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**FORMATIVE ASSESSMENT MODEL PROPOSAL BY USING RUBRICS TO
STANDARDIZE WRITING ASSESSMENT**

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INNOVATIVE PEDAGOGIES – METHODOLOGICAL STRATEGIES

Author:

Johana Elizabeth Morales López

Director:

Mg. Elizabeth Ortiz

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Innovative pedagogies – methodological strategies

Author:

Johana Elizabeth Morales López

Elizabeth Ortiz, Mg.

MEMBER

f.  Firmado electrónicamente por:
**ELIZABETH
AUXILIADORA
ORTIZ LOZADA**

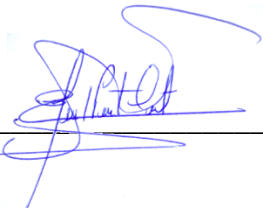
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MEMBER

f. 

Paola Vanessa Navarrete Cuesta, Mg.

MEMBER

f. 

Juan Carlos Acosta Teneda, P. Msc.

POSTGRADUATE COORDINATOR

f. 

Hugo Rogelio Altamirano Villaroel, Dr.

PUCESA REGISTRAR

f. 

Ambato – Ecuador

October 2021

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RESUMEN

Un proceso de evaluación formativo brinda a los estudiantes la oportunidad de involucrarse en su proceso de aprendizaje. Muchos profesores y alumnos de inglés presentan problemas en este tipo de proceso al no tener un procedimiento de evaluación homogéneo o una herramienta de evaluación a seguir. Por lo tanto, el objetivo de esta investigación es proponer un modelo de evaluación formativa utilizando una rúbrica analítica que estandarice el proceso de evaluación de la habilidad de escritura en el campo de EFL. Este estudio siguió un diseño cuasiexperimental que incluyó un pre y post test. Se solicitó a dos grupos de estudiantes del nivel A2 que redactaran *book reports* donde se aplicó una intervención al grupo experimental., misma que incluyó un proceso de autoevaluación y de pares basado en una rúbrica que fue diseñada entre maestros de nivel A2, enfocada en las necesidades de los estudiantes. Los trabajos se calificaron con el propósito de medir el experimento. Se utilizó una prueba t en la prueba de hipótesis. Los resultados mostraron que el grupo experimental superó al grupo de comparación en el post test. El estudio revela que este proceso ayudó a los alumnos a acercarse a los criterios de la rúbrica debido a la retroalimentación recursiva que se compartió en un entorno colaborativo. La investigación tiene implicaciones prácticas para la enseñanza de la redacción de *book reports* entre estudiantes de inglés del mismo nivel, pero con diferentes profesores. Asimismo, en este estudio se han incluido recomendaciones para futuras investigaciones.

Palabras clave: Evaluación formativa, evaluación de pares, autoevaluación, rúbrica, retroalimentación recursiva

ABSTRACT

Formative assessment provides students the opportunity to engage in their learning by focusing on its respective concepts. Many EFL teachers and learners struggle by not having a homogeneous assessment procedure or available tools. Therefore, the aim of this investigation is to propose a formative assessment model using an analytic rubric that standardizes the writing skill assessment process on the EFL students. This study includes a quasi-experimental design with a pre and post-test. Two groups of A2 level students were given book reports assignments where an intervention was applied to the experimental group. This intervention included a self and peer-assessment process based on a rubric codesigned by A2 level teachers focusing of the students' needs. The written products were scored with the purpose of measuring the experiment and a t-test was used in hypothesis testing. The results indicated that the experimental group outperformed the comparison group in the post test. In addition, the study reveals that the assessment process helped learners to approach the rubric criteria due to the recursive feedback that was shared in a collaborative environment. The investigation has practical implications for the teaching of writing book reports for EFL students from the same level, but with different teachers. Recommendations for future research have been included in this study.

Keywords: Formative assessment, peer-assessment, self-assessment, rubric, recursive feedback

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INTRODUCTION

Formative assessment in EFL writing is important for teachers and students. This type of assessment gives students the chance of controlling their learning by helping them to self-regulate their learning process through feedback (Mohamadi, 2018). Therefore, student-centered learning arises as a main focus rather than teacher centered. Studies have shown that learning can become meaningful by engaging students actively with some classroom strategies (Vasu, Mei Fung, Nimehchisalem, & Md Rashid, 2020).

Assessment for learning should be the goal rather than assessment of learning. According to Willian and Black (1996) this concept can be accomplished by applying formative assessment which can have positive changes like learning behavior where a constructive environment is developed for the learning process. Therefore, students get the opportunity of understanding how to improve their performance while they are aware of the requirements that involve the learning process.

Learning can turn into something more visible to students by applying recursive feedback. Kalantzis and Cope (2012) affirm that knowledge has to be a social interaction that owns cycles where collaborative sharing enhances learning through formative assessment rather than getting grades without an appropriate feedback. These cycles must include a peer and self-assessment process.

The peer assessment leads to teamwork where learners can help each other to improve their written work. Adachi, Tai, and Dawson (2017) state that students will engage more in this type of feedback rather than the one given from a teacher. Thus, this advantage should be seen as an opportunity to let students give and receive feedback to upgrade their performance in a collaborative environment.

This cycle can be supported by the self-assessment process where learners use their peers' comments to internalize their performance. In a study presented by Wang (2016) it is mentioned that rubrics can lead to an effective implementation of this process. This type of assessment tool will provide the criteria and the levels of performance that need to be accomplished. Cockett and Jackson (2018) assure that rubrics can promote self-assessment since students get a clear understanding of the task criteria to enrich their written work.

Assessment strategies have already been used by other classrooms around the world to improve students' performance in the EFL written tasks. Ecuador stills struggling in this

area due to a language curriculum that has guidelines that unfortunately have not been providing effective procedures to encourage students a formative evaluation process where they can participate actively to improve their written skills.

In Ambato, a private high school included literary texts to its English program to help students with the language acquisition. However, this program is struggling with the writing skill evaluation which does not own a stablished process to check book reports. This leads teachers to evaluate students writing skills based on their personal criteria. Consequently, the problem is that students from the same level, but tutored by different teachers do not achieve the same English level due to the lack of use of a specific assessment procedure and assessment tool for written tasks like book reports.

The hypotheses that have been established are the following ones:

Ho: a standard rubric for book reports does not help teachers from the same level to keep a homogeneous assessment.

Hi: a standard rubric for book reports helps teachers from the same level to keep a homogeneous assessment.

Objectives

General objective

To propose a formative assessment model using a specific rubric that standardizes the writing skill assessment process.

Specific objectives

- To develop the theoretical background about the importance of having a rubric for English writing assessment.
- To identify the current model of writing assessment in the high school.
- To design a standard model of formative evaluation through rubrics for book reports.
- To analyze the results of this research by socializing the rubric with the educational community.

The investigation is going to employ a quasi-experimental research design. Two groups will be part of it: the comparison and experimental group. Both groups are in the A2 level class. This design includes a pre-test to set the baseline between the two groups. Then an

intervention will be applied to the experimental group which consist on writing a book report by applying a formative assessment model with a standardized rubric. Consequently, a post-test will be taken by both groups to measure the results of the intervention.

The aim of a quasi-experimental research approach is to prove if an intervention produces any changes in a performance (Gatcho & Hajan, 2019). Therefore, this study will be supported with a highly descriptive depth level that will be combined with an analytical level as well. This research includes a socio-educational modality which involves literacy review and an intervention process that will be measured with a post-test to determine the effect of a standardized formative assessment process over the writing skills.

According to Schmoker (2002), standards are needed to achieve a specific skill. Thus, if the writing tasks could be measured by a standardized assessment model as a rubric, it could keep a consistent process for all the teachers to help their students properly. A meaningful way for evaluation of writing activities is the use of rubrics (Burke, 2010). Consequently, rubrics lead to the increase of effectiveness when reviewing a writing assignment.

Furthermore, a more effective feedback can be provided through a well-designed rubric which helps teachers and students with a reliable and unbiased manner of checking written assignments (Chowdhury, 2019). A rubric is essential because it evaluates students' performance, enhances teaching and provides relevant information for program improvement (Wolf & Stevens, 2007).

Also, rubrics help students to achieve their full potential in writing activities by understanding the categories and sub-categories contained in the rubric which means that the teachers will comprehend the nature of the rubric to provide a meaningful way to develop second language students writing skills (Brooks, 2013). Students can improve their writing skills by guiding their written assignments through a process that provides helpful feedback (Pei Leng, 2014).

CHAPTER I. STATE OF ART AND PRACTICE

1.1 Writing process

Reading and writing are part of the written communication, although the second one has a complex procedure. The writing process is crucial because it improves the writing by rewriting, revising and editing in order to achieve a complete idea (Ariyanti, 2016). According to the English Ecuadorian curriculum for high-school students published in 2016, learners need to be familiar with the writing process which includes brainstorming and drafts to have a clear and organized writing by developing revision strategies and editing skills.

Writing is a social action meant for others to read the written text. Therefore, some stages are suggested in the writing process: planning, drafting and revising. They occurred simultaneously with each other (Abas & Aziz, 2016). The stages are recurrent which include different activities to help during the writing process when working on any text type such as book reports. Reading and writing are interconnected. Students can become better writers when they read intensively to work on tasks like book reports. Therefore, a writing process is going to guide the procedure of generating ideas, reflecting, producing words and correcting any sentence-level concerns in order to share the finished text.

Teachers must provide as many opportunities as possible to practice the revising and editing processes of any text type during formative assessments by collaborative writing groups, peer or self-assessment. During written assignments, teachers should model the way that students will check their written work to improve it within their English language level. Teachers should use frequently formative writing assessments in order to make it part of the everyday teaching and learning process by providing direct feedback (Graham, Hebert, & Harris, 2015). If students get more familiar with the process, they will enrich writing quality.

1.2 Assessment

Assessment is the collection of data of student's classroom performance which includes student's reaction with provided feedback to their learning (Ridhwan, 2017). According to Torres (2019), assessment does not mean providing a test and scoring it; its aim is to benefit teachers and students through a complete view of the achievement on the course goals in the teaching and learning process by getting constructive feedback. This feedback will allow changes in the learning strategies and teaching methodology.

The assessment process leads teachers to reflect on keeping the same techniques or coming up with adjustment in the learning process. EFL teachers must have a clear idea of how to properly perform assessment during the teaching process instead of only focusing on the results of a final test because testing is only one phase during the language assessment. The assessment should be seen as an opportunity to improve the quality of instructions and learning strategies for the course, which includes two types of assessment.

Scriven (1967) introduced the concept of formative and summative assessment in the education field. The two types measure students' performance about specific goals. The formative assessment focuses on the development of certain educational process while the summative assessment measures the final result of this process. EFL teachers should use formative procedures over the summative ones in order to improve the learning target that was taught previously.

Positive changes such as the learning behavior will be achieved by applying a formative assessment where the concept of assessment of learning will be changed into assessment for learning (Willian & Black, 1996). Therefore, this concept is going to provide a constructive environment for the learning process.

In order to work with assessments, there are different types to be considered during the learning process:

- Formative and summative assessment
- Self and peer-assessment

Formative and summative assessments

These assessments are all about how they are used. They will provide helpful information about the learning process of each student because they can complement each other. By using a variety of assessments, the student performance is going to get a powerful feedback. Although, for some time formative assessment was seen as better training than the summative one because it was far from the learning process (Houston & Thompson, 2017). Summative assessment was very criticized, but new discussions show that they complement each other.

Formative and summative assessment have their specific purposes. According to Dolin, Black, Harlen, and Tiberghien (2017) early drafts can be measured through formative

assessment while final drafts are evaluated with the summative one. The formative assessment provides data to support learning in order to help students to understand their learning progress. This evidence can be collected from different lessons. On the other hand, summative assessment has medium- or long-term objectives since the accumulation of different activities will be measured with a summative report at the end of a semester or year.

The implementation of the formative assessment has used more summative assessment methods which means that increasing motivation, providing rich feedback and self-assessment have not been employed the way they are supposed to during the formative assessment (Yüksel & Gündüz, 2017). Consequently, this type of assessment is not achieving its goal of identifying deficiencies during the learning process which holds back the mission of replanning education according to the obtained results.

For this study, the aim is the formative assessment, although is essential to have a clear appreciation of the differences between the summative and formative assessment. Therefore, information from some authors is presented.

Summative assessment

It is usually used to test what students have achieved during a specific period of time in order to check the students' level of learning instead of having a direct impact on the learning process like the formative assessment (Dolin et al., 2017). Therefore, as soon as a semester or any stage is over, this type of assessment will take place to record what students have learnt to compare the results within them.

According to Broadbent, Panadero, and Boud (2018), this type of evaluation measures if students met the required standards due to its grading purpose that any school district will be requiring. Also, it should include elements from the formative assessment to benefit learners the most during the process. Thus, the summative assessment helps learners through a formative assessment practice. Although, in this research, the main focus is the formative assessment, it is necessary to understand the aspects of the summative one.

Formative assessment

Formative assessment has its own process and objectives which pursues learning progress. EFL teachers need to consider using formative assessment to continuously evaluate students' performance. Therefore, by determining the learning problems, teachers can provide help and assign peer review on time, instead of the end of the

schoolyear (Ridhwan, 2017). This assessment is going to offer opportunities to improve students` performance based on their continuous activities.

Black (2015) mentioned that this type of assessment helps students to understand their learning goals by paying attention to their own progress. Students will develop a capacity to review their own learning. Also, an essential requirement to achieve this objective is to implement peer assessment which is going to contribute to self-assessment. Although some teachers are skeptical to adopt this practice, they just need to perceive it as a change in order to implement it.

According to Yüksel and Gündüz (2017), this will be assessment for learning where learning evidence is going to be collected to provide feedback and analyze education strategies to enhance success by shaping education. This process increases motivation and promotes self-assessment by making it important for students to review own work and assess the others. The formative assessment also helps teachers to evaluate their teaching methods and possible content organization. Teachers use this information to distinguish flaws and determine incorrect methods because the planning could have problems rather than students `performance.

Broadbent et al. (2018) explain that formative assessment could improve academic performance, although it is difficult to engage students with activities that are not going to be graded. Also, giving feedback could be a time-consuming activity. For these reasons, there are some tools to be used such as exemplars, audio feedback and rubrics. These tools are going to increase the delivery of formative data by keeping teacher`s effort in a low level. Consequently, students will get a quality feedback to be aware of their learning process.

To summarize, the formative assessment gives the opportunity to the students of controlling their own learning since it offers a feedback to help them self-regulate their learning (Mohamadi, 2018). Thus, the importance of developing this type of assessment specially in writing activities with the use of any tool like a rubric which can lead to foster self-assessment during the planned activities.

This investigation also requires an understanding of the objectives and characteristics of the self and peer- assessment in order to work on the formative assessment proposal.

Self and peer-assessment

According to Fathi and Khodabakhsh (2019), self-assessment and peer-assessment are useful to improve the writing skills of the students. They help students to internalize the assessment criteria in order to understand what is expected of them. Therefore, they will exactly understand what needs to be considered during marking work. Also, these types of assessments are more common during the formative assessment.

Self-assessment

Formative assessment has led to alternative assessments like self-assessment which promotes autonomous learning. Promoting this type of assessment let students to develop an ability to assess their results and be aware of their learning which makes them more effective in a self-assessed task. If this type of assessment is delivered as an instructional method, it turns into a formative assessment. Teachers must train students to assess their own work by getting either a rubric or checklist to internalize a better interpretation of the criteria of the written activity to achieve the goal. "Students will have an in-depth understanding of the task while the tool assists them in monitoring their work to achieve a desired standard" (Vasu, et al., 2020, p. 4).

Self-assessment has been used to improve students writing by having a positive correlation that leads to better quality of ideas, organization and mechanics. "Self-assessment is an effective strategy to improve the writing performance of the students, since they have a good perception on it" (Ratminingsih, Marhaeni & Vigayanti, 2018, p. 282). Self-assessment turns to be more beneficial in the revising and editing processes than in the composing process.

Wang (2016) claims that self-assessment could be implemented effectively by using a rubric before the learning process. Also, this document is going to help students to figure out the weaknesses and strengths of their own writing. Therefore, students will focus on relevant aspects of their writing while revising it in a comprehensive way by paying attention to the content, organization and other characteristics. To sum up, this process of self-assessment with rubrics will report significant information about the placement of students writing to themselves.

Peer assessment

Wanner and Palmer (2018) state that self-assessment and peer assessment are related since their goal is to give feedback on a product that has a criterion. Therefore, during the

formative peer-assessment, students are getting the benefit of receiving and providing feedback by making judgements based on a pre-determined criterion. This process is not too easy, but it is necessary for the twenty-first century since the students are becoming more active learners. This process is helpful for them in order to get a better understanding of the assessment procedure to improve their own writing activities.

Peer review is a way to make students aware of their writing and how their classmates see their work. Providing and receiving feedback can have an equal advantage. Also, learners will benefit more from reading their peers' feedback than receiving it. In order to really support their learning, students need to have a similar level of proficiency to provide feedback. It is important to teach students how to do peer review by having clear goals and guidelines. Also, they must know the purpose and benefits of this process. By practicing it, students will be able to provide more specific and relevant feedback to their peers (Hislop & Stracke, 2017).

Teachers' role is essential to support students during the process of understanding the reasons of being part of the peer assessment procedure. Students need to comprehend the importance of it and that this type of assessment is part of the learning process. They are going to enroll into a teamwork because teachers are giving students a voice which leads to an effective work by using a language that they are more familiar with. This is a very significant advantage because they will engage with this feedback more than one received from a teacher (Adachi et al., 2017). Therefore, the process of checking each other writing tasks is going to provide details before their final presentation.

Methods of assessing students writing

There are different methods that can be used depending on the type of assessment and the objective. Teachers must choose the one that is going to support the best the writing task. Their choice will improve or affect the evaluation of the students work. Therefore, different procedures are going to be discussed in order to focus on the most appropriate.

First of all, three main categories are proposed, which include formal, informal and mixed methods. The last one is going to include methods that bring together the formal and informal category. Thus, the mixed method involves portfolios and rubrics.

Formal methods

A number of scoring methods are available, but for this research only two are going to be analyzed. The holistic and analytical method have their specific impact during the scoring

process in writing tasks. They have their own characteristics and one of them is more suitable for the formative assessment. Therefore, the advantages and disadvantages are going to be compared.

Holistic scoring method

Han and Huang (2017) mention that evaluators prefer this method since it helps them to assign impartial scores and simplifies the scoring process. Although, they say the reliability can be on risk because it can be subjective. Most of the time this method is going to include only a few descriptors, which are not enough to help the students understand their score. Sometimes the score will depend on the evaluator's opinion since they do not need to specify the reasons of the mark.

This scoring method can be a time-saving approach, but learners are not getting back enough feedback (Ahmadi, Namaziandost, & Etemadfar, 2020). Teachers will award a grade instead of comments to help students improve their written work. Therefore, this method is more used in summative assessments, especially for large-scale assessments. Evaluators will go for this approach since they have a lot of students. Finally, by providing grades, the teachers are using it as a tool to provide a certification at the end of a school year or as soon as a unit is over.

Analytical scoring method

This type of scoring provides feedback to the writing assignments. According to Veloo, Abd Aziz, and Yaacob (2018) it is going to give a complete explanation on the performance of the students instead of the holistic one which will provide only a score. Therefore, this useful information helps to figure out the strengths and weaknesses of each student in their writing tasks. This data facilitates follow up activities to assist the students. The analytical scoring is more time-consuming, as a result, this is more appropriate for a small class.

This method is more used for complex learning tasks since it is going to include explicit performance expectations (Galti, Saidu, Yusuf, & Goni, 2018). Analytic scoring can provide more details about the student's performance. Also, the success of this method is going to depend on the teacher's expertise (Han & Huang, 2017). The evaluator is the one who is going to get the best of this method in order to improve their students' writing

skills. Also, the analytic scoring is more common during formative assessments since it focuses on class activities.

In conclusion, during EFL classroom activities an analytic scoring is going to be more useful, especially because it works better with the formative assessment process. It definitely takes more time, but it is worthy since the collected data will facilitate future activities to improve the students` performance. The writing skill is one of the most difficult ones to be achieved, therefore, the analytic scoring is going to guide the students effectively by letting them know the ways of improvement rather than only receiving a grade. This method can be complicated, consequently, evaluators need to be trained. Teachers, who are part of the same course, should contribute to the scoring guide development to set it in a clear and easy-to-follow way.

Informal methods

These methods provide informal judgements during everyday class. They are helpful in writing tasks to prevent errors in the formal methods. By using the informal approach, students get more confident to evaluate their writing activities by themselves. Some of the methods are discussion, observation and description. The discussion approach will improve students learning by offering them a peer-assessment process (Liu, Li, & Zhang, 2018). Small teams are required in order to share information and answer questions to upgrade the given tasks.

According to Kourgiantakis, Sewell, and Bogo (2019) the observation facilitates the learning process since it gives students comments during cooperative learning activities. This method is effective because students get the opportunity to work in groups by developing an active listening. The students are getting interpersonal skills due to the process of self-reflection. First students will work by themselves, then teachers will give specific feedback to the group.

In addition, the description method is another informal approach that evaluators can use to improve students work. They are not going to get grades by working with these methods. Although, they can start getting ideas to improve their written work. One of the advantages is that these methods can be integrated in the classroom easily. Students will share personal thoughts to develop a social process. This means they will become more confident to check their work by themselves.

Mixed methods

These methods can be used according to the objective of the assessment. Evaluators can apply mixed methods as they will be needed since they are formal or informal. Furthermore, they are going to be a useful tool in summative or formative assessment. They have an important role in the learning process.

There are some options for these methods. Some of them are:

- Portfolios
- Rubrics

Portfolios are work samples that can be assessed. They are going to store student's data through a teacher-oriented evaluation by contributing to self-regulating learning. Also, they will consider the priorities of the study program. Kilbane and Milman (2017) mention that the elaboration of portfolios affects students' learning in a positive manner. Therefore, portfolios must have a clear objective, interaction with the curriculum and record student's progress. Although, one problem in the classroom could be not summarizing data in a reliable way.

On the other hand, rubrics will provide clear information of the students' performance based on criteria. According to Cockett and Jackson (2018) students' self-assessment can be improved by using rubrics. Also, students' intervention on the design of the rubrics is going to be crucial to determine the success of it. This has to be cocreated with the students in order to be more efficient during the assessment process. In addition, rubrics are seen positively by students and teachers since it enhances consistency during the assessments.

In conclusion, rubrics have more benefits to help students during their formative assessment. This mixed method can develop on the students the skill of being able to evaluate their own writing activities by following specific standards. Therefore, it is necessary to analyze more characteristics about them to have a broader understanding.

1.3 Rubrics

Student-centered learning needs a procedure that shows students the benefits of looking at learning as a process since they will apply strategies to achieve assessment expectations. Learners can get to this point by working on constructive feedback (Ragupathi & Lee, 2020). To build knowledge learners have to comprehend the

significance of feedback with relationship to task fulfillment, quality and criteria (Sadler, 1989). They need to understand how to improve their performance by getting information about the quality of their work which can be achieved by using rubrics.

Definition

According to Goodrich (1997) a rubric is a powerful tool that helps during the teaching and assessment process by showing students the requirements that must be achieved. This is a scoring tool that lists the criteria that will be used for a piece of work such as organization, content and other features. Also, it includes the gradations of quality for each criterion that is involved. They can measure it from poor to excellent. This is going to help students to measure the quality of their work.

A rubric can be defined as an assessment tool which includes the criteria that will be checked in a written piece. Goodrich (1997) mentions that each criterion must include gradations of quality. This scale presents the standard that needs to be met. Each of these gradations must have descriptors of the quality of each level of performance. They can start from the worst up to the best quality. Therefore, they are going to show what makes a high- or low-quality work.

The National Research Council (1996) states that a rubric helps with the standardization of the performance for a specific population. This means that students will have a established process to follow. Therefore, by having a standardized criterion of what is expected, the learning objectives will be clear. Teachers will create rubrics to monitor the evaluation of the students` work. Thus, students will have a guide to evaluate their progress by paying attention on what is being required.

The purpose of using rubrics

Rubrics help students to understand the reason of the grading. Therefore, they will accept responsibility for their performance by improving it. Rubrics turn feedback into something relevant for students because they are going to use them to reflect in order to meet the expectations of the task by boosting their performance. During this process, students will have the opportunity to analyze their work deeply by comparing it against the criteria from the provided rubric (Li, 2018).

Goodrich (1997) mentions that some of the benefits of using rubrics are that students` performance will be improved just like the monitoring process because teachers are going to be able to show students clear expectations to be achieved. The objective of a rubric

will be accomplished due to the evident improvement in the quality of students' work and their learning. Therefore, a rubric's objective will be to define quality. Additionally, another purpose is that rubrics help learners to be more critical about the quality of their work and others' work when they are part of a self or peer-assessment process.

Cockett and Jackson (2018) agree that rubrics are tools that are going to improve students' learning. They are not only used to provide a grade. Based on their research, it is stated that students will have a positive perception over rubrics because they are helping them to understand the requirements of any specific task by achieving relevant improvements. Rubrics are a valuable addition to assessments and the process of providing feedback because they will give the opportunity to students to polish up their tasks.

Types of rubrics

There are different types of rubrics. Each one of them have their own advantages and disadvantages. Therefore, the choice will depend on the objectives that teachers and students are willing to achieve in order to get the results they want.

According to Brookhart (2013), there are four types of rubrics:

- General
- Task specific
- Holistic
- Analytic

General rubrics

They are going to help students during the planning process as a result they will be able to monitor their progress with this type of rubric. General rubrics are an appropriate option for student to work on their self-assessment. On the other hand, they cannot give specific feedback since they can be used with different tasks. Therefore, teachers do not need to rewrite them for every single task as these rubrics will include descriptors that have characteristics for many tasks.

Task-specific rubrics

This type of rubrics will have the specific description for a particular activity. They are practical for the person who is going to score the task because they include scoring directions. Therefore, the grading process is going to be faster and evaluators do not need

to be trained. However, they are not the best option for open-ended tasks since good questions will be in the risk of not getting the full score because they were not listed. Consequently, they are not suitable for a formative assessment.

Holistic rubrics

These rubrics are appropriate for the final summative assessment because the objective is to use the information for a grade. Also, it is faster to score them since they do not include separate criteria. The criteria will be checked all together. They are not recommended for a formative process due to the purpose of them because they do not include information that will be helpful to make future improvements. They will include broad descriptions about the required performance.

Analytic rubrics

They are seen as the best choice since they will help during a formative process by providing details of what needs to be improved in each of the criteria since they are going to be analyzed separately. They will provide relevant information to be considered for future decisions about following up tasks. Also, they are useful during the instructional time. This author recommends this one because it fits most of the classroom objectives. They can give information to be used as feedback or during a diagnostic process. Although, they are going to take more time to score than the other options.

According to Wiseman (2012) analytic rubrics are going to offer more information about the performance of the student by showing details about the language abilities that are scored. Therefore, it will be easier to distinguish different levels of skills presented by the students. Although, this rubric takes more time to check, eventually represents long-term savings either for the students and the English program since a more successful learning environment will be achieved with a deep scope of each student's writing skill. This lets teachers to help students according to their needs and modify their curricular aims.

Vercellotti and McCormick (2021) mention that analytic rubrics are powerful tools which measure the quality of the language performance in a more reliable and objective way. This type of rubric is more suitable when the activities are open-ended. It means that language production can be measured under this rubric because students can choose a broad variety of vocabulary and grammar. Additionally, this rubric help teachers to

provide feedback, get evidence of the students' progress and evaluate their teaching strategies.

All these types of rubrics come up with their own benefits depending on the tasks' goals and the evaluators' preferences. Therefore, if they want to be very precise with the scoring process and save time, the task-specific option is the one. The general rubric will help evaluators to save time because they can be applied to different tasks. Also, if they are looking for a fast process for summative assessment, the holistic rubric is going to be appropriate. Finally, if the aim is to work on formative assessment in order to get some feedback, the analytic rubric is going to give details of the achievement of each criterion that has been mentioned on it.

Advantages and disadvantages of using rubrics

It is necessary to understand the positive and negative effects of rubrics during the learning and assessment process. For this reason, the advantages and disadvantages will be discussed.

Advantages

Rubrics motivate students to try to achieve high standards. They will know in advance the criteria that involves their assignment. They encourage assessment for learning. Therefore, students will be more involved in their learning journey. Students will use them during the process of working on their tasks to continue with the evaluation of their final work (McCain, 2015). Learners are going to become more confident by creating feedback that will help them to improve their work.

Luft (1999) mentions that rubrics give relevant data that has a direct influence over curriculum planning and classroom practice. Also, it is going to encourage students to become self-learners. This means that teachers are going to make decisions over the students' learning process based on the information that rubrics provide. Teachers have the opportunity to clarify objectives and construct guidelines from them to conduct the feedback towards students' improvement.

Rubrics also have the benefit of promoting the development of self-assessment because students will understand clearly the assessment criteria in order to improve their performance to achieve what has been required (Cockett & Jackson, 2018). Rubrics can be cocreated with students in order to make sure that they are aware of the requirements

(Goodrich, 1997). Therefore, students could work on a self or peer-assessment to get enough feedback to improve their work since they already understand what to do to achieve high standards.

Rubrics help students learn because as soon as they get used to them, they will pay more attention to the process rather than the final product. Therefore, rubrics will encourage students to focus on their learning (Brookhart, 2013). Teachers could support them by developing action plans based on their self-assessment. Also, by practicing the peer-assessment, it has been proved that eventually students will manage the way to give accurately feedback to their classmates.

Disadvantages

These possible obstacles will be taken into consideration before starting with the fieldwork. According to Popham (1997) rubrics are useful, but they take a lot of effort and time to be developed. Most of the time teachers will have to come up with a specific rubric for each class to suit their specific needs. Furthermore, some performances might be left to a side due to the evaluator will focus only on the criteria which did not include some important aspects. Also, a rubric might not be the problem, the person that is using it might apply it incorrectly. Therefore, it is necessary to be trained before using it.

Despite these flaws, rubrics are promoting the process for learning where students are getting more details about the way to accomplish higher standards. Regardless the time consuming that implies its design, this tool is guiding students during the assessment process by developing more benefits in the writing process.

Validity and reliability

These two concepts are essential in any research. Middleton (2020) states that "reliability is about the consistency of a measure, and validity is about the accuracy of a measure" (par. 1). They must be considered during the process of defining the research design, choosing the methods and writing the results. This section will include the validity and reliability of rubrics for assessing writing.

Validity

In order to show that rubrics can improve writing development during formative assessment Bendagmane (2015) conducted two experiments on forty EFL students from two institutions. The investigation analyzed if writing development could be possible

when formative assessment rubrics were used in the self-assessment process. The researcher applied pre-tests by asking the students to write essays in order to show that both groups are statistically corresponding prior to the treatment. Then post-tests were requested, although they were checked after teachers' feedback and rubrics self-assessment.

The data from the second experiment were matched with the first one to address concerns of reliability and validity. The results of this research showed a positive impact on students as soon as they were aware of the criteria that was part of the assessment. Also, the rubric helped them to achieve better results. The author of this research recommended to motivate students to use formative assessment rubrics and self-assessment to improve writing quality.

Wang (2016) also conducted a study that showed the value of rubrics in the EFL context. Eighty students from three classes in a Chinese university were part of this investigation. The researcher asked for reflective journals and retrospective interviews from six case study informants after each self-assessment practice. These interviews were required to get opinions from the students about the experience of using rubrics in the self-assessment. The investigator and a researcher assistant created a coding scheme to analyze the data. The results showed that by guiding students in a self-monitoring process, rubrics were useful. Therefore, it was concluded the effectiveness of using rubrics in the self-assessment.

Another investigation done by Cheng and Chan (2019) focused on analyzing the value of using rubrics during reflective writing. For this research, a hundred and thirty-four undergraduate students were requested to be part of a writing workshop. They divided one group where they got their rubrics with a complete explanation, another group received the rubrics without any explanation and there was any intervention on the third group. Then three different instructors marked the reflective writings by using the same rubric. The results demonstrated that the groups that had an intervention obtained considerably higher levels in the task rather than the group that did not get the rubric. Previously to the scoring process, the instructors were trained on how to explain the use of the rubric to the students.

To summarize, the rubric was a valid method since the students achieved higher standards in their writing tasks. Also, rubrics were helpful during the self-assessment process

because they were efficient by providing feedback to the students. Additionally, students demonstrated a positive impact over rubrics by willing to use them to monitor their writing skills.

Reliability

A study was conducted to explore the impact of rubric use in evaluating short writings from EFL students. Jeong (2015) asked teachers to rate activities from twenty students without a rubric. Also, they had to include a justification to explain the reasons for the rating. After this, a new interview was done by the same teachers. They had to use a rubric to score some essays from the same students.

Then the ratings were compared based on the moment that teachers use and did not use the rubric. Without a rubric, teachers were paying attention to different criteria. On the other hand, by using a rubric, higher scores were given because teachers knew how to use the rubric. To sum up, experienced teachers will follow a rubric even if they do not agree on some criteria. Consequently, lack of training will arise as a problem because not everybody knows how to use a rubric correctly.

Basu (2019) worked on a study that included rubrics. The researcher trained two more researchers to score the tasks. These activities were checked twice. The first time, the researchers compared their scoring and talked about them with the team to solve differences to guarantee a more coherent understanding. Then they scored them individually.

Eventually, this author used three new projects that were already scored by other teachers to train the two new researchers. They were asked to score two of the projects to compare the results with the ones already provided by the teachers. They discussed them and a new project was scored independently. To summarize, the reliability of the rubric was established by the inter-rater reliability that was similar between the researchers, and teachers versus researchers.

A research in the educational field was conducted by Hajan (2019) where the hypothesis testing was done through a t-test. The study was executed with the quasi-experimental approach that included pre and post-tests. These tests were compared by using the mean scores in order to demonstrate if there was a relevant change in the performance of the experimental group after the intervention. Also, in order to prove the positive responses

concerning to the intervention a quick survey was conducted to the students from the experimental group.

Reliability means that the results can be reproduced under the same situations. Therefore, if the same result is achieved constantly by applying the same methods under equivalent conditions, the measurement is going to be considered reliable.

Rubrics design

Rubrics have four components which can be used depending on the students' needs. According to Stevens and Levi (2013) rubrics include a task description, a scale, dimensions and performance descriptor.

Task description

This refers to what students are supposed to produce. They have to be clear and can be included as a title or as the description itself. They are used to remind what the activity was about.

Scale

The scale describes the levels of mastery. There is no need to come up with too many levels because it turns to be more difficult to differentiate them. The levels define how poorly or well the performance was. It is recommended to use positive active verbs to avoid adverse impact on the learners.

Dimensions

Another element is the dimensions. They are the parts of the assignment. They stand for the component skills students have to mix in a productive work. Some possible options to be included could be the content, use of language, technique and examples. It is important not to include the quality of the dimensions. Also, they are going to be in one side of the rubric. They can have different weight of the assignment, but it is not necessary.

Performance descriptor

The last component is the performance descriptor. Rubrics must include at least the description of the higher level of performance. They will show to the students what they are supposed to do to prove a certain level of proficiency. They will be included in the

grid of the rubric. To sum up, rubrics have four basic parts that are going to help to define the parameters of the task.

About the design, Ragupathi and Lee (2020) state that rubrics do not need to be constructed from scratch since they can be adapted from previous rubrics. Looking for samples could be the first phase to design a rubric. It is important to keep in mind that even if a rubric is going to be used for a similar task, it needs to be modified. As soon as a sample rubric is chosen, the adaptation process begins.

Therefore, it is necessary to analyze the new context and the assessment task. The rubric involves what is required from students and how the evaluator is going to score the assignment. The rubric can keep its criteria and standards, although the performance level descriptions should be modified to the new context. A rubric is going to have a continuous developing since it should include a frequent monitoring.

Also, teachers can overcome the challenge of a subjective rubric by having a careful planning. Moreover, rubrics can guide to a student-centered environment. Rubrics can motivate independent learning by showing precision of the assessment task with a clear support. Also, critical thinking can be developed by discussing the criteria of a rubric. Furthermore, more criteria can be added to help learners understand the nature of the rubric. This will lead students into self and peer-assessment processes. This means that students will develop their assessing judgement during the process of giving and receiving feedback.

Vercellotti and McCormick (2021) propose a list of steps to follow in order to develop a strong rubric:

Step 1. Categories: Determine categories that show individual skills of the already established learning objectives.

Step 2. Levels of performance: Explain the required levels of performance in every category suitable for the context.

Step 3. Pre-Use Review: Examine the rubric for validity by checking if it goes along with the learning aims. Then confirm reliability by analyzing if the performance of the students can be checked in a consistent way with the descriptions. Finally, pay attention to the practicality and the beneficial effects of applying the rubric.

Step 4. Post-Use Evaluation: Verify that the scores are significant and based on the descriptions which have to be level appropriate.

1.4 Rubric-Based Peer and Formative Assessment

In the EFL context, rubrics are seemed as effective to monitor students` own work. Students will understand to self-regulate their learning process which leads to the improvement of their writing performance (Wang, 2016). Also, students can engage in the peer-assessment process by becoming familiar with the rubric to analyze their own work and eventually provide feedback to their peers (Ragupath & Lee, 2020). Thus, by having access to the rubric, students will be aware of the requirements to support the learning process.

Assessment as a recursive feedback can be achieved through a cognition and metacognition process. According to Kalantzis and Cope (2012) knowledge is social due to the interaction during the reflections. Learning becomes more visible because summative assessment is moved into the formative space. Therefore, the crowdsourcing assessment takes place since the process of collaborative sharing. The aim is to achieve a recursive feedback instead of a lineal classic assessment. Students used to do their work and got a grade. Now, the intention is to get information in small cycles and leave behind the difference between assessment and learning.

These researchers mention that giving and receiving feedback are very useful in the metacognition process. In order to achieve this, learners are supposed to get to the point where they are thinking about the work that is being done by including social feedback, collaboration is a must. Learners are going to internalize what they are doing to reflect their work. Therefore, the process will be as follows: students work on their draft and check the rubric. Then they look at their peers` work and look at the rubric to provide feedback. Students get their work back and check the comments from their classmates. This will lead them to a final self-review. Therefore, instead of focusing on a grade many cycles of feedback will be done to support learning.

Students need to see the rubric and use it during the writing process to have a clear idea of what is expected. Assessment as a recursive feedback includes five steps: planning, drafting, reviewing, revising and publishing. First, the rubric should be reframed to achieve a constructive role. Thus, students will have access to it from the very beginning. While drafting, learners will be checking the rubric. Then they review other peers` work

based on the rubric to work on constructive feedback. They get other perspectives by receiving feedback. Finally, the publication will be after they reflect on their work by checking the rubrics with the provided feedback. Therefore, by using the formative assessment feedback, the final work gets done. This process generates more outcomes as they examine other works to get close to achieve the criteria (Cope, 2016).

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- Then learners will be checking the rubric while drafting.
- After that they review other peers` work based on the rubric to work on constructive feedback. They get other perspectives by receiving feedback.
- Finally, the publication will be after they reflect on their work by checking the rubrics with the provided feedback. Therefore, by using the formative assessment feedback, the final work gets done.

This process generates more outcomes as the learners examine other works to get close to achieve the criteria of the task.

The importance of teacher training

Sanger and Gleason (2020) state that teachers who already use rubrics report they can encourage a reflective practice. They will address class problems. They lead to a cycle of students` constant progress. Also, teachers dialogue about the rubrics they are using which takes them to a rubric cocreation. Rubrics can have different benefits, although if they are not applied properly, the aim can be different to what is being expected, especially for a formative procedure that includes rubrics.

In order to have an appropriate formative process through rubrics, teachers must be trained previously. According to Li (2018) the training process should be done in different phases by including some steps. This training will help teachers to make progress in the creation and application of rubrics. A training process should be mandatory to set an appropriate formative procedure, otherwise rubrics will be used only to get grades instead of encouraging a learning process.

CHAPTER II. METHODOLOGY DESIGN

This chapter shows the overview of the type of research and its design for this study. Also, the process and data collection is included. The first section shows the characterization of the institution that was part of the research to show the context of the study. The second section includes the restatement of the research, the research approach and its design. The third section involves the instruments and procedures; it is the description and justification of the methodology. The fourth section presents the processing and analysis of the information.

2.1 Characterization of the institution and participants

This research takes place in a private High School in the city of Ambato. This institution owns an English program based on the latest Ecuadorian Curriculum. Although, at the end of the senior year, it is established that students will reach a B2 level of English according to the Common European Framework of Reference for Languages. Therefore, the English classes are divided by levels of English proficiency in order to help students better and increase the English skills acquisition with different projects. Consequently, this school year, a literature project was set.

This project includes six literary texts for each class which must be read and followed by a book report plan. This plan can focus on any English skill, but writing is one of the main priorities. The English program has been struggling with the development of the writing skill; therefore, this new school project is trying to improve it. Although, any assessment process has not been defined yet. This lets educators from the same level to evaluate students writing work based on their personal criteria. Thus, students from the same level who have different teachers are not getting the same advantage because different methods of evaluation are being used.

This investigation is developed with A2 level students since the benefits of having direct access to them. Therefore, one group of students are in their sophomore year while the other group are going through their junior year, but both of them are in the same English level. They are working on the book report plan with different books to improve their writing skills. Unfortunately, they are not being assessed homogeneously, so far, any standard rubric has not been used.

2.2 Research approach

This section determines the research method and the reasons to use it for this study. It includes how the methodology is going to contribute to the results by recapping the aims of this investigation.

Restatement of the research

This private high school is coming up with new strategies to improve students' writing skills. However, the evaluation method was not standardized. The formative assessment process is not being carried out similarly in the classes with the same level. The written book reports are being evaluated with different criteria. Thus, this study is identifying the results of the current writing evaluation method to propose a formative assessment model by using rubrics for book reports in order to set a standardized writing assessment procedure.

A standard rubric for book reports does or does not help teachers from the same level to keep a homogeneous assessment process. Therefore, this research is going to test these hypotheses through a quasi-experimental approach. The variables of this investigation are defined as follows: the standard rubric for book reports as an independent variable and teachers being helped by a homogeneous assessment process as the dependent variable.

Quasi-experimental research

White and Sabarwal (2014) state that the quasi-experimental research includes at least two groups where it is not possible to randomize groups. These groups must already exist. They have to be natural. The groups are going to be called as the comparison and experimental group. Therefore, this approach needs a comparison group similar to the experimental one in terms of baseline qualities. This type of approach requires to evaluate the groups before the intervention.

According to Cook and Campbell (1979) the quasi-experimental research resembles experimental research although is not a true experimental research since the participants are not randomly selected, even though the independent variable is manipulated. Also, the quasi-experiments are often applied to evaluate the effectiveness of a treatment, especially in educational interventions. Therefore, this approach supports the focus of this study.

For these reasons, a quasi-experimental research is applied since the goal is to measure the assessment process for writing book reports before and after an intervention. Gatcho

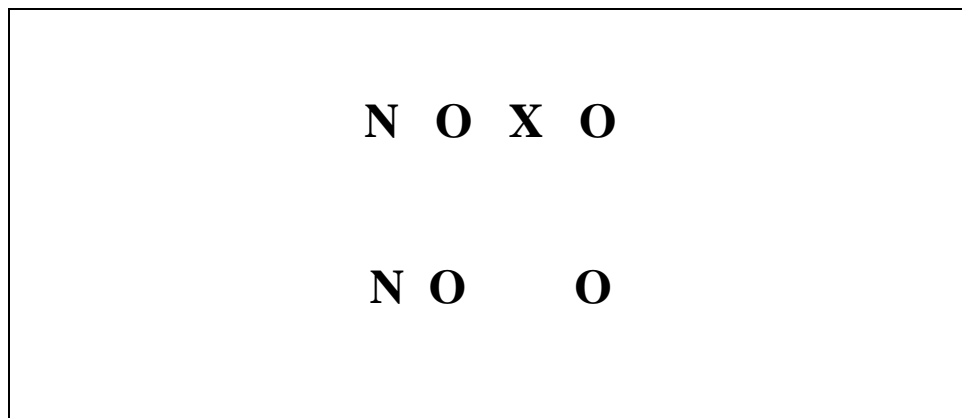
and Hajan (2019) confirm to choose this type of research over an experimental one because the participants are not going to be assigned randomly. If the objective of the research is to test whether an intervention will cause changes in the performance of the experimental groups, an effective tool is going to be the quasi-experimental design. This is going to help to determine if the application of a formative process with rubrics produced a significant difference on the writing skill assessment process.

Nonequivalent-groups design

The quasi-experimental research has different types of designs. In this study, the nonequivalent-groups design has been chosen. This is like the pretest-posttest control group in an experimental research, although the difference is that a nonrandom assignment will be part of the design (Dawson, 1997). It means that the chosen groups already exist. Also, the subjects will not be assigned randomly to the comparison or experimental group. The nonequivalent-groups design is the most popular option to test an intervention that includes one pre and post-test. Fig. 1 illustrates how this design is established.

Figure 1

Nonequivalent-groups design



Adapted from T. Dawson, 1997, *A Primer on Experimental and Quasi-experimental Design*.

N means nonequivalent group which include the participants of the research (experimental and comparison group).

O stands for observation which means the instrument that facilitates scores such as the pre and post-tests.

X is the intervention or treatment that will be applied to the experimental group.

Braddock (2019) agrees with the previous researcher by mentioning that this design uses subjects in their natural environments instead of controlled conditions in a laboratory. Therefore, it is useful for real-world contexts where the researcher is able to test an intervention. This means the groups were not randomly assigned; thus, they are not equivalent because they already existed. However, the non-equivalent group design will let the comparison between a post-test to a pre-test score. This type of design is very common in social investigations.

The pre-test is going to provide relevant information of the baseline of the comparison and experimental group by using a specific activity. After that, an intervention is going to take place over the experimental group. Then the comparison and experimental group will take a post-test to compare their results. In order to demonstrate an impact on the group that included the intervention over the one that did not, different scores are expected in the post-test from the pre-test in the experimental group.

The subjects from the groups will not be informed about this study to not influence the results. Both groups go through a similar experience. They work on the pre-test. Later the experimental group receives the treatment by getting the rubric for the formative assessment. Subsequently, after this intervention the post-test is developed by the two groups.

2.3 Instruments

This research proposal counts on specific instruments for the data collection such as tests, an interview and an analytic rubric.

Tests

Tests can be used in order to collect data related to the experiment. In this methodology the pre-test gathers information before the intervention whereas the post-test is going to get the same data after it. According to Rogers and Révész (2020) “the purpose of the pretest is to ensure the comparability of the two groups prior to the treatment; whereas the posttest allows the researchers to determine the immediate effects of the treatment on the outcome variable(s)” (p. 5). The post-test is usually processed right after the treatment stage of the experiment.

To sum up, the pre-test will measure the current subject knowledge. On the other hand, when answering the post-test, one group of students is supposed to increase in knowledge after the intervention. This research design involves the pre-test and post-test which

require the participation of both groups, the experimental and the comparison one. The pre and post-tests have to be equal for both groups. The difficulty level has to be equivalent, by paying attention to the construction of the post-test. Therefore, any group will get an easier test.

Comparison and experimental groups

For a quasi-experimental approach, the researcher must establish the groups since subjects are not randomly set. Although, they are assigned a treatment condition at random. The groups design includes a comparison group and experimental group with similar baseline characteristics. Hanita, Ansel, and Shakman (2017) mention that

the more similar the two groups are at baseline, the more likely that the observed difference between the two groups after the intervention can be attributed to the intervention itself, and not to other preexisting differences (either observable or unobservable) between the two groups. (p. 2)

According to Rogers and Révész (2019) in this type of research is preferred to include a comparison group. If an investigator is planning to research the influence of a specific instructional intervention, intact classes must be used for a valid setting in the research. By choosing a comparison group rather than a control one, it will help monitor hidden bias among participants. One of the ways to protect the internal validity is by using random assignment.

Therefore, this research includes two groups with one intervention. In this high school two classes have been chosen. They share the same English level and have their own teachers. A no random assignment is part of the process in this approach. This means the groups already existed. Consequently, the groups have been assigned as follows. The comparison group (CG) includes students in their sophomore year from the A2 level and the experimental group (EG) has junior students from the same level. Each class has a total of 10 students.

Interview

An interview to the teacher of the sophomore class has been included to understand the current situation of writing assessment in this A2 level class of this private high school. The teacher's interview was completed in one session after explaining the reasons of this study. The questionnaire for the A2 level teacher (see Appendix A) contains eight open-ended questions on three aspects:

- Questions one and two asked for the current situation over assessing the written literature project in the A2 level class.
- Questions three to five look for previous knowledge about using rubrics during formative assessment.
- Questions six to eight focused on the perspective of formative assessment.

The collected information showed that a rubric has not been used for the writing assignments about the literature book. Any text type was chosen in order to encourage students to write something about the book. Also, a formative assessment process has not been applied since the teacher is the only one that checks the assignments without providing feedback.

The only aspects that have been considered in these written activities were the task requirements and the language because students have more issues on them. The students know this will be scored, although they are not clear about how to achieve the higher standards. Besides this diagnostic, the teacher agrees that a rubric could help to standardize the writing skill assessment. Although, a formative assessment process should be established and teachers should be able to lead it in their classes.

Analytic rubric

It is ideal to develop a formative assessment process through a recursive feedback. An analytic rubric provides feedback about each criterion. Therefore, this important information is used to make future decisions that are going to help students improve their learning process (Brookhart, 2013). This type of rubric suits the classroom goals. It will separate the characteristics of an activity into parts to be clearly defined.

In order to start with the rubric design, the criteria were chosen to fit the necessities of the book report task. Knowledge of the story was chosen as the literature project goal since students must prove the understating of the book that was just read. The organization criterion provided a way of addressing a connected and coherent text by including appropriate punctuation to have an easy understanding. Language to measure the use of vocabulary according to the context and the control over the grammar to allow meaning. The project requirements criterion was addressed because of a recognized weakness in accomplishing what is demanded in the menu of the task.

The design of this rubric (see Appendix B) included the criteria and scales in a clear way. It was cocreated and checked by three English teachers to certify its validity. The evaluation criteria have four categories:

- content (knowledge of the book)
- organization
- language
- project requirements

Each one of the categories uses a four-point scale to have a total of 16 for the criteria which will be scored as follows:

1-Unacceptable – one point

2-Below average – two points

3-Acceptable – three points

4-Excellent – four points

The description of the performance was developed for each scale of every single criterion. Therefore, this section was designed based on the rubrics already created by Yamanishi et al. (2019), González, Trejo, and Roux (2017) and Cambridge (2019). The last one is the most relevant since it shares details of how to achieve an A2 English level in the writing skill. Thus, the descriptors have been established like this:

Content (Knowledge of story)

Unacceptable. Student demonstrates no knowledge of story.

Below average. Student demonstrates limited knowledge of story.

Acceptable. Student demonstrates proficient knowledge of story.

Excellent. Student demonstrates genuine knowledge of story.

Organization.

Unacceptable. The information appears to be disorganized, without the use of punctuation and connectors.

Below average. Information is organized with almost well-constructed paragraphs using punctuation and simple connectors (i.e., ‘and’) occasionally.

Acceptable. Information is organized with well-constructed paragraphs using some basic linking words (and, so, because).

Excellent. Information is very organized with well-constructed paragraphs using a variety of basic linking words and a limited number of pronouns and relative clauses (..which..)

Language

Unacceptable. It includes language which is not related to the context. Produces few simple grammatical forms with errors that impede meaning.

Below average. It includes a little knowledge of the language by producing basic vocabulary of isolated words and phrases. Produces few simple grammatical forms with only limited control.

Acceptable. It includes a limited language by using basic vocabulary reasonably appropriately. Uses simple grammatical forms with some degree of control. Errors may impede meaning at times.

Excellent. It includes an adequate language by using everyday vocabulary generally appropriately. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.

Project requirements

Unacceptable. No project requirements are met.

Below average. Some of the project requirements from the menu are met (50%).

Acceptable. Almost all the project requirements from the menu are met (90%).

Excellent. All of the project requirements from the menu are met.

In order to statistically measure the differences between the comparison group and experimental group the frequency of errors and the scores` differences in the pre and post-test were used.

Pre-test

In this current study, the pre-test was designed to evaluate students` writing skills in their literature project. Therefore, this diagnostic test was carried out with two groups of ten students each. Assessment for learning involves a diagnostic evaluation in order to know the strengths and weaknesses of students to provide solutions to ease learning (Nikolov,

2017). Thus, this test shows students' problems based on the criteria included in the rubric mentioned previously.

This private high school has included a literature project during this school year. Students have been asked to work on book reports` projects without a standard process to evaluate their written work. Therefore, it is important to consider the criteria of a rubric to be used during a formative assessment process.

During the third partial of the school year 2020-2021, the experimental group wrote reports. The comparison group worked on emails. Students were already familiar with both text types and the intention was to work on a written assignment where students talk about the book that was just read by paying attention to the project requirements. All the students from the two groups wrote their tasks in 40 minutes.

Post-test

The posttest could be set for weeks or months after the intervention has been completed. It is going to provide learning measurements as soon as the course is over (Luce & Kirnan, 2016). It is used to compare the statistical knowledge of the students from the beginning and the end of the experiment. Therefore, this test evaluated students` progress and studied the impact of formative assessment rubrics on the writing improvement. The comparison and experimental group took it.

During the fourth partial of the same school year, the experimental group (EG) had been using the formative assessment model to evaluate their work. On the other hand, the comparison group (CG) did not have any intervention related to this formative process. As soon as students finished reading their books, they wrote book reports. Students from both classes were requested to write this text type about the currently literature book. The task included specific requirements to ensure similar conditions. They had 40 minutes to accomplish it.

The EG students worked on the formative assessment process before turning in the final product, whereas the CG students were not aware of this procedure. This test was designed to calculate students` performance over predetermined criteria that were included in the rubric of this formative assessment model.

Research limitations

The aim of this study is to investigate the effects of using a standardized process of formative assessment with rubrics in the written tasks from the literature book project. Due to COVID – 19, there was no possibility of conducting more treatment experiments. Nowadays, students do not have too many classes as before, therefore, the time to work with them is limited.

2.4 Procedure and analysis of information

This section shows the collected information by explaining the process of the data compilation which includes the pre-tests and post-tests of the comparative and experimental group. Therefore, the analysis of the information from the two tests will be included in this section.

This investigation had three phases, as follows:

Phase one included an interview to an A2 level teacher, who is a colleague of the researcher in the private high school. The aims were to analyze the current situation over the formative assessment process when writing book reports in the A2 level classes; and the cocreation of the rubric design. Also, a pre-test, through a writing task, was applied to the students of the comparison and experimental group, previously to the intervention.

In phase two, students from the experimental group participated in the formative assessment model proposal which was the intervention of this research.

Phase three consisted of the application of the post-test where the two groups had to turn in a book report. students` scores were compared to determine if there was an association among having a formative assessment process and score changes.

Phase one: Pre-study

The instruments that were included in the phase one are an interview to the A2 level teacher and the pre-test task to A2 level students to understand the current situation about written products for the literature project in two A2 English level classes. By the way, the researcher of this study is in charge of one of the classes. This collected information was used to establish the baseline.

Teacher`s interview

This process was done with the questionnaire that was previously mentioned. It included three sections. The provided information helped to the development of the rubric that was codesigned to include the students` needs from both classes. Also, the collected data showed that the other A2 level teacher did not include a formative assessment process when they worked on the written tasks related to the literature project. Also, different text types used to be requested. Therefore, both classes did not used to ask for the same activities. Each teacher applied their own criteria to check the activities. Also, they did not have a formal formative assessment process to follow.

Pre-testing

During the third partial of the school year 2020 – 2021, the pre-tests were taking by two groups of students who were part of the A2 English level in a private high school. The researcher was in charge of one class and a colleague of the other one. The aim of the pre-test was to diagnose the proficiency of the students` writing skills without a standardized formative assessment process. All the students had to work on a written task of their latest read book as part of their literature project in 40 minutes. The two groups had similar conditions. Also, the students were not aware of the current investigation in order to ensure the reliability of the results.

Pre-test results

A quantitative analysis is necessary for the pre-test results of the comparison group (CG) and the experimental group (EG). Therefore, the mean and the standard deviation were calculated. The mean (\bar{X}) is "another average of all the scores in a distribution. It is determined by adding up all of the scores and then dividing this sum by the total number of scores" (Fraenkel, Wallen, & Hyun, 2012, p. 196).

$$\bar{x} = \frac{\sum X}{n}$$

Fraenkel et al. (2012) state that the standard deviation (SD) is "the most useful index of variability. It is a single number that represents the spread of a distribution. As with the mean, every score in the distribution is used to calculate it" (p. 198).

$$SD = \sqrt{\frac{\sum(x - \bar{x})^2}{n}}$$

SD: standard deviation

Σ : sum of

X: raw score

\bar{x} : mean

n : number of scores in the distribution

“The more spread-out scores are, the greater the deviation scores will be and hence the larger the standard deviation. The closer the scores are to the mean, the less spread out they are and hence the smaller the standard deviation” (p. 199).

The writing tasks showed some difficulty for both groups (CG/EG) because the CG got 114 (71.25%) and the EG scored 104 (65%) out of the total score 160 ($X_n = 16 \times 10$). The CG total scores in every criterion go from 25 to 36 and the EG scores between 23 to 30. As soon as the statistical calculations of the CG and EG results were done, it showed a mean of 11.4 out of 16 for the CG with a SD equal to 3.23. Also, the mean of the EG was 10.4 with a standard deviation of 3.1. In the table 1, it is shown the CG and EG standard deviation are almost similar and they are closed to the mean. Also, the results of the scores are presented.

Table 1

CG / EG Pre-test results per criterion

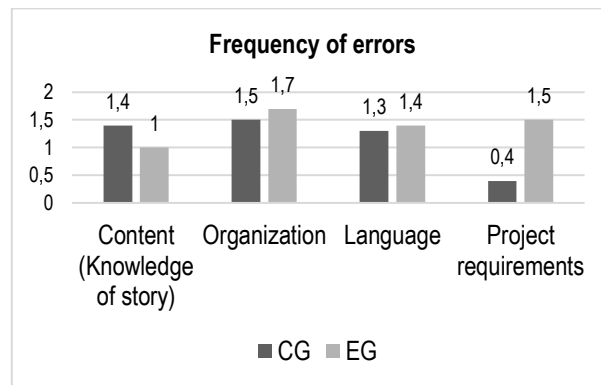
Criteria	Pre-test					
	CG			EG		
	Score X_n	Mean \bar{x}	SD	Score X_n	Mean \bar{x}	SD
Content (Knowledge of story)	26	2.6	1.07	30	3.0	1.05
Organization	25	2.5	0.97	23	2.3	0.82
Language	27	2.7	0.67	26	2.6	0.70
Project requirements	36	3.6	0.52	25	2.5	0.53
Total	114	11.4	3.23	104	10.4	3.10

Author: Morales J., 2021.

In the figure 2, the means of errors frequency are presented by each criterion. The CG committed 46 (28.75%) errors out of 160. The criterion with the most issues is the organization (15 errors), then content (14 errors), language (13) and project requirements (4). The EG had 56 (35%) errors where organization included (17 errors), project requirements (15 errors), language (14 errors) and content (10 errors).

Figure 2

CG / EG Pre-test frequency of errors



Author: Morales J., 2021.

Phase two: Intervention

The treatment period lasted two weeks. The comparison group was not included in this phase. On the other hand, the experimental group had a regular practice with the formative assessment model by getting familiar with the rubric. Each session was conducted during the regular classes.

The experimental group had to write a book report about the fourth partial's book. The project requirements were the following ones:

Menu

- 100-120 words
- Paragraph1. Say why you are writing the report. Make sure you include the name of the book and its author.
- Paragraph2. Mention the characters and the main events of the book.
- Paragraph3.Sum up and recommend.

This phase included three sessions:

First session

This session helped students to get an understanding of the standard rubric for book reports and its importance (Fig. 2). The criteria of the rubric were discussed and socialized (Fig. 3). This session lasted for forty minutes. The learners had to write their book report's draft based on the criteria of the rubric (Fig. 4). Then they were requested to upload it to Google Classroom.

Figure 3

Rubric's importance digital presentation



Author: Morales J., 2021.

Figure 4

Rubric's criteria digital presentation

Content (Knowledge of story)	Student demonstrates no knowledge of story.	Student demonstrates limited knowledge of story.	Student demonstrates proficient knowledge of story.	Student demonstrates genuine knowledge of story.
Organization	The information appears to be disorganized, without the use of punctuation and connectives.	Information is organized with almost well-constructed paragraphs using periods at the end and simple connectives (i.e. "and") occasionally.	Information is organized with well-constructed paragraphs using a variety of high frequency linking words (and, so, because).	Information is very organized with well-constructed paragraphs using basic linking words and a limited number of cohesive devices.
Language	It includes language which is not related to the context. Produces few simple grammatical forms with errors that impede meaning.	It includes a little knowledge of the language by producing basic vocabulary of isolated words and phrases. Produces few simple grammatical forms with only limited control.	It includes a limited language by using basic vocabulary reasonably appropriately. Uses simple grammatical forms with some degree of control. Errors may impede meaning at times.	It includes an adequate language by using everyday vocabulary generally appropriately. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.
Project requirements	No project requirements are met.	Some of the project requirements from the menu.	Almost all the project requirements from the menu.	All of the project requirements from the menu are met.

Author: Morales J., 2021.

Figure 5

Book report's task digital presentation

The presentation has a dark blue background with white clouds. At the top, the title "PLANNING & DRAFTING" is written in large, bold, red letters. Below the title, the subtitle "Let's start" is written in a smaller, white, italicized font. A white rectangular box contains the following text:

Task description:
Write a book report about this partial's book.

Menu

- 100-120 words
- Paragraph1. Say why you are writing the report. Make sure you include the name of the book and its author.
- Paragraph2. Mention the characters and the main events of the book.
- Paragraph3. Sum up and recommend.

In the bottom right corner, the word "RUBRIC" is written in white capital letters on a dark blue rectangular background.

Author: Morales J., 2021.

Second session

It took forty minutes and students worked on the peer – assessment process by checking each other’s work anonymously. Jamboard was a useful digital tool to work on this activity. Therefore, each student got a document with an anonymous work to be checked, the rubric to be used and a book report’s example that reached all the criteria.

An example was displayed in order to work all together to understand the assessment process and have a better idea of the process they had to develop (Fig. 5). Teacher’s guide is important to help students to organize their comments.

Figure 6

Peer- assessment process example

rubric

Criteria	1 Unacceptable	2 Below average	3 Acceptable	4 Excellent	Scores
Content (Knowledge of story)	Student demonstrates no knowledge of story.	Student demonstrates limited knowledge of story.	Student demonstrates proficient knowledge of story.	Student demonstrates genuine knowledge of story.	2
Organization	The information appears to be disorganized , without the use of punctuation and connectors.	Information is organized with almost well-constructed paragraphs using punctuation and simple connectors (i.e. 'and') occasionally.	Information is organized with well-constructed paragraphs using a variety of high frequency linking words (and, so, because).	Information is very organized with well-constructed paragraphs using basic linking words and a limited number of cohesive devices.	3

Project requirements:
Write a book report about this partial's book.

Menu

- 100-120 words
- Paragraph1. Say why you are writing the report. Make sure you include the name of the book and its author.
- Paragraph2. Mention the characters and the main events of the book.
- Paragraph3. Sum up and recommend.

Criteria	1 Unacceptable	2 Below average	3 Acceptable	4 Excellent	Scores
Language	It includes language which is not related to the context. Produces few simple grammatical forms with errors that impede meaning.	It includes a little knowledge of language by producing basic vocabulary of isolated words and phrases. Produces few simple grammatical forms with only limited control.	It includes a limited language using basic vocabulary reasonably appropriately. Uses simple grammatical forms with some degree of control. Errors may impede meaning at times .	It includes an adequate language by using everyday vocabulary generally appropriately. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined .	2
Project requirements	No project requirements are met.	Some of the project requirements from the menu are met. (50%)	Almost all the project requirements from the menu are met. (80%)	All of the project requirements from the menu are met.	2

Comments: It is necessary to **check grammar, write the report in paragraphs. Also, include more words.**

Total score:
9 / 16

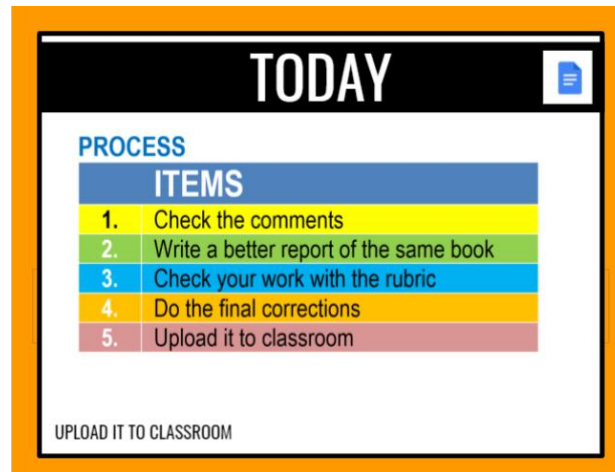
Author: Morales J., 2021.

Third session

In the last session, the objective and the process of the formative assessment was explained. Students reviewed their peers` feedback, internalized the observations, worked on the final product and checked it against the rubric again. This process (Fig. 6) lasted forty minutes. Then they were requested to upload it to Google Classroom.

Figure 7

Peer- assessment process example



Author: Morales J., 2021.

These three sessions were useful to test the already designed formative assessment model which includes five stages.

Figure 8

Formative assessment model stages



Author: Morales J., 2021.

Rubric's socialization and drafting

Ragupath and Lee (2020) state the importance of understanding the requirements of a rubric. Therefore, this section included three parts. The first one was to work with the students the advantages of using rubrics. This process helped them to analyze the rubric proposal and discuss what are the requirements. Each one of the criteria was analyzed by

paying attention to the levels of achievement. As soon as the information from the rubric was understood, the task was shown.

First, they worked on the planning in order to pay attention to all the project's requirements. Then students started writing the draft by looking at the rubric time to time. Each student got a document (Fig. 8) with the rubric and the requirements for the written project. They were allowed to ask questions at any time during this process. As soon as they finished it, they turned in their work to be checked.

Figure 9

Task and rubric document's format

Name:
Class:
Topic: Book report
How to share this activity? Please, upload the activity to CLASSROOM.

Task description:
Write a book report about this partial's book.

Menu

- 100-120 words
- Paragraph1. Say why you are writing the report. Make sure you include the name of the book and its author.
- Paragraph2. Mention the characters and the main events of the book.
- Paragraph3. Sum up and recommend.

WRITE HERE:

Check your work before you send it.

Criteria	1	2	3	4	Scores
Content (Knowledge of story)	Student demonstrates no knowledge of story.	Student demonstrates limited knowledge of story.	Student demonstrates proficient knowledge of story.	Student demonstrates genuine knowledge of story.	
Organization	The information appears to be disorganized, without the use of punctuation and connectors.	Information is organized with almost well-constructed paragraphs using punctuation and simple connectors (i.e., and) occasionally.	Information is organized with well-constructed paragraphs using a variety of high-frequency linking words (and, so, because).	Information is very organized with well-constructed paragraphs using basic linking words and a limited number of cohesive devices.	
Language	It includes language which is not related to the context. Produces few simple grammatical forms with errors that impede meaning.	It includes a little knowledge of the language by producing basic vocabulary of isolated words and phrases. Produces few simple grammatical forms with only limited control.	It includes a limited language by using basic vocabulary reasonably appropriately. Uses simple grammatical forms with some degree of control. Errors may impede meaning at times.	It includes an adequate language by using everyday vocabulary generally appropriately. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.	
Project requirements	No project requirements are met.	Some of the project requirements from the menu are met. (50%)	Almost all the project requirements from the menu are met. (90%)	All of the project requirements from the menu are met.	
Comments:					Total score: / 16

Author: Morales J., 2021.

Peer-assessment process

Providing and receiving feedback are beneficial for students because they get the opportunity to internalize what they are working on (Wanner & Palmer, 2018). This section of the formative assessment model included the activity of the peer-assessment. The goal was to keep it anonymous. Also, the process of exchanging their works was done between strong and weak students in order to provide extra help from stronger students by having the role of peer-mentors. Also, students with difficulties got the chance to take a look to a better example of what was expected.

Previously to the peer-assessment moment, learners had a lead practice. One example of a book report was presented, and they had to check each criterion with the teacher's assistance by creating an environment of discussion. Therefore, the book report example

was shown with one criterion at the time (Fig. 9) to encourage students to score it and comment how to improve the task in the specific criterion.

This activity helped them to comprehend how the process had to get done. Then the drafts and rubrics were handed in to them. They had to check the written work against the rubric and turned it back with the feedback. As well, questions were answered during this process. This activity provided a new perspective of the task to the students.

Figure 10

Practice process by independent criteria

CONTENT

Use the **rubric**
to check this book report

Th purpose of this report is to write a review about the book Giant days written by John Allison it share some recommendations.

The characters of this book are three best fiends Esther Susan Daisy, they have different personalities but they can trust each other at any moment, the main events of this book are very good and intereting they are funny and good

this book a good option for teenagers because it has problems I recommend it for you. A good book

Criteria	1	2	3	4	Scores
Content (Knowledge of story)	Unacceptable Student demonstrates no knowledge of story.	Below average Student demonstrates limited knowledge of story.	Acceptable Student demonstrates proficient knowledge of story.	Excellent Student demonstrates genuine knowledge of story.	

Author: Morales J., 2021.

ORGANIZATION

Th purpose of this report is to write a review about the book Giant days written by John Allison it share some recommendations.

The characters of this book are three best fiends Esther Susan Daisy, they have different personalities but they can trust each other at any moment, the main events of this book are very good and intereting they are funny and good

this book a good option for teenagers because it has problems I recommend it for you. A good book

Criteria	1	2	3	4
Organization	The information appears to be disorganized , without the use of punctuation and connectors.	Information is organized with almost well-constructed paragraphs using punctuation and simple connectors (i.e., 'and') occasionally.	Information is organized with well-constructed paragraphs using some basic linking words (and, so, because).	Information is very organized with well-constructed paragraphs using a variety of basic linking words and a limited number of pronouns and relative clauses (.which.)

Author: Morales J., 2021.

Th purpose of this report is to writy a review about the book Giant days written by John Allison it share some recommendations.

The characters of this book are three best fiends Esther Susan Daisy, they have different personalities but they can trust each other at any moment, the main events of this book are very good and intereting they are funny and good

this book a good option for teenagers because it has problems I recommend it for you. A good book

Criteria	1	2	3	4
Language	Unacceptable It includes language which is not related to the context. Produces few simple grammatical forms with errors that impede meaning.	Below average It includes a little knowledge of the language by producing basic vocabulary of isolated words and phrases. Produces few simple grammatical forms with only limited control.	Acceptable It includes a limited language by using basic vocabulary reasonably appropriately. Uses simple grammatical forms with some degree of control. Errors may impede meaning at times .	Excellent It includes an adequate language by using everyday vocabulary generally appropriately. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined .

LANGUAGE

Author: Morales J., 2021.

P. REQUIREMENTS

Th purpose of this report is to writy a review about the book Giant days written by John Allison it share some recommendations.

The characters of this book are three best fiends Esther Susan Daisy, they have different personalities but they can trust each other at any moment, the main events of this book are very good and intereting they are funny and good

this book a good option for teenagers because it has problems I recommend it for you. A good book

Criteria	1	2	3	4
Project requirements	Unacceptable No project requirements are met.	Below average Some of the project requirements from the menu are met. (50%)	Acceptable Almost all the project requirements from the menu are met. (90%)	Excellent All of the project requirements from the menu are met.

Author: Morales J., 2021.

Self-assessment and publication

Learning turns into something more visible when students get the opportunity to be part of a formative assessment process instead of a summative one since they can work collaboratively to accomplish the criteria (Cope, 2016). So far, students already worked on three of the five phases of the formative assessment model that includes the planning, drafting, peer-assessment, self-assessment and publication. Therefore, the self-assessment started by sharing the feedback from their peers to each student. According to Ratminingsih et al. (2018) self-assessment works better at this moment rather than the composing process stage.

Students received the information from their peers and review their book reports again. A document (Fig. 10) with the comments from their classmates, the project requirements and the rubric was provided to each student. Then they rewrote their task by keeping in mind the observations from their peers. Also, they were allowed to ask for clarifications in case any comment was not clear. As soon as they finished, they review their work by using the rubric to ensure they accomplished with the standards of the criteria. Therefore, they turned in a document with the final product including the rubric with their self-reflections.

To sum up, the intervention was only done with the students from the experimental group where they were previously trained to understand the assessment process by getting examples and a friendly environment to solve their questions. They worked on different sessions to accomplish the five phases of this formative assessment model proposal where specific material (see Appendix C) was developed to guide them.

Figure 11

Task and rubric document's format for final presentation

Task and rubric document's format for final presentation

Task Instructions:

Name: _____
 Class: _____
 Topic: Better book report

BETTER REPORT

Project requirements:
 Write a book report about this partial's book.

Menu

- 100-120 words
- Paragraph1. Say why you are writing the report. Make sure you include the name of the book and its author.
- Paragraph2. Mention the characters and the main events of the book
- Paragraph3. Sum up and recommend.

PROCESS

ITEMS

1. Check the comments.
2. Write a better report of the same book
3. Check your work with the rubric
4. Do the final corrections
5. Upload it to classroom

WRITE A BETTER REPORT, here:

SELF ASSESSMENT

Criteria	1 Unacceptable	2 Below average	3 Acceptable	4 Excellent	Scores
Content (Knowledge of story)	Student demonstrates no knowledge of story.	Student demonstrates limited knowledge of story.	Student demonstrates proficient knowledge of story.	Student demonstrates genuine knowledge of story.	
Organization	The information appears to be disorganized , without the use of punctuation and connectors.	Information is organized with almost well-constructed paragraphs using punctuation and simple connectors (i.e., and) occasionally.	Information is organized with well-constructed paragraphs using some basic linking words (and, so because).	Information is very organized with well-constructed paragraphs using a variety of basic linking words and a limited number of pronouns and relative clauses (which...).	
Language	It includes language which is not related to the context. Produces few simple grammatical forms with errors that impede meaning.	It includes a little knowledge of the language by producing basic vocabulary of isolated words and phrases. Produces few simple grammatical forms with only limited control.	It includes a limited language by using basic vocabulary reasonably appropriately. Uses simple grammatical forms with some degree of control. Errors may impede meaning at times .	It includes an adequate language by using everyday vocabulary generally appropriately. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined .	
Project requirements	No project requirements are met.	Some of the project requirements from the menu are met. (50%)	Almost all the project requirements from the menu are met. (90%)	All of the project requirements from the menu are met.	
Comments:				Total score:	/ 16

Author: Morales J., 2021.

Phase three: Post-study

The comparison (CG) and experimental group (EG) were part of this phase. The only instrument that was included in this phase was the book report task with the rubric. The objective was to measure if the use of this standard rubric for book reports helped to keep a similar assessment process. Therefore, the tasks from both groups were scored with the same rubric.

For the post-test, only the experimental group had an intervention that included the formative assessment process with the book report rubric. Their final product from the intervention was scored to measure if there was any development by comparing it with the results from the pre-test. The investigator was in charge of it to have as much control as possible to ensure reliable results.

The comparison group also was asked to write the same task from the intervention which included a book report with specific project requirements that were already mentioned in the intervention section. Although, they wrote their reports without a formative assessment process in forty minutes. Their tasks were scored only with the purpose of comparing these results with their pre-test and the experimental group scores.

Post-test results

For the CG/EG post-test results, the same statistical process was used. The CG scored 120 (75%) out of the total scores 160 (100%). On the other hand, the EG got 142 (88.75%) and missed 18 (11.25%). In table 2, it is shown the meaningful progress of EG. The CG scores range from 26 to 36 while in the EG the scores vary from 30 to 40. The EG mean is 14.2 including a standard deviation of 1.95. The CG/EG standard deviation are low which means the scores are close to the group total mean.

Table 2

CG / EG Post-test results per criterion

Criteria	Post-test					
	CG			EG		
	Score X_n	Mean \bar{x}	SD	Score X_n	Mean \bar{x}	SD
Content (Knowledge of story)	31	3.1	0.74	40	4.0	0.00
Organization	26	2.6	0.84	30	3.0	0.94
Language	27	2.7	0.82	35	3.5	0.53
Project requirements	36	3.6	0.52	37	3.7	0.48
Total	120	12	2.92	142	14.2	1.95

Author: Morales J., 2021.

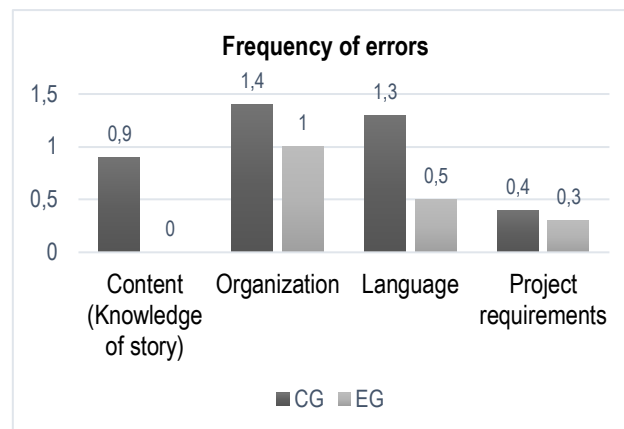
Figure 12 shows, the CG committed 40 (25%) errors out of 160. The most problematic criterion is organization with 14 errors, then language (13 errors), content (9 errors) and project requirements (4 errors). On the contrary, EG made 10 errors in organization, language (5errors), project requirements (3errors) and no errors in content.

The post-test results show a significant decrease in the EG students` performance errors while CG error frequency presents almost the same results from the pre-test (see Figure1).

For CG, the most problematic criteria are still organization and language. In contrast, EG students seemed to have overcome their issues as it is presented in figure 11.

Figure 12

CG / EG Post-test frequency of errors



Author: Morales J., 2021.

CHAPTER III. ANALYSIS OF THE RESULTS

This chapter includes the analysis of the results based on the researcher's proposal considering the objectives of the investigation. Also, the validation of the results is included.

3.1 Analysis, interpretation and validity of the results

The differences between the results gathered before and after the intervention are presented in this section. This data comes from the pre-test results of content, language, organization and project requirements size, likewise the post-test results of the task conducted after the intervention that included the use of the same rubric through a formative assessment process with the experimental group.

Mean scores and standard deviation of the pre and post-tests from the comparison and experimental groups are achieved using the t-test. These are composed of the rubric scores from the pre and post-test of each group. The performance of the CG and EG are illustrated using bar graphs. Also, the perception of students over the intervention is presented on a pie graph based on the results of a survey conducted at the end of the process. Additionally, descriptive statistics are used to analyze information about the intervention.

The performance of comparison and experimental group

The study explores the difference between the performance of the CG and EG before and after the intervention proposal. This one consists of working on a written task while applying a formative assessment model that includes a standard rubric. To show the effectiveness of the intervention, the pre and post scores from the students during the written task are presented below (table 3) to demonstrate the performance's difference among both groups as indicated by the Mean difference of the groups that were tested.

Table 3

Mean of the comparison and experimental group

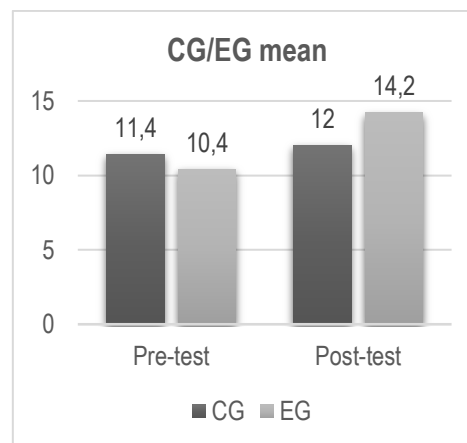
		CG	EG	Mean difference
		Mean	Mean	
Written task	Pre-test	11.4	10.4	-1
	Post-test	12.0	14.2	2.2
	Mean	0.6	3.8	

Author: Morales J., 2021.

Even though, the results show improvement of scores among the two groups. The increase of scores of students from the EG is notable. As it is presented in table 5, there is certainly huge growth in the scores of the EG in the written task. The EG increased its mean by 3.8. It goes from 10.4 to 14.2 in the post-test. The figure 13 shows the almost identical performance of the two groups in the pre-test, although an unparalleled result in the post-test.

Figure 13

Comparison and experimental groups mean



Author: Morales J., 2021.

Differences in the written performance before and after the intervention in the EG

There is a significant difference in the participants' scores during the performance of the written task before and after the implementation of the formative assessment process as shown in table 4.

Table 4

Test of difference between pre /post-test mean of the EG

	Mean	SD	Computed t-value	Tabular t-value	Decision	Interpretation
Pre-test	10.4	3.10	5.019	1.833	Reject Ho	Significant
Post-test	14.2	1.95				

Author: Morales J., 2021.

The group has a mean scored of 10.4 in the pre-test and a 14.2 mean score in the post-test. By focusing on a 0.05 level of significance the computed t-value was 5.019 which was higher than the tabular t-value of 1.833. This means that existed significant gain in the pre-test post-test mean scores of the EG after the application of the formative assessment process through a rubric. Therefore, the alternative hypothesis is accepted

since a standard rubric for book reports is helping teachers from the same level to keep a homogeneous assessment due to the high scores that have been achieved.

Also, it can be stated that the A2 level students from the experimental group can keep improving their writing performance size by getting more training sessions on how to use a formative assessment process with an analytic rubric. This research provides further evidence to support the effectiveness of the formative assessment proposal since the criteria of the rubric which included content (knowledge of the story), organization, language and project requirements got a significant increase in the scores of the post-test.

Students from the EG accomplish higher scores which seems to be the results of the application of the formative assessment process. For example, in the post-test, both groups are asked to write a book report with the same requirements which have the same rubric for the assessment. Although, the experimental group uses the five phases of the formative assessment which includes the planning, drafting, peer-assessment, self-assessment and final product presentation.

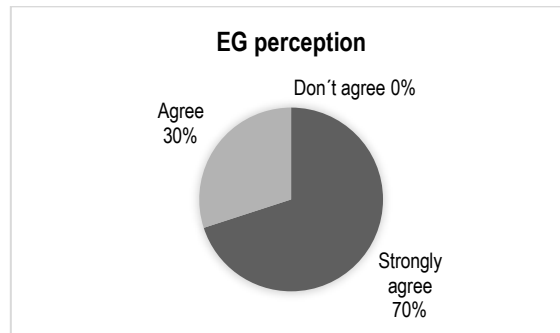
The findings of this research confirm some previous studies such as the one done by Cope (2016) who states that using a recursive feedback can help students to be aware of what is expected from their performance likewise students can achieve the required criteria thanks to the assistance of a collaborative work. Furthermore, the importance of rubrics is confirmed since Wang (2016) points out that rubrics are useful tools to support the self-monitoring process.

EG students` perceptions on the application of formative assessment process through a standard rubric

A survey is designed (Appendix D) to get to know students` perception. The results from the survey conducted to the experimental group reflect a positive response of the students towards the formative assessment proposal, as illustrated in figure 14. It shows that 70% of the students from the EG strongly agreed that a standardized assessment proposal helped them to reach the criteria of the book report task. Furthermore, the remaining 30% of the respondents agrees that the formative assessment model is helpful. These results means that nobody perceives the model as a worthless process.

Figure 14

EG Students` perceptions on the application of the intervention



Author: Morales J., 2021.

Since the investigation includes only students from the junior year in high school, it could be more valuable if this research is conducted with more students like the ones from the sophomore year to figure out if this could be applied to the entire high school. Therefore, these results have already been socialized to the A2 level teacher that was part of this study.

CONCLUSIONS

The theoretical background provided a wide understanding about the significance of having a rubric for English writing assessment. The literature review allowed to evaluate information from different authors and previous studies that supported the usefulness of a rubric in the formative assessment. Therefore, an analytic rubric was chosen to be part of this study where the self and peer assessment process was included.

The analysis of the current assessment model for writing activities in this private high school let to identify the deficiencies that avoid keeping a homogeneous assessment between the same English levels with different teachers. For this phase, an interview was held to an A2 level teacher who oversaw the comparison group in this study. Therefore, the main issues that emerged were the lack of using a standard assessment tool and an evaluation process that only focused on providing grades instead of a recursive feedback.

A standard formative assessment model proposal was developed which included an analytic rubric for book reports that incorporated the following components: content (knowledge of the story), organization, language and project requirements. This rubric was part of the formative assessment model that owns five phases: planning, drafting, peer-assessment, self-assessment and final product presentation. This model provided a standardized process that helped students to understand what is requested to improve the writing performance in a collaborative environment.

The application of the formative assessment model determined that students could get close to reach the criteria of the rubric. Their writing performance showed a significant improvement after being introduced to a standard formative process to follow. During the procedure, they became more familiar with the rubric as soon as the phases of the process were achieved. Therefore, they were able to internalize the comments from their peers and decide the ways to enhance their written work. This process was seen as positive by the students because they were able to achieve higher levels of mastery which supports their learning process.

RECOMMENDATIONS

Training sessions should be applied to the teachers that are willing to work with this formative assessment process to understand the aims and procedure. Teachers should be motivated to use this model since the metacognition process can be developed in the

learners by providing and receiving feedback. Students need to be conscious of the importance of developing their reflexive and critical skills when providing self-feedback.

According to the students' needs, the rubric could be modified to achieve the requirements of their English level giving them the opportunity to understand what is required to improve their writing skills. The teacher should work along with the students until they become familiar to the formative assessment process in order to avoid frustration and get significant results,

As soon as this formative assessment model showed its usefulness by helping students during their writing assessment, it is recommended to socialize it to other English teachers in order to implement it during their classes to have a standardized process. Due to the COVID 19, the research was conducted through online classes. Therefore, it is suggested to construct the same research in a new context like in person to compare the results.

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ANNEXES

Appendix A

Teacher's interview

Questions:

- **Current situation over assessing the written literature project (A2 level class).**

1. How do you normally evaluate students' written work from the literature project?

What aspects do you focus on?

2. How do you explain the assessing process to your students?

- **Rubrics**

3. Do you design rubrics before assessing and use them in the process of assessing? Or what do you usually do? Explain.

4. Do you think rubrics are beneficial for students to understand the formative assessment process?

5. In your opinion, how should rubrics be created?

- **Formative assessment**

6. What do you think about formative assessment that includes peer and self-assessment?

7. Do you think formative assessment can help to standardize the writing skill assessment process? Explain.

8. How can a formative assessment process be established in the school?

Appendix B

Book report writing rubric

Student`s name:	Reviewed by:	Date:
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Task description:

Criteria	1 Unacceptable	2 Below average	3 Acceptable	4 Excellent	Scores
Content (Knowledge of story)	Student demonstrates no knowledge of story.	Student demonstrates limited knowledge of story.	Student demonstrates proficient knowledge of story.	Student demonstrates genuine knowledge of story.	
Organization	The information appears to be disorganized , without the use of punctuation and connectors.	Information is organized with almost well-constructed paragraphs using punctuation and simple connectors (i.e., 'and') occasionally.	Information is organized with well-constructed paragraphs using some basic linking words (and, so, because).	Information is very organized with well-constructed paragraphs using a variety of basic linking words and a limited number of pronouns and relative clauses (..which..)	
Language	It includes language which is not related to the context. Produces few simple grammatical forms with errors that impede meaning.	It includes a little knowledge of the language by producing basic vocabulary of isolated words and phrases. Produces few simple grammatical forms with only limited control.	It includes a limited language by using basic vocabulary reasonably appropriately. Uses simple grammatical forms with some degree of control. Errors may impede meaning at times .	It includes an adequate language by using everyday vocabulary generally appropriately. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined .	
Project requirements	No project requirements are met.	Some of the project requirements from the menu are met. (50%)	Almost all the project requirements from the menu are met. (90%)	All of the project requirements from the menu are met.	
Comments:	Periods-lost-Characters			Total score:	/ 16

Notes: The information was retrieved from Yamanishi et al. (2019) Developing a scoring rubric for L2 summary writing: a hybrid approach combining analytic and holistic assessment. *Language Testing in Asia*, 9(1), 1-22, Cambridge. (2019). *A2 Key Handbook for teachers for exams from 2020*. <https://bit.ly/3fT9aLR> and González et al. (2017). Assessing EFL University Students' Writing: A Study of Score Reliability. *REDIE. Revista Electrónica de Investigación Educativa*, 19(2),91-103. [Retrieved on April 10, 2021]. ISSN: <https://www.redalyc.org/articulo.oa?id=15550741008>

¹ The author decided to set these components in order to guide book reports through a formative assessment process.

Appendix C

Material to guide the formative assessment process

Link1: <https://bit.ly/2Rc2YpW>

Link 2: <https://bit.ly/3p2ACuK>

Link 3: <https://bit.ly/3yPBgAk>

Appendix D

Survey about the perception of EG students over the intervention

Statement:

The standard formative assessment process with a rubric helped me to understand how to reach the criteria while writing my book report.

Options:

- a. Strongly agree
- b. Agree
- c. Don't agree