



ESPE
UNIVERSIDAD DE LAS FUERZAS ARMADAS
INNOVACIÓN PARA LA EXCELENCIA

DEPARTMENT OF LANGUAGES

APPLIED LINGUISTICS IN ENGLISH CAREER

DISTANCE LEARNING EDUCATION

RESEARCH PROJECT

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THEME:

“THE USE OF THE ASSESSMENT PORTFOLIO TO PROMOTE THE 21ST CENTURY SKILLS (COLLABORATION, COMMUNICATION AND CRITICAL THINKING) FOCUSED ON WRITING IN THE STUDENTS OF SECOND YEAR OF BACHILLERATO DEGREE AT “ECOLÓGICO TRILINGÜE GONZALO RUALES BENALCÁZAR” HIGH SCHOOL DURING THE SCHOOL YEAR 2013 - 2014.”

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SANGOLQUI, AUGUST 2014

APROVAL SHEET

We, Mg. María Teresa Llumiquinga, Director and Mg. Rocío Ortega Co-director, duly certify that the thesis under the title: **“THE USE OF THE ASSESSMENT PORTFOLIO TO PROMOTE THE 21ST CENTURY SKILLS (COLLABORATION, COMMUNICATION AND CRITICAL THINKING) FOCUSED ON WRITING IN THE STUDENTS OF SECOND YEAR OF BACHILLERATO DEGREE AT “ECOLÓGICO TRILINGÜE GONZALO RUALES BENALCÁZAR” HIGH SCHOOL DURING THE SCHOOL YEAR 2013 - 2014.”** was carried out by Valeria Pilar Caizaluisa Cárdenas, and Gabriela Cristina Sánchez Bastidas, and has been reviewed and analyzed, and consequently its presentation is authorized as a legal document in order to get their Undergraduate Degree.

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RESEARCH STATEMENT

We, VALERIA PILLAR CAIZALUISA CARDENAS and GABRIELA CRISTINA SÁNCHEZ BASTIDAS

Declare that:

The research project **“THE USE OF THE ASSESSMENT PORTFOLIO TO PROMOTE THE 21ST CENTURY SKILLS (COLLABORATION, COMMUNICATION AND CRITICAL THINKING) FOCUSED ON WRITING IN THE STUDENTS OF SECOND YEAR OF BACHILLERATO DEGREE AT “ECOLÓGICO TRILINGÜE GONZALO RUALES BENALCÁZAR” HIGH SCHOOL DURING THE SCHOOL YEAR 2013 - 2014”**, has been developed based on an exhaustive investigation respecting the intellectual property.

The description of ideas, concepts, procedures, and results, on this research are under exclusive responsibility of the authors.

Sangolquí, August 2014

VALERIA CAIZALUISA

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AUTHORIZATION

We, VALERIA PILLAR CAIZALUISA CARDENAS and GABRIELA CRISTINA SÁNCHEZ BASTIDAS authorize at the ESPE-UNIVERSITY OF ARMED FORCES the publishing of our research project under the title: **"THE USE OF THE ASSESSMENT PORTFOLIO TO PROMOTE THE 21ST CENTURY SKILLS (COLLABORATION, COMMUNICATION AND CRITICAL THINKING) FOCUSED ON WRITING IN THE STUDENTS OF SECOND YEAR OF BACHILLERATO DEGREE AT "ECOLÓGICO TRILINGÜE GONZALO RUALES BENALCÁZAR" HIGH SCHOOL DURING THE SCHOOL YEAR 2013-2014"**, on the virtual library.

Sangolquí, August 2014

VALERIA CAIZALUISA

GABRIELA SÁNCHEZ

DEDICATION

This work is dedicated, first to God Who has blessed us, all the time, has clarified our mind, and has lightened up our life every day. We also dedicate it to our family who has always stood by us and supported us with their understanding and love.

Valeria & Gabby

ACKNOWLEDGEMENT

Our thankfulness is to God for His love and blessings, for providing us with health and strength to overcome all everyday difficulties until this research came to the end. Sincere thanks are to our family, especially our parents, who were our inspiration in the pursuit of this academic work, who have motivated us to conclude this degree and achieve our professional goals.

We would also like to express our deepest gratitude to our thesis advisors, Mg. María Teresa Llumiquinga, Director and Mg. Rocío Ortega, Co-director, for their dedicated and invaluable guide during the development of this inquiry.

We wish to thank to Mg. Paola Ruales Principal of “Ecológico Trilingüe Gonzalo Ruales Benalcázar” high school for allowing us to collect the necessary information to develop this study.

Our immense recognition is also to the students who participated in this investigation with enthusiasm and collaborative spirit, and encouraged us to conclude it.

Valeria & Gabby

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SUMMARY

This research was carried out in order to promote the use of the assessment portfolio to develop the 21st century skills (collaboration, communication and critical thinking) focused on writing among the students of “Ecológico Trilingüe Gonzalo Ruales Benalcázar” high school located in Conocoto in the period September 2013- January 2014. After making a previous diagnosis of the advance of these students in the subject of English, it was found out that they were involved in a very monotonous learning English process with a minimum of participation, not any practice of collaborative work, or critical thinking and what is worse, Spanish translation was used when using their English in class. This study focuses on the elements that will help overcome the mentioned problems through the application of portfolio as a technique to improve the writing skill and as a link to explore the skills of 21st century (collaboration, communication and critical thinking). A survey to teachers and students was applied and a control and Experimental groups were chosen at random. On the whole, the use of portfolio will help overcome the lack of reasoning and passiveness of the students in class and it will allow teachers to evaluate and create a dynamic and funny environment in the language learning class. It will also link up to the philosophy of the school which is to provide to our society positive, reflective and critical leaders, formed with solid values.

Keywords:

Assessment portfolio

Collaboration

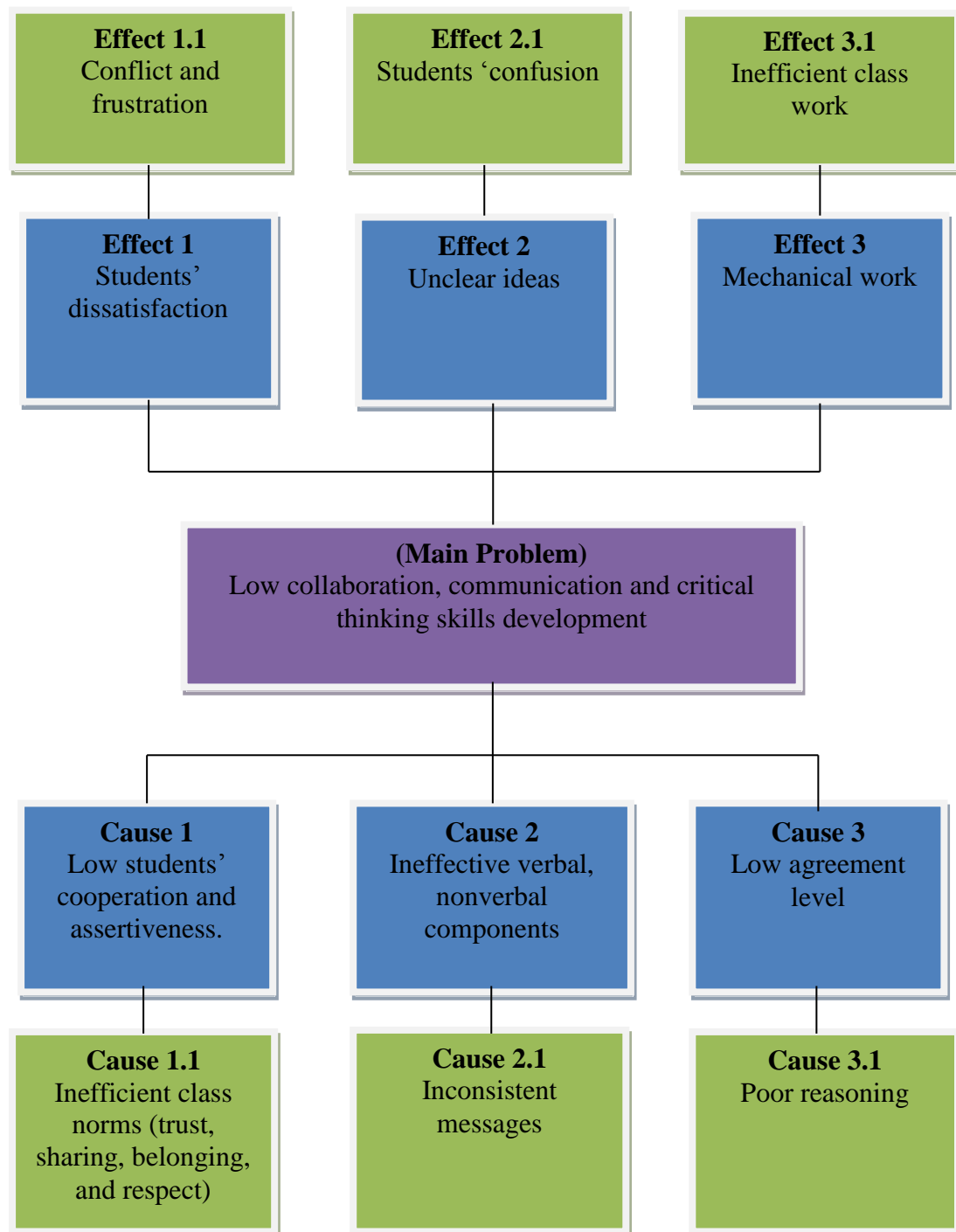
Communication

Critical thinking

PART ONE

RESEARCH PROBLEM

Problem Identification



Problem setting

During the process of learning, students go through many challenges and difficulties such as the lack of relationship between what they learn and what they do or think. This fact has become them into passive actors of their own education, accepting everything that teacher states. Students do not have arguments to discuss a topic or demonstrate their agreement or disagreement. They are not familiarized in the group or collaborative work which permits them to interact with their peers' points of view. This is because they have not developed a way of communicating their ideas and thoughts accurately. Most of them just accept what teachers or instructors say without any rejection. Another critical issue is the lack of support on their learning. In other words students are not able to apply their academic instruction in their everyday life. One of the causes of these problems is also linked to the absence of effective writing skills, which blocks their minds while trying to express their ideas clearly; if a student has a good oral communication, s/he will consequently have a good written one.

Nowadays, education is guiding students through new ways and new paths in their process of learning. One of the areas which are mostly taking into consideration in these educational changes is the form of assessment. In addition, a very practical and useful tool that is related to the monitoring of students' learning is: *portfolio*.

This way of assessment has many benefits and covers many aspects in education, as for example, it supports instructional goals in written tasks; it makes students reflect on their change and growth over a period of time; and last but not least, it encourages students, teachers, and parents' reflection.

The use of portfolio also involves an interaction among learners, materials, teachers and context. What it is worth to mention is that it promotes an effective communication and collaboration among teachers and students. Moreover, involving students in these real world tasks assist them to become knowledgeable, strategic, self-determined, and empathetic.

Variables working out

Independent variable

- The use of assessment portfolio

Dependent variable

- The development of the 21st century skills (collaboration, communication and critical thinking)

Relation variables

- “The use of the assessment portfolio to develop the 21st century skills (collaboration, communication and critical thinking)

Chart 1: Shows the Variable Matrix

VARIABLES WORKING OUT MATRIX			
VARIABLE	CONCEPTUAL DEFINITION	DIMENSIONS	SUBDIMENSIONS
The use of the assessment portfolio	Assessment Portfolio.- It is a tool that helps students and teachers to work together toward specific outcomes.	Assessment Portfolio	Rationale of writing assessment
			Defining writing portfolios
			Features of assessment portfolio in writing
		Assessment Portfolio as an instrument in writing	Motivation in assessment portfolio
			Assessment Portfolio content
			Assessment portfolio physical structure

CONTINUE 

21st century skills (collaboration, communication and critical thinking)	Skill:- It refers to the ability and capacity acquired through systematic and sustained effort to carry out complex activities or job functions involving ideas, things and/or people	21st century skills	Collaboration
			Communication
			Critical thinking
Use of the assessment portfolio to promote the 21st century skills	Assessment portfolio: It describes a collection of a student's work collected over time. 21st Century Skills.- It helps shape and refine teaching English using communication, collaboration, and critical thinking skills	Writing components	Content
			Form
			Grammar
			Style
			Mechanics

Objetives

General

- To use the assessment portfolio in order to students can examine their own progress by promoting the 21st century skills (collaboration, communication and critical thinking)

Specific

- To develop the writing skill in a conscious way.
- To create a plan on how to design an assessment portfolio.
- To provide evidence and demonstrate what a student knows and how s/he uses his/her knowledge.

Justification

As it is known today's world needs the best preparation of the students in English Language teaching and learning. The comprehension and understanding of the language is very important when the students learn a target one. In English language there are different skills that each student or learner needs to domain within

the process of learning which will also help to improve their knowledge. The four skills, Listening, Reading, Speaking, and Writing need to be constantly monitored. Then, it is worth to apply an Assessment Portfolio because it allows teachers to witness students' achievements in ways that standardized testing often cannot, such as the development of skills and strategies, and the cognitive process. Students are encouraged to keep a journal about their work in their portfolios, to choose work that shows evidence of their progress, and to have periodic conferences with the teacher to discuss the contents of their portfolios. Therefore, portfolios also stimulate students to become partners in their academic success.

The beneficiaries will be the students attending the senior year of high school at “Ecológico Trilingüe Gonzalo Ruales Benalcázar”, and the teacher.

PART TWO

TEORETHICAL FRAME

Theoretical and Conceptual Focus

A portfolio is focused on a group of students where their efforts, progress, and achievements are developed in one or more areas of the syllabus. The main characteristics of the portfolio must be the students' participation in selecting contents, criteria for selection, and evidence of a student's self-reflection.

In contrast, an assessment portfolio should represent a compilation of students' best work or best efforts, student-selected samples of work experiences related to outcomes being assessed.

The 21st century, skills should be applied in the classroom to improve the student's learning; in this case we are going to focus on the ways of thinking, such as critical thinking and in the ways of working with peers and teacher such as communication and collaboration.

Critical thinking skill

Critical thinking refers making logical judgments. So, the student should use criteria to judge the quality of something, to get a conclusion of a research paper. In essence, critical thinking is an organized manner of thought that a student uses to assess the validity of something: a statement, news story, argument, research, etc

Collaboration skill

A collaboration skill is the ability that allows to students work effectively in different groups. In this way, they are committed to achieve a common goal.

The students can explore their differences and search for solutions that go beyond their own limited visions.

Communication skill

Communication means exchange information between individuals. It is much more than words going from one person's mouth to another's ear. In other words it is a set of skills that enables a person to express information so that it is received and understood.

Structure

CHAPTER I

THE USE OF THE ASSESSMENT PORTFOLIO

Assessment Portfolio

Rationale of writing assessment

Defining writing portfolios

Features of assessment portfolio in writing

Assessment Portfolio as an instrument in writing

Motivation in assessment portfolio

Assessment Portfolio content

Assessment portfolio physical structure

CHAPTER II
21ST CENTURY SKILLS (COLLABORATION, COMMUNICATION,
CRITICAL THINKING)

21st century skills

Collaboration

Communication

Critical thinking

CHAPTER III
USE OF THE ASSESSMENT PORTFOLIO TO PROMOTE THE 21ST
CENTURY SKILLS (COLLABORATION, COMMUNICATION AND
CRITICAL THINKING

Writing Components

Content

Form

Grammar

Style

Mechanics

Hypothesis system

Working Hypothesis

H1: There is a positive influence in the use of the assessment portfolio to promote the 21st century skills (collaboration, communication and critical thinking)

Null Hypothesis

H0: There is not any correlation between the use of the assessment portfolio to promote the 21st century skills (collaboration, communication and critical thinking)

CHAPTER I

THE USE OF THE ASSESSMENT PORTFOLIO

Assessment Portfolio

Rationale of writing assessment

The portfolio concept has been used by professionals in literature, architecture, photography, journalism and advertising, responding to the need of showing evidences, which allows measure knowledge and basic abilities by means of a collection of works.

According to Belanoff and Dickson, 1991; Hamp-Lyons, 2003 since early 1980s Assessment Portfolio has grown as answer to the clamor for an innovative and authentic way to evaluate student's growth and development. An Assessment Portfolio focuses on the compilation of student work, which exhibits the students' efforts, development and achievements in different areas.

Defining writing portfolio

A writing assessment portfolio is more than a folder, it is a set of class works in printed or electronic form, it means an opportunity to assess the student's performance individually, and demonstrate their improvement and achievements. To elaborate writing portfolio involves collecting all written material, organizing it in an adequate and attractive way.

The high work in progress, ownership of writing, growth in learning and capacity of self-evaluation make the difference in a portfolio, because, it puts emphasis on revision and reflection by means of cognitive and meta-cognitive

strategies in writing, also it requires productive interaction and negotiations between the student and teacher.

The main purpose of a writing assessment portfolio, according to Paulson & Meyer, 1991, is to document the student's ongoing learning. The items in the portfolio must be designed to obtain the knowledge and skills specified in the outcomes, for example essential knowledge, communication, thinking skills, emotional intelligence, and life planning; these items must be done specifying precisely what students must do and how well they must do it.

Writing assessment portfolios may be used to demonstrate mastery in any curricular area. They may last any period, from one unit to all the units in a whole. In addition, they may be dedicated to one subject or many subjects, for this reason, the first step to plan a writing Assessment Portfolio , is to determine the purpose, because it involves decision on what we need to measure, and why we need to do this measurement. The objective of the portfolio is the base of the present, so it should be specific. The portfolio purpose and objectives should be clearly stated and shared with students when they are introduced at the beginning of a period.

In other words, the creation of a writing portfolio allows the students to show their learning and progress, by participating actively and independently in each phase.

Features of assessment portfolio

Assessment Portfolio is a type of evaluation, which is carried out by students together with their teacher. Teacher guides in the planning, execution and evaluation of the evidence showed in a portfolio.

- Assessment Portfolio shows a selection of works samples, which reflects students achievements
- Assessment Portfolio emphasizes upon students' performance-based learning experiences as well as their acquisition of key knowledge, skills, and attitudes
- Assessment Portfolio is a reflective tool, it allows the storage and preservation of the evidence
- The criterion for selecting and assessing the portfolio contents is clear for the teacher and student.
- Its content is authentic and contains a representative objective.

Assessment Portfolio as an instrument in writing

Motivation in assessment portfolio

Motivation in this investigation will be very important because it helps each student to define their development, selection, direction, and continuity of behavior. Initially, the motivation in assessment portfolio will have two important aspects which help the students develop and create a good environment in their process. Firstly, motivation will be related to self-esteem. It is very important, because the students try to develop a positive image of themselves as language learners and create feelings of success, not failure. Secondly, motivation will be related to a sense

of being in self control in which the students will be involved in making decisions over the academic tasks what they are doing.

Assessment Portfolio content

A portfolio has a high content validity; it should be developed for a specific group of students. It should look always to a purpose and one specific objective; it should be analyzed for a proper coexistence within the class, too.

The content is important because it reflects results from activities based on instructions, select categories of samples that allow the integration between the portfolio's proposal and the main objective.

Teacher and/or student will decide the portfolio content, so the goals of the Assessment Portfolio will be determined. It is important to say that the students will develop what they can do and not what they know to be able to provide evidence of learning. On the other hand, the teacher will decide what types of student's works will be included. To do this, the first step is evaluating available resources and assessing the current class work. The second step is setting guidelines so the portfolio contents can meet objectives and it will give students the opportunity to demonstrate their progress in learning.

Teachers and students should answer some questions about their age, previous experience and the portfolio's purpose before they continue with the portfolio content. Even if students are primarily responsible for selecting contents, it will be helpful to provide guidelines about the nature of the works to be included:

- Students and teachers will make a commitment to decide together what to include with nonrestrictive guidelines.
- Another approach is to give students some restrictions and include student's explanations of the choices.
- Questions about the number of samples also need to be answered.
- The fewest number of samples will be contained in an evaluation portfolio, in which only samples that illustrate final performance will be included.

Assessment portfolio physical structure

Assessment Portfolio is a compilation of evidence that is collected to evaluate learning reached over time and demonstrate learner's abilities, so it requires an organized presentation. However, an Assessment Portfolio can contain many different forms of assessment as it is a collection of student's work; it is also sometimes followed by an oral assessment; which there should be a balance between assigned pieces and student-selected pieces. Students need enough similar information between portfolios to evaluate them objectively, but students need enough freedom to choose pieces and presentation that there is a sense of ownership, too. Individual creativity will be lost if students requirements are too structured. The compromise among educators is that a minimum of 4 and maximum of 8 – 10 pieces of evidence are required to give a meaningful picture of a student's performance.

CHAPTER II

21ST CENTURY SKILLS:

COLLABORATION, COMMUNICATION, CRITICAL THINKING

21st century skills

Nowadays, students need 21st century knowledge and skills to succeed in life; but, there is a deep gap between knowledge and skills that most students learn and knowledge and skills that they need in 21st century. To face this important problem it is necessary to create real classroom environments.

In 21st century, education does not only mean to evaluate students and fill a test, it is linked to develop important skills such as critical thinking, communication, collaboration, and creativity. Teachers are responsible of educating students to be successful. This important role intends to prepare students for technological, cultural, economic, informational, and demographic changes. In contrast, the main objective is to create a new generation of learners who think creatively to solve problems and who collaborate with others and have an effective communication.

Collaboration

Today, collaboration has been accepted as an indispensable skill to get effective results, in the past it was considered as not important skill. The ability to work effectively with other teams is helpful and necessary, it helps achieve a common goal, solve problems, and create things and products. But, it requires cooperation and commitment. Collaboration implies to interact with others who are fostered with kindness and courtesy, but it should always respect other's opinions and ideas.

It is a benefit based on the learning process; it explores the role of the teacher in detail. It considers teacher as an active part and the support in the construction of knowledge. “Effective collaboration is not just about sharing information; it is also about creating a new knowledge and understandings. Working together, students often develop better solutions, create new ideas, and think more critically about an issue or concept. The quality of a group’s work is influenced by the collaboration skills the members bring to the group”. Beers, S. (2011)

As Van Boxtel, et al. (2000) explains, collaboration allows students to provide explanations of their understanding elaborate and reorganize their knowledge. This skill stimulates student’s knowledge as group and improves his/her comprehension of concepts. “Collaboration is sometimes distinguished from cooperative learning in that cooperation is typically accomplished through the division of labor, with each person responsible for some portion of the problem solving. Collaboration, on the other hand, involves participants working together on the same task, rather than in parallel on separate portions of the task”.

Human resources

Teachers are considered as an important resource in the learning process. The teachers together with the students are the most important resource available. Students are an essential resource for others, because some know more than others. This fact allows to work together to achieve the goal.

Once introduced the collaborative working in class, the teacher is responsible to monitor the work, take part in it, provide help, and make a customized approach. To

develop collaborative skills is a potential tool in classes because, it changes the nature of classroom relationships, making them more productive, more effective as far as learning is concerned and ultimately more rewarding for both teachers and students.

Collaboration skill must be learned in a formal way. The collaborative learning has not been a norm in class, however today students should be prepared for this new approach. “As a result of students’ collaborative work, the group can generate more knowledge, making collaboration a key ingredient to student success in today’s global society”

Benefits of collaboration in the classroom

- Students generally are willing to interact with their peers. If interactions are not sanctioned but are efficiently valued, the occurrence of 'negative interactions' should be reduced.
- Individual attention and customized feedback is more feasible.
- The effective development of collaborative approach shows improvement in the relationship between students and teacher.
- Combining abilities during the class is easier because learning becomes more flexible, students can learn from other or with the help of others.
- Collaboration may be a source of stimulation and creativity.
- It promotes students-faculty interaction and familiarity.

- It increases students' retention and build self-esteem.
- It enhances students' satisfaction with learning experience and promotes a positive attitude
- It develops communication skills, and promotes positive relationship generating a better performance.

Finally, the collaboration skill allows acquiring responsibility in each student and it encourages them to work in class and contributes to develop competences.

Communication

The communicative skills such as: expressing thoughts clearly, articulate opinions accurately, communicate logical instructions, and motivate others through powerful speech, have always been valued every day. However, in the 21st century, these skills have been increased in importance and are considered as elemental strategies when teaching.

Communication can be defined in many ways: It is a set of skills that allow convey information through the exchange of thoughts, by means of speech, visuals, signals, or writing. Communication comes from the Latin word "communis" and means to share. A sender, message, and a receiver, are the elements that takes place in a process of communication, the receiver does not need to be present, though. It means that communication may occur no matter distances, time or space. The main requirement is that the elements who participate in a communication process may share a common area; then, the whole process is completed once the receiver has understood the message of the sender.

A good communication implies not only the way of articulating thoughts and ideas efficiently using oral, written and nonverbal communication skills, but also it has to see with listening effectively and interpreting the meaning that the speaker is sending, they both are important parts of this process. Taking this as a reference, it is easy to infer the great importance of communication in class; it is really essential academic tool, because it permits achieving the purposes of learning properly.

A healthy communication is a way of being together, it allows each student to express his/her needs and wants to others; it can be considered as a bridge because it connects people by creating a crossway between them. It is important to remember that communication begins, not with transmission, but with reception. In addition, in order to receive it, it is essential to consider three things: pay attention, to understand, and what understand in context. Although improving communication is considered very important in 21st century, it is necessary to find the best communication form. According to Dixit J.B. and Kumar Raj “The single most important interpersonal skill for an analyst, as well as for any professional, it is the ability to communicate clearly and effectively with others. Communication takes many forms from writing (memos, reports) to verbal (phone calls, face to face conversations) to visual (presentation slides, diagrams). So professionals must be able to master as many forms of communication as possible.

In terms of teaching, communicative language teaching method provides activities that engage learners in authentic and functional communication, which encourages to social interaction activities, such as conversation, discussion sessions, dialogues and role plays. The main goal is to help students express their ideas in the

target language, for this reason students should know linguistic forms, meanings and functions. In this case, the teacher's role is important because he/she promotes communication in the classroom.

The main objective of communicative language teaching is to develop the communicative competence; it includes some aspects such as to know the different language's uses for different purposes and variation of it according to the setting and the audience in formal or informal way.

Critical thinking

There are many ways of interpreting what critical thinking means. It starts with the last stages of Bloom's taxonomy which refer to analysis, synthesis, and evaluation. Some experts as for instance Chance (1986) says that "Critical thinking is the ability to analyze facts, generate and organize ideas, defend opinions, make comparisons, draw inferences, evaluate arguments, and solve problems." In other words, since students know how to identify their problems regarding their education, and they can also analyze them, these students will be able to solve those problems using critical thinking; it means that critical thinking helps students to become into autonomous thinkers who cannot be easily manipulated. Critical thinking is reasonable and rational, the thinkers do not jump to conclusions, and they are trained to collect data, consider the facts, examine, analyze and think about the theme. It is also reflective and it inspires an attitude of inquiry. A concern raises here and it is about the way of promoting critical thinking in class for students become into critics. The best way according to Carr (1988) is that, it must be to integrate it as a subject in the institutional syllabus, and as a result, applied it in everyday class activity.

The task seems not to be easy as nowadays, education is based on memorization, generally. This fact falls into a big problem which is the lack of ability of some students to think analytically and critically. This ability that leads students to be successful in life is directly related to the ability to solve the problems. In this process of solving problems, the students use the main characteristics of critical thinking, which involves asking questions, defining a problem, examining evidence, analyzing assumptions, avoiding emotional reasoning, avoiding generalization, and considering other interpretations.

A thinking step of brain, closely related to critical thinking (according to some experts) is metacognition. Metacognition is thinking about one's own thinking. More specifically, "Metacognition is being aware of one's thinking as one performs specific tasks and then using this awareness to control what one is doing" (Jones & Ratcliff, 1993).

According to cognitive psychologists, critical thinking is "the use of those cognitive skills or strategies that increase the probability of a desirable outcome".

CHAPTER III

USE OF THE ASSESSMENT PORTFOLIO TO PROMOTE THE 21ST CENTURY SKILLS (COLLABORATION, COMMUNICATION AND CRITICAL THINKING

Writing Components

Nowadays, the English Language Learning focuses on the development of skills such as listening, speaking, reading and writing. In this research, students will know about writing skills to develop a portfolio because, it is an important part of communication, and allow communicate ideas and messages with clarity.

Writing skill is developed in all areas of studying and learning. The reason why writing is especially demanding is that it forces a very deep and powerful type of learning to take place. When making the effort to use the ideas of the subject that someone studies and says something, it demonstrates learning. The ideas only become a functioning part of thinking processes which should be used to reinforce the learning in written exercises.

In writing process there are five general components which will be analyzed during this process.

Content

The first step in writing learning is how to define and develops an important main idea which should be supported with interesting and relevant details. Then it has to demonstrate a clear and consistent sense of purpose using "showing" or

"descriptive" details. However, it is important to produce writing that displays insight, knowledge, experience, and depth of thought but in some cases it can be able to occasionally include something unusual or unexpected that will be appropriate and effective. Finally, writing must have sense and an organizational structure.

Form

The second step is learning how to organize the ideas in a correct way. The students must choose organizational structure based on structure of own ideas and use authentic organizational structures, in which they must avoid inauthentic "recipe" and "fill-in" approaches. Then, they must create effective beginnings that catch the audience's attention and make them want to read more and endings must be finished effectively so the audience can have something to think about. In contrast, these ones must determine sequencing based on the logical progression of ideas and the needs of the audience. Finally, students will produce easy writing in which the audience will understand from section to section and spends the right amount of time on each part.

Grammar

According to Robert Lowth, "Grammar is the art of rightly expressing our thoughts by words". "The principal design of a grammar of any language is to teach us to express ourselves properly in that language; and to enable us to judge of every phrase and form of construction, whether it may be right or not"

In contrast, this is the third step which the students need to study grammar, which is the system of a language. It is important to think about grammar as something that can help students. It is also essential to understand grammar (or

system) of a language, because it allows to understand many things without having to ask a teacher or look up in a book. Moreover, grammar has taken different position from a central role to staying in the background all through. It refers to its position, approaches, methods, and techniques.

Grammar is also important because it provides a window into the human mind and into his or her amazingly complex mental capacity. Frequently students relate grammar with errors and correctness, and however it helps to do sentences and paragraphs in a clear, interesting and precise way.

In addition, students who have a basic knowledge of grammar may use a simple language, but to communicate it in an effective manner and accurately, they will look for a greater depth of understanding that the study of grammar will provide them.

Style

In writing process, in the fourth step the students must learn how to develop style in their writing. The students need to choose the best words which should have a rich colorful, precise language that communicates not just in a functional way, but also in a way that moves and trains the reader. Then it is important to choose a strong word which should be characterized by the skill to use everyday words well to clarify and expand ideas and move the reader to a new vision of things.

Mechanics

In this process fifth step is called conventions; which are the mechanical correctness like, spelling, grammar and usage, paragraphing, use of capitals, and punctuation.

PART THREE

METHODOLOGICAL DESIGN

Research type and design

This research is applied, descriptive and of field. The technique for collecting data is the survey. The study is qualitative, quantitative and quasi-experimental.

The research is “qualitative” type because it lets us analyze the data collected from the pre-test and post-test.

According to the variables: independent (The use of the assessment portfolio), dependent one (21st century skills -collaboration, communication and critical thinking) and the characteristics of the experiment and control group this research is “quasi-experimental”

This research is descriptive for the following reasons:

1. It describes data and characteristics about the population or phenomenon being studied. Descriptive research answers the questions about (*who, what, where, when* and *how...*) the problem occurs.
2. It seeks to analyze situations that are happening around the writing skill using the Assessment Portfolio as an evaluation tool.
3. This type of study also allows analyzing the independent and dependent variables correctly to provide a clear description of the phenomenon.

This research is also applied because it allows introducing the required knowledge to solve the problem, using communication, collaboration and critical thinking to improve writing skill in the classroom.

Finally, this research is of field because the information was obtained using a survey. It also involved some methods such as direct observation, participation in the life of the group, collective discussions, analyses of writings produced by the group, and the final work analysis.

Research method

This research has a hypothetic-deductive method because it was set a hypothesis, (There is a positive influence in the use of the assessment portfolio to promote the 21st century skills (collaboration, communication and critical thinking)).

It allowed carrying out a complete analysis about the problem and proving the hypothesis experimentally.

Population and sample

Population

The research was applied in two groups, the population of the first group was 16 students which were called Control Group (CG) and the second group was 14 students which were called Experimental Group (EG).

The population which participated in this research was chosen at random. The students from the second year of bachillerato ensure the validity of the research because they matched the same characteristics.

Sample

The total population was 30 students of the second year of bachillerato degree at “Ecológico Trilingüe Gonzalo Ruales Benalcázar”.

Chart 2: Shows the sample

SAMPLE		
GROUPS	COURSE	N° STUDENTS
Control group	2 nd Bach. “A”	16
Experimental group	2 nd Bach. “B”	14

Research Procedure

During the experimental part the research was developed as in the next chart.

Chart 3: Shows the research procedure

COURSE	PRE-TEST	EXPERIMENTAL	POST-TEST
2 nd Bach. “A”	Pt”A” ₁	-	Pot”A” ₂
2 nd Bach. “B”	Pt”B” ₁	√	Pot”B” ₂
2 nd Bach. “A”	Control group		
2 nd Bach. “B”	Experimental group		
Pt”A” ₁	Pre-test or former data collection - control group		
Pt”B” ₁	Pre-test or former data collection - experimental group		
-	Absent of experiment		
√	Experiment		
Pot”A” ₂	Post-test or later data collection – control group		
Pot”B” ₂	Post-test or later data collection – experimental group		

As soon as the groups were designed, the pre-test was applied; then the 2nd Bach. “B” received the experiment and the 2nd Bach. “A” did not. Finally, the post-test was applied to both groups.

The pre-test (Pt”A”₁, Pt”B”₁) was the most important tool to obtain the first data about 21st century skills (communication, collaboration and critical thinking) “Dependent Variable”.

The post-test (Pot”A”₂, Pot”B”₂) contributed to know which were the results after the application of Assessment Portfolio as an evaluation tool “Independent Variable” to the Experimental Group(2nd Bach. “B”).

Three stages were necessary to collect the information:

Chart 4: Shows the stages to collect information

Stage 1	Pre-test to (Pt”A”₁, Pt”B”₁)
Stage 2	Application of the Assessment Portfolio
Stage 3	Post-test to (Pot”A” ₂ , Pot”B” ₂)

Fielding

The field of work of this research was taken place at “Ecológico Trilingüe Gonzalo Ruales Benalcázar” high school, which is located in Conocoto. It offers services of basic and secondary education in the morning.

This research is for students between 16 and 17 years old; it was carried out during the second term of 2013-2014 school year.

Instruments for data collection

The correct data gathering is important for the analysis, interpretation of results, and hypothesis testing. For the data collection to be valid and reliable, it is important to ensure that all the data collected contribute to achieve the objectives established in the research. Besides, it is basic to describe the techniques that were used to obtain the data.

The first technique used in this research was a survey, which was well designed, analyzed, checked and tested before being applied to the control and experimental group students and the teachers about the Assessment Portfolio .

According to the author Francisco Leiva Zea a survey is a technique which will be applied to obtain thoughts and opinions to indicate how strongly they agree or disagree with a statement given. It should contain a clear language avoiding contradictions.

The second technique used in this research was the observation which consists on watching the experimental group and supervise how they develop the Assessment Portfolio using the 21st century skills (communication, collaboration and critical thinking).

As a third technique the pre and post- tests were applied to both groups. The pre-test was applied to the control and the experimental group at the beginning of the experiment; it facilitates to show the strengths and weaknesses that the students have about Assessment Portfolio and the writing skill.

The post-test was also applied to both groups at the end of the experiment; it confirmed that the experimental group improved their writing skill using the Assessment Portfolio tool.

Finally, a rubric was used as a technique to evaluate the students' writing which indicate the area in which the students definitely needed assistance to enhance their writing ability.

Data processing and analysis

Quantitative data will be tabulated and compared. Measures of descriptive statistics will be used such as percentages, mean, variance and standard deviation.

Percentages

The percentages will be presented using circular graphics which represent the data obtained and it compares the results.

Mean

In this research it is important to use the mean to calculate the arithmetic average of the data set, to do this, it is necessary to apply the next formula:

$$\mu = \frac{1}{N} \sum_{i=1}^N x_i$$

Variance

The variance provides a measure of how the data distribute itself the mean or respected value of the research.

$$\sigma^2 = \frac{1}{N} \sum_{i=1}^N (x_i - \mu)^2$$

Standard Deviation

It is the average of the squared differences from the mean.

$$\sigma = \sqrt{\sigma^2}$$

PART FOUR
(WITHIN THE RESEARCH WORK)

Testing the hypothesis

This research has two groups: the first is called Control Group (CG) and the second one is Experimental Group (EG). The experimental group was the one in which the experiment was carried out; in other words, this group was taught how to use a good assessment portfolio in order to practice communication, collaboration and critical thinking in the English class. Both groups were diagnosed by applying a survey for pre and post- tests.

**ECOLÓGICO TRILINGÜE GONZALO RUALES
BENALCÁZAR**



ENGLISH PORTFOLIO

Fabiana Estefanía Jaramillo Ochoa

Second Bachillerato “A”

TEACHERS:

Gabriela Sánchez

Valeria Caizaluisa

2013 - 2014

PASSPORT



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AUTOBIOGRAPHY

MY AUTOBIOGRAPHY

Hi all, I am Fabiana Jaramillo, but everybody loves to call me Estefa. I live in Conocoto with my parents, my mother's name is Clara Ochoa and my father's name is Vicente Jaramillo and a younger brother Joseph. I am about to be 18 years old as I was born on June 17, 1985. My birthday is coming up and I am excited about it, but hardly as much as I used to be when I was a kid. I was born in Ecuador, capital Quito. We have lived there for years.

I studied in Mejia School. My school life was awesome, just like most of us. During my childhood and up until recently, I used to go for hiking on the hills with my father and brother, while mom would stay back at home. On those days, dad would tell us about his journeys as a cloth businessman and how he set up his well to do business. I naturally became inclined towards science and engineering, but I also did not forget other subjects in the curriculum. Right now, I am pursuing a bachelor's degree in Textile engineering from the UTE University. With the skills and knowledge that I am receiving at college, I aim to take my father's business to an unprecedented height.

I am applying for Institute Scholarship because I am passionate about studies and my field of engineering. I aim to bring about a change in the clothing world, so that we have more technologically active clothes.

My family and I are a really happy family of four. Mom is very supportive and she cooks absolutely fantastic meals, although all of us know how to cook well.

WRITINGS

My dear Mrs. Gillespie,
 We are having a Christmas Party for the children at 3 p.m. next Wednesday. Could Mark and Barbara come? Our children would love to have them.
 Best regards,
 Pamela Rhodes

Dear diary,
 Following the advice of "Learn English Like You" I'm starting to write my personal diary every day because I want to improve my English writing skills. See you tomorrow...

Dear diary,
 I'm happy to write to you every day because I want to improve my English writing skills. I'm starting to write my personal diary every day because I want to improve my English writing skills. See you tomorrow...

CORRECTIONS



Dear diary,
 Following the advice of "Learn English Like You" I'm starting to write my personal diary every day because I want to improve my English writing skills. See you tomorrow...

Dear diary,
 I'm happy to write to you every day because I want to improve my English writing skills. I'm starting to write my personal diary every day because I want to improve my English writing skills. See you tomorrow...

Figure 1: Shows the structure of the content of the assessment portfolio

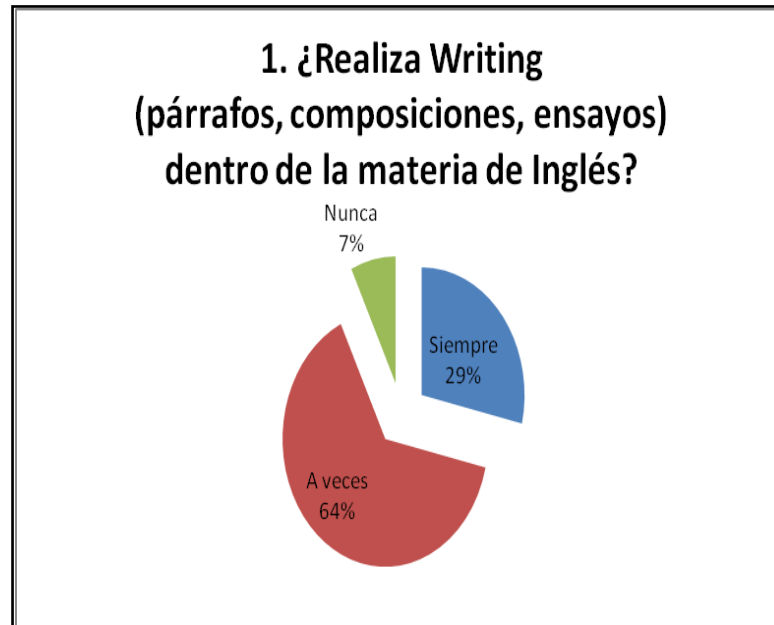
Graphical exposition of results**EXPERIMENTAL GROUP PRE-TEST**

Figure 2: Shows the interpretation of question 1-pre test EG

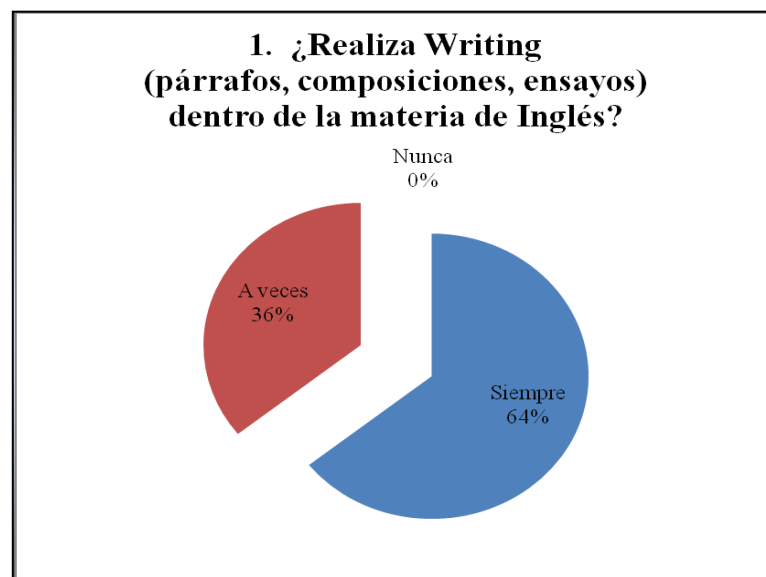
EXPERIMENTAL GROUP POST-TEST

Figure 3: Shows the interpretation of question 1-post test EG

According to the data collected, the first question in the pre-test showed that the students *sometimes* did writing activities represented by the 64% of their total classes. The 29% indicates that they *always* did writing. However, after the experiment, the result was totally different, the 64% shows that writing (paragraphs, compositions, and essays during the English classes) was *always* done in class.

EXPERIMENTAL GROUP PRE-TEST

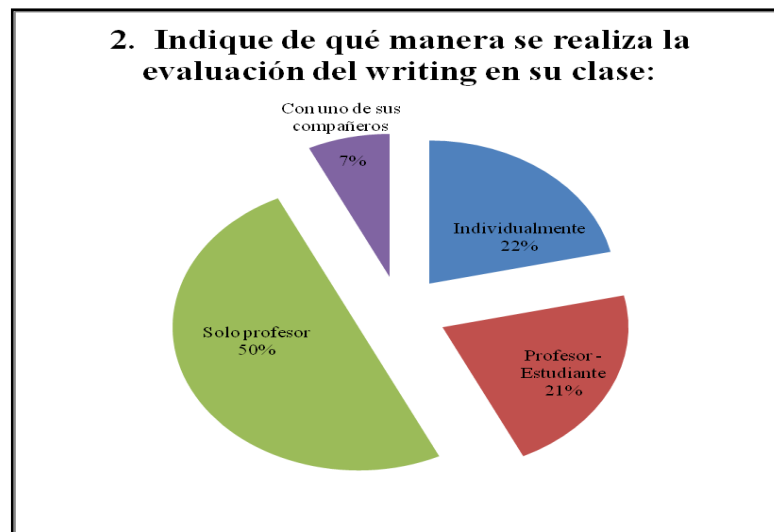


Figure 4: Shows the interpretation of question 2-pre test EG

EXPERIMENTAL GROUP POST-TEST

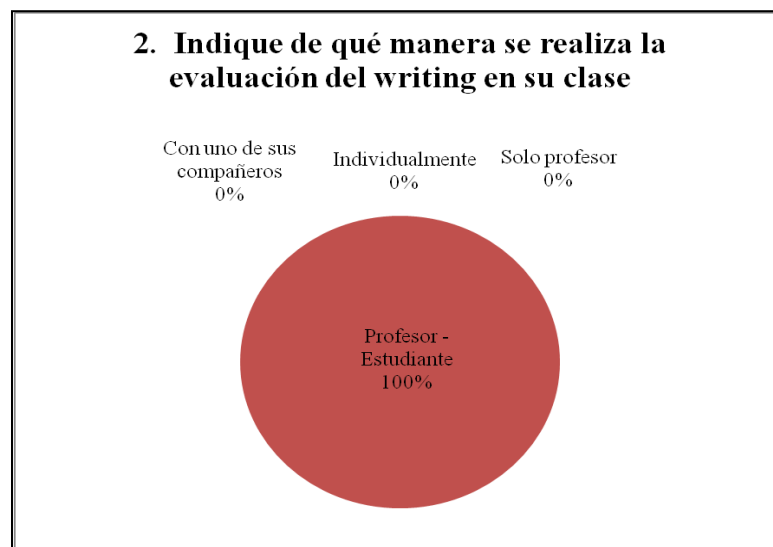


Figure 5: Shows the interpretation of question 2-post test EG

As it is represented in the pre-test graphics, in the second question the 50% of students said that only the teacher is the one who assesses writings activities. The 22% of this assessment is done individually whereas the 21% is done interactively, teacher-student. After the experiment it can be seen that the teacher and students' assessment writing was represented by the 100%. It demonstrates that this kind of assessment has notoriously increased in a correct way.

EXPERIMENTAL GROUP PRE-TEST

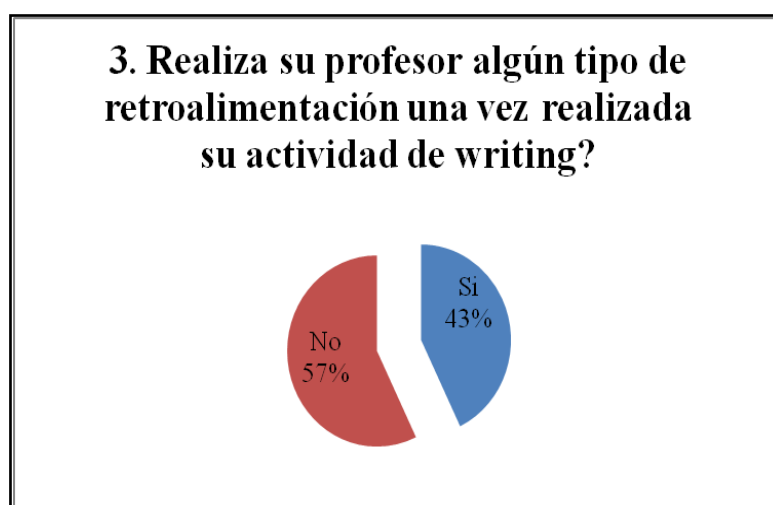


Figure 6: Shows the interpretation of question 3-pre test EG

EXPERIMENTAL GROUP POST-TEST

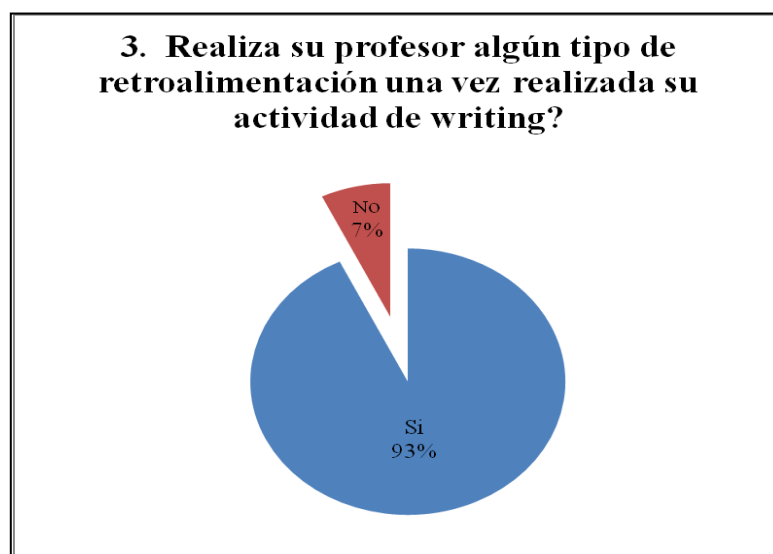


Figure 7: Shows the interpretation of question 3-post test EG

During the pre-test activity, a 57% of students said that the teacher did not perform any feedback after the students finished their writing activity and a 43% did it. But after the experiment a 93% of students said that the teacher did some kind of feedback after students finished their writing activities which means that the expectations were fulfilled. However, a 7% of students say that the teacher does not do any feedback.

EXPERIMENTAL GROUP PRE-TEST



Figure 8: Shows the interpretation of question 4-pre test EG

EXPERIMENTAL GROUP POST-TEST

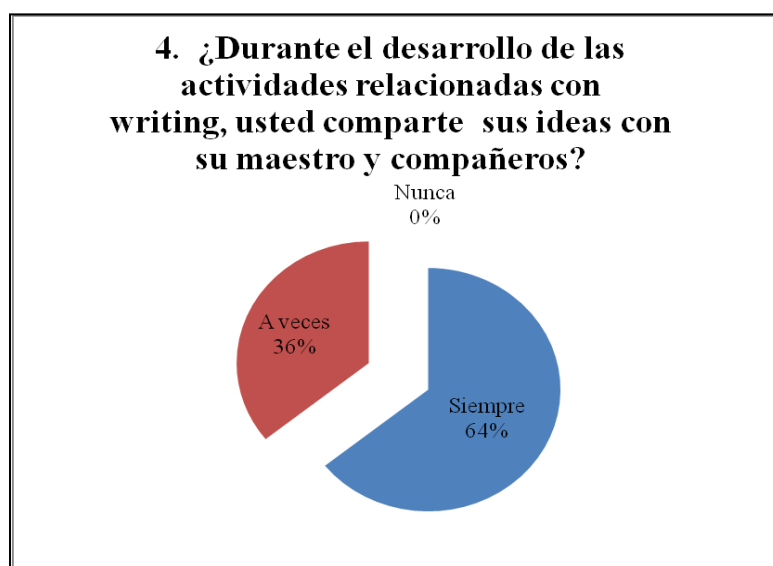


Figure 9: Shows the interpretation of question 4-post test EG

As it is represented in the graphics, in the pre-test a 57% of students said that they *sometimes* communicate their ideas with their teacher and classmates in writing activities, a 14% always and a 29% never. This means that they do their writings alone. But, after the experiment the 64% of students agreed that they *always* had a fluent communication among their peers and teachers while writing their ideas which means students become more communicative.

EXPERIMENTAL GROUP PRE-TEST

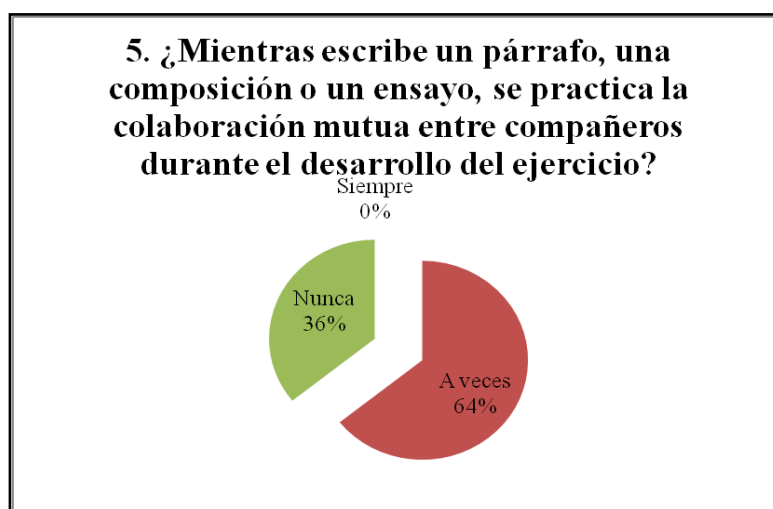


Figure 10: Shows the interpretation of question 5-pret test EG

EXPERIMENTAL GROUP POST-TEST

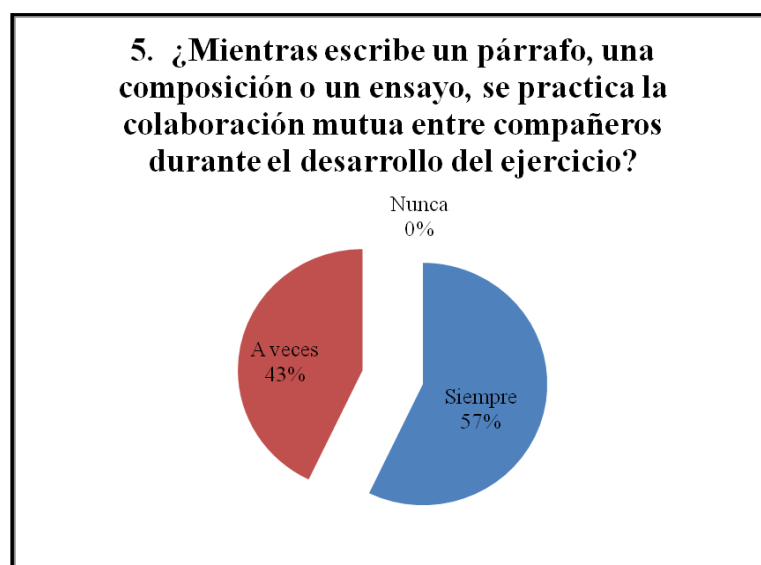


Figure 11: Shows the interpretation of question 5-post test EG

Collaboration is one of the most important skills inside writing activities, so in the pre-test the 64% of students said that they sometimes do it and the 36% never. This means that they do their writing activities individually, but after the experiment, a 57% of students were able to do it in a better way.

EXPERIMENTAL GROUP PRE-TEST

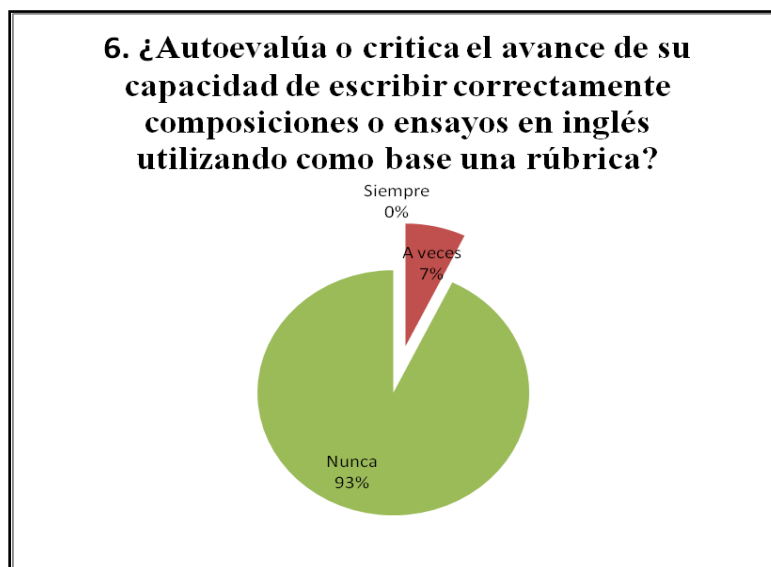


Figure 12: Shows the interpretation of question 6-pre test EG

EXPERIMENTAL GROUP POST-TEST

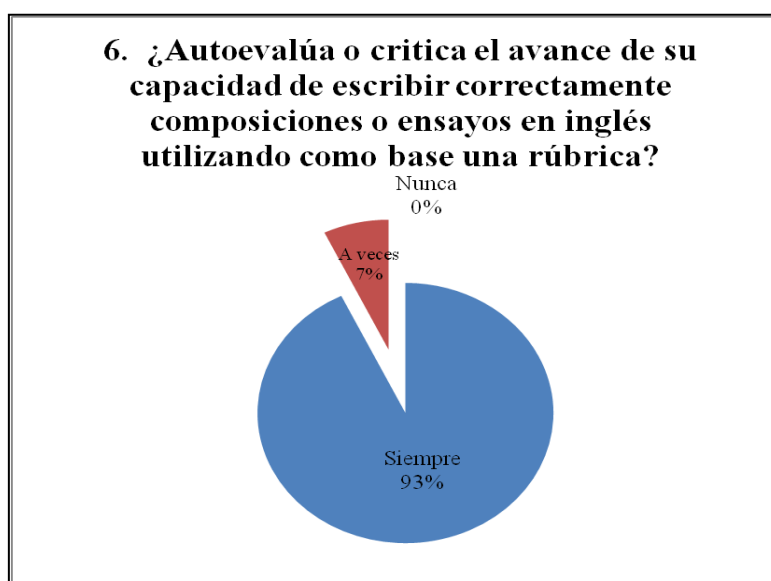


Figure 13: Shows the interpretation of question 6-post test EG

In the pre-test, a 93% of students said that they had never used a rubric to auto-evaluate and critic their writing works and a 7% of them had done it. After the teaching process the experimental group showed that an extreme change, a 93% said that that always use a rubric to auto-evaluate writing activities.

EXPERIMENTAL GROUP PRE-TEST

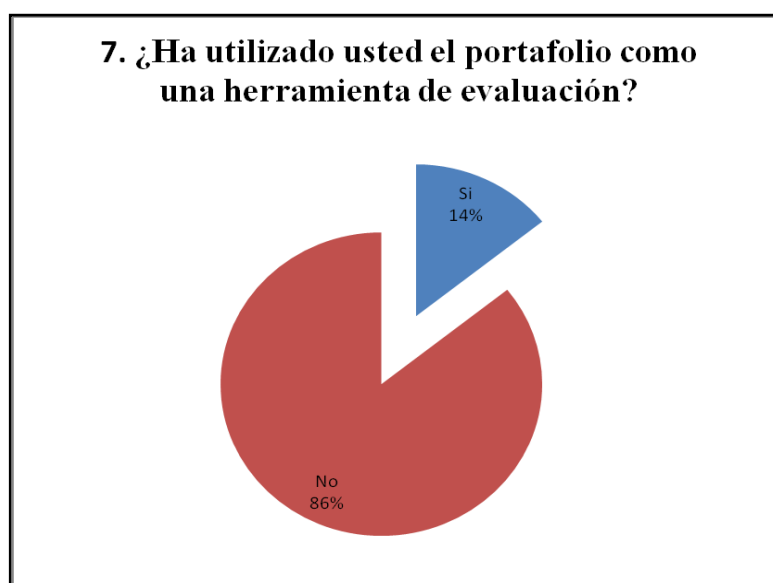


Figure 14: Shows the interpretation of question 7-pre test EG

EXPERIMENTAL GROUP POST-TEST

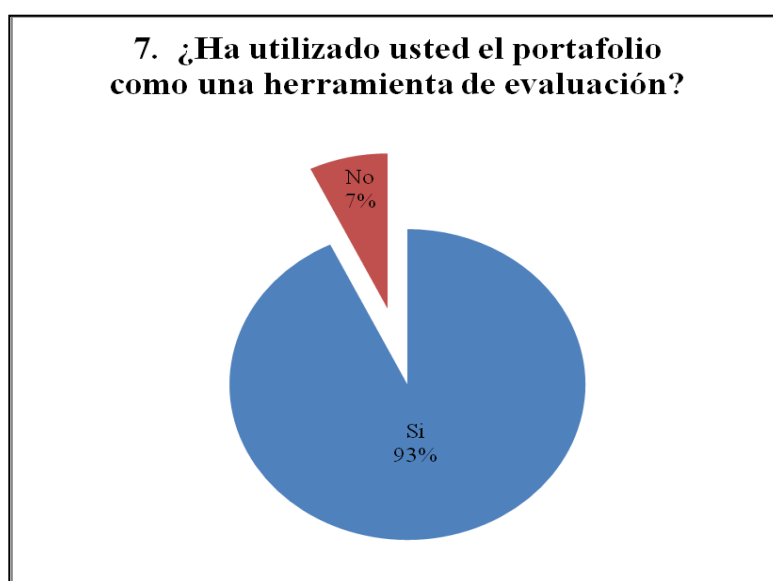


Figure 15: Shows the interpretation of question 7-post test EG

As a results of the pre-test, a 86% of students said that they didn't use the portfolio as a writing evaluation tool and the other 14% have used it. At the end of the experiment a 93% have used this important tool.

EXPERIMENTAL GROUP PRE-TEST

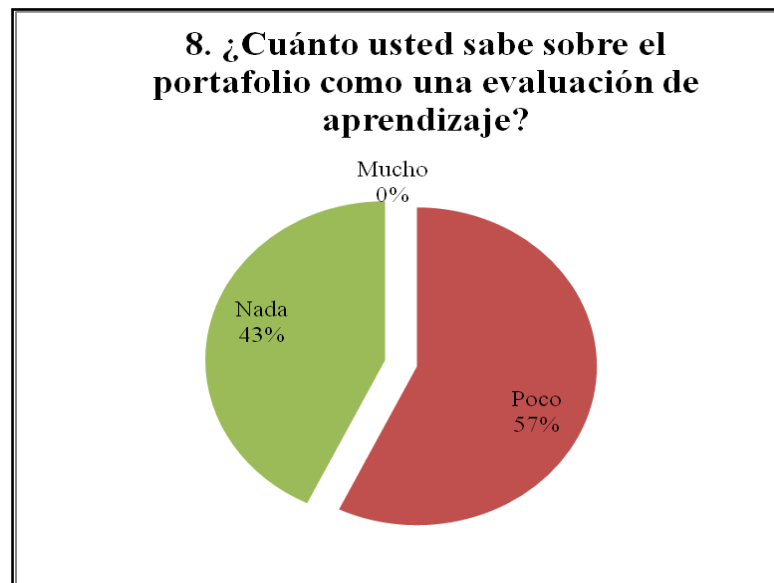


Figure 16: Shows the interpretation of question 8-pre test EG

EXPERIMENTAL GROUP POST-TEST

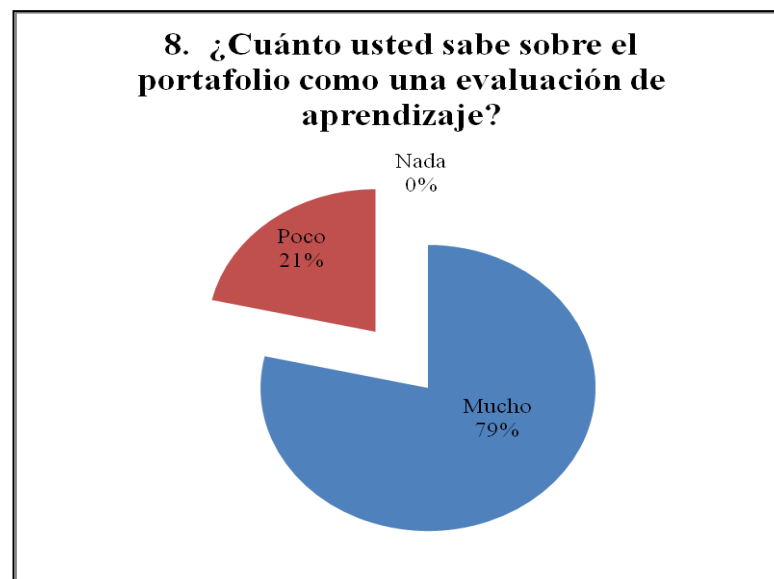


Figure 17: Shows the interpretation of question 8-post test EG

As it is represented in the graphic, a 57% of students know a little about portfolio as a learning evaluation, and the 43% know nothing about it. On the other hand, the post-test shows an important variation of learning about portfolio, now a 79% had a positive answer.

EXPERIMENTAL GROUP PRE-TEST

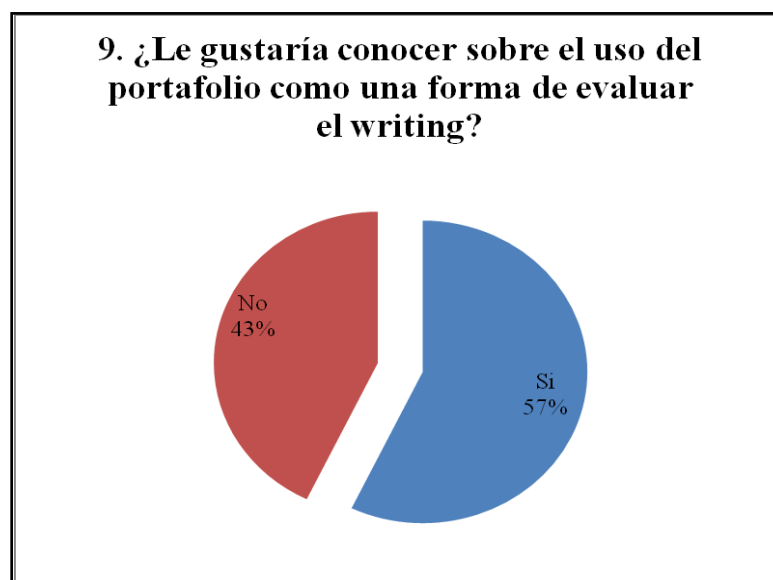


Figure 18: Shows the interpretation of question 9-pre test EG

EXPERIMENTAL GROUP POST-TEST

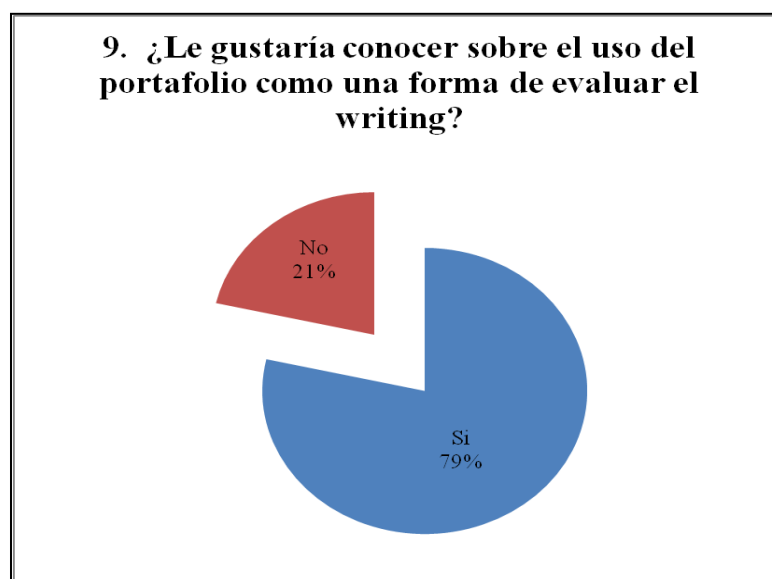


Figure 19: Shows the interpretation of question 9-post test EG

Once established a comparison among the pre and post-test, it could be said that in the pre-test a 57% of students would like to know about portfolio and a 43% would not like to know about it. In the post-test after the motivational process of how to develop the portfolio in class, a 79% said that they would like to know more about it.

EXPERIMENTAL GROUP PRE-TEST

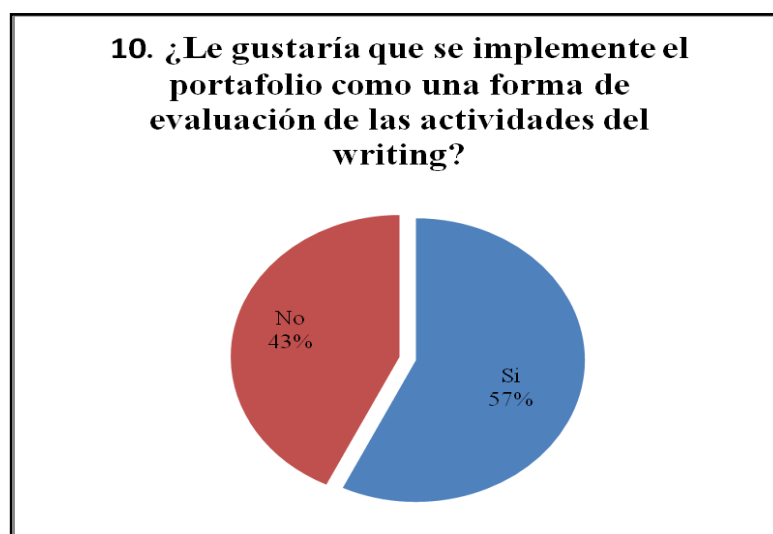


Figure 20: Shows the interpretation of question 10-pre test EG

EXPERIMENTAL GROUP POST-TEST

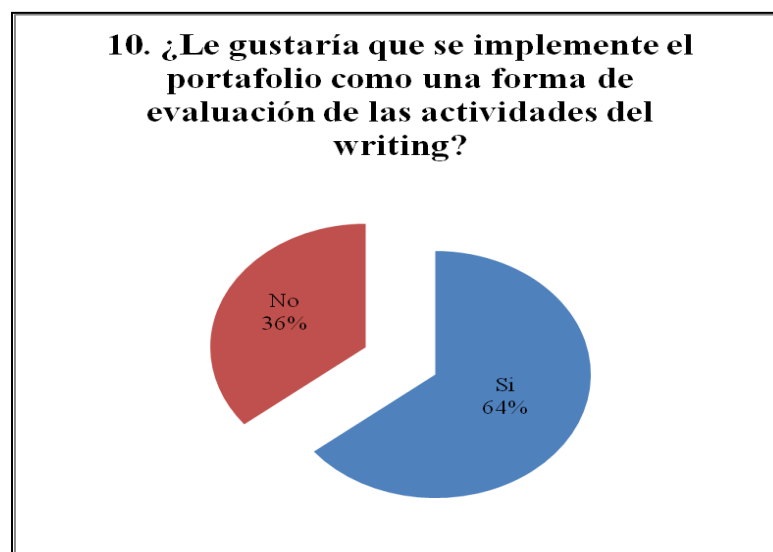


Figure 21: Shows the interpretation of question 10-post test EG

In the pre-test, a 57% of students said that they would like to implement the portfolio as a form to evaluate writing activities and a 43% would not like to implement it. After the experiment, the students are more motivated because they got the necessary knowledge to develop the portfolio, for this reason a 64% of them are interested in the implementation of the use of portfolio as an assessment help.

Analysis of results

Table 1: Shows the analysis of results pre-test

“ECOLÓGICO TRILINGUE GONZALO RUALES BENALCÁZAR” SECOND YEAR BACHILLERATO PRE-TEST		
N°	CONTROL GROUP	EXPERIMENTAL GROUP
1.	3	4
	11	9
	2	1
2.	6	3
	6	3
	4	7
	0	1
3.	12	6
	4	8
4.	0	2
	13	8
	3	4
5.	2	0
	9	9
	5	5
6.	0	0
	5	1
	11	13
7.	6	2
	10	12
8.	0	0
	7	8
	9	6
9.	7	8
	9	6
10.	10	8
	6	6
	160	140

Table 2: Analysis of results Control Group

ECOLÓGICO TRILINGÜE GONZALO RUALES BENALCÁZAR					
SECOND YEAR BACHILLERATO					
CONTROL GROUP					
PRE-TEST					
QUESTIONS	OPTIONS	X_1	\bar{X}	$X_1 - \bar{X}$	$(X_1 - \bar{X})^2$
1. ¿Realiza Writing (párrafos, composiciones, ensayos) dentro de la materia de Inglés?	Siempre	3	10	-7	49
	A veces	11	10	1	1
	Nunca	2	10	-8	64
2. Indique de qué manera se realiza la evaluación del writing en su clase:	Individualmente	6	10	-4	16
	Profesor – Estudiante	6	10	-4	16
	Solo profesor	4	10	-6	36
	Con uno de sus compañeros	0	10	-10	100
3. Realiza su profesor algún tipo de retroalimentación una vez realizada su actividad de writing? 4.	Si	12	10	2	4
	No	4	10	-6	36
5. ¿Durante el desarrollo de las actividades relacionadas con writing, usted comparte sus ideas con su maestro y compañeros?	Siempre	0	10	-10	100
	A veces	13	10	3	9
	Nunca	3	10	-7	49
6. ¿Mientras escribe un párrafo, una composición o un ensayo, se practica la colaboración mutua entre compañeros durante el desarrollo del ejercicio?	Siempre	2	10	-8	64
	A veces	9	10	-1	1
	Nunca	5	10	-5	25

CONTINUE 

7. ¿Autoevalúa o critica el avance de su capacidad de escribir correctamente composiciones o ensayos en inglés utilizando como base una rúbrica?	Siempre	0	10	-10	100
	A veces	5	10	-5	25
	Nunca	11	10	1	1
8. ¿Ha utilizado usted el portafolio como una herramienta de evaluación?	Si	6	10	-4	16
	No	10	10	0	0
9. ¿Cuánto usted sabe sobre el portafolio como una evaluación de aprendizaje?	Mucho	0	10	-10	100
	Poco	7	10	-3	9
	Nada	9	10	-1	1
10. ¿Le gustaría conocer sobre el uso del portafolio como una forma de evaluar el writing?	Si	7	10	-3	9
	No	9	10	-1	1
11. ¿Le gustaría que se implemente el portafolio como una forma de evaluación de las actividades del writing?	Si	10	10	0	0
	No	6	10	-4	16
		160			848

Table 3: Analysis of results Experimental Group

“ECOLÓGICO TRILINGÜE GONZALO RUALES BENALCÁZAR”					
SECOND YEAR BACHILLERATO					
EXPERIMENTAL GROUP					
PRE-TEST					
QUESTIONS	OPTIONS	X₂	\dot{X}	X₂- \dot{X}	(X₂- \dot{X})²
1. ¿Realiza Writing (párrafos, composiciones, ensayos) dentro de la materia de Inglés?	Siempre	4	10	-6	36
	A veces	9	10	-1	1
	Nunca	1	10	-9	81
2. Indique de qué manera se realiza la evaluación del writing en su clase:	Individualmente	3	10	-7	49
	Profesor - Estudiante	3	10	-7	49
	Solo profesor	7	10	-3	9
	Con uno de sus compañeros	1	10	-9	81
3. Realiza su profesor algún tipo de retroalimentación una vez realizada su actividad de writing?	Si	6	10	-4	16
	No	8	10	-2	4
4. ¿Durante el desarrollo de las actividades relacionadas con writing, usted comparte sus ideas con su maestro y compañeros?	Siempre	2	10	-8	64
	A veces	8	10	-2	4
	Nunca	4	10	-6	36
5. ¿Mientras escribe un párrafo, una composición o un ensayo, se practica la colaboración mutua entre compañeros durante el desarrollo del ejercicio?	Siempre	0	10	-10	100
	A veces	9	10	-1	1
	Nunca	5	10	-5	25
6. ¿Autoevalúa o critica el avance de su capacidad de escribir correctamente composiciones o ensayos en inglés utilizando como base una rúbrica?	Siempre	0	10	-10	100
	A veces	1	10	-9	81
	Nunca	13	10	3	9

CONTINUE 

7. ¿Ha utilizado usted el portafolio como una herramienta de evaluación?	Si	2	10	-8	64
	No	12	10	2	4
8. ¿Cuánto usted sabe sobre el portafolio como una evaluación de aprendizaje?	Mucho	0	10	-10	100
	Poco	8	10	-2	4
	Nada	6	10	-4	16
9. ¿Le gustaría conocer sobre el uso del portafolio como una forma de evaluar el writing?	Si	8	10	-2	4
	No	6	10	-4	16
10. ¿Le gustaría que se implemente el portafolio como una forma de evaluación de las actividades del writing?	Si	8	10	-2	4
	No	6	10	-4	16
		140			974

Table 4: Sample, Mean, Variance and standard deviation Pre-test

PRE TEST	CONTROL GROUP	EXPERIMENTAL GROUP
SAMPLE	n1=16	n2= 14
MEAN	$\bar{x}_1 = \frac{\sum x_1}{n_1} = \frac{160}{16} = 10$	$x_1 = \frac{\sum x_2}{n_2} = \frac{140}{14} = 10$
VARIANCE	$s_1^2 = \frac{\sum(x_1 - \bar{x}_1)^2}{n_1 - 1} = \frac{848}{15} = 56,53..$	$s_1^2 = \frac{\sum(x_2 - \bar{x}_2)^2}{n_2 - 1} = \frac{974}{13} = 74,92$
STANDARD DEVIATION	$SD_1 = \sqrt{\frac{\sum(x_1 - \bar{x}_1)^2}{n_1 - 1}} = \sqrt{56,53} = 7,518$	$SD_1 = \sqrt{\frac{\sum(x_2 - \bar{x}_2)^2}{n_2 - 1}} = \sqrt{74,92} = 8,66$

Table 5: Analysis of results post-test

“ECOLÓGICO TRILINGÜE GONZALO RUALES BENALCÁZAR” SECOND YEAR BACHILLERATO POST-TEST		
N°	CONTROL GROUP	EXPERIMENTAL GROUP
1.	5	9
	8	5
	3	0
2.	3	0
	7	14
	3	0
	3	0
3.	10	13
	6	1
4.	1	9
	15	5
	0	0
5.	1	8
	5	6
	10	0
6.	0	13
	4	1
	12	0
7.	4	13
	12	1
8.	0	11
	8	3
	8	0
9.	9	11
	8	3
10.	7	9
	8	5
	160	140

Table 6: Analysis of results Control Group post-test

“ECOLÓGICO TRILINGÜE GONZALO RUALES BENALCÁZAR”					
SECOND YEAR BACHILLERATO					
CONTROL GROUP					
POST-TEST					
QUESTIONS	OPTIONS	X₁	Ā	X₁- Ā	(X₁- Ā)²
1. ¿Realiza Writing (párrafos, composiciones, ensayos) dentro de la materia de Inglés?	Siempre	5	10	-5	25
	A veces	8	10	-2	4
	Nunca	3	10	-7	49
2. Indique de qué manera se realiza la evaluación del writing en su clase:	Individualmente	3	10	-7	49
	Profesor – Estudiante	7	10	-3	9
	Solo profesor	3	10	-7	49
	Con uno de sus compañeros	3	10	-7	49
3. Realiza su profesor algún tipo de retroalimentación una vez realizada su actividad de writing?	Si	10	10	0	0
	No	6	10	-4	16
4. ¿Durante el desarrollo de las actividades relacionadas con writing, usted comparte sus ideas con su maestro y compañeros?	Siempre	1	10	-9	81
	A veces	15	10	5	25
	Nunca	0	10	-10	100
5. ¿Mientras escribe un párrafo, una composición o un ensayo, se practica la colaboración mutua entre compañeros durante el desarrollo del ejercicio?	Siempre	1	10	-9	81
	A veces	5	10	-5	25
	Nunca	10	10	0	0
6. ¿Autoevalúa o critica el avance de su capacidad de escribir correctamente	Siempre	0	10	-10	100
	A veces	4	10	-6	36

CONTINUE 

composiciones o ensayos en inglés utilizando como base una rúbrica?	Nunca	12	10	2	4
7. ¿Ha utilizado usted el portafolio como una herramienta de evaluación?	Si	4	10	-6	36
	No	12	10	2	4
8. ¿Cuánto usted sabe sobre el portafolio como una evaluación de aprendizaje?	Mucho	0	10	-10	100
	Poco	8	10	-2	4
	Nada	8	10	-2	4
9. ¿Le gustaría conocer sobre el uso del portafolio como una forma de evaluar el writing?	Si	9	10	-1	1
	No	8	10	-2	4
10. ¿Le gustaría que se implemente el portafolio como una forma de evaluación de las actividades del writing?	Si	7	10	-3	9
	No	8	10	-2	4
		160			868

Table 7: Analysis of results Experimental Group post-test

“ECOLÓGICO TRILINGÜE GONZALO RUALES BENALCÁZAR” SECOND YEAR BACHILLERATO EXPERIMENTAL GROUP POST-TEST					
QUESTIONS	OPTIONS	X_2	\bar{X}	$X_2 - \bar{X}$	$(X_2 - \bar{X})^2$
1. ¿Realiza Writing (párrafos, composiciones, ensayos) dentro de la materia de Inglés?	Siempre	9	10	-1	1
	A veces	5	10	-5	25
	Nunca	0	10	-10	100
2. Indique de qué manera se realiza la evaluación del writing en su clase:	Individualmente	0	10	-10	100
	Profesor - Estudiante	14	10	4	16
	Solo profesor	0	10	-10	100

CONTINUE 

	Con uno de sus compañeros	0	10	-10	100
3. Realiza su profesor algún tipo de retroalimentación una vez realizada su actividad de writing?	Si	13	10	3	9
	No	1	10	-9	81
4. ¿Durante el desarrollo de las actividades relacionadas con writing, usted comparte sus ideas con su maestro y compañeros?	Siempre	9	10	-1	1
	A veces	5	10	-5	25
	Nunca	0	10	-10	100
5. ¿Mientras escribe un párrafo, una composición o un ensayo, se practica la colaboración mutua entre compañeros durante el desarrollo del ejercicio?	Siempre	8	10	-2	4
	A veces	6	10	-4	16
	Nunca	0	10	-10	100
6. ¿Autoevalúa o critica el avance de su capacidad de escribir correctamente composiciones o ensayos en inglés utilizando como base una rúbrica?	Siempre	13	10	3	9
	A veces	1	10	-9	81
	Nunca	0	10	-10	100
7. ¿Ha utilizado usted el portafolio como una herramienta de evaluación?	Si	13	10	3	9
	No	1	10	-9	81
8. ¿Cuánto usted sabe sobre el portafolio como una evaluación de aprendizaje?	Mucho	11	10	1	1
	Poco	3	10	-7	49
	Nada	0	10	-10	100
9. ¿Le gustaría conocer sobre el uso del portafolio como una forma de evaluar el writing?	Si	11	10	1	1
	No	3	10	-7	49
10. ¿Le gustaría que se implemente el portafolio como una forma de evaluación de las actividades del writing?	Si	9	10	-1	1
	No	5	10	-5	25
		140			1284

Table 8: Sample, Mean, variance, and standard deviation post-test

POST-TEST	CONTROL GROUP	EXPERIMENTAL GROUP
SAMPLE	n1=16	n2= 14
MEAN	$\bar{x}_1 = \frac{\sum x_1}{n_1} = \frac{160}{16} = 10$	$x_1 = \frac{\sum x_2}{n_2} = \frac{140}{14} = 10$
VARIANCE	$s_1^2 = \frac{\sum(x_1 - \bar{x}_1)^2}{n_1 - 1} = \frac{868}{15} = 57,87$	$s_1^2 = \frac{\sum(x_2 - \bar{x}_2)^2}{n_2 - 1} = \frac{1284}{13} = 98,76$
STANDARD DEVIATION	$SD_1 = \sqrt{\frac{\sum(x_1 - \bar{x}_1)^2}{n_1 - 1}} = \sqrt{57,87} = 7,61$	$SD_1 = \sqrt{\frac{\sum(x_2 - \bar{x}_2)^2}{n_2 - 1}} = \sqrt{98,76} = 9,94$

CONTROL AND EXPERIMENTAL GROUPS VARIANCE:

$$s^2 = \frac{(n_1 - 1) + s_1^2 + (n_2 - 1)s_1^2}{n_1 + n_2 - 2} =$$

$$s^2 = \frac{(16 - 1) + 57,87^2 + (14 - 1)98,76}{16 + 14 - 2} =$$

$$s^2 = \frac{(15) + 57,87^2 + (13)98,76}{28} =$$

$$s^2 = \frac{868,05 + 1283,88}{28} =$$

$$s^2 = \frac{2151,93}{28} =$$

$$s^2 = 76,85$$

STANDARD DEVIATION:

$$s = \sqrt{76,85}$$

$$s = 8,77$$

DEGREES OF FREEDOM:

$$n_{cont} + n_{treat} - 2$$

$$16 + 14 - 2$$

$$28$$

Mean

Figure 22: Shows the mean (pre-test)

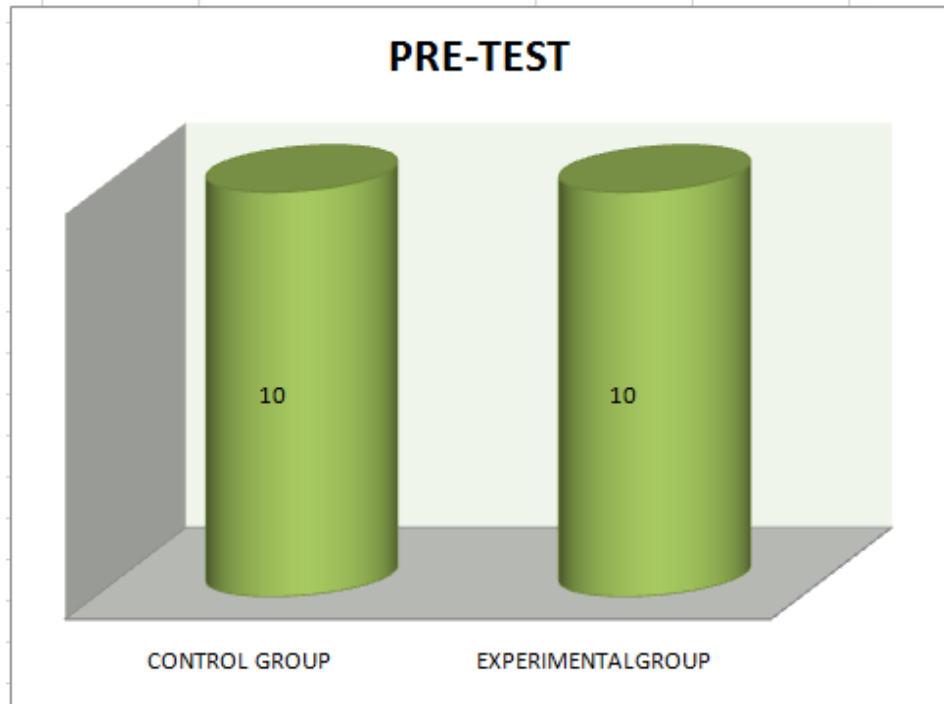
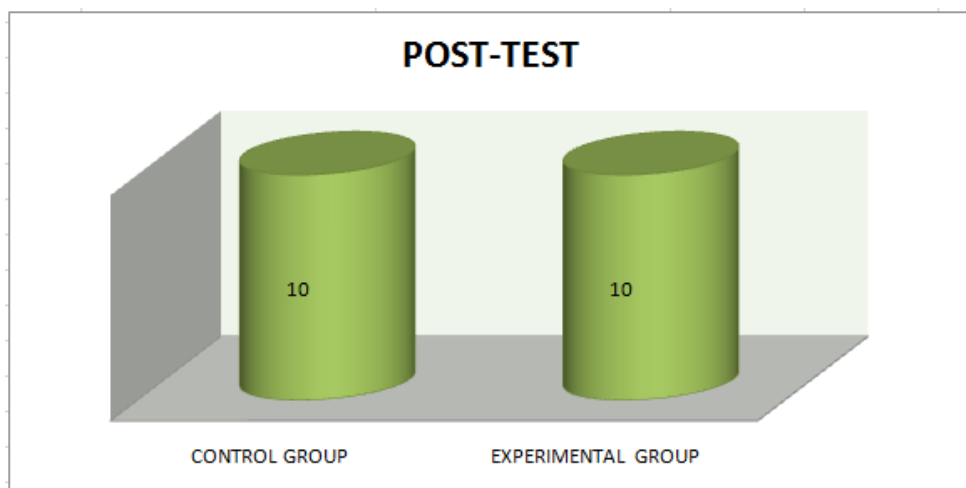


Figure 23: Shows the mean (post-test)



Variance

Figure 24: Shows the variance (pre-test)

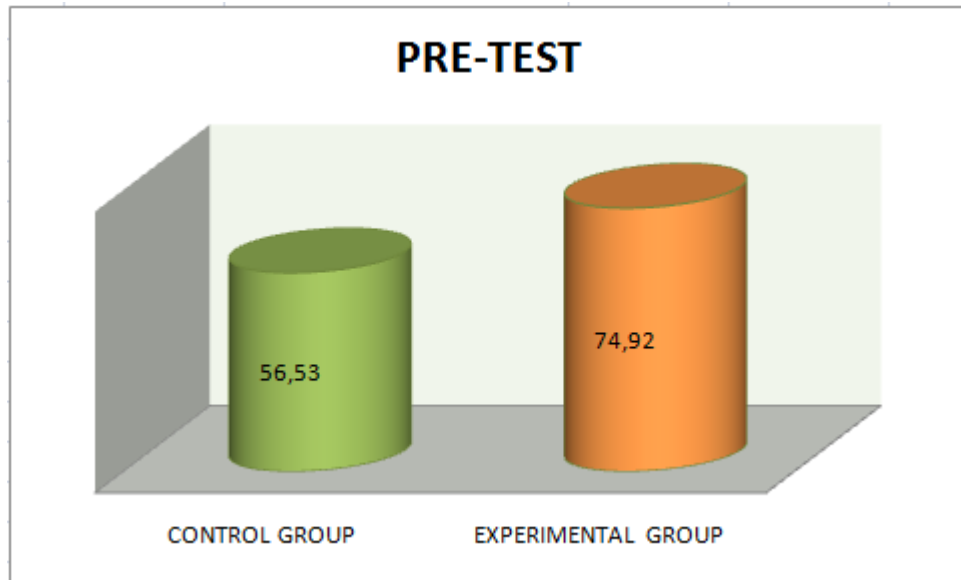
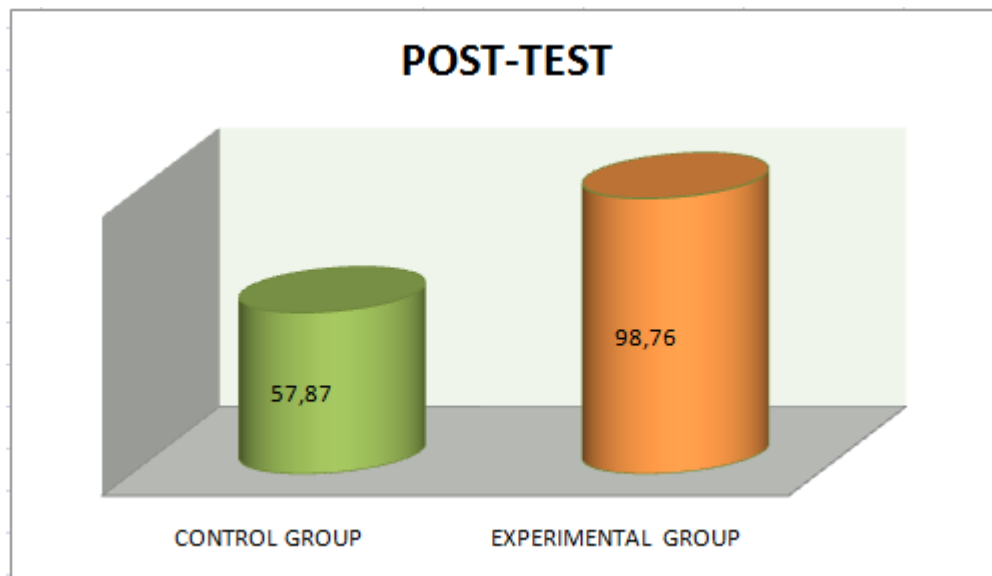


Figure 25: Shows the variance (post-test)



Standard deviation

Figure 26: Shows the standard deviation (pre-test)

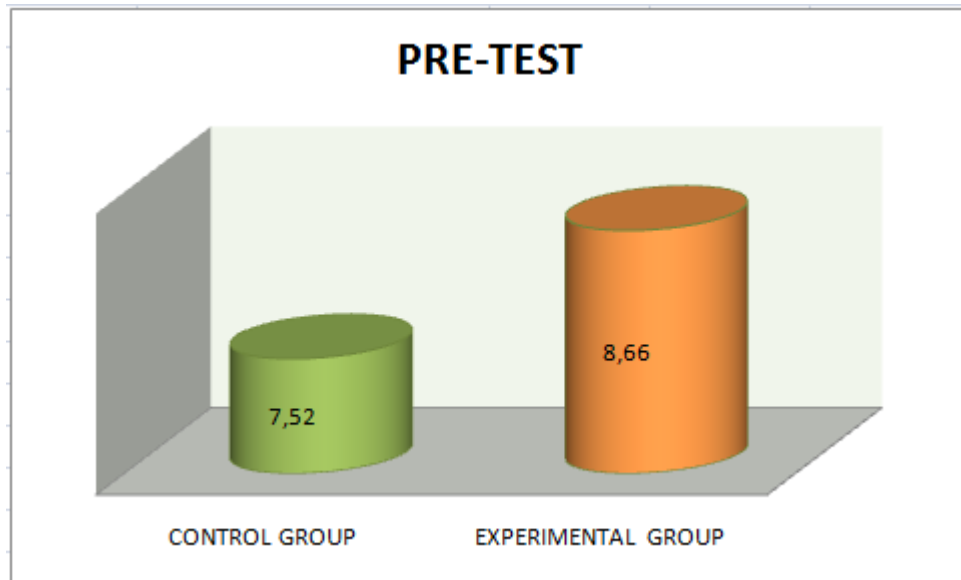
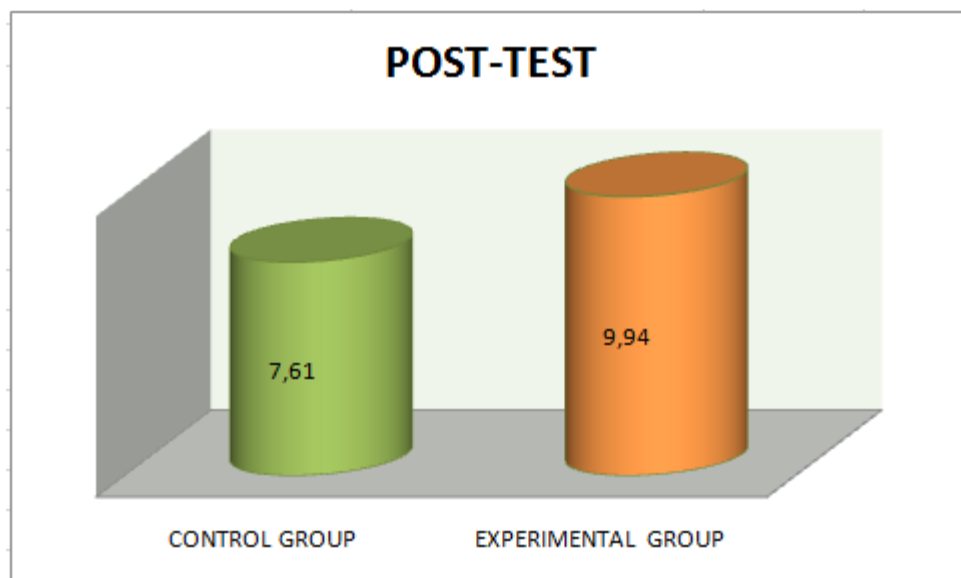


Figure 27: Shows the standard deviation (post-test)



After the pre-test and post-test analysis, the result is 8,77; it shows that the experimental group has improved the knowledge about using the assessment portfolio to promote the 21st century skills (collaboration, communication and critical thinking). Then it may be assumed that the working hypothesis is valid and the null can be rejected.

Working Hypothesis (accepted)

H1: It may be concluded that there is a positive influence in the use of the assessment portfolio to promote the 21st century skills (collaboration, communication and critical thinking) focused on writing in the students of second bachillerato degree at “Ecológico Trilingue Gonzalo Ruales Benalcázar” high school during the school year 2013 - 2014.”

Null Hypothesis (rejected)

H0: There is not any correlation between the use of the assessment portfolio with the promotion of the 21st century skills (collaboration, communication and critical thinking)

Conclusions

This inquiry focuses on the implementation of assessment portfolio to promote the 21st century skills (collaboration, communication and critical thinking) focused on writing in the students of second bachillerato degree at “Ecológico Trilingue Gonzalo Ruales Benalcázar” high school during the school year 2013 - 2014.”

It is very important to mention that the students who formed part of the experimental group obtained a great benefit during the development of assessment portfolio. The knowledge acquired during the application period took into consideration the two variables proposed, and these observable changes in the students outcomes can be concluded from this thesis results.

1. Teaching the students the assessment portfolio helped them promote the 21st century skills (collaboration, communication and critical thinking).

2. Getting technical information in how to use the assessment portfolio not only had a general improvement in the students to analyze their writings but also they raised their ability to communicate and collaborate in their daily classes.
3. The assessment portfolio plays an important role because; it provides an opportunity to assess individually the student performance, it also helps demonstrate their improvement and achievements by means of collecting and organizing written materials.
4. Promoting the 21st century skills was a success way to create an adequate environment in class and a substantial knowledge in achievement writing objectives and in higher order thinking.
5. In addition, this study allowed students to create think creatively in order to solve problems and collaborate with others to get effective communication.

Recommendations

Once finished the research work it is important to recommend that:

- It is necessary to continue implementing activities that allow promoting and practicing communication, collaboration and critical thinking in the classroom with the students of the second year of bachillerato in order to improve their writing activities.

- It is important to introduce the assessment portfolio as an evaluation tool because this will let the teacher help the students to auto-evaluate their learning, to solve problems and to be better in this important educational process.
- In order to get a good development during the process of writing activities and develop portfolio in a correct way it is important to provide the teachers information, strategies and tips to put this tool in practice.



ESPE
UNIVERSIDAD DE LAS FUERZAS ARMADAS
INNOVACIÓN PARA LA EXCELENCIA

DEPARTMENT OF LANGUAGES

APPLIED LINGUISTICS IN ENGLISH CAREER

DISTANCE LEARNING EDUCATION

THE PROPOSAL

THEME:

**“TRAINING TEACHERS TO USE ASSESSMENT PORTFOLIO AT
ECOLÓGICO TRILINGÜE GONZALO RUALES BENALCÁZAR HIGH
SCHOOL”**

AUTHORS: VALERIA CAIZALUISA AND GABRIELA SÁNCHEZ

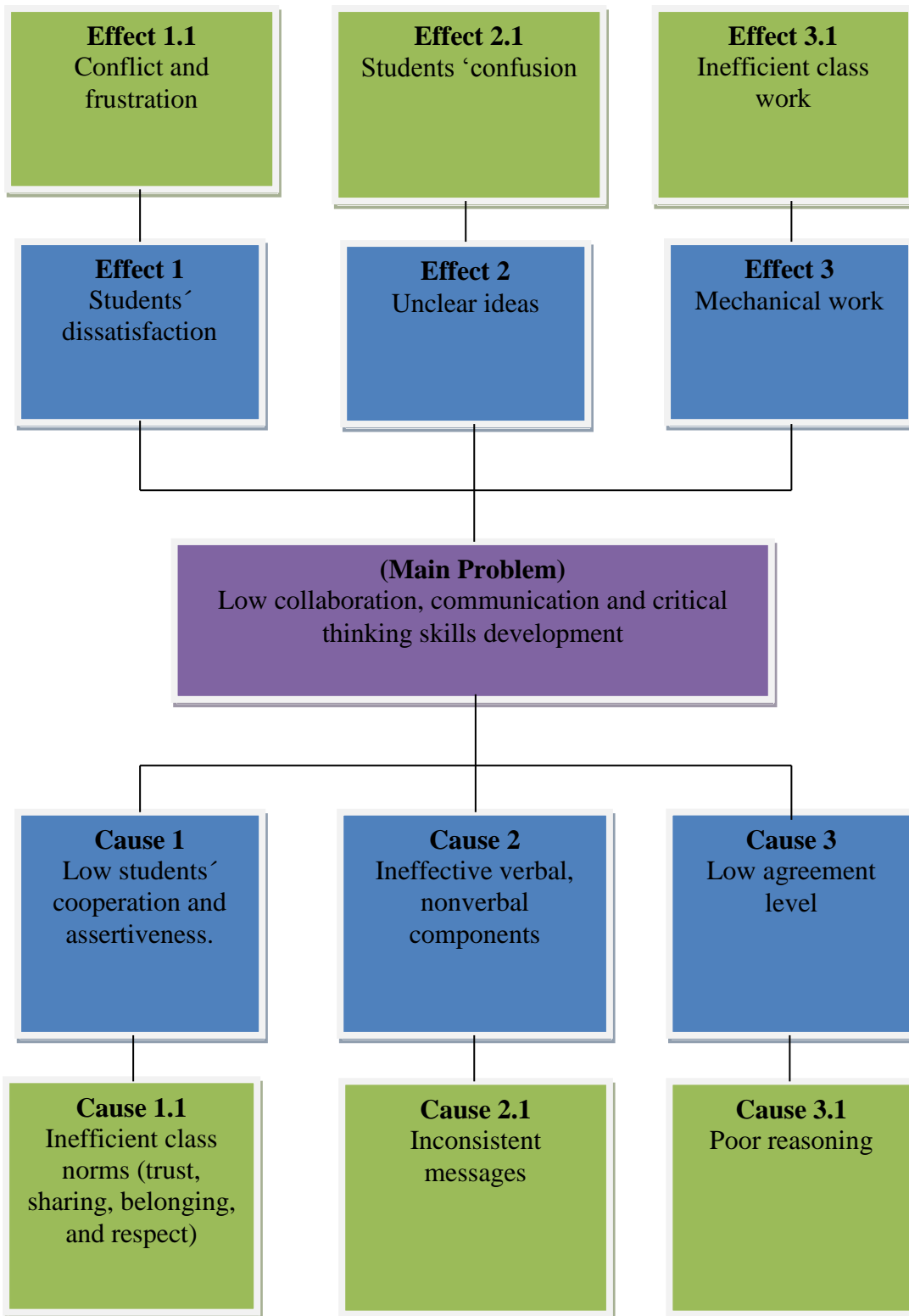
SANGOLQUI, AUGUST 2014

Participation analysis

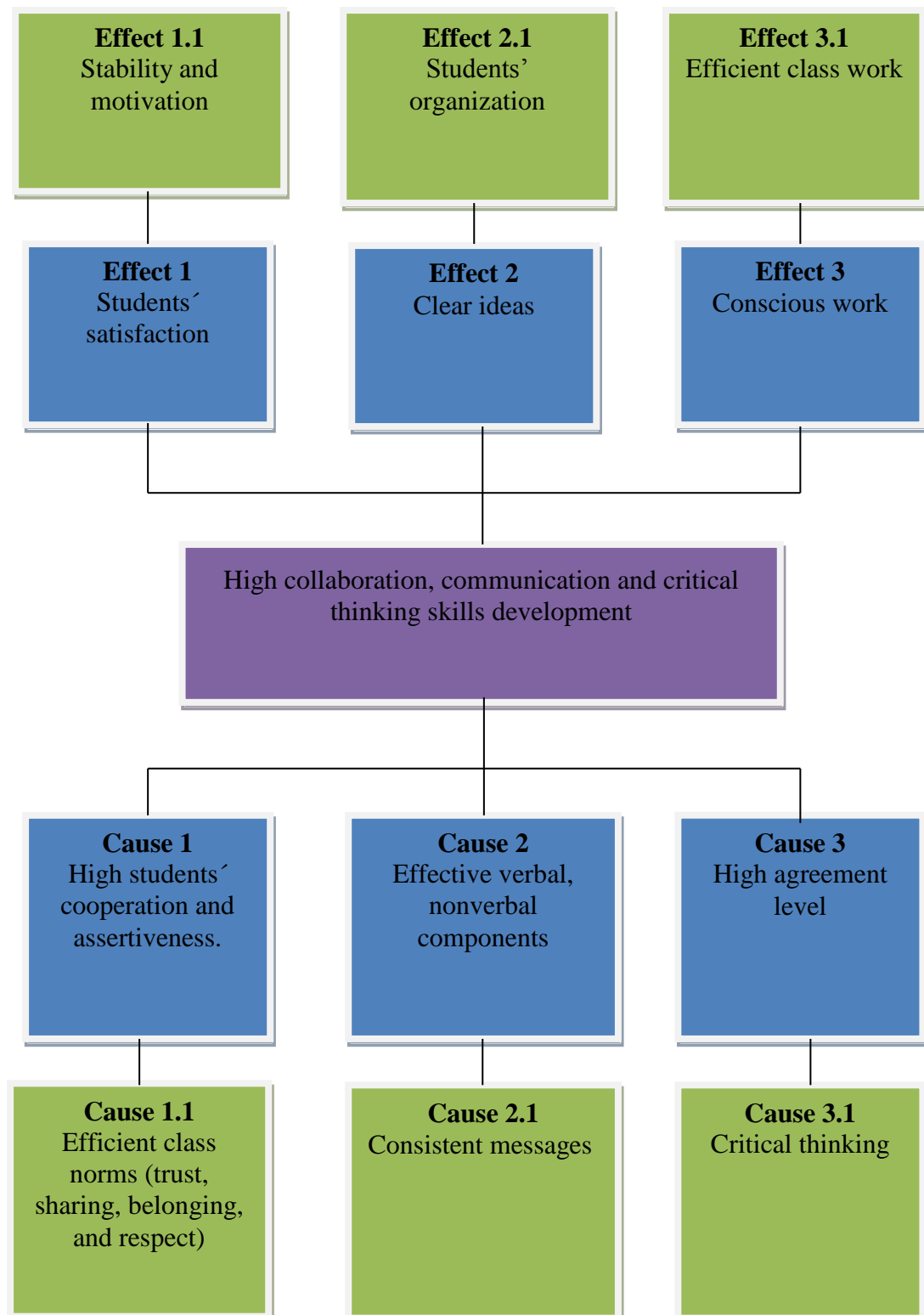
Chart 5: Shows the participation analysis

GROUPS	INTERESTS	PROBLEMS	RESOURCES AND RULES
Students	Obtain new opportunities to evaluate their writing	Low collaboration, communication and critical thinking	Training to improve their writing
Teachers	Receive information about an innovative tool and strategies to evaluate writing	They have had not an adequate training about new strategies and tools to improve writing	Improve their personal and educative knowledge
Authorities	Have well trained teachers to develop 21 st century skills in the classroom	Poor knowledge about 21 st century skills and how to develop them	“ECOLÓGICO TRILINGÜE GONZALO RUALES BENALCÁZAR” HIGH SCHOOL was the place where this research was developed

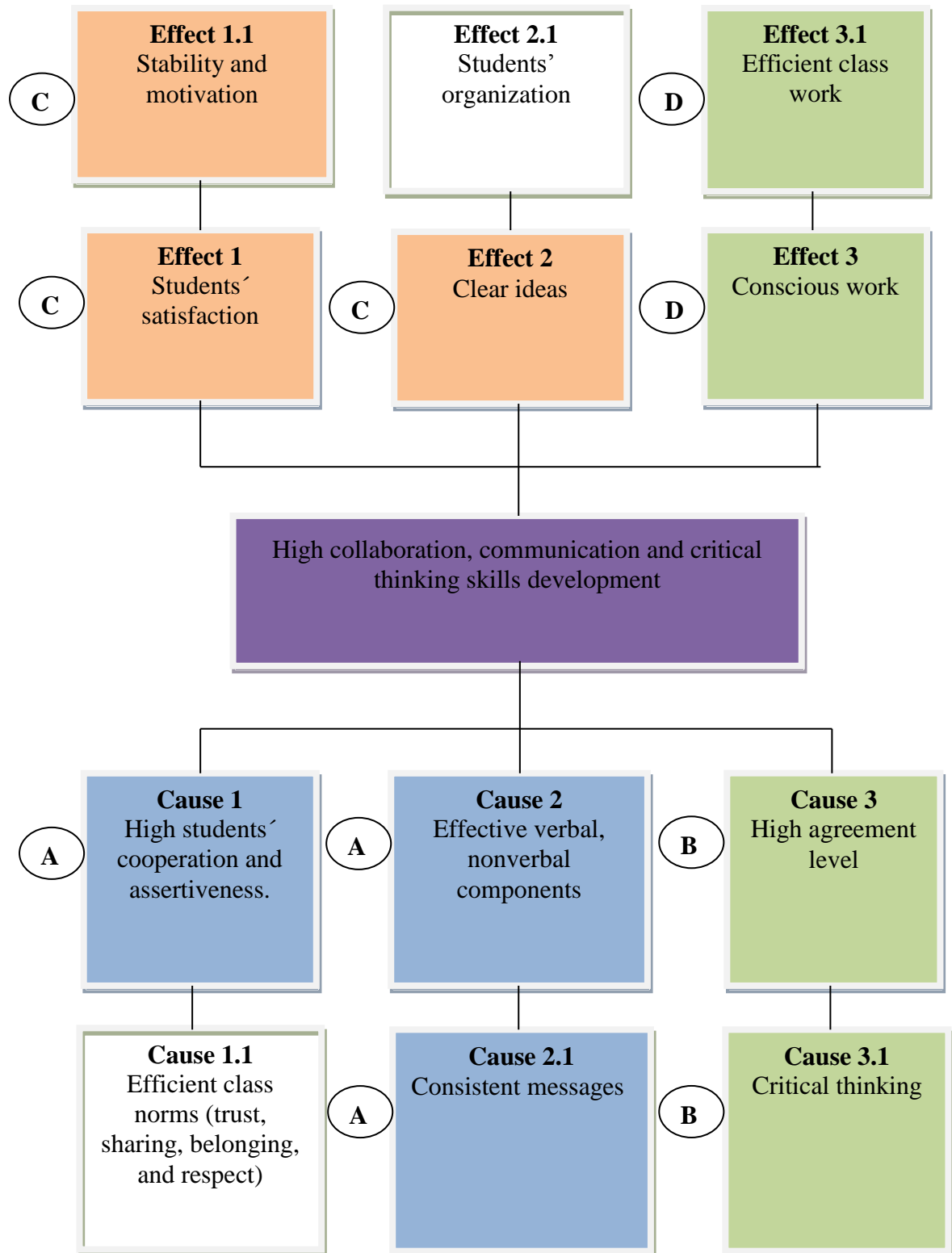
Problem Identification



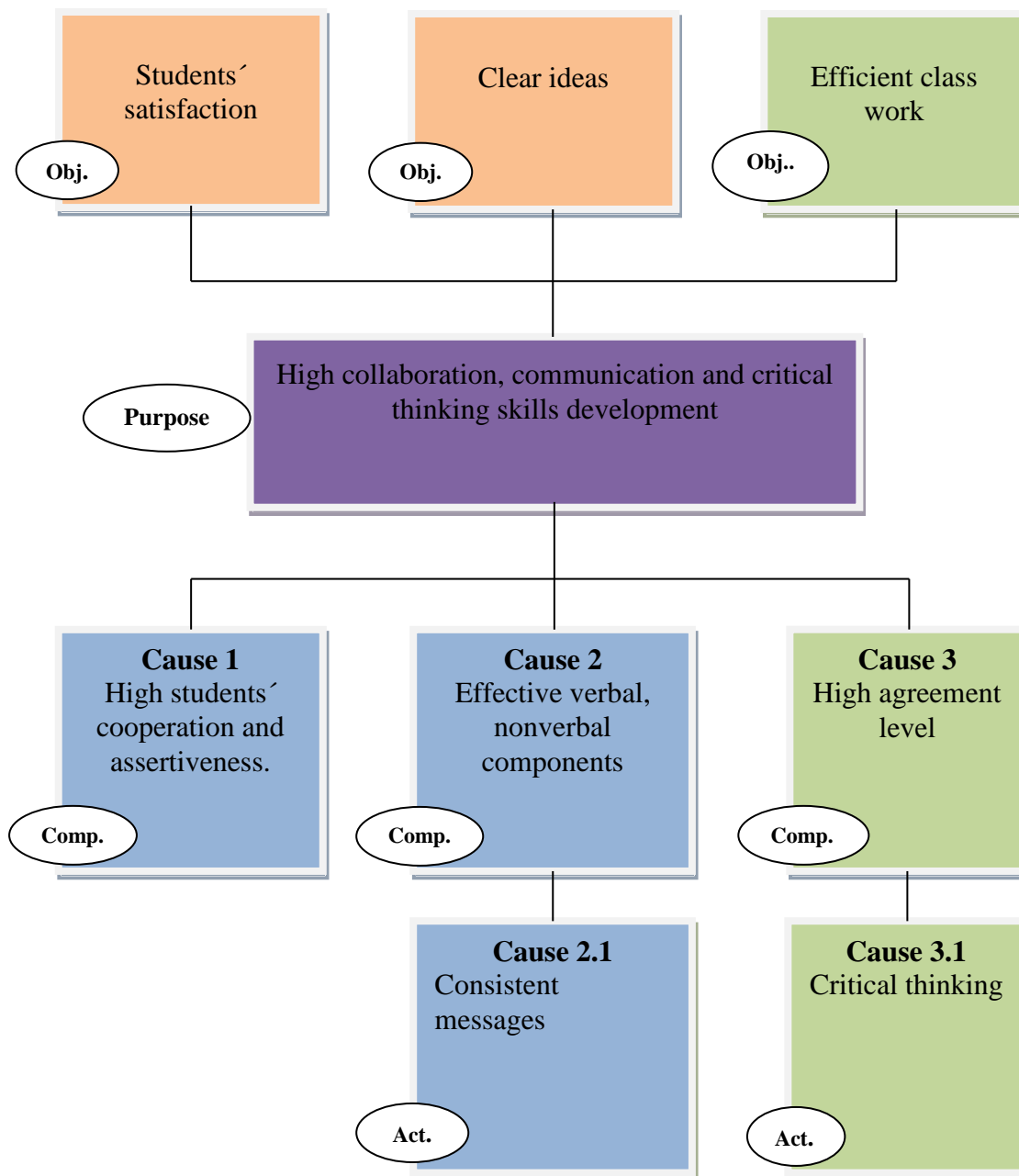
Objectives analysis



Alternatives analysis



Analytical structure of the purpose



Vertical logic of the objectives column

Chart 6: Shows the vertical logic of the objectives column

NARRATIVE ANALYSIS OF THE OBJECTIVES	INDICATORS	MEANS OF VERIFICATION	ASSUMPTIONS
<p>Goal</p> <p>To achieve student's satisfaction in writing activities.</p>	<p>The students increase writing activities after the proposal was executed.</p>	<p>The Post- test results.</p>	<p>The student's are motivated to use the portfolio assessment as a tool in writing activities.</p>
<p>Purpose</p> <p>To encourage teachers to use the Assessment Portfolio as an evaluation tool</p>	<p>The student's knowledge improve in writing activities</p>	<p>The Post- test results</p>	<p>The students' capability to apply their critical thinking and in the ways of their interaction with peers and teacher such as communication and collaboration.</p>

CONTINUE 

<p>Components</p> <p>The use of portfolio assessment is a good method to improve writing activities.</p>	<p>The 21st century skills are frequently used in writing activities</p>	<p>Writing activities are better according to the exercises in class and statistics.</p>	<p>The students have the knowledge about portfolio assessment.</p>
<p>Activities</p> <p>The course will be divided in two parts; in the first part the teachers will learn all about assessment portfolio, its content, theory, and how to evaluate it.</p> <p>In the second part the teachers will know how to develop the 21st century skills (communication, collaboration and critical thinking) using writing.</p>	<p>Resources</p> <p>Tutors</p> <p>An audio-visual classroom for the training.</p> <p>To provide teachers the necessary time to attend the course.</p> <p>Computer</p> <p>Projector</p> <p>Training course development</p>	<p>Costs</p> <p>US\$ 200,00</p>	

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GLOSSARY

Assessment

The act of assessing, appraisal, evaluation

Cognitive

Of or pertaining to the mental processes of perception, memory, judgment, and reasoning, as contrasted with emotional and volitional processes

Engage

To attract and keep someone's interest or attention

Feedback

Comments about how well or how badly someone is doing something, which are intended to help them do it better

Foster

To help something to develop over a period of time

Inquiry

The process of asking about something or examining something in order to get more information, research, investigation

Measure

A unit or standard of measurement: weights and measures

Metacognitive

Refers to learners' automatic awareness of their own knowledge and their ability to understand, control and manipulate their own cognitive processes

Rates

A measure, quantity, or frequency, typically one measured against some other quantity or measure: "the crime rate".

Rationale

The set of reasons that something such as a plan or belief is based on

Reluctance

Unwillingness, disinclination

Rubric

It is a worksheet to evaluate students writing

Syllabus

A list of the main subjects in a course of study

Willing

Inclined or favorably to do something

ANNEXES

Annex 1

Conocoto, 29 de octubre de 2013

Msc. Paola Rúales

**RECTORA DEL ECÓLOGICO "TRILINGÜE GONZALO RÚALES
BENALCAZAR"**

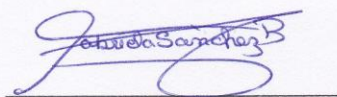
Ciudad

De mis consideraciones:

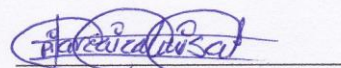
En primer lugar reciba usted un cordial saludo, por medio de la presente, nosotras **Gabriela Cristina Sánchez Bastidas** portadora de la CI. 180415506-5 y **Valeria Pilar Caizaluisa Cárdenas** portadora de la CI. 1721732608 ; en calidad de estudiantes egresadas de la UNIVERSIDAD DE LAS FUERZAS ARMADAS-ESPE; solicitamos a usted de la manera más comedida nos permita realizar nuestro trabajo de investigación previo a la obtención de nuestro título profesional en su prestigiosa institución.

Por la atención que se digne dar a la presente, anticipamos nuestros agradecimientos.

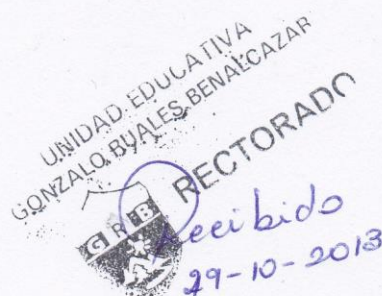
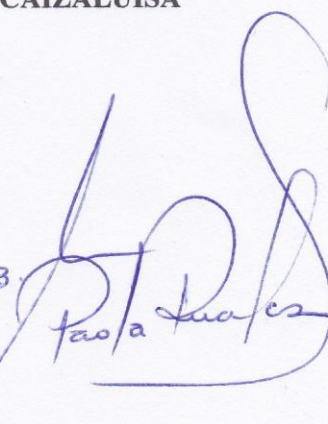
Atentamente,



GABRIELA SÁNCHEZ



VALERIA CAIZALUISA



UNIDAD EDUCATIVA ECOLÓGICA TRILINGÜE “GONZALO RUALES BENALCÁZAR”

Conocoto, 31 de noviembre de 2013

Dr. Miguel Ponce

DIRECTOR DE LA CARRERA DE LINGÜÍSTICA

UNIVERSIDAD DE LAS FUERZAS ARMADAS-ESPE

Ciudad

De mis consideraciones:

Yo, Msc. Paola Rúales, en calidad de Rectora del **UNIDAD EDUCATIVA ECOLOGICA TRILINGÜE “GONZALO RÚALES BENALCAZAR”**, autorizo y concedo todo la apertura necesaria a las estudiantes **GABRIELA SÁNCHEZ** y **VALERIA CAIZALUISA** para que puedan realizar su trabajo de investigación en esta institución.

Atentamente,



MSC. PAOLA RÚALES

UNIDAD EDUCATIVA
GONZALO RUALES BENALCAZAR

GRB RECTORA

Annex 3



ARMY POLITECHNIC SCHOOL
DEPARTMENT OF LANGUAGES
SURVEY

La presente encuesta tiene como objetivo conocer el uso del portafolio como método de evaluación en la escritura, y el desarrollo de las destrezas del siglo 21 (Comunicación, colaboración y pensamiento crítico).

La encuesta consta de 10 preguntas, lea atentamente cada una de ellas; revise todas las opciones y responda con honestidad.

No es necesario escribir su nombre, solo complete los datos solicitados.

CURSO:..... EDAD:.....

1. ¿Realiza Writing (párrafos, composiciones, ensayos) dentro de la materia de inglés?

Siempre A veces Nunca

2. Indique de qué manera se realiza la evaluación del writing en su clase:

Individualmente

Profesor - estudiante

Solo profesor

Con uno de sus compañeros

3. Realiza su profesor algún tipo de retroalimentación una vez realizada su actividad de writing?

Si No

4. ¿Durante el desarrollo de las actividades relacionadas con writing, usted comparte sus ideas con su maestro y compañeros?

Siempre A veces Nunca

5. ¿Mientras escribe un párrafo, una composición o un ensayo, se practica la colaboración mutua entre compañeros durante el desarrollo del ejercicio?

Siempre A veces Nunca

6. ¿Autoevalúa o critica el avance de su capacidad de escribir correctamente composiciones o ensayos en inglés utilizando como base una rúbrica?

Siempre A veces Nunca

7. ¿Ha utilizado usted el portafolio como una herramienta de evaluación?

Si No

8. ¿Cuánto usted sabe sobre el portafolio como una evaluación de aprendizaje?

Mucho Poco Nada

9. ¿Le gustaría conocer sobre el uso del portafolio como una forma de evaluar el writing?

Si No

10. ¿Le gustaría que se implemente el portafolio como una forma de evaluación de las actividades del writing?

Si No

Annex 4



ARMY POLITECHNIC SCHOOL

DEPARTMENT OF LANGUAGES

**SURVEY ON THE USE OF THE PORTFOLIO AS AN ASSESSMENT OF
WRITING**

Dear teacher, the objective of this survey is to know about the use of the portfolio as a tool of writing assessment and the development of the 21st century skills (Communication, collaboration, and critical thinking) in your school.

It contains 10 questions. Please, read carefully each one, check the options of every question, and answer them sensibly.

Don't write your name just complete the required data.

Job's position: _____ **Group you teach:** _____

1. How often do you develop the writing skill with your students?

Always sometimes never

2. Do you evaluate the writing skill together with your students?

Yes

3. How do you provide feedback to your students' writing?

INDIVIDUALLY,

THE WHOLE CLASS

IN PAIRS

4. What do you think it may be a good way to promote communication among students when developing writing activities?

In groups

In pairs

Interacting with the teacher

5. Which of the following techniques do you use to stimulate the students' mutual collaboration when they write a paragraph, a composition, or an essay?

Choosing a topic they all would like to write about

Giving an extra bonus

Discussing the topic in groups

6. Do you promote the self-criticism of your students pieces of writing (composition, essays, letters, etc)

Yes No

7. Have you ever used the portfolio as an assessment tool?

Yes No

8. How much do you know about the use of portfolio as a learning assessment?

A lot A little Nothing

9. Would you like to know about the use of portfolio as a form of writing assessment?

Yes No

10. Would you like to implement portfolio as an assessment tool in your writing class?

Yes No

Annex 5

“ECOLÓGICO TRILINGÜE GONZALO RUALES BENALCÁZAR” HIGH**SECOND YEAR BACHILLERATO “A”****CONTROL GROUP**

Nº	ROSTER
1	ALMAGRO ROMERO PAUL ALEJANDRO
2	CATTAN LOAYZA CRISTOPHER ALEJANDRO
3	CLAVIJO SANCHEZ ALEXIS XAVIER
4	CORDOVA CASTILLO DERECK FRANCISCO
5	DE LA CRUZ GALLARDO EMILY PATRICIA
6	DURAN OLMEDO GANDHI
7	GARCIA GAIBOR EDWIN MARTIN
8	LARA SOLIZ MONICA DANIELA
9	LEON RODRIGUEZ CARLOS ANDRES
10	LIMA VERGARA WILSON JAVIER
11	LUCIO PAZMIÑO VICTOR ANDRES
12	OÑA LOPEZ JORGE DARIO
13	RUIZ DOMINGUEZ ANDRE EDUARDO
14	SANCHEZ INTRIAGO JEFFERSON LENIN
15	SANTACRUZ ARROBO WELLINGTON EDUARDO
16	TORRES MONTALVO CRISTINA ALEJANDRA

Annex 6

“ECOLÓGICO TRILINGÜE GONZALO RUALES BENALCÁZAR”**SECOND YEAR BACHILLERATO “B”****EXPERIMENTAL GROUP**

N°	ROSTER
1	BRAVO DELGADO JIMMY ALEXANDER
2	CARRILLO ANDRADE JEAN PIERRE
3	DAVILA OSSA MICHAEL ALEJANDRO
4	ESPINOSA ANDRADE GABRIEL ALEXIS
5	GARATE ROJAS LEONARDO DAVID
6	JARAMILLO OCHOA FABIANA ESTEFANIA
7	LUCERO PADILLA RICARDO ANDRE
8	MONCAYO RODRIGUEZ SEBASTIAN PATRICIO
9	MUÑOZ GETIAL CRISTIAN FERNANDO
10	PAREDES TRUJILLO THOMAS RENATO
11	PARRA ROMERO CRISTINA ISABEL
12	POZO SILVA DANIEL XAVIER
13	SANTOS VELASQUEZ MARCELO SEBASTIAN
14	TAPIA ARMIJOS MARIA BELEN

Annex 7



UNIDAD EDUCATIVA ECOLÓGICA TRILINGÜE
“GONZALO RUALES BENALCÁZAR”

Abdón Calderón y Ponce Enríquez (P. Los Girasoles) Conocoto – Ecuador

CLASS PLAN BY DEXTERITIES No. 1

INFORMATIVE DATA:

AREA: Foreign Language		TEACHER: Gabriela Sánchez, Valeria Caizaluisa	
SUBJECT: English		GRADE: 2 nd Bachillerato	
YEAR : 2013 – 2014			
BEGINNING DATE: November 4 th		END : November 8 th	
CURRICULAR BLOCK No: 2		PERIODS: 5	
TITLE OF THE BLOCK: Experiences			
INTEGRATOR COMPONENT: Respect each other through role plays in a citizen and democratic education			
EDUCATIONAL OBJECTIVE OF THE CLASS: To introduce some features to write informal e-mails and develop 21 st century skills(communication and critical thinking)			
DEXTERITIES WITH CRITERIONS OF PERFORMANCE : Listen and follow the information- Look and analyze the informal e-mail- Write an informal e-mail			
DIDACTIC PROCESS	RESOURCES	EVALUATION	
		ESSENTIAL INDICATOR OF EVALUATION	INSTRUMENT OF EVALUATION
<p>LISTENING:</p> <ul style="list-style-type: none"> The students listen ideas about e-mails <p>SPEAKING:</p> <ul style="list-style-type: none"> Brainstorming about informal e-mails <p>READING:</p> <ul style="list-style-type: none"> Read and analyze the steps to create an informal e-mail 	<p>Slides In-focus</p> <p>Slides In-focus</p> <p>Slides In-focus</p>	<ul style="list-style-type: none"> He/she listens information about e-mails, identifies the main parts He/she expresses ideas about the informal e-mails He/she understands the different steps to write informal e-mail 	<p>TECHNIQUE: writing exercise</p> <p>INSTRUMENT: informal e-mail</p>

WRITING : <ul style="list-style-type: none">Follow the steps and write an informal e-mail about your family to a friend	E-mail example sheet	<ul style="list-style-type: none">He/she writes correctly informal e-mails	
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Observation: _____

TEACHER:

AREA COORDINATOR:



UNIDAD EDUCATIVA ECOLÓGICA TRILINGÜE
“GONZALO RUALES BENALCÁZAR”

Abdón Calderón y Ponce Enríquez (P. Los Girasoles) Conocoto – Ecuador

CLASS PLAN BY DEXTERITIES No. 2

INFORMATIVE DATA:

AREA: Foreign Language		TEACHER: Gabriela Sánchez, Valeria Caizaluisa	
SUBJECT: English		GRADE: 2 nd Bachillerato	
YEAR : 2013 – 2014			
BEGINNING DATE: November 11 th		END : November 15 th	
CURRICULAR BLOCK No: 2		PERIODS: 5	
TITLE OF THE BLOCK: Experiences			
INTEGRATOR COMPONENT: Respect each other through role plays in a citizen and democratic education			
EDUCATIONAL OBJECTIVE OF THE CLASS: To introduce some features to write formal letters and develop 21 st century skills(communication and critical thinking)			
DEXTERITIES WITH CRITERIONS OF PERFORMANCE : Read and analyze formal letter example- Talk about formal letter main parts- Write a formal letter to apply for a position in a company.			
DIDACTIC PROCESS	RESOURCES	EVALUATION	
		ESSENTIAL INDICATOR OF EVALUATION	INSTRUMENT OF EVALUATION
SPEAKING: <ul style="list-style-type: none"> Brainstorming about formal letter Discussion about main parts READING: <ul style="list-style-type: none"> Read and analyze the formal letter WRITING : <ul style="list-style-type: none"> Follow the steps and write a formal letter 	Worksheet Worksheet Worksheet	<ul style="list-style-type: none"> He/she expresses ideas about formal letters He/she understands formal letter structure He/she writes a formal letter with correct grammar and structure 	TECHNIQUE: writing exercise INSTRUMENT: formal letter

Observation: _____

TEACHER:

AREA COORDINATOR:



UNIDAD EDUCATIVA ECOLÓGICA TRILINGÜE
“GONZALO RUALES BENALCÁZAR”

Abdón Calderón y Ponce Enríquez (P. Los Girasoles) Conocoto – Ecuador

CLASS PLAN BY DEXTERITIES No. 3

INFORMATIVE DATA:

AREA: Foreign Language		TEACHER: Gabriela Sánchez, Valeria Caizaluisa	
SUBJECT: English		GRADE: 2 nd Bachillerato	
YEAR : 2013 – 2014			
BEGINNING DATE: November 18 th		END : November 22 nd	
CURRICULAR BLOCK No: 2		PERIODS: 5	
TITLE OF THE BLOCK: Experiences			
INTEGRATOR COMPONENT: Respect each other through role plays in a citizen and democratic education			
EDUCATIONAL OBJECTIVE OF THE CLASS: To introduce some features to write compositions and develop 21 st century skills (communication and critical thinking)			
DEXTERITIES WITH CRITERIONS OF PERFORMANCE: Listen, and interchange ideas about compositions, Write a composition (a true story).			
DIDACTIC PROCESS	RESOURCES	EVALUATION	
		ESSENTIAL INDICATOR OF EVALUATION	INSTRUMENT OF EVALUATION
<p>LISTENING:</p> <ul style="list-style-type: none"> The students listen information about compositions <p>SPEAKING:</p> <ul style="list-style-type: none"> Dialog about true stories <p>WRITING :</p> <ul style="list-style-type: none"> Follow the instructions and write a composition about a true story in your life 	<p>CD</p> <p>Worksheet</p>	<ul style="list-style-type: none"> He/she understands ideas about compositions He/she talks about stories using adequate vocabulary He/she writes a composition in a correct way 	<p>TECHNIQUE: writing exercise</p> <p>INSTRUMENT: composition</p>

Observation: _____

TEACHER:

AREA COORDINATOR:



UNIDAD EDUCATIVA ECOLÓGICA TRILINGÜE
“GONZALO RUALES BENALCÁZAR”

Abdón Calderón y Ponce Enríquez (P. Los Girasoles) Conocoto – Ecuador

CLASS PLAN BY DEXTERITIES No. 4

INFORMATIVE DATA:

AREA: Foreign Language	TEACHER: Gabriela Sánchez, Valeria Caizaluisa		
SUBJECT: English	GRADE: 2 nd Bachillerato		
YEAR : 2013 – 2014			
BEGINNING DATE: November 25 th	END : November 29 th		
CURRICULAR BLOCK No: 2	PERIODS: 5		
TITLE OF THE BLOCK: Experiences			
INTEGRATOR COMPONENT: Respect each other through role plays in a citizen and democratic education			
EDUCATIONAL OBJECTIVE OF THE CLASS: To introduce some features to write movie reviews and develop 21 st century skills (communication and critical thinking)			
DEXTERITIES WITH CRITERIONS OF PERFORMANCE: Look at the billboard and comment about it- Write a movie review			
DIDACTIC PROCESS	RESOURCES	EVALUATION	
		ESSENTIAL INDICATOR OF EVALUATION	INSTRUMENT OF EVALUATION
SPEAKING: <ul style="list-style-type: none"> Brainstorming Deductions about movie review WRITING: <ul style="list-style-type: none"> Video about Avatar Students write a review about the movie 	CD Video	<ul style="list-style-type: none"> He/she identifies the main composition of the review He/she understands the movie and writes the review correctly. 	TECHNIQUE: writing exercise INSTRUMENT: movie review

Observation: _____

TEACHER:

AREA COORDINATOR:



UNIDAD EDUCATIVA ECOLÓGICA TRILINGÜE
“GONZALO RUALES BENALCÁZAR”

Abdón Calderón y Ponce Enríquez (P. Los Girasoles) Conocoto – Ecuador

CLASS PLAN BY DEXTERITIES No. 5

INFORMATIVE DATA:

AREA: Foreign Language		TEACHER: Gabriela Sánchez, Valeria Caizaluisa	
SUBJECT: English		GRADE: 2 nd Bachillerato	
YEAR : 2013 – 2014			
BEGINNING DATE: December 2 nd		END : December 6 th	
CURRICULAR BLOCK No: 2		PERIODS: 5	
TITLE OF THE BLOCK: Experiences			
INTEGRATOR COMPONENT: Respect each other through role plays in a citizen and democratic education			
EDUCATIONAL OBJECTIVE OF THE CLASS: To introduce some features to write reports and develop 21 st century skills (communication and critical thinking)			
DEXTERITIES WITH CRITERIONS OF PERFORMANCE: Read the instructions about reports- Write a report about a trip			
DIDACTIC PROCESS	RESOURCES	EVALUATION	
		ESSENTIAL INDICATOR OF EVALUATION	INSTRUMENT OF EVALUATION
READING: <ul style="list-style-type: none"> The students analyze instructions and report example They express ideas about -How to write a report? WRITING: <ul style="list-style-type: none"> Write report about an important trip 	Worksheet billboard	<ul style="list-style-type: none"> He/she understands how to write a report. He/she structures a report and writes it adequately 	TECHNIQUE: writing exercise INSTRUMENT: trip report

Observation: _____

TEACHER:

AREA COORDINATOR:

Annex 8



UNIDAD EDUCATIVA ECOLÓGICA TRILINGÜE
“GONZALO RUALES BENALCÁZAR”

Abdón Calderón y Ponce Enríquez (P. Los Girasoles) Conocoto – Ecuador

RUBRIC-EMAIL

EXPERIMENTAL GROUP

Name:

Date:

Feature	4 Strong	3 Developing	2 Emerging	1 Beginning	Score
Communication	Communicates correct information with the class. Provides relevant information. Communicates creative ideas.	Attempts to use a variety of communication strategies. Details support ideas. Communicates original ideas.	Communicates the majority of information but not always in a logical or structured manner.	Lacks focus and poor communication.	
Collaboration	Involves classmates and teacher in the writing development.	Collaborates with classmates and teacher in the writing development.	Some evidence of collaboration in writing development.	Little or no collaboration.	
Critical thinking	Identifies the salient arguments (reasons and claims) pro and con. Provides logic and coherent arguments to support ideas.	Identifies relevant arguments (reasons and claims) pro and con.	Fails to identify strong, relevant arguments.	Fails to identify or reject relevant arguments.	



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RUBRIC- FORMAL LETTER

EXPERIMENTAL GROUP

Name:.....

Date:.....

Feature	4 Strong	3 Developing	2 Emerging	1 Beginning	Score
Communication	Communicates correct information with the class. Provides relevant information Communicates creative ideas	Attempts to use a variety of communication strategies Details support ideas Communicates original ideas	Communicates the majority of information but not always in a logical or structured manner	Lacks focus and poor communication	
Collaboration	Involves classmates and teacher in the writing development	Collaborates with classmates and teacher in the writing development.	Some evidence of collaboration in writing development	Little or no collaboration	
Critical thinking	Identifies the salient arguments (reasons and claims) pro and con. Provides logic and coherent arguments to support ideas.	Identifies relevant arguments (reasons and claims) pro and con.	Fails to identify strong, relevant arguments.	Fails to identify or reject relevant arguments.	



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Abdón Calderón y Ponce Enríquez (P. Los Girasoles) Conocoto – Ecuador

RUBRIC-COMPOSITION

EXPERIMENTAL GROUP

Name:

Date:

Feature	4 Strong	3 Developing	2 Emerging	1 Beginning	Score
Communication	Communicates correct information with the class. Provides relevant information Communicates creative ideas	Attempts to use a variety of communication strategies Details support ideas Communicates original ideas	Communicates the majority of information but not always in a logical or structured manner	Lacks focus and poor communication	
Collaboration	Involves classmates and teacher in the writing development	Collaborates with classmates and teacher in the writing development.	Some evidence of collaboration in writing development	Little or no collaboration	
Critical thinking	Identifies the salient arguments (reasons and claims) pro and con. Provides logic and coherent arguments to support ideas.	Identifies relevant arguments (reasons and claims) pro and con.	Fails to identify strong, relevant arguments.	Fails to identify or reject relevant arguments.	



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RUBRIC-REPORT

EXPERIMENTAL GROUP

Name:

Date:

Feature	4 Strong	3 Developing	2 Emerging	1 Beginning	Score
Communication	Communicates correct information with the class. Provides relevant information Communicates creative ideas	Attempts to use a variety of communication strategies Details support ideas Communicates original ideas	Communicates the majority of information but not always in a logical or structured manner	Lacks focus and poor communication	
Collaboration	Involves classmates and teacher in the writing development	Collaborates with classmates and teacher in the writing development.	Some evidence of collaboration in writing development	Little or no collaboration	
Critical thinking	Identifies the salient arguments (reasons and claims) pro and con. Provides logic and coherent arguments to support ideas.	Identifies relevant arguments (reasons and claims) pro and con.	Fails to identify strong, relevant arguments.	Fails to identify or reject relevant arguments.	



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Abdón Calderón y Ponce Enríquez (P. Los Girasoles) Conocoto – Ecuador

RUBRIC-MOVIE REVIEW

EXPERIMENTAL GROUP

Name:

Date:

Feature	4 Strong	3 Developing	2 Emerging	1 Beginning	Score
Communication	Communicates correct information with the class. Provides relevant information. Communicates creative ideas.	Attempts to use a variety of communication strategies. Details support ideas. Communicates original ideas.	Communicates the majority of information but not always in a logical or structured manner.	Lacks focus and poor communication.	
Collaboration	Involves classmates and teacher in the writing development.	Collaborates with classmates and teacher in the writing development.	Some evidence of collaboration in writing development.	Little or no collaboration.	
Critical thinking	Identifies the salient arguments (reasons and claims) pro and con. Provides logic and coherent arguments to support ideas.	Identifies relevant arguments (reasons and claims) pro and con.	Fails to identify strong, relevant arguments.	Fails to identify or reject relevant arguments.	



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Abdón Calderón y Ponce Enríquez (P. Los Girasoles) Conocoto – Ecuador

RUBRIC-PASSPORT

EXPERIMENTAL GROUP

Name:

Date:

Feature	4 Strong	3 Developing	2 Emerging	1 Beginning	Score
Communication	Communicates correct information with the class. Provides relevant information Communicates creative ideas	Attempts to use a variety of communication strategies Details support ideas Communicates original ideas	Communicates the majority of information but not always in a logical or structured manner	Lacks focus and poor communication	
Collaboration	Involves classmates and teacher in the writing development	Collaborates with classmates and teacher in the writing development.	Some evidence of collaboration in writing development	Little or no collaboration	
Critical thinking	Identifies the salient arguments (reasons and claims) pro and con. Provides logic and coherent arguments to support ideas.	Identifies relevant arguments (reasons and claims) pro and con.	Fails to identify strong, relevant arguments.	Fails to identify or reject relevant arguments.	



UNIDAD EDUCATIVA ECOLÓGICA TRILINGÜE “GONZALO RUALES BENALCÁZAR”

Abdón Calderón y Ponce Enríquez (P. Los Girasoles) Conocoto – Ecuador

RUBRIC-AUTO BIOGRAPHY

EXPERIMENTAL GROUP

Name:

Date:

Feature	4 Strong	3 Developing	2 Emerging	1 Beginning	Score
Communication	Communicates correct information with the class. Provides relevant information. Communicates creative ideas.	Attempts to use a variety of communication strategies. Details support ideas. Communicates original ideas.	Communicates the majority of information but not always in a logical or structured manner.	Lacks focus and poor communication.	
Collaboration	Involves classmates and teacher in the writing development.	Collaborates with classmates and teacher in the writing development.	Some evidence of collaboration in writing development.	Little or no collaboration.	
Critical thinking	Identifies the salient arguments (reasons and claims) pro and con. Provides logic and coherent arguments to support ideas.	Identifies relevant arguments (reasons and claims) pro and con.	Fails to identify strong, relevant arguments.	Fails to identify or reject relevant arguments.	









