students must be able to use that language effectively. However, the way to apply an effective assessment must be improved according to McNamara (2001) who say that promote “a practical rather than a theoretical command of the language” is better than use pencil and paper. In addition, assessment allows both teacher and students to monitor their progress towards achieving learning objectives, and can be approached in a variety of ways (Trumbull and Lash 2013). The authors affirm that if used effectively, assessment can bolster students' abilities to take ownership of their learning.

According to Espinoza (2015) the importance of assessment in the success of the education process in Ecuador depends of the teaching and assessment because both must go hand in hand, on the contrary the students' learning cannot be truly effective if it is not directly connected to effective assessment as well. Hence, assessment is not something they use in the real practice; in most of the cases, it only appears in the documents or government policies of National Curriculum Guidelines (2014), nevertheless teachers develop according to the purposes set.

This fact was evidenced at Unidad Educativa “Vicente Anda Aguirre” after some observations. It seems that particularly in English subject, summative and formative

assessment must be improved; consequently, students' real academic condition is not reflected. In other words, in the school-grade-records most of the students present good marks, which would be understood as the majority of them have a good English level, however, they do not.

In this study, it is assumed that the students' school-grades do not fit with their capabilities to use the English language. Therefore, it is stated that summative and formative assessment are not being applied appropriately. The study attempts to analyze the effective use of these kinds of assessment with students at Primero de Bachillerato "A" at Unidad Educativa "Vicente Anda Aguirre" located in the city of Riobamba, Chimborazo province.

According to our context English reality, this project entitled "Analysis of the effective use of summative and formative assessment at Primer Año de Bachillerato class "A" at Unidad Educativa "Vicente Anda Aguirre" in the city of Riobamba, Chimborazo province, during the academic period 2018-2019", aims to contribute to make the assessment effectively.

1.3 FORMULATION OF THE PROBLEM

How effective are summative and formative assessment in the English teaching and learning process with students at Primer Año de Bachillerato "A" at Unidad Educativa "Vicente Anda Aguirre"?

1.4 GUIDING QUESTIONS

1. How is formative assessment being applied?
2. How is summative assessment being applied?
3. How well do the school-grades reflect students' English level?

1.5 OBJECTIVES

1.5.1 GENERAL OBJECTIVE

To analyze the use of summative and formative assessment in the English teaching and learning process at Unidad Educativa “Vicente Anda Aguirre”, Primer Año de Bachillerato “A”.

1.5.2 SPECIFIC OBJECTIVES

- To find out how formative assessment is being applied.
- To find out how summative assessment is being applied.
- To contrast the students’ English level with their school-grades.

OBJECTIVES OPERATIONALIZATION (TABLE)

| AREA OF STUDY | QUESTIONS | | OBJECTIVES | |
|------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|
| | GENERAL | GUIDING | GENERAL | SPECIFIC |
| Language Assessment and Evaluation | How effectively summative and formative assessment are being applied in the English teaching and learning process at Unidad Educativa “Vicente Anda Aguirre”, Primer Año de Bachillerato “A”. | 1. How is formative assessment being applied? | To analyze the use of summative and formative assessment in the English teaching and learning process at Unidad Educativa “Vicente Anda Aguirre”, Primer Año de Bachillerato “A”. | 1. To find out how formative assessment is being applied. |
| | | 2. How is summative assessment being applied? | | 2. To find out how summative assessment is being applied. |
| | | 3. How well do the school-grades reflect students’ English level? | | 3. To contrast the students’ English level with their school-grades. |

Done by: Nataly Ayala

1.6 JUSTIFICATION

In education, assessment is used to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational students' needs, and it is defined as a term, which encompasses a range of methods, or tools. In our context assessment is a compulsory issue stated by the Ministry of Education in the National Curriculum Guidelines (2014). In this way, according to Ecuadorian in-service English Teacher Standards (2012), the process of assessing students' English performance is required in order to ensure that students are competent to get B1 level of English proficiency based on the Common European Framework of Reference for Languages.

Based on this background, in Ecuador assessment is a compulsory issue in the educational field. However, there has been evidence that the assessment process is being performed in a wrong way. According to Lash (2013) assessment must promote a future "feedback", that is to say that there must be an explanation about the results as well as a necessary reinforcement. Nevertheless, in our context summative and formative assessment are not being applied appropriately due to the fact that teachers and students are concerned about the grades but they do not focus their main attention to real knowledge. Consequently, when learners fulfill the educative requirements, their scores show good results, however they do not show a meaningful English competence.

Therefore, this research allows analyzing how the assessment process is being carried out in an institution from the locality, in this case in Unidad Educativa "Vicente Anda Aguirre". Though analyzing the way in which students' are assessed, it has been noticeable that the school grade records do not reflect the real students' capability to use the English language. Hence, it is beneficial for the locality because teachers could take this investigation as a reference in terms of identifying strengths and weakness of assessment, in addition they can establish the real purposes of assessing. Thus, teachers could take decisions to perform the formative and summative assessment effectively in order to aid students to achieve a real English proficiency.

This research is also important for my future professional development due to it is necessary to know how to apply effectively formative and summative assessment along the

English teaching and learning process. In addition, the results of this work allows consciousness of evaluating students' performance a whole, not only with scores, but also with activities that prove their capability to use the language.

Finally, this project was feasible since it was authorized and supported by the authorities and teachers of *Unidad Educativa "Vicente Anda Aguirre"* located in the city of Riobamba, Chimborazo Province. In addition the students of Primer Año de Bachillerato "A" were willing to be part of this investigation. In the methodological part, the instrument of data collection was applied successfully in order to present reliable information. Finally the economic aspect was feasible due to the project cost was according to the researcher's budget.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1 BACKGROUND STUDIES REGARDING TO THE RESEARCH PROBLEM

Once, analyzed the virtual repository of the Universidad Nacional de Chimborazo, there were identified some studies related to assessment. For instance, the study developed by Ramirez and Samaniego (2016) “To analyze the importance of feedback as a technique in assessment process with the students of 10th education general básica, class “A” at Unidad Educativa “Juan de Velasco” during academic period 2015-2016”. In this study, the authors mention that the assessment and feedback process is focused on improving students’ learning development. Nevertheless, nowadays in some schools the assessment is applied traditionally, it means as a simple process to provide information of the last topics, and the grades students get in the exams reflect their whole English performance.

Worldwide, the studies developed regarding to assessment are countless. In this study, for building up the theoretical foundations, principally it will be considered the contributions by Garrison, C., & Ehringhaus, M. (2007), Hanna, G. S., & Dettmer, P. A. (2004), Biggs, J., & Tang, C. (2007), Trumbull, E., & Lash, A. (2013), Willis, J., & Cowie, B. (2014); since their conceptions about assessment fits with the study approach and objectives.

2.2 THEORETICAL FOUNDATIONS

This study theoretical framework is built up with the necessary scientific information, which helps the researcher to understand the principal factors related to the study. It means summative and formative assessment and their relation to the students’ academic performance.

2.2.1. CLASSROOM ASSESSMENT

Classroom Assessment is understood as the observation of students in the process of learning, the gather of regular feedback on students’ learning, and the design of small classroom experiments that provide information about how students learn and how they

respond to particular teaching approaches. Classroom assessment helps teachers obtain useful feedback on what, how much, and how well their students are learning; this information results extremely beneficial for both teachers and students since it gives them the opportunity to refocus their teaching to help students make their learning more efficient and more effective (Astin, 2012).

Frith & Macintosh (1984) explain that the idea of assessment is to encourage students to reflect on and monitor their own learning processes through feedback and opportunities to improve and set future goals. While, Willis and Cowie (2014), qualify to assessment as a dynamic space in which teachers learn about their students as they learn with their students, and where all students can be empowered to find success.

For Biggs & Tang (2007) assessment is an embracing term, which encompasses a range of methods and techniques. In this context, the authors propose an effective way to categories or organize the myriad approaches regarding to assessment, it is using the summative/formative distinction. Trumbull and Lash (2013) advocate that formative assessment refers to tools that identify misconceptions, struggles, and learning gaps along the teaching and learning process and assess how to close those gaps. If used effectively, it can even bolster students' abilities to take ownership of their learning and understand that the goal is to improve learning, but not apply final marks. In contrast, the same authors say that, summative assessment evaluates student learning, knowledge, proficiency, or success at the conclusion of an instructional period.

2.2.2. FORMATIVE AND SUMMATIVE ASSESSMENT

2.2.2.1. FORMATIVE ASSESSMENT

Biggs & Tang (2007) claim that it is used for providing constructive feedback to improve learning and understanding. It is carried out during the instructional process, while learning is taking place, and while learning is occurring. Astin (2012) affirms that formative assessment helps the student and teacher to find out what the student knows, so that the teacher can address any areas of weakness or misconceptions in subsequent lessons. These adjustments help to ensure students achieve targeted standards based learning goals within a set time frame (Garrison & Ehringhaus, 2007).

The interactive nature of formative assessment provides opportunities to develop more nuanced views about how students learn and adapt. Frith & Macintosh (1984) explain that formative assessment focuses on the process toward completing the product. The same author states that the product of formative assessment may never be qualified; in consequence, formative assessment does not form part of the students' final mark.

In formative assessment, it is stated the approach that students learn effectively by making and reflecting about their learning, their weaknesses and strengths; using formative assessment teachers have the necessary information to determine the next steps and strategies or policies to establish in order to help students deal with their academic problems (Garrison & Ehringhaus, 2007).

Macintosh (2010) proposes some strategies to effectively use formative assessment and build up a classroom environment in which students can take advantage of every single opportunity they have to improve.

1. Observations during in-class activities including observations of students non-verbal feedback during lecture
2. Homework exercises as review for exams and class discussions
3. Reflection journals that are reviewed periodically during the semester
4. Question and answer sessions, both formal (planned) and informal (spontaneous)
5. Conferences between the instructor and student at various points in the semester
6. In-class activities where students informally present their results
7. Student feedback collected by periodically answering specific questions about the instruction; and their self-evaluation of performance and progress

2.2.2.2. SUMMATIVE ASSESSMENT

For Garrison & Ehringhaus (2007) summative assessment is applied periodically to determine what students know and do not know at a particular point in time, it is usually carried out at the end of an academic term. Usually, summative assessment causes, in students, a degree of anxiety since the grades they received from this, are final and can affect their future academic plans (Biggs & Tang, 2007).

Hanna & Dettmer (2004) suggest that grades are usually an outcome of summative assessment and it is assumed that these indicate whether students have an acceptable level

of knowledge, if they are able to effectively progress to the next part of the class or if they can be promoted to the next academic standing.

The same authors advocate that due to summative assessment are taken at the end of instruction term, it becomes a suitable tool to evaluate the effectiveness of programs, school improvement goals, alignment of curriculum, or student placement in specific programs.

For an effective use of summative assessment Frith & Macintosh (1984) propose some strategies, which are mentioned as follows:

1. Regular class examinations
2. Final examination (a truly summative assessment)
3. Term papers assessment
4. Projects
5. Portfolios
6. Performances
7. Student evaluation of the course (teaching effectiveness)

Garrison & Ehringhaus (2007) complement the proposal mentioning that state assessments, district benchmark or temporary assessments, end-of-unit or chapter tests, end-of-term or semester exams, are also part of summative assessment.

School grades, which in Ecuador is a scale-number system that goes from 1 to 10, are considered the visual evidence or quantifiable result that reflect how well an academic term went on. The scale system has five ranges by which students are placed depending the results they get after a summative evaluation task.

| | |
|--------------|-------------------|
| 9.00 - 10.00 | Excellent |
| 8.00 - 8.99 | Good |
| 6.50 - 7.99 | Average |
| 5.00 - 6.49 | Needs Improvement |
| 0.00 - 4.99 | Fail |

2.3. ASSESSMENT AND LEARNING

Garrison & Ehringhaus (2007) assert that for an effective teaching and the accomplishment of good learning results, the process must go further than just considering the methodology for sharing the subject, the resources or syllabus established for the purpose. The authors sustain that in essence, this success depends on the quality of evaluation; in other words, the information obtained from assessment is vital for a successful teaching and learning.

In this respect, Hanna & Dettmer (2004) stand that assessment helps instructors to gather important qualitative data about their teaching and their students' learning, thus it becomes a potential source of faithful information to be used in the decision making process.

It is sustained that for assessment to be effective, it has to be managed without compromising the quality of student learning. To accomplish this target Davies, et al. (2012) proposes some strategies to be considered:

1. Use self- and peer-assessment as one form of assessment to create a learning experience. Both can promote self-awareness and reflection.
2. A group-based assessment will reduce the marking load provided that a group turns in a single piece of work to be assessed.
3. Consider on-line testing as an option though security is questionable.
4. Have an optional writing assignment for extra credits.
5. Break up lengthy papers into subparts due throughout the semester.
6. Stagger paper due dates using random assignment or encourage some students to hand in papers early for extra credit.
7. Allow a student's lowest grade to be dropped. If satisfied with their grade, they can use the final as their dropped grade and choose not to take the exam.
8. Prepare spreadsheets for recording homework and grades to facilitate computation of final grades.
9. Each class, collect homework from randomly assigned recitation groups.
10. When returning exams, place them on a table in alphabetical order. To prevent students from looking at others' grades or from taking exams of those with higher grades, place a grade sheet with comments inside the exam.

11. Provide students with answer keys when they exit the examination room or post answers on a course Web page.

2.4. CHARACTERISTICS OF CLASSROOM ASSESSMENT

For assessment to be efficient and effective, the process has to have some essential characteristics, for Angelo & Cross (1988) an optimum assessment have to be as follows:

Learner Centered. – It is focused on observing and improving learning, rather than on observing and improving teaching.

Teacher-Directed. - The teacher individually decides what to assess, how to assess and how to respond to the information gained through the assessment.

Mutual Beneficial. – Students reinforce course content and strengthen their self-assessment skills, teachers sharpen their teaching focus by asking three questions: What are the essential skills and knowledge I am trying to teach?, How can I find out whether students are learning them? And How can I help students learn better?.

Formative. – Its purpose is to improve the quality of students’ learning, not to provide evidence for evaluating or grading students, it provides information on what, how much, and how well students are learning.

Context-specific. – The assessment technique is chosen to fit the subject matter and the needs of a particular class.

Ongoing process. – Through the creation and maintenance of classroom feedback-loop, communication between teacher and students becomes more efficient and effective within a dynamic in which students receive early feedback, which will help them to know in advance their weaknesses and so do the necessary adjustment to face the problems.

2.5 THE TEACHER’S ROLES IN THE ASSESSMENT PROCESS

From Harlen & Crick (2003) points of view, when planning assessment activities is extremely important to take into account the broad extend of students’ background; in consequence, variety is necessary to cater for learners’ difference.

Teachers have to be conscious than the word “evaluation” is one of those that students prefer not to listen, since it is considered a punish practice which has the only purpose of

promoting or not students to the next level (Ninomiya, 2016). For that reason, the principal role of teachers in this process is to change the students' perspective in relation to assessment, teachers have to encourage students to understand that the principal reason for using assessment is to identify their weaknesses and strengths and so take the most suitable strategies according to the situation.

2.6 BASIC TERMS DEFINITIONS

This section is essential for a good understanding of the study since there are some particular terms involved in this work, which have a specific meaning, so they have to be understood as follows:

Assessment: It is of gathering information about their students' performance.

Summative assessment: It constitutes the evaluation that teachers carry out at the end of an academic term to verify the students' level.

Formative assessment: It is related to all of the activities the teachers apply along the school year to gather information about how well they are learning and if necessary rethink or restructure the process in benefit of students.

Feedback: It is the process by which teachers and students give information about each other academic performance.

Effectiveness: It is the quality that is assigned to a strategy, method, technic, or in general, to a process that has accomplished the set goals.

Process: It seems as the steps followed to accomplish a determined activity.

School-grades: They are the marks students get for their homework, classwork, evaluations, projects, etc.

CHAPTER III

3. METHODOLOGICAL FRAMEWORK

3.1. RESEARCH DESIGN

Due to the characteristics of the study, it belongs to the **qualitative** approach because it aims to analyze the effectiveness of summative and formative assessment in the academic context where the students of Unidad Educativa “Vicente Anda Aguirre”, Primero de Bachillerato class “A” are involved. Accordingly, it is a **descriptive** investigation. The study focuses on reflecting if the school-grades are pertinent to the students’ English level, thus, it is required to determine if the assessment process is being applied effectively or not. Hence, this research is proposed in a **non-experimental design**.

3.2. TYPE OF INVESTIGATION

Qualitative: It aims to analyze and describe the way in which summative and formative assessment are being applied in the academic context. In addition, this work corresponds to a **field investigation**, since the process of collecting information took place in the institution established for this study.

3.3. LEVELS OF RESEARCH

Descriptive research: The study attempts to describe how the assessment process is being performed. In addition, through an analysis, the students’ schools – grades and students’ real capacity to use English language had been contrasted.

3.4 METHODS OF RESEARCH

Ethnographic method: It has been extensively evidenced that this method is the most suitable to carry out studies related to the educational field, due to the use of human resources.

3.5 POPULATION AND SAMPLE

Population: The population is conformed by: 1 teacher and 40 students coursing the Primero de Bachillerato “A”, at Unidad Educativa “Vicente Anda Aguirre” located in the City of Riobamba, Chimborazo province.

Sample: Since the population is relatively small, it is not necessary to take a sample.

3.6. TECHNIQUES AND INSTRUMENTS FOR COLLECTING DATA

For data collection process scientific approaches stated in the theoretical framework were taken into account. The technique applied was **non – participatory observation**, since the researcher played a passive role in the process of collecting data. Consequently, the instruments are: two **observation sheets**, one to determine how the teacher assesses students, and the other one to identify the students' real performance in relation to their school grades. Therefore, the school grades are seen as a source of information. For this purpose, the school-grade records were asked following the protocol established by the institution in order to obtain the legal authorization to use them in this study.

3.7 PROCEDURE

This project has had different phases such as:

- **Preparatory:** First, it was necessary to punctualize the area of the study, which is “Language Assessment and Evaluation”, since it was required to analyze how the formative and summative assessment are being applied at *Unidad Educativa "Vicente Anda Aguirre"*. In addition, all the general aspects and scientific foundations were prepared to begin with the project development.
- **Data collection:** Consequently, the information was collected using the observation sheets. The work field process was performed in December in the place set for the research work.
- **Analysis of information:** Then, the data was synthetized in order to develop the analysis of project results.
- **Informative stage:** Finally, the final report was written.

3.8 WORK FIELD

Concerning to the problem of the investigation, there were applied two observation sheets, which are: one to determine how the teacher assesses students, and the other one to identify the students' real performance in relation to their school grades.

The Work Field was performed in the following order:

- To carry out this research, it was requested the permission to the principal of Unidad Educativa "Vicente Anda Aguirre".
- The observation sheets were applied in order to observe the way in which teachers perform formative and summative assessment, and students' language knowledge (their grades).
- The data collecting process was done during December 2018.
- The information was processed to perform the analysis of results.
- The research work was concluded by developing the final inform for its subsequent presentation.

3.9 OPERATIONALIZATION OF SPECIFIC OBJECTIVES

| SPECIFIC OBJECTIVE | INDICATORS | RESPONSIBLE | CONTEXT | INSTRUMENTS AND TECHNIQUES |
|----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|----------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> To find out how formative assessment is being applied. | <ul style="list-style-type: none"> The teacher gives regular constructive feedback on students' learning and understanding The teacher designs small classroom experiments that provide information about how students learn and how they respond to particular teaching approaches The teacher feedbacks students on what, how much, and how well they are learning The teacher fosters students to reflect on and monitor their own learning processes through feedback The teacher considers that assessment is an effective way to reinforce students' abilities to take ownership of their learning The teacher adjusts her teaching strategies due to the information she got from assessment <p>The teacher considers that the product of formative assessment may never be qualified (for a school-grade).</p> | <p>Researcher</p> | <p>Primero Bachillerato "A" at Unidad Educativa "Vicente Anda Aguirre"</p> | <p>Technique: Observation</p> <p>Instrument: Observation Sheets:</p> <ul style="list-style-type: none"> - Teacher's - Students' |

| | | | | |
|------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|---------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none"> • The teacher uses strategies such as: observations during in-class activities, reflection journals, question and answer sessions, conferences between the instructor and student, teacher and student feedback. • The teacher uses the assessment results to refocus her teaching and to help students make their learning more efficient and more effective | | | |
| <ul style="list-style-type: none"> • To find out how summative assessment is being applied. | <ul style="list-style-type: none"> • The teacher applies summative assessment periodically to determine what students know and do not know at a particular point in time • The teacher considers that grades are the principal outcome of summative assessment • The teacher considers that summative assessment determines whether students have an acceptable level to be promoted to the next academic level <p>The teacher ponders that summative assessment defines the effectiveness of programs, school improvement goals, alignment of curriculum, or student placement in specific programs</p> | Researcher | Primero Bachillerato "A" at Unidad Educativa "Vicente Anda Aguirre" | <p>Technique: Observation</p> <p>Instrument: Observation Sheets:</p> <ul style="list-style-type: none"> - Teacher's - Students' |

| | | | | |
|---------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|---------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none"> The teacher uses summative assessment strategies such as: regular class examinations, final examination, term papers assessment, projects, portfolios, performances, student evaluation of the course. | | | |
| <ul style="list-style-type: none"> To contrast the students' English level with their school-grades. | <ul style="list-style-type: none"> Students' English level. Students school-grade records | Researcher | Primero Bachillerato "A" at Unidad Educativa "Vicente Anda Aguirre" | Technique: Observation Instrument: - Students' school-grades |

Done by: Nataly Ayala

CHAPTER IV

4.1 ANALYSIS AND INTERPRETATION OF RESULTS

In order to accomplish all the objectives set, a description of results is being presented:

Objective N° 1

- **To find out how formative assessment is being applied.**

According to the collected information, it is noticeable that formative assessment must be improved at Unidad Educativa “Vicente Anda Aguirre”. The observation file was used to gather the main aspects of formative assessment and its accomplishment, however three of the aspects were the most important to analyze in order to observe if it was applied effectively or not. Therefore, the three main aspects are the assessment focus, process and consequence.

First, at Unidad Educativa “Vicente Anda Aguirre”, teachers are not focused on creating a friendly environment in which students feel encouraged to learn or participate to build up their own knowledge. In fact, a frightening atmosphere surrounds students where the teacher is concerned in assigning a “number” to categorize students and their progress. Therefore, learners do not feel motivated to learn guided by their facilitator, instead of this they are focused on getting good “scores”.

In addition, there are lots of activities that could propitiate a good assessment such as: question and answer sessions, spontaneous activities, discussions, reflections, classwork, role-plays, etc. Based on this background, in Unidad Educativa “Vicente Anda Aguirre” teachers assign students activities to complete, create, think, write and so on, in fact teachers help students to do their work and monitor their progress. Nevertheless, all the activities are graded, so, when students do not understand or make mistakes they lose points. That is why this kind of evaluation makes teachers think on a way to reinforce the content to help students to improve.

Finally, the last aspect to be concerned is the formative assessment about its ongoing activity; the evaluation takes place during the whole learning process. Not just one time,

but several times. Hence, teachers should be aware of assessing students is not just assigning grades; it is to monitor, help, reinforce, guide, provide feedback, make changes, make decisions, etc. Bearing in mind that the purpose is fostering students' meaningful learning, formative assessment must be considered as a process not as a product. Unfortunately, in Unidad Educativa "Vicente Anda Aguirre" assessment is seen as an established evaluation that takes place when students finish an activity or a test, teacher does not pay attention to assess the whole process, they just consider the final product to provide a score (number) to students.

To sum up, the formative assessment is not being developed effectively in Unidad Educativa "Vicente Anda Aguirre". Both, teachers and students do not fulfill the goals they are supposed to, since their roles are not well performed. It means that teachers are not focused on providing feedback to reinforce and help students to improve; in fact, they are focused on assigning grades and complete the platform. In the same way, students are concerned about approving the school term, so their effort is centered on getting "good scores" even if they do not learn meaningfully (they can not communicate in English). Hence, even if students are evaluated, their grades reflect a product not a process.

THEORY CONTRAST

Assess formatively is to monitor students' learning to provide ongoing feedback that can be used by teachers to improve their teaching and by students to improve their learning (Eberly Colleague, 2016). According to Macintosh (2010) formative assessment process requires to build up a classroom environment in which learners feel advantage of every single opportunity they have to learn and improve.

It is essential to understand that when formative assessment is used, as a technique to evaluate students' competence, the activities performed must not be graded (Hanna & Dettmer, 2014). According to Eberly Colleague (2016) when formative assessment is being used, the main aim is not to provide a grade, instead of that, the formative process is focused on identifying students' strengths and weaknesses and in case they have problems or misunderstandings, teacher must provide a feedback to clarify doubts and foster meaningful learning.

Objective N° 2

- **To find out how summative assessment is being applied.**

Taking into account an observation sheet was applied in order to diagnose how the summative assessment is being carried out at Unidad Educativa “Vicente Anda Aguirre”. There were identified some principal weaknesses in that evaluation process such as: the main focus, the way of assessing and the assessment subsequence.

First, at Unidad Educativa “Vicente Anda Aguirre”, teachers are interested in grading students, then, they are categorized based on their results; nevertheless, the results could be used to guide efforts to improve and enhance students’ capabilities.

Second, the way of learners are assessed summatively must be propoitive. Therefore, the way of assessing students could not be seen as a “high strake”. At Unidad Educativa “Vicente Anda Aguirre”, most of the time the way of grading students follows the same sequence and model, hence, students’ get their scores but they do not receive feedback or reinforcement. Thus, for varying the way to assess, some activities could be used such as: projects, performances, end of units, etc. In short, for an effective application of summative assessment it is necessary summative assessments can be a powerful tool to quantify student learning. A good process of assessing students stops the misconception of “frightening time”.

Lastly, there has been evidenced that at Unidad Educativa “Vicente Anda Aguirre”, students feel frustrated because they do not get good scores and consequently teachers tend to categorized them as “numbers”. It means that students are valued for their grades, but in some cases learners’ academic records does not fit with their real performance. So, it is important to avoid stereotyping students since their test or final project grades, it is really essential to be conscious of their process of learning and whole development.

In short, there are some weaknesses in the process of assessing students summatively in this institution, but it is a general problem, which is present in our educational system. Both teachers and students are focused on “grades” but not in real learning. Therefore, the way of assessing, the purposes and the judgments taken from the results of this process, must

propitiate decisions to improve the teaching and learning process in order to develop a real English proficiency.

THEORY CONTRAST

According to Eberly Colleague (2016) the goal of summative assessment is to evaluate students' learning at the end of an instructional period by comparing it against the established standards. Quoting to Northern Illinois University (2014) summative assessment is defined as a product-oriented process due to its focus is on assessing the students' final "product", it means what they have learned or how they are able to do at the end of an academic term. While it is true that Garrison & Ehringhaus (2007) argue that by summative assessment students' performance is graded quantitatively;

According to Lynch (2016) summative assessment must fulfill five principal aspects such as: authenticity, reliability, volume, validity, and variety. The consequences summative assessment entails are usually students' degree of anxiety since the grades they get, and the wrong "categorization" (Biggs & Tang, 2007).

Objective N° 3

- **To contrast the students' English level with their school-grades.**

To develop this contrastive analysis between students' school-grades and students' real English competence it is necessary to make a brief explanation by using a graphic organizer. Since it is not a quantitative study the number data is not detailed, however in short terms the class situation as follows:

| Grades | Number of Students |
|--------------|--------------------|
| From 5 to 6 | 3 |
| From 7 to 8 | 25 |
| From 9 to 10 | 12 |
| Total | 40 students |

According to this result, there are 37 students who have good marks, however just 3 students do not get the appropriate grade to be promoted to the next academic term. Based on this background it is supposed that students are able to produce the language and their English proficiency is high.

Nevertheless it was applied an observation sheet in order to recognize if the “high scores” reflect the students’ real knowledge. After observing students’ performance in their academic environment, the results are expressed as follow:

| Parameters | Almost always | Sometimes | Rarely | Never |
|--------------------------------------------------------------------------------------------------------|--------------------------|------------------|---------------|--------------|
| Students use the language to ask questions, requirements, and clear doubts | | | X | |
| Students discuss possible answers about the topic, interact, and have an active role during the class. | | X | | |
| Students are able to communicate in English | | | X | |
| Students take notes during the class | | | | X |
| Students use their knowledge to help and support each other. | | | X | |
| Students are able to develop the four skills of the English language. | | | X | |
| Students are able to clear their doubts through feedback. | | X | | |
| Students are able to answer the teacher’s questions effectively | | X | | |
| They worry about the final tests because of their grades. | X | | | |
| Students prefer to copy the tasks, homework, and exercises to get good marks | X | | | |

After understanding the aspects, it is obvious that students' performance is not reflected by the "grades" they got. Due to the fact that teachers and students are concerned to fulfill the standards of qualification instead of focusing of promoting real learning outcomes. Therefore, students are not able to produce the language; neither to communicate nor develop their English proficiency.

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

- **CONCLUSIONS**

- ✓ Formative assessment is not being performed in an effective way, since teachers' are concerned on assigning grades without fostering students' meaningful language learning.
- ✓ Summative assessment is focused on assigning grades to students, to categorize them in "good" or "bad" learners due to the "numbers" they got.
- ✓ Students' real language competence or capabilities are not shown by the school grade records, since most of students get good grades, nevertheless, they are not able to produce the language.

- **RECOMMENDATIONS**

- ✓ Different ways to assess formatively students should be bear in mind to evaluate students' performance as a whole, not only focused on grades.
- ✓ Something important that should take into account that even when summative assessment is focused on assigning a "number" to qualify students' performance, they are not exactly what their grades show.
- ✓ The institution authorities must provide training to teachers concerning to how to apply effectively summative and formative assessment in order to improve students' language competence, since their grades does nor fit with their real English performance.

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ANNEXES



UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y
TECNOLOGÍAS
CARRERA DE IDIOMAS

OBSERVATION GUIDE

Objective: To find out how formative and summative assessment are used.

Instruction: Tick the statements that best fits your opinion.

| Parameters | Usually | Sometimes | Rarely | Seldom |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|-----------|--------|--------|
| Formative Assessment | | | | |
| The teacher gives regular constructive feedback students' learning and understanding. | | | | |
| The teacher designs small classroom experiments that provide students information about how they learn and how they respond to particular teaching approaches. | | | | |
| The teacher feedbacks students on what, how much, and how well they are learning. | | | | |
| The teacher fosters students to reflect on and monitor their own learning processes through feedback. | | | | |
| The teacher considers that assessment is an effective way to reinforce students' abilities to take ownership of their learning. | | | | |
| With the information gotten from assessment, the teacher adjusts her teaching strategies in order to help students overcome their academic weaknesses. | | | | |
| The teacher assigns a grade to formative assessment. | | | | |
| To assess students formatively the teacher uses strategies such as Observations during in-class activities, Reflection journals, Question and answer sessions, Conferences between the | | | | |

| | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|
| instructor and student, teacher and Student feedback. | | | | |
| The teacher uses the assessment results to refocus her teaching practice and to help students make their learning more efficient and more effective. | | | | |
| Summative Assessment | | | | |
| The teacher applies summative assessment periodically to determine what students know and do not know at a particular point in time. | | | | |
| The teacher applies summative assessment just at the end of an academic term to determine what students know and do not know at a particular point in time. | | | | |
| The teacher considers that grades are the principal outcome of summative assessment. | | | | |
| The teacher considers that summative assessment determines whether students have an acceptable level of knowledge to be promoted to the next academic level. | | | | |
| The teacher believes that summative assessment constitutes only one of the factors that determine the effectiveness of programs, school improvement goals, alignment of curriculum, or student placement in specific programs. | | | | |
| For grading students, the teacher uses summative assessment strategies such as Regular class examinations, Final examination, Term papers assessment, Projects, Portfolios, Performances, Student evaluation of the course. | | | | |
| For grading students the teacher only considers homework and final tests. | | | | |



UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y
TECNOLOGÍAS
CARRERA DE IDIOMAS

OBSERVATION GUIDE

Objective: To contrast the students' level in the use of English with their school-grades.

Instruction: Tick the statements that best fits your opinion.

| Parameters | Almost always | Sometime | Rarely | Seldom |
|--------------------------------------------------------------------------------------------------------|------------------|----------|--------|--------|
| Students use the language to ask questions, requirements, and clear doubts | | | | |
| Students discuss possible answers about the topic, interact, and have an active role during the class. | | | | |
| Students are able to communicate in English | | | | |
| Students take notes during the class | | | | |
| Students use their knowledge to help and support each other | | | | |
| Students are able to develop the four skills of the English language | | | | |
| Students are able to clear their doubts through feedback | | | | |
| Students are able to answer the teacher's questions effectively | | | | |
| They worry about the final tests because of their grades. | | | | |
| Students always copy the tasks, homework, and exercises of to get good marks | | | | |