THE ROLE OF RUBRICS ON THE CREATIVE WRITING OF THIRD GRADE STUDENTS FROM A PRIVATE BILINGUAL SCHOOL IN CALI

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ABSTRACT

The creative writing production of a group of third grade students from a private bilingual school in Cali was analyzed, as well as their reaction when they had to face tasks that involved this skill. From nervous looks to blank stares at a piece of paper because of the lack of ideas to get started, creative writing tasks are not easy to do if students are not given the proper guidance. Rubrics are tools that provide guidance and immediate feedback, which is why it is a learning strategy that could benefit the students´ development of creative writing skills, improve organization, lower their anxiety when doing this type of task, and allow students to keep track of their own progress. They are evaluation tools that allow such process to be transparent making students highly participative of their learning process. The following research aims towards creating a rubric that can be used for students to improve their creative writing skills and to apply it in order to evaluate if the students´ creative writing has guidance, context and is creative.

Keywords: rubrics, writing, feedback, guidance, development, transparent evaluation.

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CHAPTER 1

INTRODUCTION

Writing is one of the skills that individuals ought to develop when learning a language, since it is a means of communication the same way speaking is. There are various ways to express oneself through writing; whether it is in a formal way, such as a complaint letter, or through an informal paragraph talking about a dream job, which belongs to the category of creative writing. This type of writing is flexible, imaginative, and it enables the writer to express him or herself in an emotional way. Although this type of writing is informal and entertaining, it has certain characteristics in order to achieve the writer´s objective.

Creative writing tasks require students to use their imagination, punctuation and proper use of tenses in order for the writing to be accurate, cohesive and coherent. However, students tend to have difficulties to develop this type of tasks due to the amount of flexibility that it provides. Sometimes these tasks are considered by students as both long and hard to do, which ends up being discouraging for many of them. Instead of becoming a task for students to develop their imagination, thinking skills, and their ability to express themselves through writing, it turns out to be a waste of time. Why is that? It might be because the teacher is not approaching these type of activities properly, which means that perhaps the instructions are not being given in a way for students to have a clear guidance as to what is expected of them in order to succeed in the task. The way that instructions are given is another factor that can influence the student´s writing performance. Children at the age of third grade require specific instructions explaining what is expected of them. If instructions are too general or too complex, learners will not know how to execute the task that they were given. Due to the previous statement, the use of rubrics is

an alternative that provides both instructions and feedback to enable students to develop autonomy and self-evaluation.

Rubrics enable students to have a clear description of what is expected of them and the levels that they can reach. Susan M. Brookhart (2013) defines rubrics as ´´a coherent set of criteria for students' work that includes descriptions of levels of performance quality on the criteria.´´ They are a sort of ´´recipe for success´´ since students have a list of ingredients, in this case the assignment's criteria, that they ought to incorporate in order to get the desired product. The way tasks are presented to students influence the success to complete them. Instead of giving instructions within a paragraph that contains long and complex sentences; rubrics simplify such instructions, which makes them easier to follow. They are designed to evaluate students´ performance regarding each of the criteria and levels of achievement that are described. They avoid making judgments, provide descriptions of the expected performance, and enable teachers to give useful feedbacks to students. Brookhart (2013) mentions that ´´rubrics assess students´ learning outcomes of their performances, which are the indicators of such learning.´´ Students get the chance to evaluate themselves because they are fully aware of what to do and how they can succeed in the task. Judith Arter and Mc Tighe (2001) explain that rubrics are used to achieve three goals: To clarify targets of instruction, to provide valid and reliable assessment of student learning, and to improve student motivation and achievement. She states that rubrics help students understand the nature of quality for performances and products. This means that students will have better understanding of how to apply what they have learned in the task they have to develop. The use of rubrics will challenge students to try their best to reach the highest level and in case they do not reach it on the first try, they still have the chance to do it again while trying to reach the next level. This enables students to develop the habit of revising their

work to identify their strengths and weaknesses. Therefore, students will get to improve their previous tasks and that way they can start keeping track of their progress.

The following research aims towards identifying the difficulties that students have when facing a creative writing task in English, analyzing the strategies they use during such activities and the role that rubrics play on the development of this type of tasks. A diagnostic activity was done in order to analyze what some of the factors that affected students in writing tasks were. A survey was done to the students in order to find out how they felt when facing a creative writing task as far as the way in which they developed it, their organization, how they felt when turning in the task among other aspects. Teachers were also surveyed to find out about their instruction-giving strategies, their take on creative writing in language learning, type of writing tasks they do and how they do them

This research aims towards improving the students creative writing skills by creating a rubric that will guide them through the writing tasks, help them organize their ideas, reduce their anxiety, make them aware of what they need to succeed in the tasks, and it will also allow them to self-assess as well as to be part of peer evaluation. Boud (1995) defined self-assessment as a fundamental link with learning that is concerned with learners valuing their own learning and achievements on the basis of evidence from themselves and from others. Students learn to make judgments about what they have done and what they need to do, which requires knowledge and goals in mind. Whether it is peer-assessment, assessment by teachers or assessment by others, they are all moderated by one´s own assessment. (p. 15) Knowing that getting students to develop the skill of self-assessment demands them to have domain of the knowledge in order to set specific goals, rubrics are a tool that encourages them to do so. In order to have a rubric that was appropriate for the students to use during the creative writing tasks for this research, the data

gathered during the surveys was used as a base to design it. The work that follows shows the findings of the research and the role that the application of the rubric created, had on the performance of students in creative writing tasks.

Significance of the Study

The bilingual school where the research took place has as a mission to educate students with an integral and bilingual education. Its philosophy is to teach English as a second language based on the appropriate use of the four communicative abilities combined with a development of values that provide an integral education. (Manual de Convivencia Colegio Bilingue Diana Oese, p.7). It has within its institutional education project (PEI) a series of features that require students to be trained from a young age so they can succeed throughout their bilingual process. In regards to that process, the school follows a sequential bilingualism process based on the definition given by Fierro-Cobas and Chan (2001) which is that, ´´the child acquires a language by age 3 after having acquired the primary language.´´ (p.80). The school´s mission to provide a bilingual education that uses pedagogical strategies that allow students to develop all their skills in order to enjoy their learning process.

From a young age students are exposed to English. It is at that point where the acquisition process begins. Children start developing their listening and speaking skills and as they start getting in to first, second and third grade their writing and reading skills begin to develop. The school aims towards having students who are able to express themselves through both speaking and writing and that can also interpret what they hear and read in the L2.

The school aims towards achieving a well-rounded education characterized by students who are able to communicate effectively in the foreign language through the use of all the communicative competences, while developing skills like organization and planning. The school

also states in their mission the desire to shape students into autonomous beings. Rubrics encourage students to keep track of their learning progress, which could help to develop autonomy from a young age. This would help students to avoid any difficulties along the way and to gain self-confidence to face writing tasks.

One of the school´s main objectives is to prepare its students in eleventh grade for the TOELF exam in order to certify them as bilingual. The TOEFL is a worldwide-used proficiency exam that integrates all four communicative skills and measures results through the use of scoring guides or rubrics that establish a score based on what the test taker has achieved. (ETS TOEFL 2018). Test takers are able to set out a goal and the rubrics provide a description of the requirements that the test taker is to meet in order to get the score he or she wants. They are guided through the steps they must follow to get to the desired level. In other words, it is the test taker who decides how high they want to get and how to achieve that goal. However, understanding the way rubrics work and also reaching the intended goals require constant training so that this evaluation strategy can be mastered. Therefore, applying the use of rubrics for evaluating creative writing tasks, since third grade would allow students to begin understanding their use and to develop habits like autonomy and self-evaluation. The latter competences have certain requirements in order for students to develop them. Engagement is a fundamental element that encourages students to be autonomous. According to Marshall, Jang, Carrell, Jeon, and Barch. (2004) in one line of research mentioned that engaged people express their active task involvement by being goal directed, focused, intense, persistent, and interested. (p.148). The usage of rubrics for improving the performance in creative writing activities helps not only to develop writing skills, but they also provide the means to shape students into individuals that are autonomous and able to find solutions so they can do things better every step

of the way, which is one of the school´s objectives.

After doing the diagnostic activity, it was observed that students lack organization of ideas, proper use of punctuation and spelling, some of them rushed through the activity without analyzing the prompt they were given, which ends up in a written product without a purpose. The research intends to encourage students to develop learning strategies such as brainstorming before doing an activity, editing, and proofreading once they finish a task. These habits can be acquired through the use of rubrics and once students learn how to do so, they can apply them to other subjects. Thus, their learning process and academic performance could be improved.

The time when instructions are given before starting a task is an important moment worth planning because it influences the success of a task. Sowell (2017) states that instruction-giving has a major impact on how well students are able to carry out activities and, as a result, how well they learn. (p.10-11) Instructions are usually wordy, which means that they are long and sometimes use confusing vocabulary. Sowell (2017) cites Scrivener (2011) who suggests that ´´sticking with words that are familiar to your students and trying to write one sentence for each main point, ´´ would provide students a concise idea of what they have to do in order to succeed in the task. During the diagnostic activity, instructions were given in the traditional way, which was through a paragraph explaining what they had to do. The reaction that was observed from this group of students was one of confusion at first. The diagnostic showed that although they knew about the topic of the task, some of them were not able to reach the objective because of misinterpretation of the instructions. Students repeatedly asked the teacher for guidance to do the task, which shows a high level of dependence on the teacher.

The research is looking for an alternative way to give instructions that can make it easier for students to complete creative writing tasks successfully, that will encourage autonomy and

also self-evaluation among students by making the evaluation process clear for them.

Statement of the Problem

The students of 3rd -1 at Diana Oese Bilingual School have been doing different writing activities since they began the school year in September of 2017. It was observed that they lacked organization, correct sentence structure and use of tenses, spelling, punctuation and creativity. After observing their activities, two official diagnostic activities were done in January and in December to find out about the difficulties they presented when facing a creative writing task. Both diagnostics were done using a traditional way of providing instructions, where students had to read a few lines explaining what they had to do.

The diagnostic done in December was done in class. Despite having the written instructions it was observed that they had difficulties to get started with the task and that they also had doubts along the way. Due to that, they kept standing up to ask the teacher for the instructions again or just to look for reassurance. The second diagnostic was done in January and it was sent as homework. The aim was to identify if the environment affected their writing and also what sort of tools they would look for in the absence of the teacher.

Both activities showed that students have difficulties constructing sentences. Hence, the organization of the paragraphs was not evidenced in most of them. Punctuation, spelling, grammar and neatness are also aspects that were weak in those tasks. As far as the diagnostic that was assigned as homework, it was observed that some of them used external help like dictionaries, online translators or the assistance of someone.

With the outcome of the diagnostics it was determined that students need an alternative way of receiving instructions in order to have a clearer idea of what they have to do, to encourage them to revise and edit their work once it is done and also to teach them how to

organize their work in a way that they can meet the requirements that would allow them to get a certain score. The guide created by IES (2012) concluded that, ´´handwriting, spelling, and sentence construction are all basic writing skills that students must draw upon to translate their thoughts and ideas into writing.´´ In order for students to convey their ideas and for readers to understand, their writing should contain proper spelling and handwriting. (p.27). The results of the diagnostics show the need that students have to work on certain elements. Due to that, rubrics were selected as the tool that could aid students to improve in the aspects that they are having problems with when doing writing tasks. Gomez (2015) points out that rubrics are a good tool to evaluate students´ performance in a given task, because they establish what is expected of the students, they evaluate the execution of the tasks and they provide feedback. Rubrics enable learning to increase because both the students and teachers are aware of what is expected of them. This research has as an objective to answer the following question: How can the usage of rubrics improve students´ performance in creative writing tasks?

Objectives

General Objective

To identify to what extent the use of rubrics helps to improve creative writing skills in a group of third graders from a private bilingual school in Cali.

Specific Objectives

To establish which aspects of the students´ creative writing can be improved.

To make a characterization of the necessities that students have as far as their creative writing skills.

To identify the impact of the usage of rubrics on students´ creative writing.

CHAPTER 2

LITERATURE REVIEW

The usage of rubrics to assess tasks related to the four different communicative abilities can be observed in most international proficiency exams and also in today´s classrooms. Nowadays, learners play the major role in education and teachers have become guides that provide the tools that can help them build their knowledge. The traditional model of education measures students´ performance with a numerical score that does not provide an explanation of such outcome; there is no feedback. According to Boumova (2008), ´´traditional methodology is based largely on a reduction of the integrated process of using a foreign language into sub-sets of discrete skills and areas of knowledge. It is largely a functional procedure which focuses on skills and areas of knowledge in isolation. (p.10). He mentioned authors such as, Jim Scrivener and Jack C. Richards, that describe a traditional method of teaching as one where the teacher is the center of the teaching-learning process, where students play a passive role.(p.11). The latter statements make reference to the traditional teaching method applied to foreign language teaching, which does not take into account the importance of developing competences that would enable learners to face difficulties and establish solutions. Rubrics enhance students´ learning, allowing them to be aware of how they can succeed in any given task.

The TOEFL is an example of an international exam that uses rubrics for assessing its test takers. The scores of this exam correspond to a given criteria that is described in order for test takers to set out the score they would like to get and also to have a clear view of how they can do so. Rubrics not only provide the criteria and the possible level of achievement of a student, but they are also tools that can give instructions and written feedback.

The following chapter shows opinions of experts about the relationship between rubrics,

assessment, evaluation, instruction-giving, and the learning process of students. It also mentions the theories related with the development of the writing skill during the learning of a second language and teaching method that supports the usage of rubrics in class.

L2 Writing Skills in Children

Learning a second language implies developing the different skills (reading, writing, listening and speaking) that enable communicating with it. People develop these skills at different rates depending on the exposure to the language, linguistic competences and also to the age. Abas and Abd (2016) cited Williams´ (2005) concept of second language learning which he stated that:

> It consists of two important basic principles that are closely related to L2 writing. Firstly, both linguistic competence and writing skill are required in learning to write well as both mutually support each other and simultaneously help to improve L2 learner's writing skill. Secondly, second language learning is a lengthy process, in fact for many L2 students it is an endless process. (p. 368)

As the quote above mentions, learning a second language is a long-time process that has certain requirements when it comes to developing writing skills. There is a need to have a linguistic competence and a process of writing in the L1 in order for the L2 development of the writing skill to take place progressively and properly, since they support the new process that is taking place. Hudelson (1989) pointed out that native language writing benefits the L2 writing process by helping learners understand the functions of writing, giving them confidence that they can write, and providing resources to use as they move into English. Such resources include linguistic abilities and strategies that they develop as they acquire native language writing ability and are later able to apply while experimenting with their second language. (p.49). Therefore, it

is important for learners to have already established a writing process in their native language in order to achieve a better result while developing writing skills in an L2.

Al-Mhrooqui (2014) commented that writing demands instruction and that it is a factor that affects students in mastering it. He mentions that:

> While some believe that talent is a requirement, others consider that it is a matter of practicing and that reading is helpful during the development of writing tasks. Another aspect that influences the performance of writing is the lack of contextualization that surrounds the writing exercises done. Meaning must ´reside ´´within the text in order for the reader to be able to decipher it. The absence of tone, gesture and clues provided by paralinguistic features become problematic for the reader to be able to understand, which leads to consider interpretation as another factor that is linked towards the proper development of writing skills. (p. XVIII).

Therefore, how well writing skills are developed, depends on the reading comprehension that students have of the instructions given. There is a big emphasis on the fact that even L1 learners can be challenged by writing tasks if instructions are not interpreted correctly. IPS Nation (2009) stated that, ´´writing is most likely to be successful and meaningful for the learners if they are well-prepared for what they are going to write. This preparation can be done through the choice of topic, or through previous work done on the topic either in the first or second language.´´ (p.92). It is fundamental for students to have a good set of instructions to work with and to allow them to become familiar with the writing processes that will make them feel more comfortable and prepared for writing.

In addition to the linguistic competences that are needed to develop writing skills in L2, there is also another factor that influences such process, which is the age. The main focus of this

research is creative writing in children of third grade, who are between the ages of 9 and 10. According to Alanis (2004), ´´young children gain functional knowledge of the parts, products, and uses of the writing system by analyzing the external sound structure of spoken words.´´ (p.214). Children perceive language as the reflection of what surrounds them without focusing on structures. ´´Written language places greater demands on children's vocabulary knowledge than does every day spoken language. Consequently, students need to develop a feel for how written language is different from everyday conversation.´´ (Alanis, 2004 p. 220). There are stages that children who are learning a second language undergo and one of them is being able to acquire the structures that functional language has when is placed on paper. Morin (2014) states that between the ages of 7 and 9, children develop improved handwriting, group sentences to make paragraphs, start using capital letters at the beginning, punctuation at the end and learn to use adjectives and adverbs to be more descriptive. Between the ages of 9 and 11 they start to use the writing process of writing, proofreading, correcting and writing a final draft. It is at those ages that children become aware of writing as a means of communication that has a structure to follow when it comes to punctuation and the use of capital letters. They also become more descriptive in their way of writing and start acquiring a writing process that has different stages.

The L2 writing process is a challenging task for children since they are simultaneously building the basis of such skill in their native language. However, Hudelson (1989) advocated the view that with the proper encouragement, students will work to create meaning in written form, and will make and test out varied hypotheses about how English is written, using whatever linguistic resources are available to them at a particular time. (p.30) Children apply the little knowledge they have in order to accomplish the task they are given while trying to figure out the rules or patterns that the L2 uses in writing. Hudelson (1989) stated that,

> Written products of ESL children look very much like those of young native speakers learning to write English, exhibiting such features as unconventional invented spellings and letter forms, unconventional segmentation and punctuation, and the use of drawing as well as writing to express ideas. (p.31)

Young writers rely on the patterns they are familiar with, and that is how they begin to express their ideas using the new language they are learning. Their objective is to communicate their ideas without caring much about the syntax and semantics proper of the L2.

Constructivist Learning Theory

Today´s education is aiming towards allowing students to be active learners and constructors of their knowledge. The world can no longer see the learning process as one where the teacher is fully responsible of all the aspects that are involved in it. Education can no longer be perceived as a process made up of separate subjects that are not linked to each other. Teachers have been looked upon as the ultimate owners of what is learned in the classroom. However, the role that teachers play in the education process has been changing. Nowadays, teachers are seen as facilitators that help students construct their knowledge by providing experiences that are meaningful and appealing to their daily lives. As a result, learners have to be placed within a learning environment that is going to allow them to explore using what they already know in order to acquire new information. Doctor Frida Diaz Barriga and Gerardo Hernandez Rojas (1999) argued that, ´´it is through meaningful learning that the student builds meanings that nourish his or her knowledge about the social and physical world, strengthening their personal development. ´´ The school is no longer a place where students simply go to learn basic subjects, it is a place where students have to get prepared to face the challenges of the real world through the acquisition of not only academic knowledge, but also competencies like critical thinking,

collaborative work, autonomy, problem solving among others. Such skills are acquired through the implementation of activities culturally contextualized that allow students to be highly participative of their learning process. The lessons planned with that aim, appeal to the development of high order thinking skills. According to King, Goodson and Rohani (2016) this type of lesson plans require particular clarity of communication to reduce ambiguity and confusion and improve students´ attitudes about thinking tasks. They should include modeling of thinking skills, examples of applied thinking, and adaptations for diverse student needs. (p.1) Scaffolding also plays a role in the process of this type of thinking skills. Teachers must gradually allow students to become independent and autonomous of their learning process. They must be given support by teachers and it could also be given by their peers. The objective is to get students to acquire useful learning strategies that include rehearsal, elaboration, organization, and metacognition. (King, Goodson, Rohani, 2016, p. 1)

This learning theory focuses on the student as the center of the learning process. The Longman Dictionary of Language Teaching and Applied Linguistics defines constructivism as ´´a social and educational philosophy based on the beliefs that: 1) Knowledge is actively constructed by learners and not passively received. 2) Cognition is an adaptive process that organizes the learner´s experiential world.´´ (Richards and Schmidt 2002 p. 113) Learners play an active part during their education process, which is why their previous experiences and knowledge has to be taken into account; since it is with the usage of this information that they will begin to construct new concepts. Coll (1990) stated a theory (as cited in Diaz and Hernandez, 1999) about the concept of constructivism which has three fundamental ideas: 1) the student is responsible of his or her own learning process. He or she becomes active learners when manipulating, exploring, discovering or inventing. 2) The mental constructivist activity has

to take place with contents that have been worked with before. He or she rebuilds knowledge based on what he or she has previously been exposed to. 3) Teachers guide students during the construction processes.

The constructivist learning theory calls for a learning environment where students can constantly interact with others and share their knowledge. It also ´´encourages students to assess how the activity´´ being done in class, ´´is helping them gain understanding.´´ (Dr. Bada 2015 p.66) The activities carried out in a constructivist environment must allow students to keep track of their progress and also to encourage them to improve. Education nowadays is looking for autonomous learners who are able to identify their own mistakes and to come up with a work plan that will allow them to improve in any of the skills. That way they will start to accommodate and assimilate the new knowledge, which are the two main characteristics of constructivism. Rumelhart and Nomen (as cited in Winne and Butler, 1995) noted that self-regulated students become aware of the qualities of their own knowledge, beliefs, motivation and cognitive processing. They are able to set their own goals for upgrading their knowledge and also strategies to progressively reach such goals. As learners monitor their engagement with tasks, internal feedback is generated by the monitoring process. Both external and internal feedback guide cognitive activities during which knowledge is accreted, tuned and restructured.(p.246) According to Dr. Bada (2015) this causes the individuals, in this case the learners, to develop new outlooks, rethink what were once misunderstandings and evaluate what is important, ultimately altering their perceptions. (p. 67)

Constructivism gives learners the chance to team up with teachers. The role of a teacher is to guide the student by providing knowledge taking into account the students` prior knowledge and experiences. By doing this, students can build a bridge that connects what they know with

what they are going to learn. Dr. Bada(2015) mentioned in his paper the definition that Brooks and Brooks (1993) have given to a constructivist teacher, which is someone who will:

> Encourage and accept student autonomy and initiative, use a variety of materials including interactive material, inquire about students understanding of concepts, encourage students to engage in dialogue with teachers and with one another, asses students` understanding through application and performance of open-structured tasks. (p. 69)

The role of the teacher is not to judge the students` understanding of concepts, but rather to provide the feedback needed for them to improve their performance whenever they are not able to reach a certain level. They are responsible for building an environment that is not judgmental, but rather supportive and flexible enough for learners to acquire the new knowledge that is intended for them to learn while keeping in mind the prior information that students have of a given topic.

David Ausbel (as cited in Diaz and Hernandez 1999) contributed to constructivism with his cognitivist theory. Ausbel proposed that learning implies an active restructuring of the perceptions, ideas, concepts and schemes that the learner has in his or her cognitive structure. It is through this process that the experiences lived in school become memorable and allow students to interact with each other in order to share their knowledge, learn how to work collaboratively and acquire the new information that they are being presented within a sociocultural context which is a main objective of this theory.

Assessment and Evaluation

Assessment and Evaluation have always played a major part of the education process. Although they have different focuses they complement each other and are highly necessary. Baehr (2005) made the following comparison among both concepts:

> Assessment provides feedback on knowledge, skills, attitudes, and work products for the purpose of elevating future performances and learning outcomes. Evaluation determines the level of quality of a performance or outcome and enables decision-making based on the level of quality demonstrated. (p. 441)

While assessment focuses on the process that aims at establishing a diagnostic that gives room to improvement, evaluation focuses on the product. In fact, it is through evaluation that teachers measure the results of their teaching process.

The traditional approach that has been used in schools puts teachers in a situation where they have to assess students constantly to show results that place the school on the top spots, which has turned into a correlation between having the best scores and being a good school. The Mapre Foundation (2014) released a guide for teachers titled ´´Recapacita´´ and one of the chapters talks about evaluation. This guide focuses on authentic evaluation, which is a new concept on what assessment means in today´s education. It describes grading as ´´the quantitative and qualitative assessment that we do related to the achievements and activity of the student.´´ It also goes on mentioning two main elements of authentic evaluation that complete grading. The first one describes evaluation as a process of recollecting information for decision-making and the second element describes it as a regulator of the teaching and the learning process. Its objective is to improve the mentioned processes. This means that assessment is no longer seen as a means for judging students´ performance or their level of ´intelligence, ´ it is a tool that allows teachers to enhance their practices in order to appeal to their students´ learning.

Grades are not the only factor that evaluation affects. It also has an emotional effect on both students and teachers. The guide ´Recapacita´ suggests that evaluation has a direct relationship with the expectations created by the teacher regarding their students´ abilities. It also influences the expectations of success that children have therefore affecting their sense of self-efficacy (Mapfre Foundation, 2014 p.4). Feelings like anxiety, frustration, success, and self-satisfaction can mix together before, during or after an evaluation activity, which could affect the outcome of such activity. Both teachers and students experience a variety of feelings that can make of assessment a stifling process. Due to that, education has progressively been modifying the perspective of evaluation in order to benefit the teaching-learning process.

Assessment has also become a tool that enables students to regulate and keep track of their learning process, which is why the use of rubrics and portfolios are being widely implemented in today´s education. Andrade, Huff and Brooke (2012) mentioned the term student-centered assessment, which involves, ´´the active engagement of students in setting goals for their learning and growth, monitoring their progress toward those goals, and determining how to address any gaps.´´ (p.2) The aim is to get students to become responsible and highly participative of the building process that takes place during learning; in other words to become self-regulated. The latter concept was discussed by Nicol and Macfarlane Dick (2006),who agreed that, ´´intelligent self-regulation requires that the student has in mind some goals to be achieved against which performance can be compared and assessed. In academic settings, specific targets, criteria, standards and other external reference points (e.g. exemplars) help define goals´´ (p.2). This explains why the use of rubrics and portfolios has been increasing; because both tools allows students to gain awareness of the goals they are to achieve and a list of criteria that enables them to set their own goals in regards to the type of performance they wish

to achieve. Let´s not forget that ultimate objective of assessment and evaluation is to make the learning process to students visible and also to make them aware of how they are learning.

Formative Assessment

Education around the world is aiming towards changing the paradigms of the different aspects that are part of it. One of these aspects is the way that teachers assess students. The majority of schools in Colombia follow a traditional methodology that focuses on the final product at the end of the marking period. Whether it is a quiz or a final exam, teachers evaluate their students when finalizing a session and students have to wait for that grade in order to know if they are passing or failing. This type of assessment is known as summative. The *Yale Center for Teaching and Learning* (2018) defines it as a type of assessment that ´´evaluates student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted.´´ It tends to judge the students´ performance without providing information that would allow them to become aware of what they are doing right and what they need to improve. Students expect a final grade that will categorize them as excellent, average, or low achiever without knowing which path to follow in order to achieve an upper grade. Guillermo Chona Duarte (1998) wrote a paper about the issues of Colombia´s education. Teachers are administrators of a curriculum, providers of content about specific subjects, people who control time and space and judge the memorization of content. The curriculum is decontextualized because it does not relate to the cultural reality. Due to the little flexibility given, teachers got used to following instructions and have difficulties to innovate the institutional educational

project (PEI) and evaluation processes. This concept of the curriculum does not allow teachers to explore different ways of assessing their students in a way that is beneficial for their learning.

In the 21st century, education wants to promote an environment that encourages students to develop the competencies that the current and upcoming society demands. According to the Framework for the 21st Century Learning (2016) these include learning and innovation skills such as critical thinking, problem solving, creativity, communication and collaboration, life and career skills like flexibility, adaptability, initiative and self-direction among others. Students need to be exposed to an environment that encourages the development of the competencies stated above.

Formative assessment allows the teaching and learning process to take place in a meaningful and motivating way for both teachers and students. Black and William (1998) defined it as "all those activities undertaken by teachers and/or by their student which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged" (p. 7) This type of assessment takes place throughout the whole learning experience and it is not based on final outcomes. It is part of a process that seeks to make the student responsible for his or her learning while being guided, not judged, by the teacher. Tomlinson (2016) thinks of formative assessment as an´ ´ongoing exchange between the teacher and his or her students designed to help students grow as vigorously as possible and to help teachers contribute to that growth as fully as possible.´´ (Ch.2 p. 14). It creates an environment that allows the teacher to get closer to students by providing the feedback they need to improve their leaning process. Tomlinson (2016) argues that it is ´´a means to design instruction that is better fit for student needs, not an end in itself… it is more habitual than occasional´´ (Ch. 2 p. 22). This type of assessment is carried out along a learning trajectory and the tasks done provide

information to establish strategies for the next one to come. Shepard (2006) on her paper *Evaluación en el Aula* emphasized that formative assessment requires the teacher and student to have a shared understanding of the learning objectives. In the cognitive theory, goals should be defined explicitly and visible for students. In the socio cultural theory, the understanding of the objective is built while students receive help to improve their performance. (p.25)

Learning is a continuum which is why it requires of a type of evaluation that is going to allow it to grow along the way. Students must be given the chance to learn from mistakes, to correct errors, self-evaluate, evaluate their peers and engage in their learning process; in other words to become active participants of what is going on in and out of the classroom. Chen and Myhill (2016) remarked in their paper the concept of metalinguistic understanding, which can be linked to the main objective of formative assessment. Metalinguistic understanding involves both recognizing and identifying patterns of language use, and being able to apply that understanding to regulate one's own language use and language choices (p. 101). There is an evident consciousness of knowledge that enables the learner to be in control of how to apply such knowledge. Feedback is a means of raising students´ awareness of what they know and need to work on, which allows them to develop that metalinguistic understanding.

Feedback goes hand in hand with formative assessment because it clears up the view for students allowing them to identify the learning targets and to understand that there is a way for them to reach those targets without falling into frustration or disappointment. Pei Leng (2013) analyzed the effect of written feedback on ESL students´ writing and he concluded that it was useful and helpful during the essay revision due to the fact that it was clear, direct and information loaded. Hyland & Hyland´s (as cited in Pei Leng 2013) findings agree with the concept of feedback as a means of providing students with a sense of direction. Pei Leng (2013)

also concluded that, ´´written feedback is used to teach skills that are able to help students improve their writing. At the same time, it is hoped to assist students in producing written text which contains minimum errors and maximum clarity.´´ (p.390) This means that one of the aims of feedback is not only for students to analyze a current task, but also to allow them to set a number of strategies that are going to improve their performance on upcoming tasks.

Rubrics

Rubrics are assessment tools that do not focus on right or wrong performances, but rather on the level of performance that can be achieved in an activity. It is a ´´coherent set of criteria for students´ work that includes descriptions of levels of performance quality on the criteria.´´ (Brookhart 2013). Fernandez (2015) defined them as an evaluation guide that describes the ranks and qualities of a product at different levels of execution. Instead of being evaluative, they are descriptive, which is why students are able to get immediate feedback and a guide that provides the criteria they need to have in order to improve their performance. Susan M. Brookhart (2013) mentioned that rubrics are important because they clarify the qualities that students´ work should have. It allows them to see the connection between content and outcomes. Tomlinson (2016) stated that ´´students benefit from examining their work in light of rubrics that align tightly with content goals and point toward quality of content process and product.´´ (Ch2. p. 20) Students do not only have the opportunity to get feedback, but also to self-evaluate and to start developing skills that will allow them to judge their own work in order to identify what they need to correct, modify or improve.

Judith Arter and Jay McTighe (2001) focused on three goals that are achieved through the use of rubrics. The first one is clarifying targets of instruction. Complex and hard targets are explained in detail in order to enable the learners understanding of the task they are to complete.

The second goal is providing valid and reliable assessment of students´ learning on their outcomes. Since rubrics contain descriptions of each level of quality that can be achieved depending on the completion of the task, it allows learners to understand what is expected of them and the nature of the acquired results. So it becomes a matter of them being in control of the success of their own performance. With rubrics teachers have clear and reliable statements that support the grade given to each student. The third goal is improving students´ motivation and achievement. The criteria provided by rubrics enable learners to be aware of the characteristics and nature of the expectations that the performance and products have. This motivates students because they can compare their products to the rubric and make the changes they consider necessary keeping in mind the criteria that is established. They are able to set their own goals; increasing their intrinsic motivation, which makes it a more meaningful experience. It encourages them to look for ways of improving every time they review their writings until reaching the desired quality. Covington & Müeller (as cited in Theodotou, 2014) defined intrinsic motivation as a, ´´tendency to engage in activities for their own sake, just for the pleasure derived in performing them or for the satisfaction of curiosity´´. It is an internal force that triggers people to participate in activities and makes students engage actively and look forward to learning new academic concepts. (p. 18). The objective is to spark that force that comes within the student by giving them a supporting tool that guides them along the way and allows evaluation to be transparent. It is important for students to be aware of the criteria for quality that the teacher is looking for, so that they can accurately self-assess and make the proper adjustments. If students ignore how they can achieve success in a task, they will end up guessing, feeling lost, and frustrated when receiving the result of their creative writing production.

Another benefit of rubrics is that it gets students involved in their learning process.

Brookhart (2013) presents in her book ´´*How to Create and Use Rubrics for Formative Assessment and Grading*´´ a series of studies that have been done showing the importance of getting students involved in the process of setting out the criteria that is going to be used to assess assignments done in class. The first study is the one performed by Nancy Harris and Laura Kuehn in 1994. They focused on first and second graders whom they asked about the criteria they considered would make up a good project. Their results showed that at the beginning they focused on the process, but that by the end of the year they were focusing on the products they had achieved. According to this study students from a young age can learn how to focus on learning and the levels of quality that they can achieve when doing a task. Another study mentioned is the one that Andrade, Du, and Wang performed in 2008 where they ´´ investigated the effects of having 3rd and 4th graders read a model written assignment, generate their own list of criteria, and use rubrics to self-assess the quality of the written stories and essays they then produced.''(Brookhart 2013) They used two focus groups, where one of them used a rubric to revise their work and the other did not. The results showed that the group that used the rubric was able to achieve a better performance on the overall organization, word choice and ideas. One last study mentioned is the one done by Ross, Hoagaboam-Gray, and Rolheiser in 2002. They used a method based on criteria to teach students about self-evaluation skills they could use for mathematics. They made students part of the criteria definition process, taught them how to apply that criteria, provided feedback and help them to come up with plans to improve their work. Although this was applied to mathematics and the focus of this research is on creative writing tasks, it can be observed that allowing students to identify the criteria that make up a successful task lets them take control of the activity and also to make decisions that are going to help them comply with the criteria that they came up with. They become active learners who are

going to exchange their learning experiences with their peers in order to get ideas regarding strategies they can use to improve their tasks.

Using rubrics is not only a guide for students, but also for teachers or evaluators. When it comes to evaluating, grades tend to be a subjective result because they depend on a judgment, rather than on an objective statement or guideline that specifies what is being graded. Moskal (2000) exemplified this type of situation with writing tasks and emphasized that ,´´judgements concerning the quality of a given writing sample may vary depending upon the criteria established by the individual evaluator. One evaluator may heavily weigh the evaluation process upon the linguistic structure, while another evaluator may be more interested in the persuasiveness of the argument.´´ (p.1) The latter statement declares that evaluation can turn out to be a process that varies depending on the criteria of a teacher, which is why a single task can be graded differently depending on the perspective of the evaluator. According to Allen (2014) rubrics are criterion-referenced rather than norm-referenced, which means that raters ask themselves how well the student meets a certain level of achievement instead of comparing that student to another one. The idea is to create an environment that encourages cooperative and collaborative learning instead of a competitive. (p.2). Karkehabadi (2013) mentioned that rubrics can open channels of communication between faculty members when it comes to determining the criteria that is going to be used to grade students.(p. 63) By educating with rubrics teachers can share each other's point of view of the standards and competencies that students should achieve and develop. Huba and Freed (2000) advocated the view that, ´´assessment at all levels should generate conversations among faculty that will lead to deeper, collective understandings about the learning that students are experiencing in the program. These conversations should in turn lead to reasoned change and improvement.´´ (Ch. 3). There can be

cross-curricular projects that reinforce meaningful learning and encourage team work among teachers. As a result of that process, the objectives of the type of education that wants to be provided to students can be unified and all faculty members would work together to achieve the same set of goals. Wernli and Darbellay (2016) remarked that disciplines evolve through interdisciplinary collaboration, since it is a way to question limits, potential and margin of progression of such disciplines. (p.3) The evolution of education demands the integration of disciplinary insights so that students find a link among subjects. Timmerman (2017) explained that knowledge and interdisciplinary approaches are born as a requirement of the complexities of the real world. The convergence of disciplines allows the study of objects, concepts and events from different angels. (p. 2). Globalization is calling out for a different view on education and the creation of rubrics opens a door for teachers to exchange knowledge and their evaluation criteria.

Feedback is another important benefit that rubrics provide in the development of a creative writing task. In the traditional way of assessment, students´ tasks are judged by teachers without giving any type of description explaining why they received a certain grade. Arter and McTighe (2001) state that rubrics provide criteria that lets parents, students and teachers discern levels of quality. Students´ products are no longer judged, but are rather assessed based on different criteria and levels of performance that are not a secret to them. Brookhart (2013) argues that judgments without descriptions stop action in a classroom. Judgments establish that the task was either right or wrong; leaving learners without an opportunity to look for ways of improving what they have done. Learners ought to know why they got assessed in a certain way and that is what rubrics offer to them. They do not only describe why they achieved a certain level of performance, but also what they have to do in order to reach the level that follows. Shepard

(2006) comments that formative assessment, in coherence with cognitive literature, shows that feedback is effective when the student´s performance is compared to the established criteria and when it provides guidance as of what to do in order to have better performance. (p. 25) The use of rubrics make it visible for students to compare the way they performed with the rest of the criteria.

It is important to point out that the success of rubrics on creative writing or any type of task depends on the election of appropriate criteria and also on the way in which that criteria are described. A well-written rubric gives the teacher the leeway to assess not in extremes, but rather in a range that will enable both the teachers and students to establish a work plan that will allow them to achieve better levels of performance. It provides detail descriptions of the different levels of quality of each criterion that is expected of them, which will work as a guide to complete the task successfully. Figure 1 and 2 explain the parts of a rubric. Both images show that the upper side has a scale that establishes the levels of achievement, which can be stated with a word or in numerical form, and the column on the left mentions the parameters of the assignment (criteria). The cells have a qualitative description of the criteria according to each of the levels of achievement. A guide on curriculum and teaching resources done by Flinders University describes how to design rubrics and it mainly focuses on two questions to take into consideration when planning an assessment tool such as rubrics. The first question is: What should students know and be able to do? This question allows teachers to establish the parameters that are going

***Figure 1*. Illustration of the parts of a rubric with levels of achievement and indicators.(Mapfre Foundation, 2014)**

to be included on the rubric. The second question, how will I know when they know it and can do it well? ; brings about the descriptions of the different levels of achievement. It is essential for teachers to go through the process of analyzing the teaching –learning process in order to design a rubric that is going to meet its function and benefit them and the students.

Title

Task Description

	Scale level 1	Scale level 2	Scale level 3
Dimension 1			
Dimension 2			
Dimension 3			
Dimension 4			

***Figure 2*. Parts of rubric showing the title, task description, scale levels and dimensions. (Stevens and Levi, 2004)**

Stevens and Levi (2004) list in their book *Introduction to Rubrics* six reasons of why rubrics should be used. One of them is that they encourage students´ critical thinking.

> Students may notice for themselves the patterns of recurring problems or ongoing improvement in their work and this self-discovery is one of the happiest outcomes of using rubrics. By encouraging students to think critically about their own learning, rubrics can inspire precisely the pattern of ´´self-assessment and self-improvement´´ intrinsic to creating the kind of motivated and creative students we all want in out classes.

The pattern mentioned enables students to be aware of what needs to be improved. There is an analytical process involved that triggers competences such as creativity and problem-solving that makes them more autonomous and independent. This allows them to have a critical eye when developing a task, which enhances their mastery of the competence that is being worked with. Hussein and Suleman (2016) refer to a theory of Mastery Learning proposed by Benjamin S. Bloom in 1968, which ´´is based on the belief that students must attain a level of mastery (i.e. 90% on a knowledge test) in prerequisite information before moving forward to learn succeeding information. ´´ (p. 36) The use of rubrics appeals to this theory because students can

do an activity more than once following the suggestions given on the tool itself and on the feedback sessions; providing them with multiple opportunities to master a topic. The ultimate objective of rubrics is to increase students´ confidence and achievement in order to shape well-rounded students who are able to find ways to be better every step of the way.

Alfredo Hernando (2016) described in his book ´Viaje a la Escuela del Siglo XXI´ (Trip to the 21st Century School´) the concept of authentic evaluation and how rubrics are a tool that fits right into the objectives of the 21st century education. He suggests that learning and evaluation are inseparable because they coordinate the changes on the methodology, which nowadays requires the communication of the criteria and evidences of the students´ assessment, the constant feedback to give room to the analysis of the mistakes done in order to improve learning and the acceptance of students as evaluators of their own learning and of their classmates as well (Ch.7 p. 101). Rubrics keep the student aware of what he or she is being assessed on, they allow the teacher to be precise when going over the learner´s work so both can make the proper conclusions and set out a plan; they also encourage self-evaluation and peer evaluation. This tool is widely suggested to be used in formative assessment because of its features. Nevertheless, it can also be implemented in an environment where summative assessment is used because it is flexible and it adapts easily to any activity done, which means that it can be used in different ways.

Table 1:
Template for Holistic Rubrics

Score	Description
5	Demonstrates complete understanding of the problem. All requirements of task are included in response.
4	Demonstrates considerable understanding of the problem. All requirements of task are included.
3	Demonstrates partial understanding of the problem. Most requirements of task are included.
2	Demonstrates little understanding of the problem. Many requirements of task are missing.
1	Demonstrates no understanding of the problem.
0	No response/task not attempted.

***Figure 3*. Table 1: Template for holistic rubrics**

Types of Rubrics

There are two types of rubrics that can be implemented depending on the intention and type of assessment that the teacher is aiming for. On one side is the holistic type (Figure 3),

which focuses on assessing the student´s overall performance. Unlike the analytic type, the holistic does not analyze each component of a task individually; it merges all the criteria together and establishes an overall description of the work that is expected which is why it is mostly used for assignments with a summative goal. The analytic rubric (Figure 4) takes into account the process by adding the scores of the different activities done that make up a final product in order to get to a final score. (Brookhart 2013 and Mertler 2001) Having mentioned that, the analytic rubric tends to be used for a more formative type of assessment.

Table 2:
Template for analytic rubrics

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Crit. #1	Description reflecting beginning level of performance	Description reflecting movement toward mastery level of performance	Description reflecting achievement of mastery level of performance	Description reflecting highest level of performance	
Crit. #2	Description reflecting beginning level of performance	Description reflecting movement toward mastery level of performance	Description reflecting achievement of mastery level of performance	Description reflecting highest level of performance	
Crit. #3	Description reflecting beginning level of performance	Description reflecting movement toward mastery level of performance	Description reflecting achievement of mastery level of performance	Description reflecting highest level of performance	
Crit. #4	Description reflecting beginning level of performance	Description reflecting movement toward mastery level of performance	Description reflecting achievement of mastery level of performance	Description reflecting highest level of performance	

***Figure 4*. Table 2: Template for analytic rubrics.**

Brookhart (2013) mentions that there are also two different types of describing the performance on a rubric. One of them is *general*, this type of description can be included on rubrics that are meant to be on different types of tasks because they focus on the skills that are expected to be achieved. On the other hand, there are *task-specific* rubrics that provide explicit answers that students ought to find throughout the process of the task. They include the concepts that students are supposed to mention on the assignment. Given the fact that it is exclusively designed for a specific task, it focuses exactly on the topics that are around the task.

Mertler (2001) also suggests that, ´the use of analytic rubrics can cause the scoring process to be substantially slower, mainly because assessing several different skills or

characteristics individually requires a teacher to examine the product several times.´´ (p.2) The assessment provided with the help of this type of rubric is more detailed, which slows down the evaluation process, but it allows both teachers and students to have a more accurate outlook of the learning process and teaching practice that is taking place. One of the perks of using this type of rubric, as mentioned by Mertler (2001), is the feedback that it provided. Nitko (as cited in Mertler, 2001) stated that ´´students receive specific feedback on their performance with respect to each of the individual scoring criteria, something that does not happen when using holistic rubrics.´´ (p.2). Since the holistic rubric is general, the feedback it provides is not detailed enough to be able to pin point the aspects that students have to strengthen. Due to that fact, the rubric designed for this research was analytical given that the researcher aimed to identify the strengths and weaknesses of her students in order to establish the strategies that would allow them to reach a higher level of achievement on the criteria stated on the rubric.

The Constructivist learning theory and rubrics

Qarareh (2016) ran a study where he applied the constructivist learning model to teach science. He considers this theory as revolutionary to the field of education since it focuses on how to provide knowledge to students in gradual steps keeping in mind their prior knowledge. The results of his research showed that there was a significant difference on the acquirement of scientific thinking. Although this research was linked to science teaching, it can be observed that the usage of this theory benefits the learning process of students due to the active role that it allows students to have. Soler (2006) describes the action of getting to know something as ´´an interaction with the changing and elusive reality to interpret it and create new mental concepts that are even more complex.´´ (p. 19) This description is based on the concept of constructivism that is not rigid, but that it rather aims to mold itself to the needs of the learner. Thanks to the

flexibility that this learning model provides, learners can analyze what they are doing in order to use the knowledge they already have to assimilate the new information and to assess their performance in order to improve.

How can this theory be introduced in class and also help improve creative writing in third graders from a private bilingual school? Constructivism and rubrics have something in common which is the chance for learners to explore the learning environment they are in using the tools they have and scaffolding through the process until reaching the set objectives. Rubrics are tools that offer endless possibilities for students to have the means to succeed in a task. They provide students with the list of criteria that they must comply with in order to reach their desired score. This assessment tool gives immediate feedback that raises the awareness of a student regarding their performance in a given task. By knowing what is expected of them, students are able to check up on their progress and understand how they can improve what they are doing. Learners can push themselves to go the extra mile every time they complete a task; allowing them to acquire new knowledge based on what they already know.

As a result of the process that students undergo with the use of rubrics, self-regulated learning starts to take place. Pintrich (as cited in Schunk 2005) defined this concept as, ´´an active, constructive process whereby learners set goals for their learning and then attempt to monitor, regulate, and control their cognition, motivation, and behavior, guided and constrained by their goals and the contextual features in the environment.´´ In other words students are able to identify the goals they are to achieve, how well they can accomplish them and what they need in order to do so. Knowledge is constructed with a high level of awareness that enables the student to make decisions about the process that he or she is going through. As a result, an auto evaluation process takes place. The auto evaluation process is based on the metacognitive of the

established criteria because the student is required to think and apply them in the context of his or her work. By doing so, the student understands the meaning and use of the criteria in a deeper and more accurate way. (Shepard, 2006 p.27)

Fernandez (2015) holds the position, regarding learning, as a process that is done progressively in a continuous line, which is why it is important for learners to be able to observe such progress. By doing so, they will be able to use the prior knowledge they hold to make the necessary modifications that would allow them to have a better performance. Here is where both constructivism and rubrics meet. The steps that students are to follow in order to reach a goal are visible to them, which enables students to evaluate themselves and identify what they need to work in order to achieve the learning objective. This last one is set by the teacher, but it is the student the one who chooses the way to get to that objective. It is a collaboration that allows the student to be an active participant of the process that will constantly look for improvement. Rubrics do not judge how badly or how well a learner did an activity. On the contrary, they guide the learner throughout the task by giving a detailed description of the criteria that are related to different types of performances. This increases the opportunities for students to construct new knowledge in a meaningful way.

CHAPTER 3

METHODOLOGY

The following chapter mentions the type of approach taken to develop this research, a description of the population used for the observations along the implementation process of the rubrics and of the steps taken to carry out the research. This work follows the functional research

line of Argumentation, Pedagogy and Learning established by Universidad Nacional Abierta y a Distancia. (UNAD 2013) The focus of this line is to create strategies that will enable the development of argumentative competencies in a basic, medium and high level of education.

Quantitative Research

This research aims to analyze the effects of using rubrics for creative writing tasks. After doing a variety of creative writing tasks it was identified that students had difficulties facing them. As a result, a research question was born along with objectives to guide, in a sequential way, the route to take along this study. Based on the definition provided by the book *Metodologia de la Investigacion 5ta Edicion* this type of research starts from a central idea from which objectives, research questions, theoretical framework are developed as well as a plan in order to try out the hypothesis that is set out at the beginning in order to come up with a final conclusion (Sampieri, Fernandez, Baptista 2010). According to the previous definition, the study taking place follows the steps of a quantitative approach.

The current study began with two diagnostic tasks in order to identify the weaknesses and difficulties that students showed while doing them. Afterwards, there was a survey done to the students belonging to the focal group and to the ones belonging to the control group. There was another survey done to the teachers of previous grades (first and second grade) and to the one following (fourth grade). The students´ survey had ten items related to the way they reacted to a creative writing task from the very moment they got the written instructions until the moment they handed it in. The teachers´ survey aimed to identify how they perceived their students during the development of creative writing tasks. The analysis of both surveys paved the way for the design of the rubric that was to be used for the study. There were a total of four tasks done with the use of a rubric that allowed the observation of different aspects related to the research

question. There was a final survey done to the students to find out about their experience with the use of rubrics.

This study aims to find out to what extent rubrics can benefit students´ performance in creative writing tasks. By doing so, modifications can be done to the way that instructions are given and the grading form not only of this type of tasks, but also for tasks performed in other subjects, such as science, social studies or math.

Setting

The school where it took place is bilingual and it has a population of about one thousand students. It is well-known locally and nationally for its outstanding performance on the Pruebas Saber that students have to take on different grades. An article about the top schools of 2018 based on the firm Sapiens Research published by *Semana* magazine, Diana Oese Bilingual School got 6th place nationwide due to the results that it has shown on 5 main subjects (English, reading, social studies, science and math). The website ICFES interactive has a list of the top ten schools with the best results of that exam of the first period of 2018 and Diana Oese Bilingual school is ranked as number one in Valle del Cauca with the highest scores in math, science, social studies, critical reading and English, whose total average is of 0.918. Although the school is bilingual, it follows the standards set out by the Ministerio de Educación Nacional (National Ministry of Education) taking in consideration the high level that students have in comparison with others from public schools. The school aims towards the same objective stated by the *Guia No. 22 Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés* (MEN 2006), which is to prepare citizens who are able to communicate in English so that they can open the doors to universal communication processes, global economy and culture with standards that can be compared internationally.(p.6) This guide has set out levels for schools to look forward to,

based on the common European framework, that in the case of third graders would be to reach an A1. However, it also states that this is just a reference that schools can surpass depending on the bilingual programs that they have proposed, which is the case of Diana Oese Bilingual School. (p.11). At the elementary level students receive eleven subjects of which seven are taught in English. This means that they have a high exposure to the language. When they get to high school the number of subjects taught in English changes, which is why the bilingual process in elementary is vital for the of their foreign language learning process.

Population

The study focuses on the population of one of the third grades, out of the four groups that exist, from a private bilingual school in Cali. The sample group has a total of 19 students who are between the ages of 9 and 10. The group is made up of 9 girls and 10 boys. They were labeled as the focal group, which is why they were in constant observation while using the rubric.

Most of these students have been in the school for about 5 years. Throughout those 5 years they have been exposed to English at different intensity rates according to the age and grade. However, despite the fact that all of them have been part of the same bilingual process at the school for about the same time, it can be observed that not all of them have been able to reach the levels of reading, listening, writing and speaking expected for third grade. Five students out of the 19 students of the sample group have a low level in all of the four skills, especially in writing and reading. One student out of the 19 comes from a monolingual school, which means that this is his first year in a bilingual environment and he is still adapting and trying to catch up with the others who have been at the school for a longer time.

Characteristics of Participants

Given the fact that not all of the students of the focal group have the same English level, they were divided into three groups in order to analyze their progress, in a detailed way, while using the rubric for the creative writing tasks that were done in class. The three groups were labeled as low, medium and high. Although the ones that belong to the group with a low level have issues with all of the four skills, the study will just focus on their progress regarding their writing skill.

Instruments

The research took place at different stages in order to gather the information needed. Before starting, the researcher passed a letter asking the school for permission to carry out the process (Appendix A), parents were also asked for permission to be part of the research (Appendix B). The first stage was the diagnostic stage where students did two creative writing tasks in order to identify their strengths and weaknesses when doing this type of task; as well as the strategies used by them to complete them (Appendix C). The second stage was to obtain the perception of students regarding their performance while doing writing tasks and the perception of teachers while students did these kind activities. This was obtained through a survey in Spanish for students to enable them to understand better the concepts that they were being asked and another one in English for teachers (Appendix D and E). The third stage was done through the application of the rubric that was designed keeping in mind the needs that students showed on the diagnostic activities. The rubric was modified three times in order to make it easier for the students to use it (Appendix F, G and H). Four activities were done for students to learn how to use the rubric (Appendix I, J, K, and L). Another instrument used was a class observation

sheet with a brief explanation of the classes, note on the students´ response to the task and the challenges that were identified when using the rubrics (Appendix M).

PROCEDURE

The research took place at Colegio Bilingue Diana Oese between December of 2017 and June of 2018. It began with the performance of two diagnostic activities. Afterwards, students and teachers took a survey. The results of the diagnostic activities and the information acquired from the surveys were used for the researcher to design the rubric. The next step was to put the rubric into use. Four creative writing tasks were also designed including the use of the rubric that was created. The rubric was modified three times according to the way that students responded to it. During the development of those tasks the researcher took notes of the observations. Finally, the results were analyzed in order to identify the progress that each student had. A report was written about the research.

CHAPTER 4

RESULTS

Surveys

The research was developed with a focus group of third graders that were observed in order to find out about their behavior when facing a creative writing task. They were given a survey and were also exposed to the use of a rubric that was designed based on their needs for improving their performance during creative writing tasks. Teachers were also given a survey to

find out about the perception they had when their students had to complete a task. The following graphs show the results of the students´ surveys:

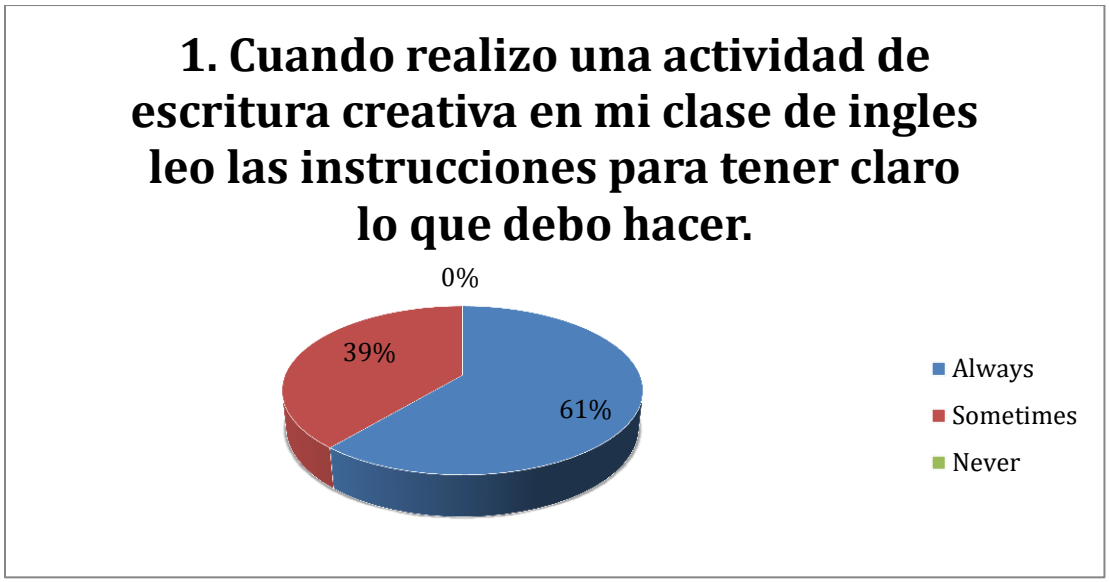

Figure 5. When I do a creative writing activity in my English class, I read the instructions to have a clear understanding of what to do.

The first question aimed to find out about the interaction students have with written instructions. Reading instructions and understanding what their requirements have been observed as a difficulty for students of the third grade community. With this group in particular of 19 students, 39% of them sometimes read the instructions to have a clear understanding of what they have to do and the remaining 61% always pay attention to what the instructions require. Although there is a percentage of students that skips the instructions sometimes, 0% of them belong to the group that never read the instructions.

Figure 6. I organize a plan to carry out my task.

This question aimed to find out whether students invested time on planning before doing a task. According to the survey 50% of students plan before starting a creative writing task, but 50 % of them do not. Planning before beginning a task is important in order to achieve the objectives of the task successfully. The aim is to take drive that 50% that sometimes plans into the habit of always brainstorming before beginning to write. Zero percent of them answered that they never plan. Meaning that they do plan, but they have to be encouraged to do it at all times when it comes to a creative writing task.

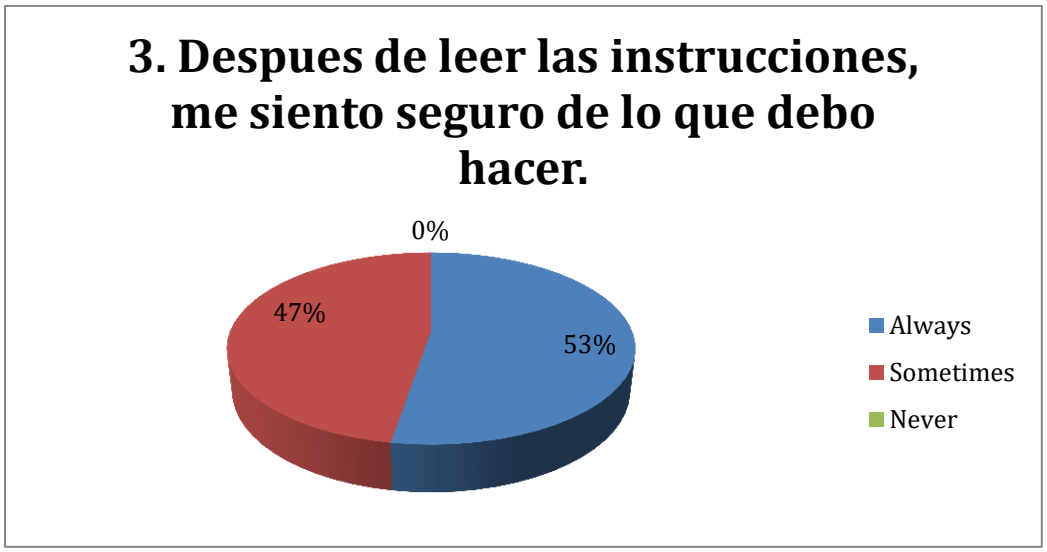

Figure 7. After reading the instructions, I feel sure about what I have to do.

This question aimed to find out about the level of understanding that the students have of the instructions when they are facing a given task. According to the survey 53% of the students feel sure about what to do after reading the instructions. However, 47% of them sometimes feel uncertain about what they have to do, which means that 9 out of 19 students need help for understanding the instructions given in any type of task.

Figure 8. I check the instructions more than once while I am doing my task.

This item of the survey wanted to find out if students checked the task´s instructions more than once while doing it. There was a high percentage of students who said that they always check instructions more than once; 58% of them to be more exact. On the other hand, 32% said that they sometimes check the instructions while 10% answered that they never check the instructions after reading them one time.

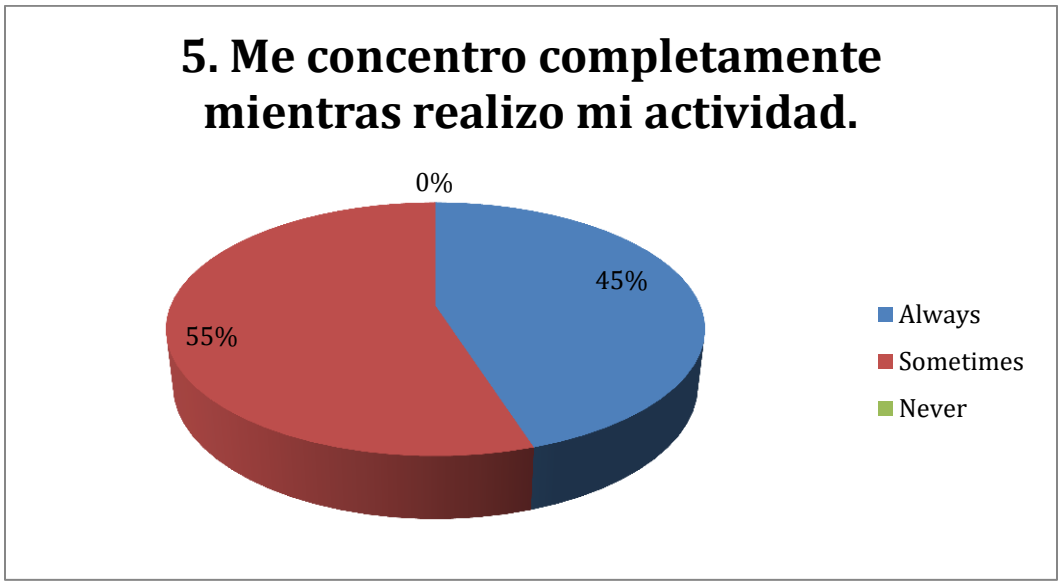

Figure 9. I am fully focused while doing my task.

One of the challenges of completing a task is focusing on it one hundred percent without any distractions. The survey showed that 45% of students always stay focus on the task, but the remaining 55% have difficulties staying focused, which is why they answered that sometimes they are able to fully concentrate while doing a given task. Fortunately, 0% answered that they are never focused during the activity that they have to complete.

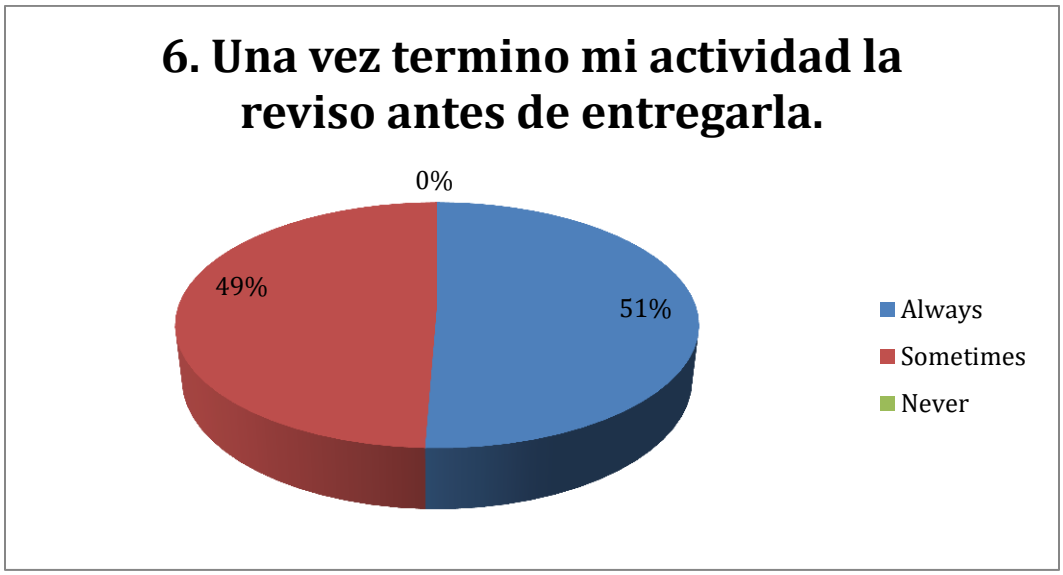

Figure 10. Once I am done with my task, I check it before handing it in.

Proofreading is also part of using rubrics, which is why one of the items of this survey was finding out if students checked their work before handing it to the teacher. The survey showed that 51% of students always double checked their work, while 49% of them sometimes do so.

Figure 11. I strictly follow the instructions to achieve good results.

After reading the instructions, it is important for students to be aware of what they have to do in order to achieve good results. They were asked if they strictly follow the instructions to achieve good results and 58% said that they always did while 42% said that sometimes they did it.

Figure 12. Once I am done with my task, I have an idea of what my result will be like.

Written instructions usually do not provide a way for students to know what their performance will be like. This item of the survey was used to find out if when they are done with their task they have an idea of what their result will be. Only 32% of them said that they always had an idea of what they were going to get. However, 47% said that they sometimes knew how their performance had been. Finally, there is a 21% of the population that never gets an idea of what their grade will be after handing in a task.

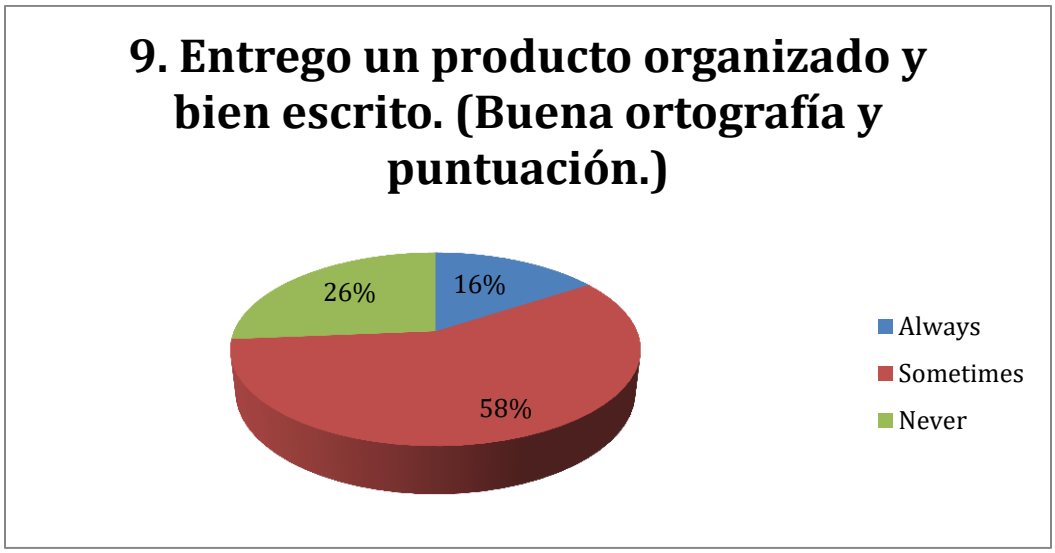

Figure 13. I hand in a well-organized and well-written task with good spelling and punctuation.

Part of creative writing is also having good spelling and punctuation as well as having a final product that is both well-written and well organized. This item of the survey revealed that More than half of the population feel uncertain about the way their final task looks like. Only 16% of the students always feel that they hand in a quality written task. On the other hand, 26% of them think that they never meet the spelling and punctuation requirements of the written tasks.

Figure 14. When I start my task, I have difficulties developing my ideas.

The last item of the survey was used to find out about the way students faced a written task at the beginning stage. The majority of them expressed that they sometimes have difficulties to get started. 33% of them always have difficulties to get started and only 9% feel that they do not have any issues to develop their ideas in order to start their task.

Teachers were also asked to do a survey in order to find out how students behaved in their classes during a given task after getting the instructions. A total of six teachers answered the survey and expressed their thoughts about the way they perceive students´ performance while they are developing a task. The teachers that participated not only teach English as a subject, but also through other academic contexts such as Math, Science and Social Studies.

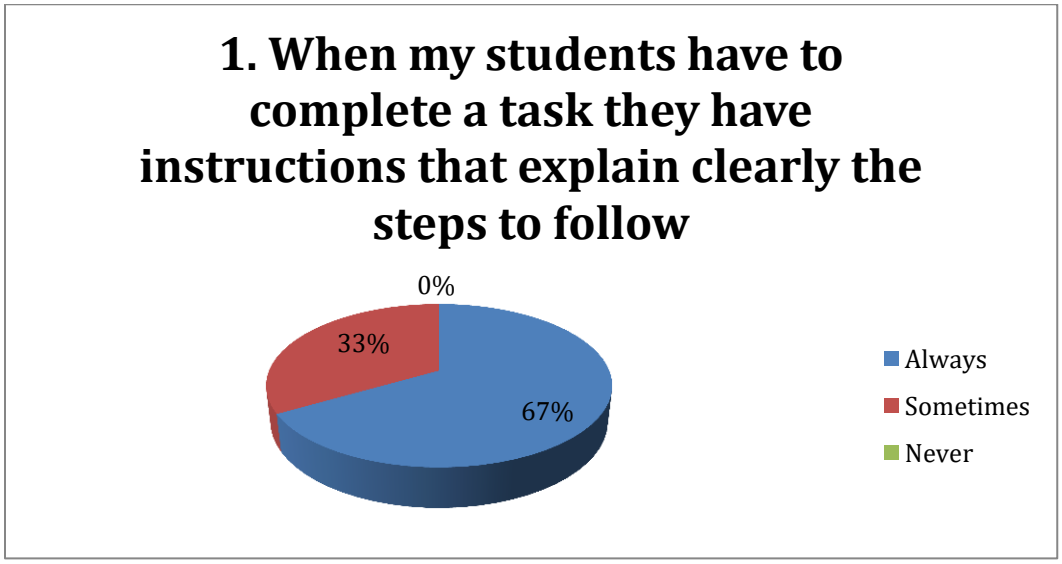

Figure 15. When my students have to complete a task, they have instructions that explain clearly the steps to follow.

The most challenging part of a task is providing the right set of instructions that will allow the students to reach the objective. Teachers have the duty of transmitting such instructions in a clear way. According to the survey, 67% of the surveyed teachers said that their students always have clear instructions in order for them to complete the task, while the

remaining 33% of teachers said that sometimes they provide clear instructions, which can make it hard for students to meet the learning goal.

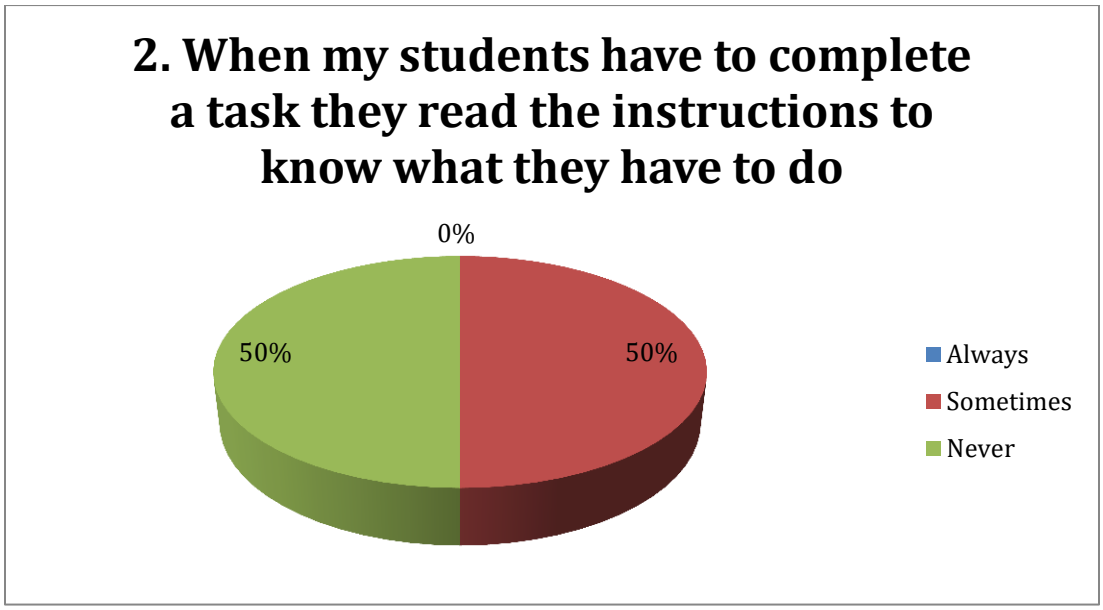

Figure 16. When my students have to complete a task, they read the instructions to know what they have to do.

For this item of the survey, teachers´ opinion split in half. Fifty percent of them expressed that students sometimes read the instructions to know what they have to do. On the other hand, the remaining 50% have noticed that students never read the instructions. This shows that there is an issue when it comes to the students´ awareness of what they have to do in order to complete a task.

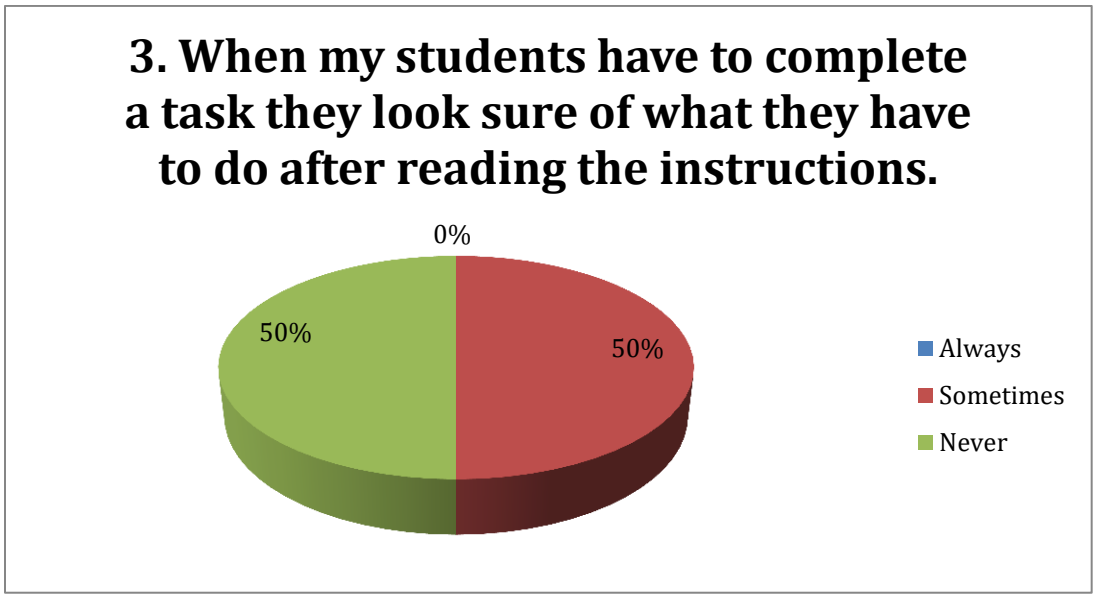

Figure 17. When my students have to complete a task, they look sure of what they have to do after reading the instructions.

For a task to be successful, the students have to be well-informed as to what they have to do so that they feel confident to carry out with the task. Once again this item of the survey, shows a 50-50 division among the six interviewed teachers. While 50% said that sometimes students look sure of what they have to do in the task, the other 50% said that students never look sure of what they have to do. Meaning that somewhere along the process of explaining the task, the instructions were not clear enough and the students did not understand them.

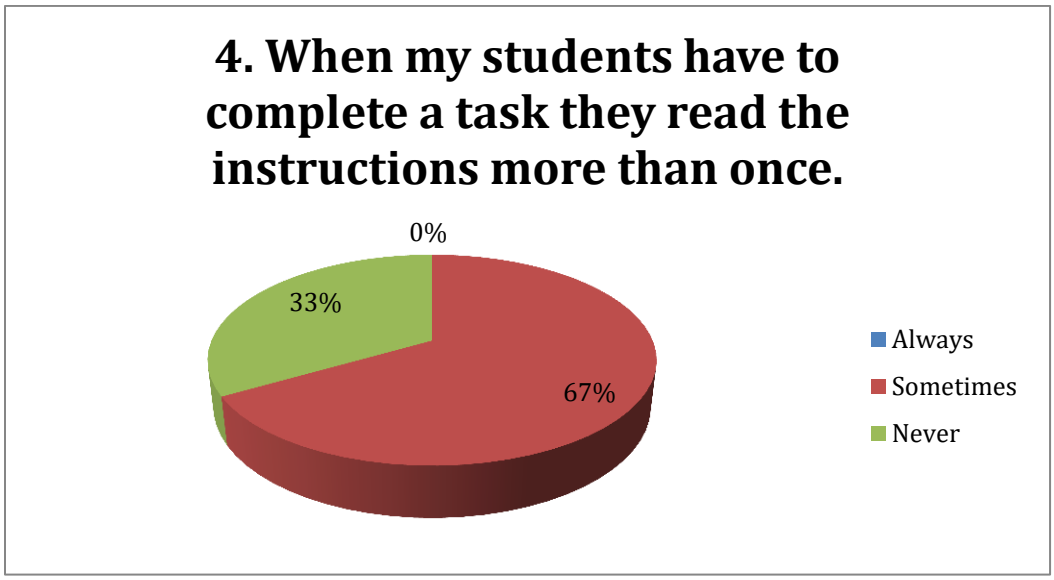

Figure 18. When my students have to complete a task, they read the instructions more than once.

One of the biggest challenges that 67% of the teachers have seen is that sometimes students read the instructions more than once while working on a task and 33% of the teachers noticed that students never check the instructions again after reading them one time. They do not have the habit of double checking their work and instructions.

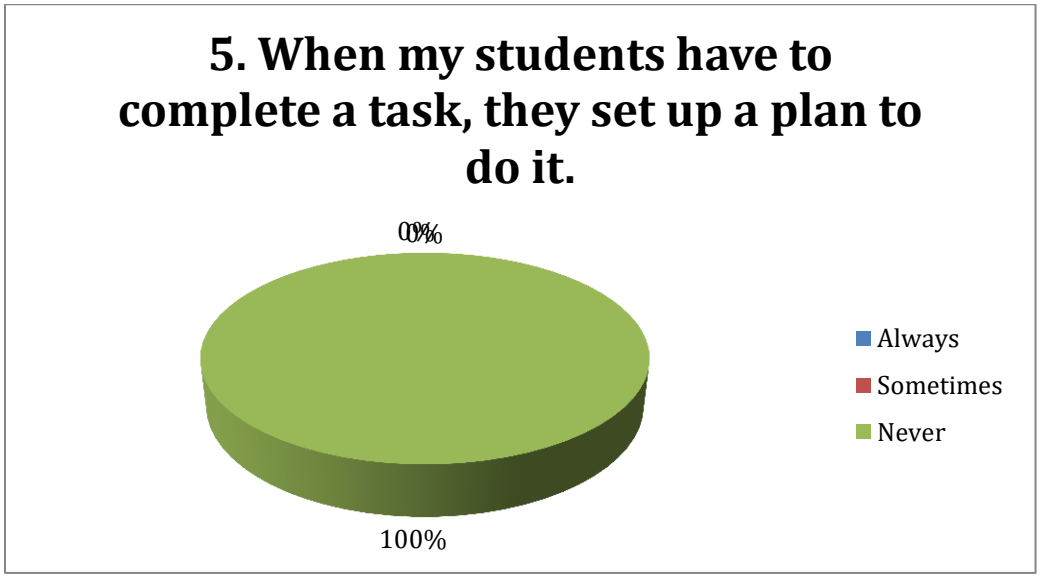

Figure 19. When my students have to complete a task, they set up a plan to do it.

Although students might seem to read instructions before starting a task, they do not have the habit of setting up a plan to get started with their work. Based on the survey, teachers said that their students never plan for a task, which means that they begin working on it after reading the instructions.

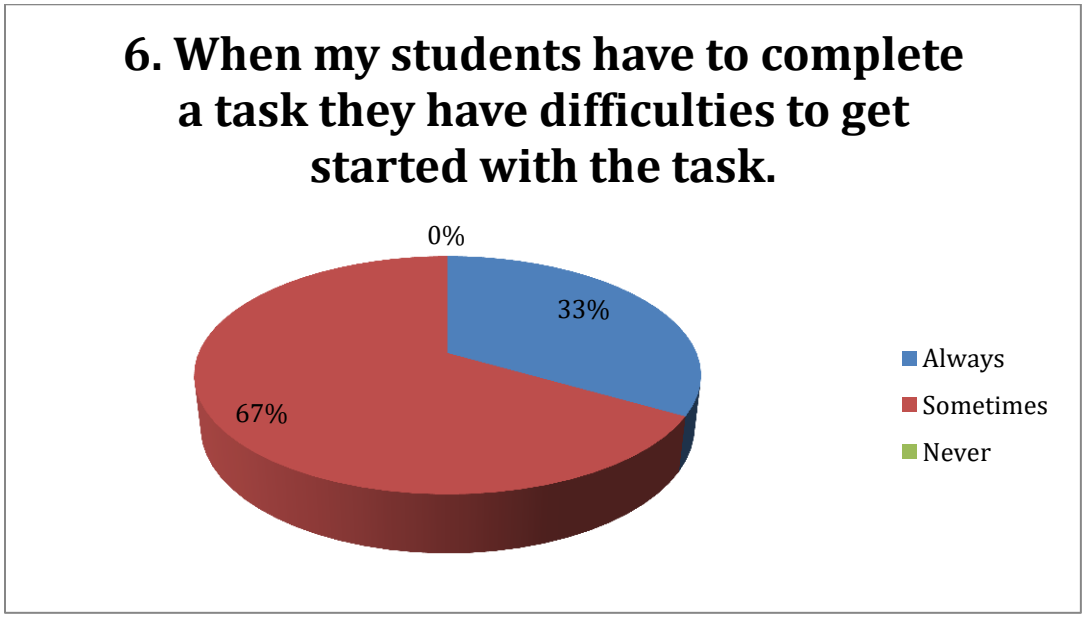

Figure 20. When my students have to complete a task, they have difficulties to get started with the task.

During the class observations done, the students looked doubtful and took a long time to begin the given task. Those observations coincide with the opinions of the teachers that were surveyed. The results show that 33% of students always have difficulties while 67% sometimes struggle to start a task.

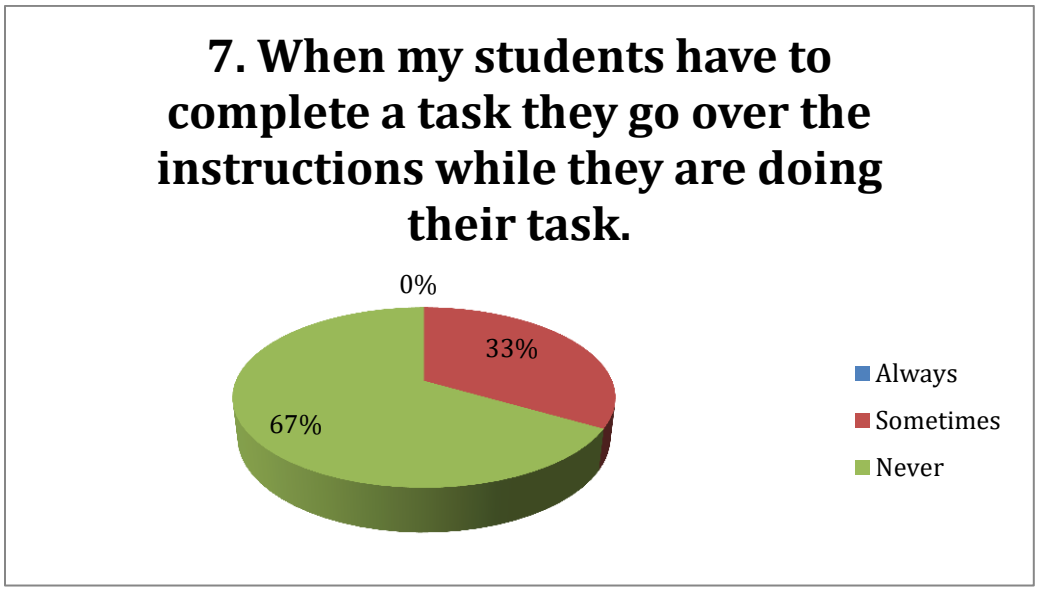

Figure 21. When my students have to complete a task they go over the instructions while they are doing their task.

Another issue that 67% of the teachers have noticed is that students never go over the instructions while they are doing their task. On the other hand, 33% of them said that their students sometimes double check the instructions to make sure they are following them.

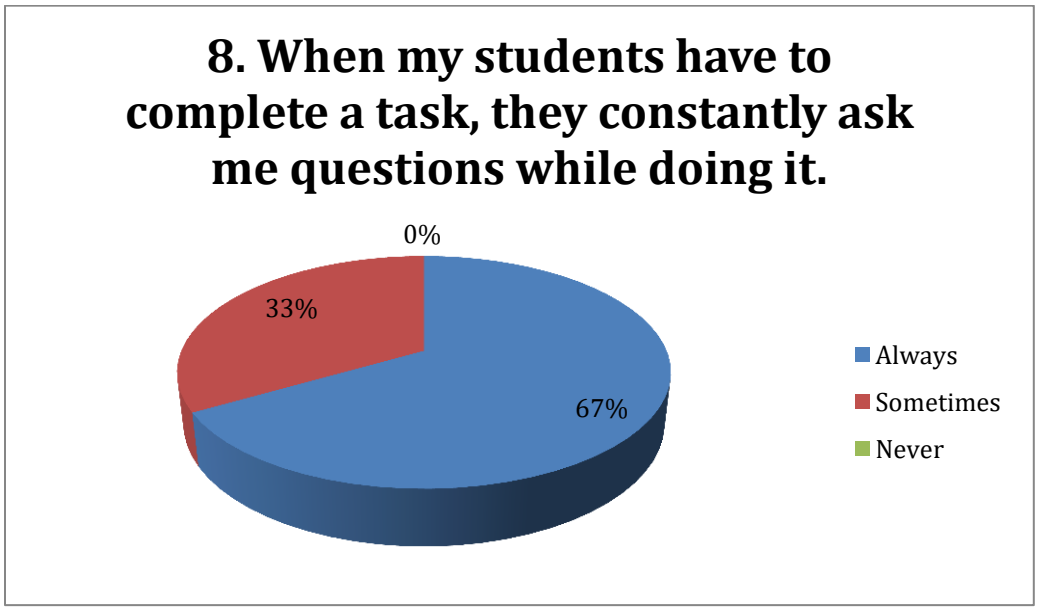

Figure 22. When my students have to complete a task, they constantly ask me questions while doing it.

When students have doubts, the most common reaction would be for them to have questions. Whether it is because they feel insecure or they do not understand the instructions well students feel the need to ask questions so they can be reassured of what to do. The majority of teachers (67%) said that their students always ask questions while developing a task. However, 33% of them said that their students sometimes ask them questions during the development of an assignment.

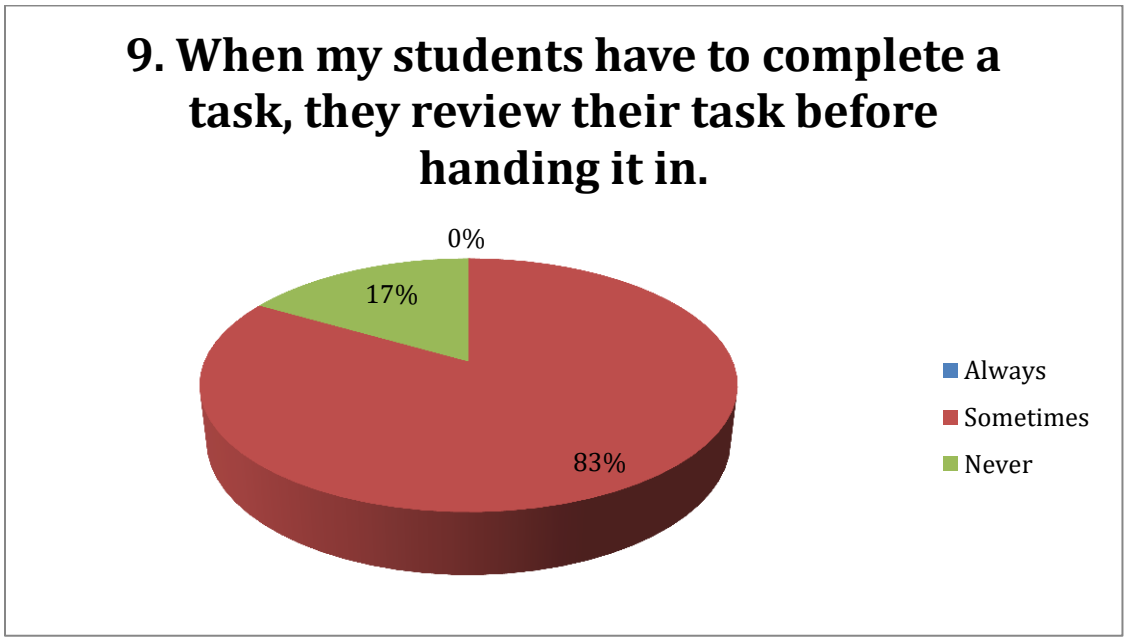

Figure 23. When my students have to complete a task, they review their task before handing it in.

Once a task is done, the proofreading process is important in order for students to evaluate their own work and make the changes they consider necessary based on the instructions they received and the objective they have to achieve. There is a high percentage of teachers (87%) who said that their students sometimes review their task before turning it. On the other hand, 17% of them have noticed that their students never do that. It is necessary to get students into the habit of proofreading and editing their own work in order for them to self-evaluate.

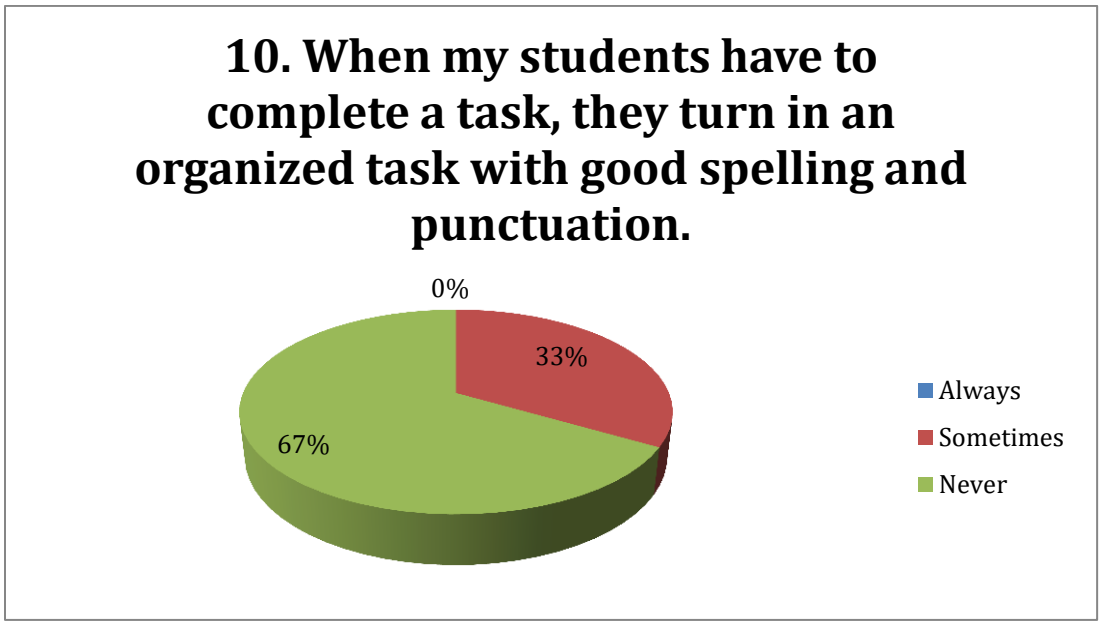

Figure 24. When my students have to complete a task, they turn in an organized task with good spelling and punctuation**.**

Neatness is one of the criterion that is revised during a writing task. Although the survey was not related to writing tasks specifically, this particular item aimed to find out how organized the tasks that students turn in are at different grades and in different subjects. A vast majority of teachers, 67%, said that student never turn in an organized task, while 33% said that sometimes students pay attention to neatness, spelling and punctuation.

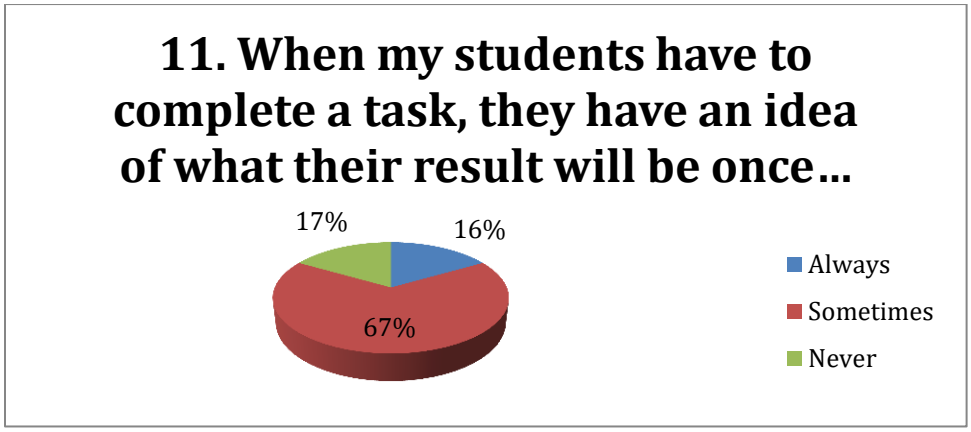

Figure 25. When my students have to complete a task, they have an idea of what their result will be once they are done with the task.

The traditional method used by the school focuses on summative grading, which means that students get a grade for their assignments letting them know if they have succeeded or not. There is no room for them to self-assess. Harmer (2007 p.140) stated that students, ´´frequently have a very clear idea of how well they are doing or have done, and if we help them to develop this awareness, we may greatly enhance learning.´´ Based on Harmer´s statement, students should have the awareness of what their performance like for the task they were given. According to the survey, 16% of teachers think that their students always have an idea of what the result will be once they are done with the task, 67% of them think sometimes students do this and 17% of them said that students never have an idea. The teachers´ opinions suggest that the school should make changes to ensure that students always have room for self-assessment.

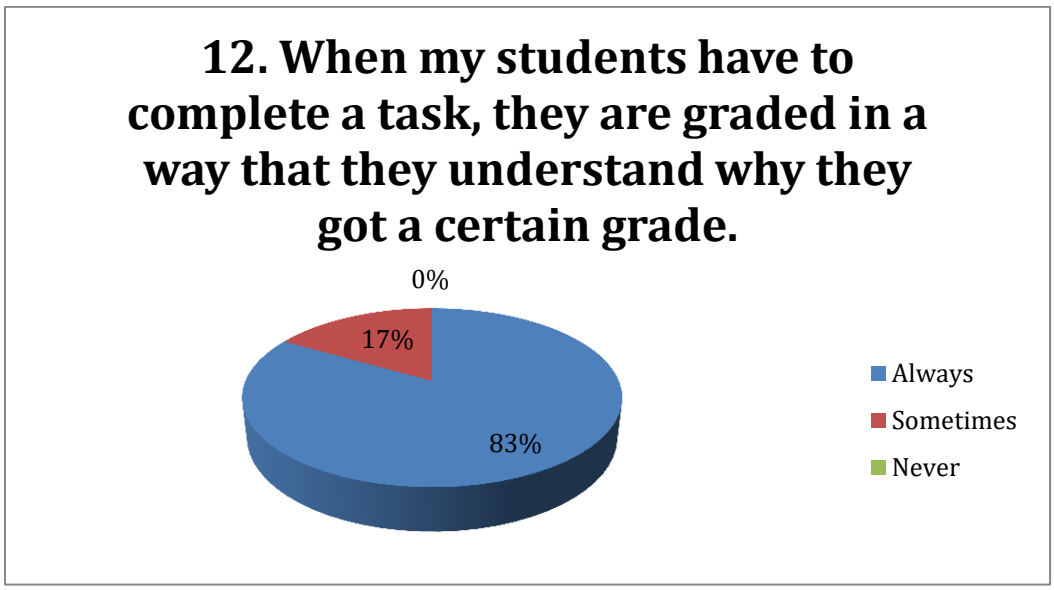

Figure 26. When my students have to complete a task, they are graded in a way that they understand why they got a certain grade.

For this item the aim was to find out if students understand their grades once they receive them. The survey shows that 83% of teachers think that their students always understand the outcome of their tasks. On the other hand, 17% think that their students sometimes understand

the reasoning behind their grades. Students should always be aware of their learning process. The success of that process is shown by the grades that students get as a result of the assignments done. Getting a grade without understanding why, would not benefit the growth of the students.

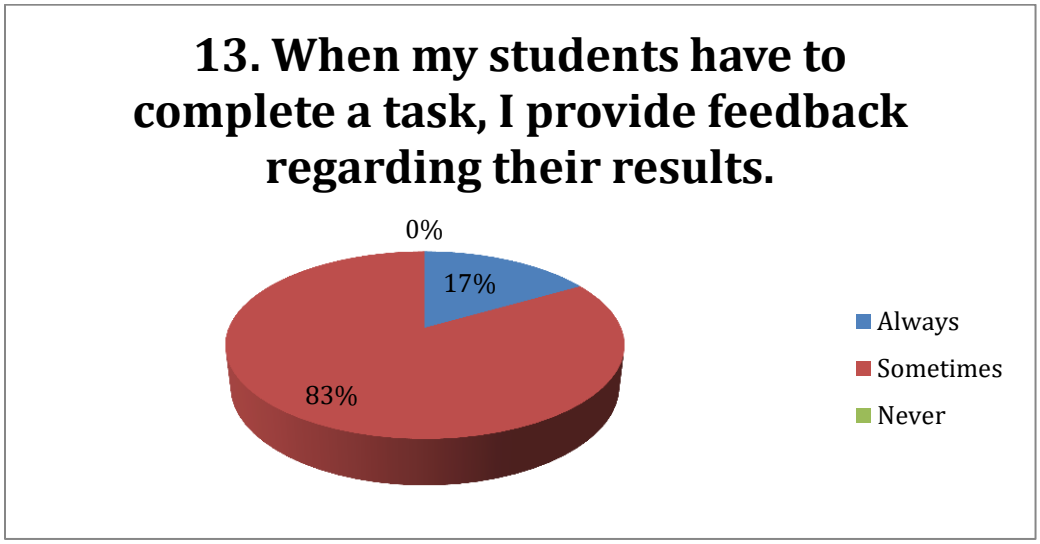

Figure 27. When my students have to complete a task, I provide feedback regarding their results.

Paul Black and Dylan William (as cite in Hammer (2007) ran a study where they found that feedback on students´ work probably has more effect on achievement than any other single factor.´´ Feedback is part of the formative assessment that benefits the learning process. The survey shows that 17% of the teachers sometimes provide feedback to their students, but 83% of them sometimes do it. This means that a small percentage of students are getting the opportunity to reflect on what they have done in order to understand their grade and also to identify what needs improvement.

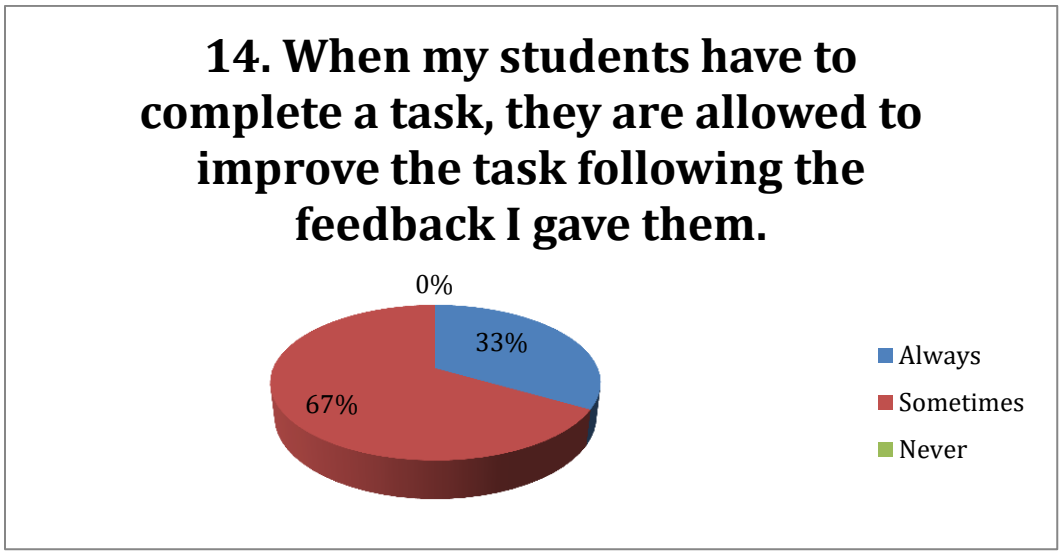

Figure 28. When my students have to complete a task, they are allowed to improve the task following the feedback I gave them.

The aim of the feedback is for the teacher to let students know about their achievements and also about what they need to improve. It allows students to be aware of their progress and also to analyze the aspects that they have to work on in order to get a better grade and to reach the learning objective. Of the six teachers that were surveyed, 67% of them said that they sometimes allow students to improve their task following the feedback and the other 33% said that they always give students another opportunity to correct their mistakes and they have been told about them.

Students´ Performance:

Low Achievers

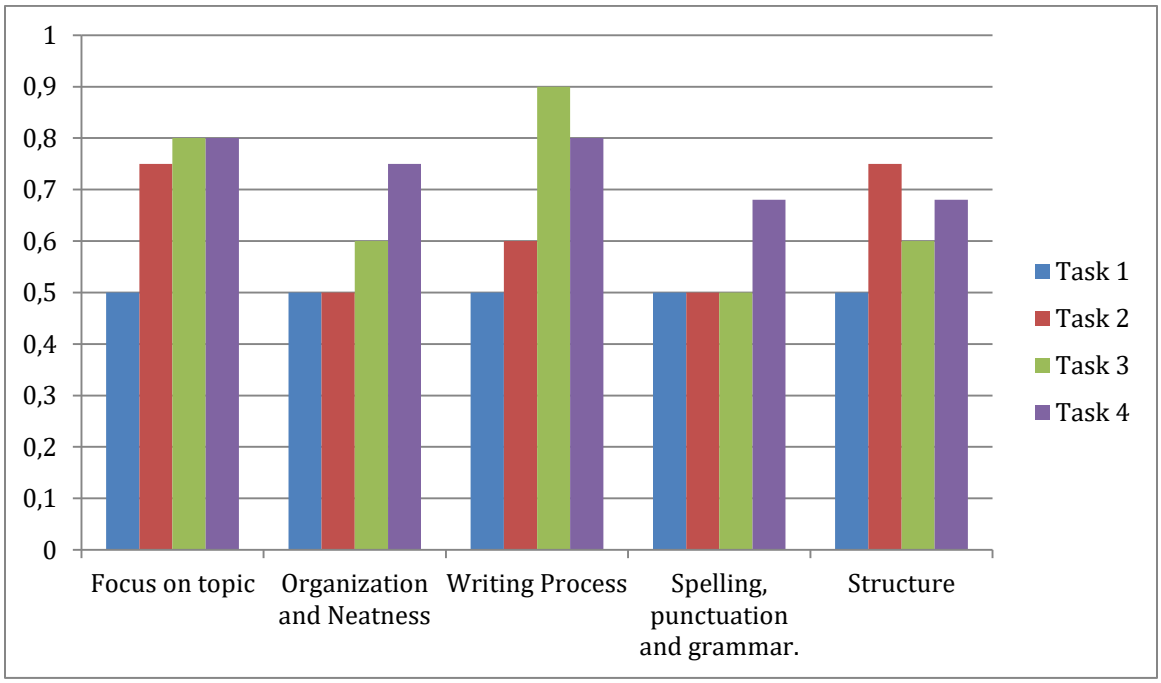

Table 1. Low achievers´ performance according to the criteria assessed in each task.

The four students that made up this group began with weak writing tasks that lacked focus, organization, correct spelling, punctuation, grammar and also structure. All students got an average of 0.5 on all the items on the rubric. Nevertheless, as their exposure to the rubric increased and they got more comfortable using it, the average of the number of points improved. The graph above shows the progress of the students throughout the four tasks that were conducted. The item ´´focus on topic´´ shows that students had a better performance on the second task in comparison to the first one. On the third task, they were able to increase their average and were consistent with the results of the fourth task.

The item of ´´organization and neatness´´ was more challenging for students to comply with on the first two tasks. On the third task, it was observed that their handwriting was clearer, but it still needed to be improved. After the third task, a significant increase can be seen on the fourth task which almost reached an average of 0.8. The next item is the ´´writing process,´´ which increased 0.1 from task one to task two. For the third task, students were more conscious

of the importance of planning their tasks and proofreading them. On that task the points went up 0.3. However, on the last task there was a decrease from 0.9 to 0.8. According to the class observations and students´ work, they seemed to be rushing to get the task done and some of them were uncertain about how to improve that item.

The fourth criterion makes reference to the spelling, punctuation and use of grammar. This was the most challenging item for students to improve. On the first three tasks their average was of 0.5. It was evidenced on the tasks that students need to improve spelling and the proper use of punctuation and tenses. The students´ performance on the fourth task was more successful after the feedback was given to them. Their use of proper punctuation was better as far as the use of periods and commas. The average went from 0.5 to almost 0.7.

The item of structure varied the most. They reached their highest level of achievement on the second task. The average decreased on the third task and went up again on the last task. These results show that students had a better performance on the tasks where they revised and rewrote their previous work in order to reach a better result.

Medium Achievers

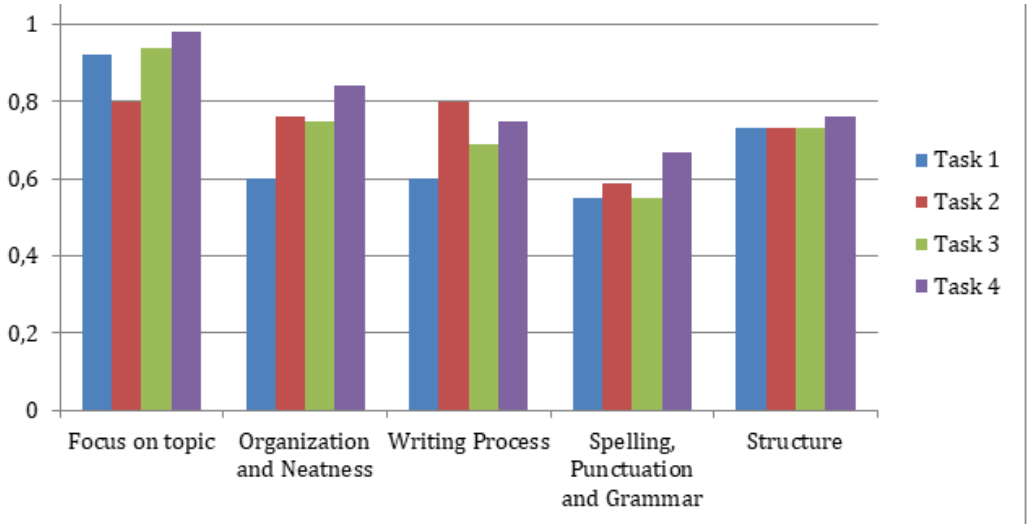

Table 2. Medium achievers´ performance according to the criteria assessed in each task.

The second group was labeled as medium achievers with a total of 13 students who got a grade between 3.0 and 3.9 on the first task. This group showed difficulties with some of the criteria of the rubric. While the majority was always focused on topic, some of them struggled with spelling, punctuation and grammar as well as with structure. Their performance in regards to focus on topic was excellent from the first task. However, on the second task there was a down fall of about 0.1. Despite that decrease, students went up again on the following tasks. On the final task their level of performance reaching almost 1 point, which meant that they were able to portray their ideas accordingly and that they had met the requirements of the task successfully.

For organization and neatness, students also showed gradual success. On the first task the average was 0.6 and it increased to almost 0.8 for the second and third task. The last task showed a promising outcome; students´ average improved once again and overpassed the previous tasks. The final product had a better sequence and the handwriting was easier to read. The next item assessing the writing process, showed fluctuation among the tasks done. Students reached their highest level of performance on the second task since students´ points went up 0.2 points. On the third task there was a down fall, which can be related to the fact that it was a new task that dealt with a topic, a story in the simple past, which was not recently seen. Although the final task did not reach a level as high as the second task, students´ writing shows that they reviewed their product and that they were more conscious about the planning process.

A criterion that did not grow as it was expected was the spelling, punctuation and grammar. Task one began with an average of 0.55 points and on task two the growth was of 0.04 points. Task three showed once again the struggle that students had with using the proper punctuation marks and use of tenses. As a result another feedback was given with an emphasis on this criterion in order to provide strategies to help this group of students identify how to

improve their use of periods and commas as well as a short review of tenses. The final task showed a significant increase of 0.2 points which could be a result of the feedback sessions.

The last item was the most stable. The structure used by the students on the first three tasks was organized with sentences that made sense and complied with the requirements of the paragraphs on an acceptable level. On the final task students improved about 0.1 points. These results illustrate that students still struggle to follow the requirements set out to carry out a successful writing task.

High Achievers

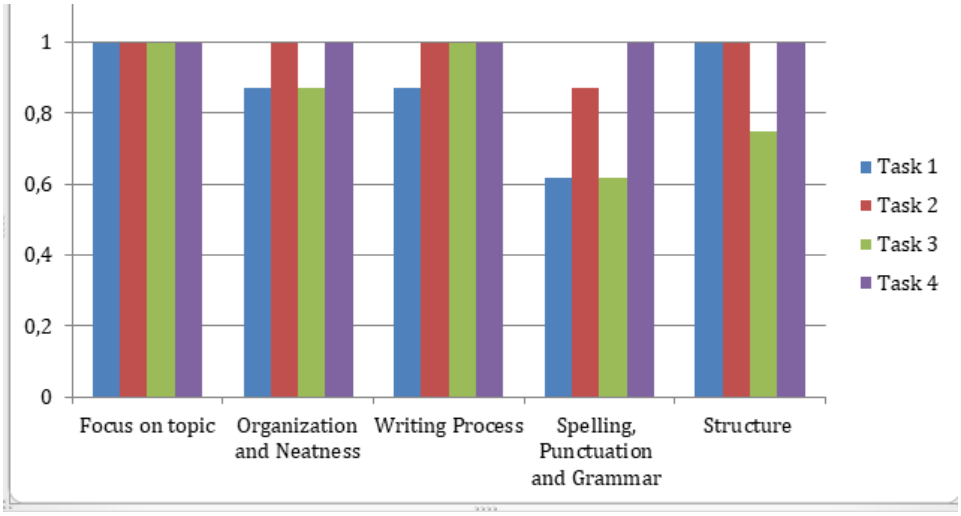

Table 3. High achievers´ performance according to the criteria assessed in each task.

This group was made up of two students who were the ones that got grades oscillating between 4.0 and 5.0. In other words, these students reached good and excellent levels on the rubric, placing them as a point of reference for the rest of the class. The graph shows that their good performance was consistent throughout all four tasks due to the scores acquired on each criterion, where students got 0.8 points on the majority of criteria with the exception of spelling, punctuation, grammar and structure, which they got below 0.6. The item focus on topic reached the highest points, meaning that they have a clear understanding of the general idea that

they had to portray on their writing. Organization and neatness showed some significant movements. On tasks 1 and 3they showed writing productions that were organized, but still needed polishing on the handwriting and overall layout of the writing. However, after receiving the feedback, students were open to finding solutions to improve their work. That can be evidenced in tasks 2 and 4.

The writing process item shows that after the first task students´ began to improve on the way they planned their tasks. That item aimed to encourage students to brainstorm their ideas before beginning to write in order to make it easier for them to clarify what they wanted to portray in their tasks. Another objective of the item was to get students to proofread their work. The results of the tasks show that students achieved the objectives of the item with writing products that evidenced a planning process due to the clear ideas and fulfillment of the requirements.

Although the students that belonged to this group got high grades throughout the four tasks, spelling, punctuation and grammar is a weakness. This item shows a fluctuation in the points that students got, showing that their performance improved after the follow up that was done. The final task shows the consolidation of that work, but it is an aspect that still needs to be improved in order to achieve more consistent results. The final item that assessed the structure shows that on the first two tasks students had an excellent performance, but on task 3 the average drop down to 0.6. This downfall might be due to the kind of input that students got for that assignment. On the first task they wrote a story based on an image, but on the third task they chose 5 verbs to write a story. Perhaps, the variation in the input caused the changes.

Group´s Average Performance

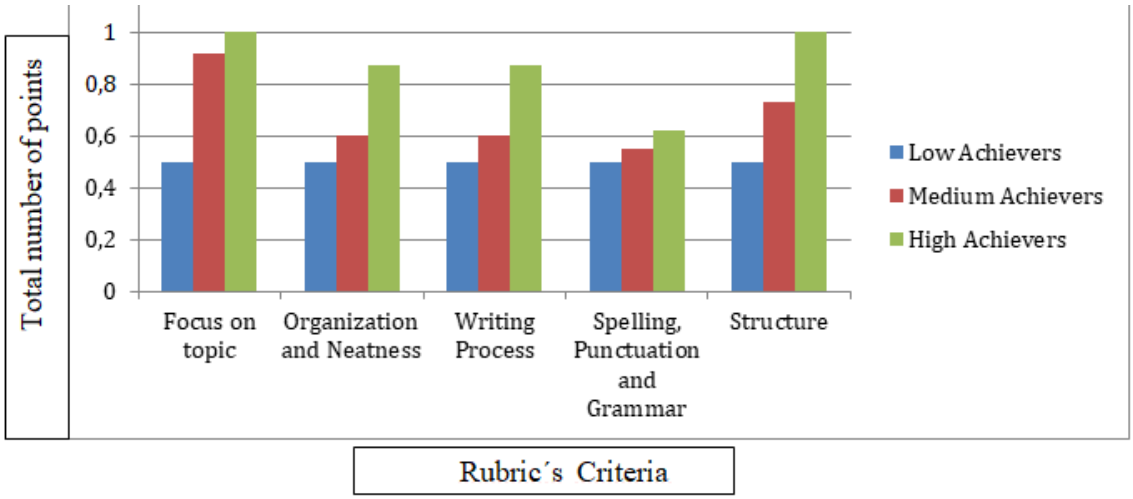

Table 4. Groups´ average performance on task 1.

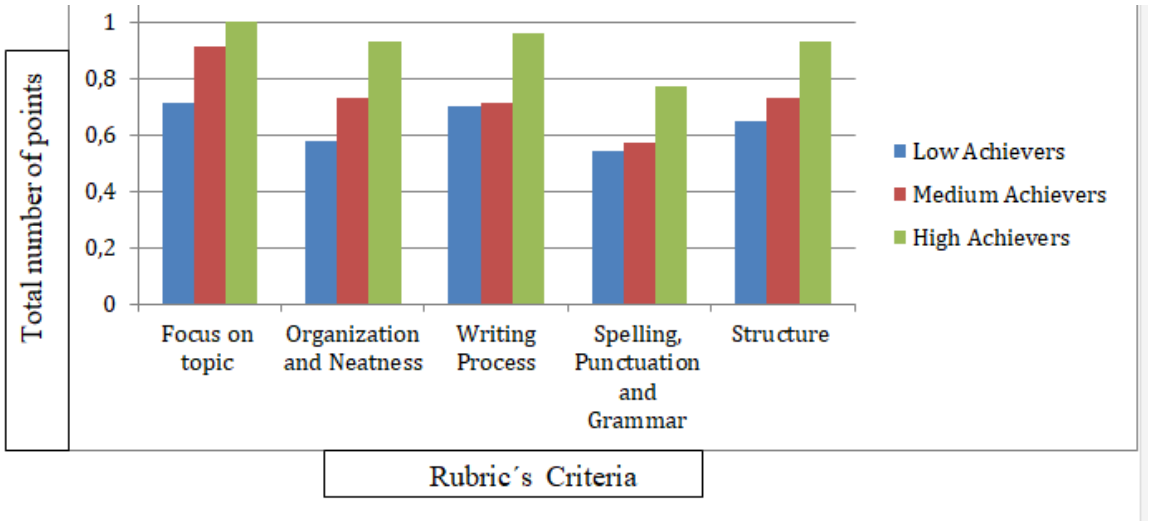

Table 5. Groups´ average performance on task 4.

The chart above compares the performance of each of the three groups according to the five criteria evaluated by the rubric. The first one shows the performance on task 1 and the second one shows task 4 in order to analyze the growth of each group. The low achievers showed a significant growth on two of the criteria, focus on topic and writing process. Students were

able to come up with tasks that were centered on the topic given. They also began to adopt strategies like brainstorming and proofreading. The structure also improved, but not significantly. Two items that did not get better were organization and neatness and spelling, punctuation and grammar. Despite the feedback given, this group of students had a hard time following basic punctuation rules and implementing the right grammar tenses. The majority of students of this group have low proficiency English levels. One of them began his bilingual process one year ago. Due to that, their process for developing the productive skill is slower for the others.

The medium achievers show a slightly different scenario. Their major growth was on organization and neatness and writing process. Unlike the low achievers, this group did well with organization and neatness. The first task evidenced writings with fair organization and writing process. The last task showed handwritings that were easier to read and also a better use of the space provided. The students´ work also shows that, although minor, there was a process of brainstorming, planning and double checking. They were consistent with keeping focused on the topic and following the structure throughout the four tasks done. There was not any growth observed for punctuation, spelling and grammar use. It is evident that they kept struggling with this criterion. Although this item assesses spelling, punctuation and grammar, the punctuation was the most challenging for them. One of the reasons could be that the practice done regarding this item was not enough or that they required more feedback on this particular item.

The high achievers had a good performance along the writing tasks. Overall focus on topic and structure are their strengths due to the consistency on the results, which were both under the category of excellent. The charts also show improvement on organization and neatness and on the writing process. Despite the high skills for writing, students´ results for spelling,

punctuation and grammar did not increase significantly, which turned out to be a common factor among all three groups.

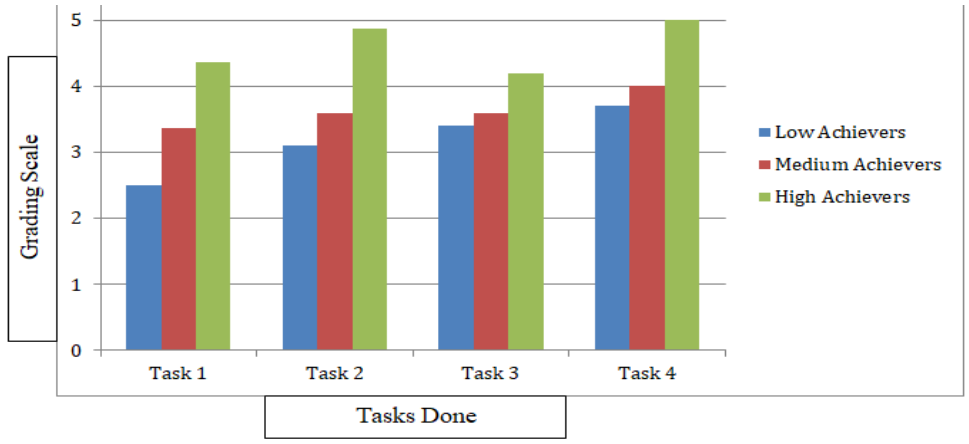

Table 6. Groups´ average grades by task.

The chart above intends to show the growth that each of the groups had in terms of the grades that they got throughout the four tasks done. It can be evidenced that the low achievers began with grades below 3.0 and as the tasks went on this group was finally able to surpass the failing grades in order to reach almost a 4.0, which will now place them under the category of medium achievers. The group of medium achievers was also able to reach the level of the following category. Their average was about 3.3 on the first task. Then on the second and third task the average reached a 3.5 and finally on the last task the grades went up to an average of 4.0 making this group jump from the category of medium to high achievers. The last group of high achievers was able to keep their category and reach the highest grade possible, 5.0. These outcomes show an evident growth on the creative writing skills of the students involved in the research. Nevertheless, there are items that require to be worked on such as spelling, punctuation and grammar as well as structure.

CHAPTER 5

DISCUSSION

The objective of this chapter is to analyze the process that the third grade students went through in order to see the effect that the implementation of rubrics had on their creative writing. There was an analysis done of the steps taken, the progress that students made regarding the established criteria, the criteria that still needs to be improved and the students´ reactions to the whole experience they had with the rubrics.

Implementing the rubric

Although the aim for the use of rubrics is not to focus on the outcome itself, but on the process of reaching a certain objective, it is inevitable for the group of students involved, who are used to focus on numerical grades, not to expect something tangible that classifies their performance. With that in mind, the rubric created for the research had three levels of achievement that were labeled with a symbol (stars), a word (fair, good, excellent) and a decimal number that added up to 5.0. The numbers allowed the researcher to provide the final grade that students expected. Both the symbol and words were used to assess their performance in a more meaningful way. Perchemlides (as cited in Gilmore 2007) argued that letter grades are inappropriate in writing because writing development is a nonlinear process that can´t be qualified. (p.24) In the case of the school where the research took place, grades are numerical. However, they serve the same function of qualifying the writing process. Developing writing skills calls for a type of assessment that is not judgmental, but that is going to make the process descriptive in order for learners to feel that there is room for improvement. The rubric designed for this research has five criteria that were selected based on the needs that were identified on the

diagnostic activities and on the class observations that were done. The criteria were focus on topic, organization and neatness, writing process, spelling, punctuation and grammar, and structure. Each student´s performance was assessed based on each of the characteristics that had to be portrayed on their writing tasks.

Since not all students were at the same writing skill level, they were divided into three groups in order to keep track of their progress. Students were placed in one of the groups according to what their performance was like on the first task that was done with the rubric. During the first task, students were assigned a task that had as an objective to practice making predictions through writing a story based on an image that was used as input. Before starting the task, the researcher had to explain what a rubric was, the criteria it had, the levels of achievement and its goal. It was complex for students to comprehend the whole concept behind the use of rubrics in class since they had never been assessed with this type of tool. Although the rubric was designed in English, they were given the explanation in their mother tongue to lower their anxiety levels. This enabled them to understand the new assessment tool that was going to be used in class. It was also explained that after each of the activities done, there was going to be a feedback session where the researcher was to analyze with them their performance and together identify strategies to improve their writing. The use of the L1 and the step by step explanation of the procedure contributed to increase the comfort and motivation that students felt towards the series of tasks that were going to take place during the research. This makes reference to one of the hypotheses stated by Stephen Krashen (1982) that influence second language acquisition. He mentions the Affective Filter hypothesis which states that ´´input is the primary causative variable in second language acquisition, affective variables acting to impede or facilitate the delivery of input to the language acquisition device.´´ (p. 32) The comprehensible input has a

great impact on the performance of learners, which is why the introduction was given in L1 and the vocabulary used in the rubrics was simple and easy to understand. Since it was a new experience for students, it was important to keep anxiety as low as possible and the motivation high.

On the second task, students had to revise and rewrite the story they had written for the first task following the suggestions given during the feedback and also comparing the level they had reached with the one that followed. The third task meant for the students to write a short story using verbs in the simple past. They received a list of twenty five verbs from which they had to choose ten to write their own original short story. The final task also required them to revise and rewrite their story with the necessary modifications. After each of the tasks done students received feedback regarding their performance and level of achievement on each criteria. Students were able to understand what needed improvement, how to improve it and they also began developing the skill of correcting their own work. At first, the majority of students did not pay much attention to the rubric. According to the interview that was carried out at the end of the research, the students did not feel comfortable using it at the beginning because it was a novelty to them and it was confusing. As a result, after the students had the feedback session with the researcher, their perception of the rubric began to change and their acceptance for this tool increased. The rubric´s layout was also modified in order to make it friendlier to them. Such change allowed the students´ writing to improve based on the given criteria of the rubric itself.

However, it is important to mention that there were two students that despite their good English levels on other skills, like listening and speaking, seemed reluctant to use the rubric and did not show a significant level of improvement on the assigned tasks. The work they did throughout the four tasks shows that the students did not take their time to do them accordingly

and also skipped the instructions that were given by the researcher and rubric. Despite the fact that they received the same feedback sessions as the rest of the group, both of these students did not show improvement. They managed to be focused on the topic, but failed to improve their handwriting, which deals with organization and neatness. Their tasks also failed to achieve a proper structure, writing process, spelling, punctuation and grammar. This result could be due to the lack of interest that they showed towards the rubric. When asked about their experience using it, one of them mentioned that he did not see the need to use it and the other explained that it was time consuming to go over the criteria stated within the rubric.

As illustrated on chapter 4, the results of the four tasks that were done during the rubric had a positive effect on the creative writing of the students involved indeed. It was observed that the most noticeable growth was on organization and neatness and writing process. On the other hand the criterion that failed to improve significantly was the correct use of spelling, punctuation and grammar. The results show that they were able to gain awareness about the importance of planning their writing beforehand, which was evidenced by the drafts that they did in pencil before writing a final one. At the beginning of the research, most of the students had handwritings that were difficult to read and did not follow the use of the lines on the paper either. Despite the fact that it was a challenge for some of them to make an effort to write with their best handwriting, their strategy was following the description that the level of achievement *Excellent* provided according to the criterion of organization and neatness. The final results show tasks with readable handwriting and a wiser use of the space provided. They were also more careful when erasing words, which added to the neatness factor that was aimed to develop in them by working with the rubric.

Final Students´ Interview

At the end of the research there was an interview done to the students that participated to close up the process that was done and also as a final feedback session between them and the researcher. The aim of this interview was to hear from the students' experience, since it was a new tool for them that seemed to be overwhelming during the first stages. The interview was made up of three questions:

1. After living this experience, how would you describe a rubric?
2. How did you use it?
3. Do you feel that it helped you? Yes or no? Why?

The process that students went through followed steps to introduce them to the concept of rubrics, their objective and use. Their answers show that there was an acceptance of the tool and they had also seen an evolution in their writing.

Most of the students described rubrics as a guide that provided them with a set of instructions or steps that they could follow to get good grades and to be better students. Other learners referred to it as a list of advices to improve writing. They claimed that they had used it by reading and following the steps to write the assigned stories. The rubric focused on five main criteria, but the students felt that it helped them the most on two of them, organization and neatness and spelling, punctuation and grammar. Some of them mentioned that by using the rubric they were reminded of the use of punctuation, so they were more careful, mainly, when adding commas and periods. They were also aware that they did not use the space provided by the paper properly, which made their writing messy. However, they claimed that at the end of the process they felt that their handwriting and distribution of the space was more organized. A few of them mentioned that they were able to write a paragraph that made sense by correcting their

tasks.

The feedback given by the students coincides in some aspects with the results of the tasks that each one of them did during the four stages. The final task shows that the majority, if not all of them, improved the structure of their work, which made it look organized and neat. They also began paying more attention to the use of punctuation and even started using quotation marks. However, this criterion was the one that they struggled the most with and the final results show that it was the one that did not improve as much. Despite these results, students do feel that the rubric helped them with this aspect of their writing tasks. Another point in favor of the implementation of the rubric is that their handwriting improved, although not completely because there were some students who were still struggling to reach that objective. Their paragraphs gained more sense and more importantly it was evidenced that they were planning their writing and rewriting their paragraphs in order to hand in a product according to the criteria given.

CHAPTER 6

CONCLUSION

Implementing rubrics to the assessment process of a learning environment requires a set of factors that can allow both students and teachers to benefit from it. Thus, allowing the objectives of such tools to improve the teaching-learning process. The research done aimed at observing the effects that rubrics could have on the creative writing of 3rd grade students from a private school in Cali (Colegio Bilingue Diana Oese), since some difficulties were recurring among third graders. The main idea was to provide students with a tool that could guide them during the writing process more accurately than just a few lines with instructions. These students

needed something that could support them along the process, besides the guidance of the teacher, and help them identify their weak points in order to enhance them. The school´s student hand book (Manual de Convivencia Colegio Bilingue Diana Oese 2014-2015) mentions that the main objective is to shape a type of student that is committed with his or her progress and personal training, with a critical sense and able to come up with his or her own opinions and ideas respecting what other people think. (p. 28). The implementation of the rubric as part of the assessment process encourages students to be critical thinkers able to analyze an idea, to identify their strengths and weaknesses in order to look for solutions. It also brings about different types of evaluation like auto evaluation and peer evaluation, which enables students to give and receive feedback. Students become better acquainted with the task at hand when they are involved in thinking about what counts and how quality is defined. They monitor their progress on their assignments by comparing their performances-in-progress to the expectations, noting areas of strength and weakness and making plans for improvement (Andrade, Huff, and Brooke, 2012 p.7). The students that were part of the research gave some reflections about their experience that match the latter statements, due to the fact that they felt that the rubric was a guide that allowed them to understand what they had to do along the tasks and that the feedback sessions were an opportunity to think of ways to improve.

During the research, there were some challenges that had to be faced while implementing the rubrics. The main challenge was the approach given to assessment, which is summative. Rubrics are encouraged to be used in formative assessment environments because students can receive feedback that is going to provide them with strategies to improve; giving them the opportunity to do better by correcting the task done or by doing a different one following the given advice. Scaffolding plays a major role during the process. Frydrychova (2014) remarked

that scaffolding is another approach to the teaching of writing skills and the approach through which the teacher can successfully develop students' writing skills. She based this on the concepts about collaboration, interaction and scaffolding of Vygotsky, which emphasizes interaction with experienced others, in this case the teacher, in moving learners from their existing level of performance, what they can do now, to a level of potential performance, what they will be able to do without teacher's assistance. (p.240). This process helps to build a bridge between teachers and students that leads them to grow out of their constant dependence on teachers´ support in order to become autonomous learners. However, the school where the research was done focuses on the final results of the students, which means that they get a final grade per assignment done. Students are usually evaluated through quizzes and final exams that assess content. Trumbull and Lash (2013) analyzed the role that these type of evaluations play on the learning process:

> While such tests may identify students who lack the knowledge and skills expected for their grade level, these achievement tests do not identify why students are not proficient; the tests are not linked closely enough to classroom instruction and curriculum to identify what misconceptions students hold or what skills they are missing, information that could help guide instruction. (p. 1)

Students are told about the requirements they have to follow for the assigned tasks, but they do not have a guide that tells them about the criteria that teachers are looking for and the different levels that each of those criteria has, which allows the evaluation process to be transparent. At the end of each marking period there is record of final grades that add up to an average, but there is no record of a process done before reaching such grades.

Another challenge was the length of the marking periods. The school has a total of ten marking periods, which means that each one lasts about a month. In order for the use of rubrics to reach the desired objective it is necessary to have an amount of time that enables teachers and students to analyze the criteria, the levels of achievement, to go through the feedback sessions and finally to identify the strategies that are going to allow the learners to optimize their comprehension. The short marking period did not allow the mentioned steps to be done properly because of the lack of time, forcing the steps to be done in a rush. Some students responded to the fast pace, but others had difficulties and were not able to improve as much on certain criterion. Andrade, Huff and Brooke (2012) stated that ´´students use feedback to guide the revision process. Students, being savvy, will not assess their own work thoughtfully unless they know their efforts because they can lead to opportunities to make improvements and possibly increase their grades.´´(p.6). The feedback session is crucial and it is necessary to have a considerable amount of time in order to do it properly.

The type of planning is also crucial to carry out a proper implementation of the rubrics. Since one of the traits of this tool is flexibility, the planning also needs to be flexible. Lesson plans are not meant to be a straitjacket that cannot be changed. They are guides that at some point might need modifications because the students´ performance requires doing so. The planning at the school where the research took place is done annually before the school year ends and it is done based on the two text books that are used, making it challenging to take into account the characterization of the new coming students. There are a number of pages that have to be done each month, which means that book work takes up most of the class time. The planning can be modified, but it cannot be done constantly because of the revision processes that are done. Rubrics adapt to the students´ performance, which cannot be given a strict time.

Archer and Ames (1988) compared the use of performance goals and mastery goals. While the first on is used to judge because it is an evidence of success that is compared to the performance of others, mastery goals focus on the development of skills and they validate the learning process because it aims to foster longer-term use learning strategies. (p. 260-265) The lesson plans of this school should establish mastery goals that allow both teachers and students to analyze the teaching-learning process constantly in order to pin point that which needs to be improved, instead of creating judgments that focus on the final performance.

It is true that rubrics suggest some ideals in order for their objective to be fulfilled, but the implementation of the rubric in the school had positive results despite the challenges that had to be faced. Although, the introduction to the usage of this tool had a rough start, students were able to grasp the main objective of the tool and began seeing it as a guide. From the criteria that was established the students showed a major growth on organization and neatness and writing process with promising outlooks on structure and focus on topic. Spelling, punctuation and grammar still need to be worked on and this could be due to different factors. One of them is the age. Children at the age of 9 or 10 are still learning to identify the parts of speech, word order and how to put together a complete sentence. Another factor could be the amount of time invested to practice the latter concepts. Perhaps it was necessary to take more time on reinforcing those topics before and during the implementation of the rubrics. Finally, although the feedback sessions were given to each student, one aspect that could have had a better impact on the process was having longer sessions, especially with the students that were part of the low achievers. Based on Hudelson (1989) young writers, like the ones involved in the research, construct creative written language in their L1 or L2 while developing their understanding of writing within their homes and schools. (p. 14) The experience they go through in their context,

in this case the classroom, affects their L2 writing process, which is built while applying the knowledge and strategies of the L1.

The main objective of the learning process shall not focus on the memorization of content, but on a stimulating process that is going to create a bond between the learner´s life and that new concept that he or she is receiving, which turns out to be meaningful and long lasting. Students are used to being judged by a number, picked by their teachers, during evaluations that do not provide an explanation of what the number means. As a result, students are always expecting a grade and leaving aside the true meaning of the process they went through before and during that evaluation. Rubrics are part of that formative assessment that makes it possible for students to understand the way they are being graded and how to get such grades. It is a tool that enables students to be in control of their learning process because it makes evaluation transparent and clear.

Dornyei (2012) mentioned different motivational strategies for the language classroom that mainly focus on breaking the monotony of learning, making the tasks more interesting and increasing the involvement of the students. (p.73). Rubrics also make the evaluation process dynamic because it breaks the traditional way of doing it and they welcome the opinion of the learner. They are also helpful for teachers because it allows them to identify the strengths and weaknesses in their students that will guide them on the preparation of their classes and on the implementation of learning- teaching strategies.

All in all, the research had positive impact on the participants´ creative writing showing that rubrics played a positive role during the tasks that were carried out. As it was already mentioned, there were challenges that affected the certain aspects of the implementation of the rubric, such as the timing of the individual and general feedback sessions. Therefore, it is

suggested for the school to consider using rubrics to assess its students since it would benefit the quality of the teaching-learning process. However, in order for rubrics to be used properly and to take advantage of its features, the school has to rethink their focus on assessment and the evaluation process. Rubrics would allow the school to make a great transition from quantitative to qualitative evaluation, which would be meaningful and beneficial for learners.

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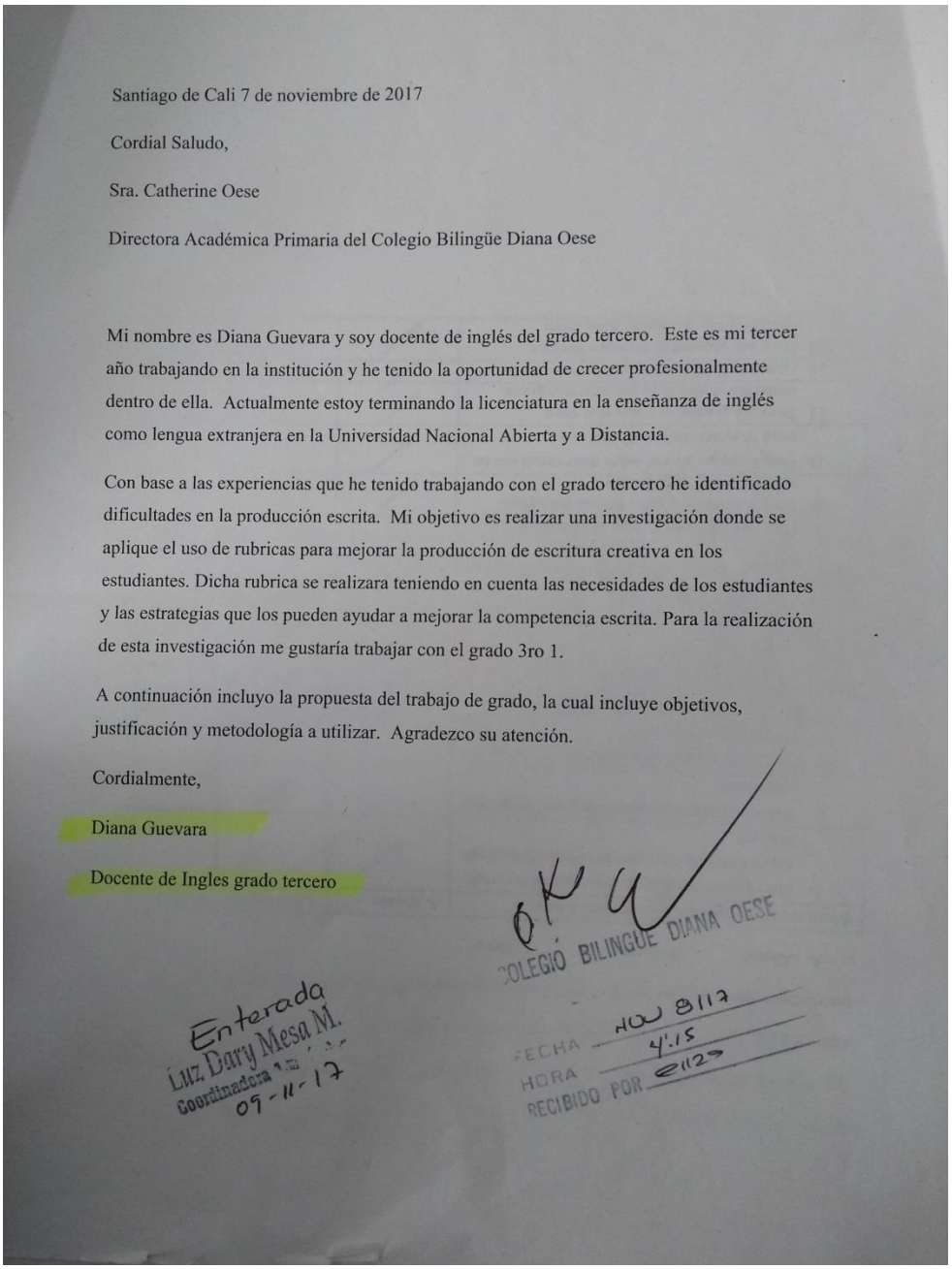
APPENDIX A: SCHOOL´S PERMISSION



Santiago de Cali 7 de noviembre de 2017

Cordial Saludo,

Sra. Catherine Oese

Directora Académica Primaria del Colegio Bilingüe Diana Oese

Mi nombre es Diana Guevara y soy docente de inglés del grado tercero. Este es mi tercer año trabajando en la institución y he tenido la oportunidad de crecer profesionalmente dentro de ella. Actualmente estoy terminando la licenciatura en la enseñanza de inglés como lengua extranjera en la Universidad Nacional Abierta y a Distancia.

Con base a las experiencias que he tenido trabajando con el grado tercero he identificado dificultades en la producción escrita. Mi objetivo es realizar una investigación donde se aplique el uso de rubricas para mejorar la producción de escritura creativa en los estudiantes. Dicha rubrica se realizara teniendo en cuenta las necesidades de los estudiantes y las estrategias que los pueden ayudar a mejorar la competencia escrita. Para la realización de esta investigación me gustaría trabajar con el grado 3ro 1.

A continuación incluyo la propuesta del trabajo de grado, la cual incluye objetivos, justificación y metodología a utilizar. Agradezco su atención.

Cordialmente,

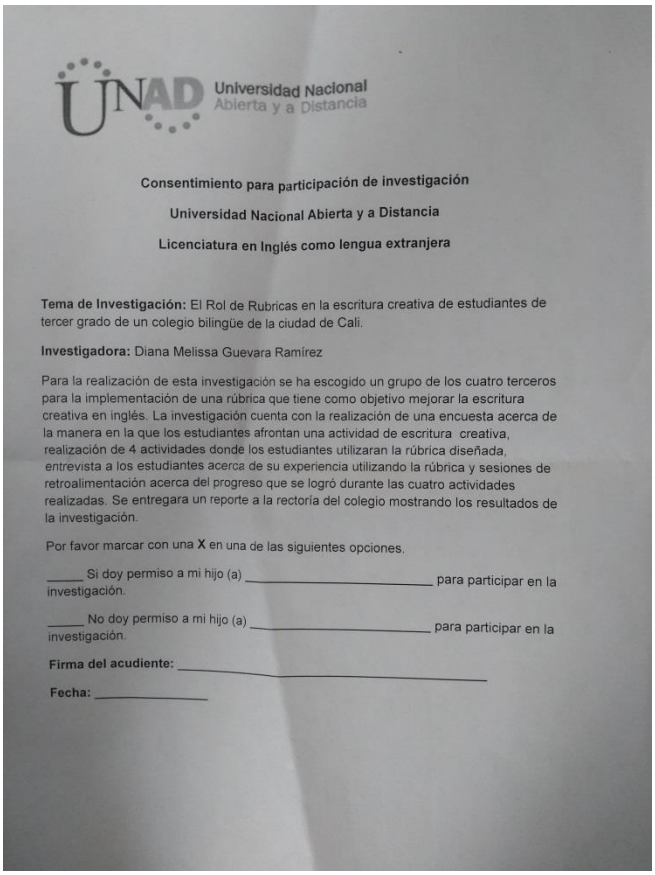
Diana Guevara

Docente de Ingles grado tercero

Enterada
Luz Dary Mesa M.
Coordinadora
09-11-17

COLEGIO BILINGÜE DIANA OESE
FECHA NOV 8/17
HORA 4:15
RECIBIDO POR

APPENDIX B: PARENTS´ PERMISSION



Universidad Nacional Abierta y a Distancia

Consentimiento para participación de investigación

Universidad Nacional Abierta y a Distancia

Licenciatura en Inglés como lengua extranjera

Tema de Investigación: El Rol de Rubricas en la escritura creativa de estudiantes de tercer grado de un colegio bilingüe de la ciudad de Cali.

Investigadora: Diana Melissa Guevara Ramírez

Para la realización de esta investigación se ha escogido un grupo de los cuatro terceros para la implementación de una rúbrica que tiene como objetivo mejorar la escritura creativa en inglés. La investigación cuenta con la realización de una encuesta acerca de la manera en la que los estudiantes afrontan una actividad de escritura creativa, realización de 4 actividades donde los estudiantes utilizaran la rúbrica diseñada, entrevista a los estudiantes acerca de su experiencia utilizando la rúbrica y sesiones de retroalimentación acerca del progreso que se logró durante las cuatro actividades realizadas. Se entregara un reporte a la rectoría del colegio mostrando los resultados de la investigación.

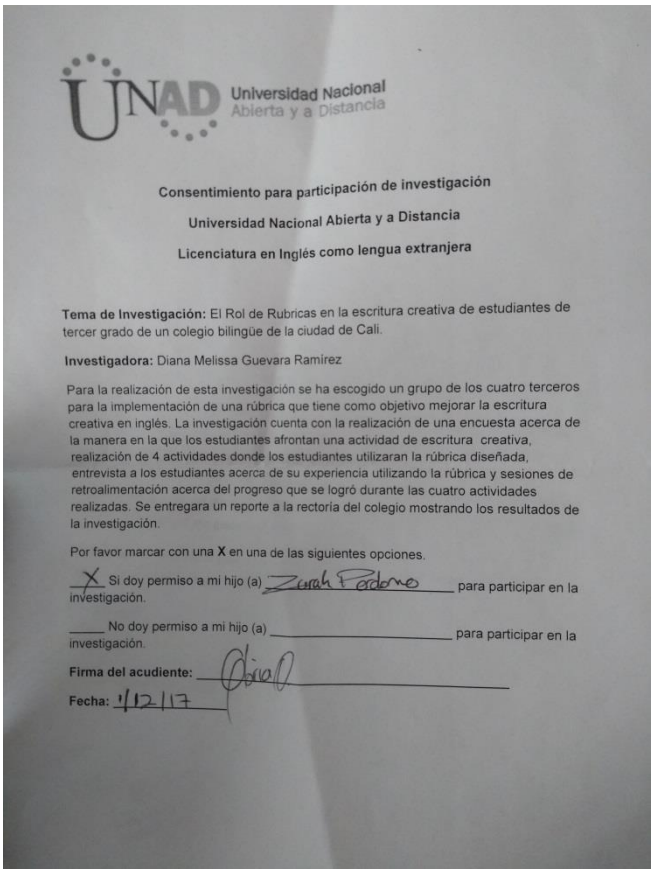
Por favor marcar con una **X** en una de las siguientes opciones.

_____ Si doy permiso a mi hijo (a) _____ para participar en la investigación.

_____ No doy permiso a mi hijo (a) _____ para participar en la investigación.

Firma del acudiente: _____

Fecha: _____



Universidad Nacional Abierta y a Distancia

Consentimiento para participación de investigación

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Por favor marcar con una **X** en una de las siguientes opciones.

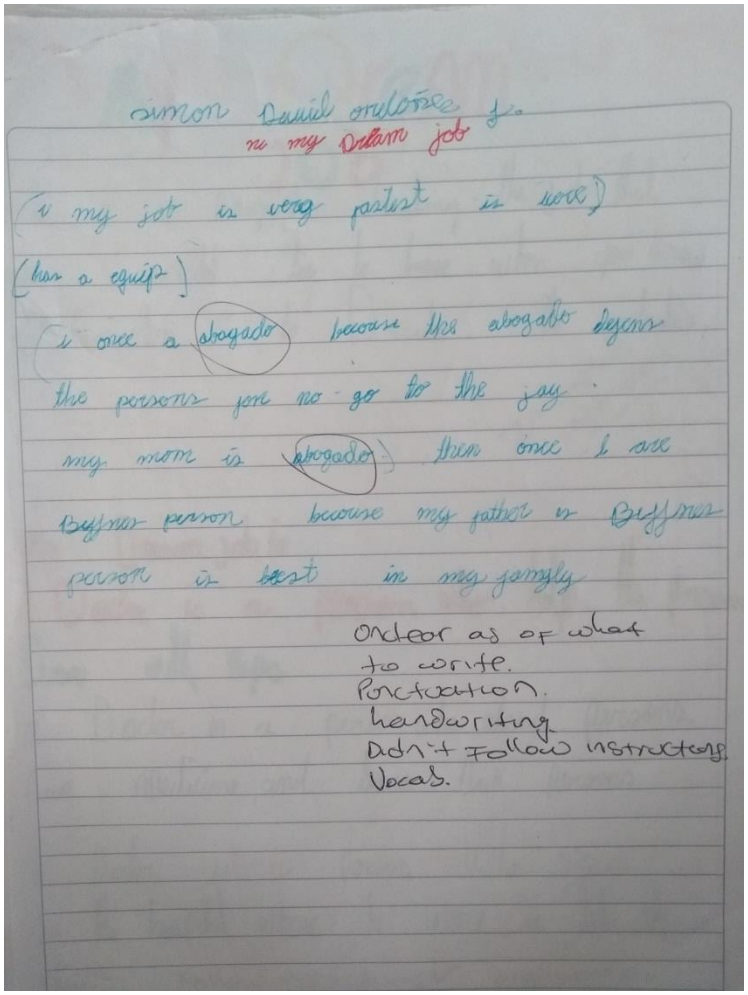
__X__ Si doy permiso a mi hijo (a) Zurah Pardo para participar en la investigación.

_____ No doy permiso a mi hijo (a) _____ para participar en la investigación.

Firma del acudiente: _____

Fecha: 1/12/17

APPENDIX C: DIAGNOSTIC ACTIVITIES



Simon David ordoñez f.

ni my Dream job

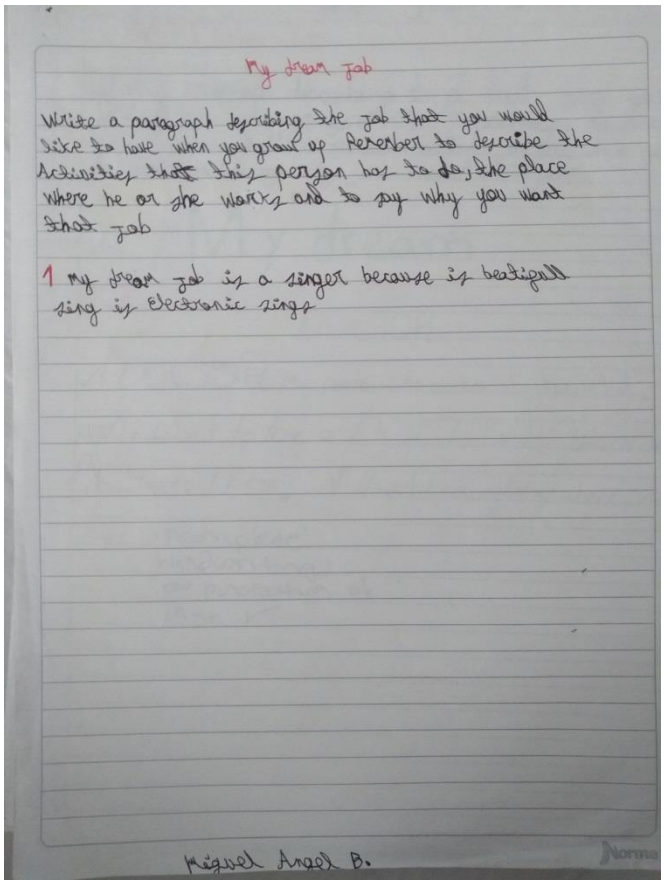
(i my job is very fastest is wore)

(has a equip)

(i once a abogado because the abogado defens the persons for no go to the jay.

my mom is abogado) then once I are Buffnes person because my father is Buffnes person is best in my family

Onclear as of what to write.
Punctuation.
handwriting
Didn't Follow instructions
Vocab.

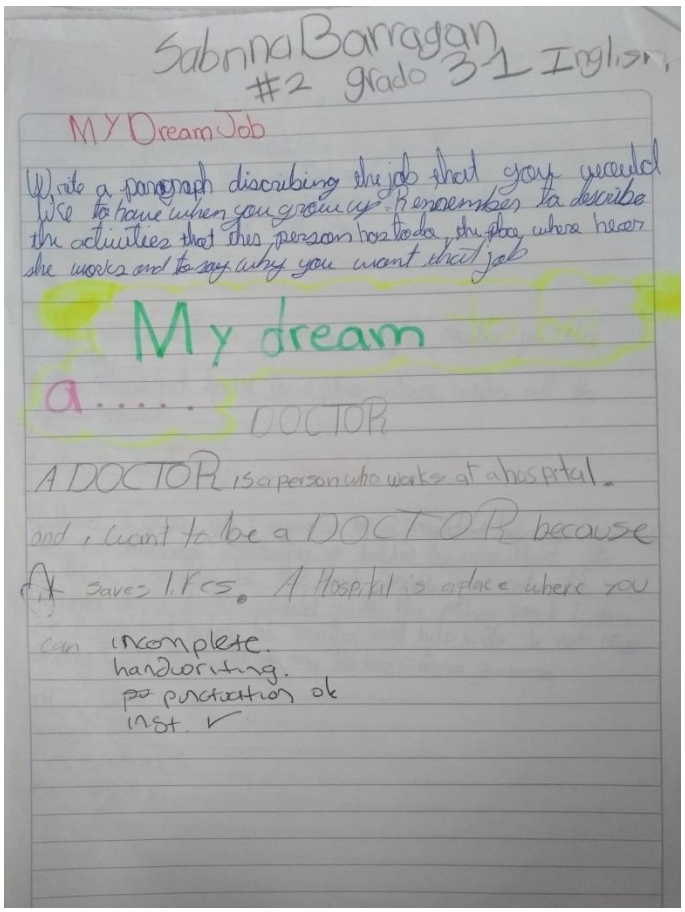


My dream Job

Write a paragraph describing the job that you would like to have when you grow up Remember to describe the Activities that this person has to do, the place where he or she works and to say why you want that job

1 my dream job is a singer because is beatifull sing is Electronic sings

Miguel Angel B.



Sabrina Barragan #2 grado 3-1 Inglés

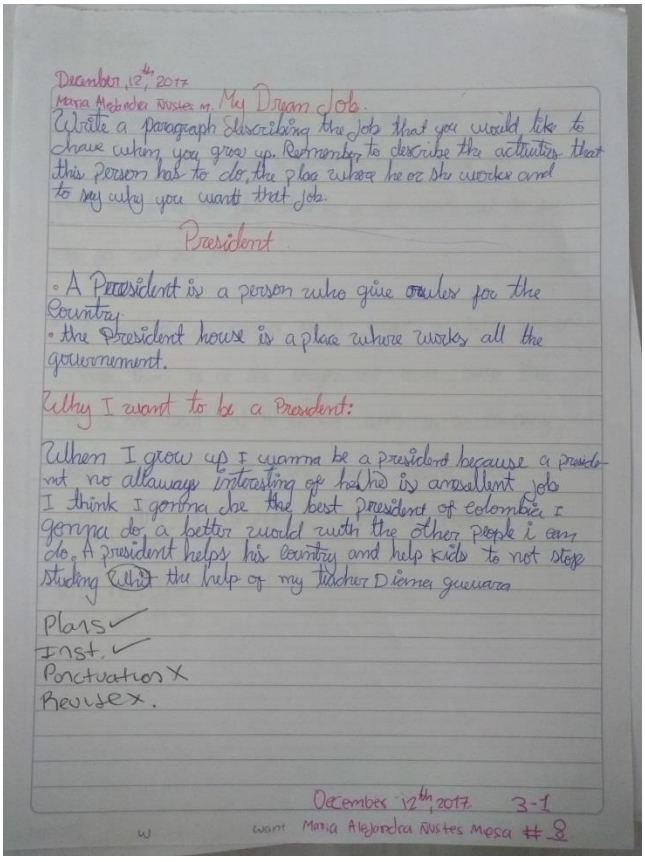
MY Dream Job

Write a paragraph describing the job that you would like to have when you grow up. Remember to describe the activities that this person has to do, the place where he or she works and to say why you want that job

My dream to be a.... DOCTOR

A DOCTOR is a person who works at a hospital. and i want to be a DOCTOR because it saves lifes. A Hospital is a place where you can

incomplete.
handwriting.
ps punctuation ok
inst. ✓



December, 12th, 2017

Maria Alejandra Rustes M. My Dream Job.

Write a paragraph describing the job that you would like to have when you grow up. Remember to describe the activities that this person has to do, the place where he or she works and to say why you want that job.

President

- A President is a person who give orders for the Country
- the President house is a place where works all the government.

Why I want to be a President:

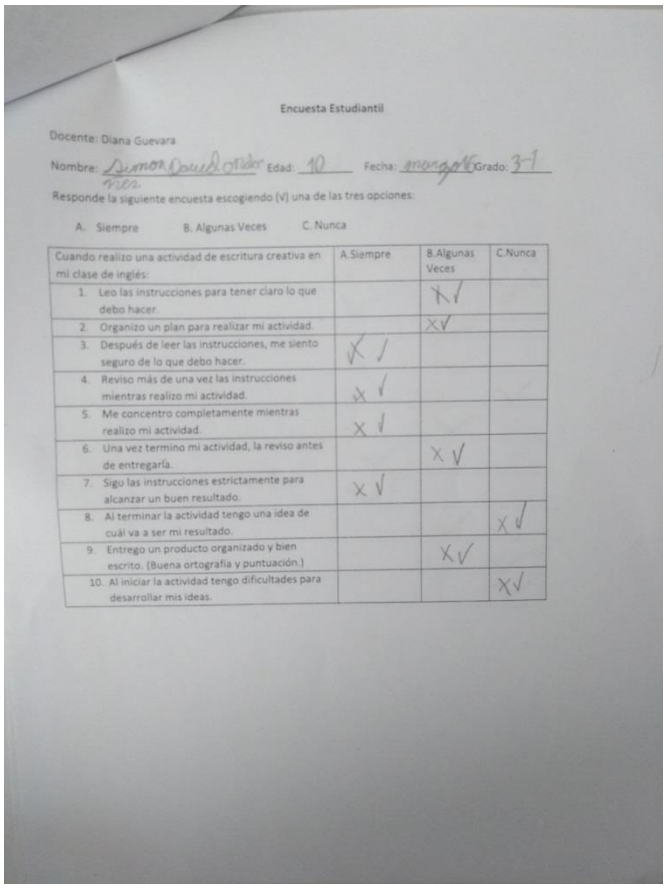
When I grow up I wanna be a president because a president no allaways interesting of he/she is a excellent job I think I gonna be the best president of colombia I gonna do a better would with the other people i can do. A president helps his country and help kids to not stop studing with the help of my techer Dianna guevara

Plans ✓
Inst. ✓
Punctuation X
Revise.

December 12th, 2017 3-1

Maria Alejandra Rustes Mesa #8

APPENDIX D: STUDENTS´ SURVEY



Encuesta Estudiantil

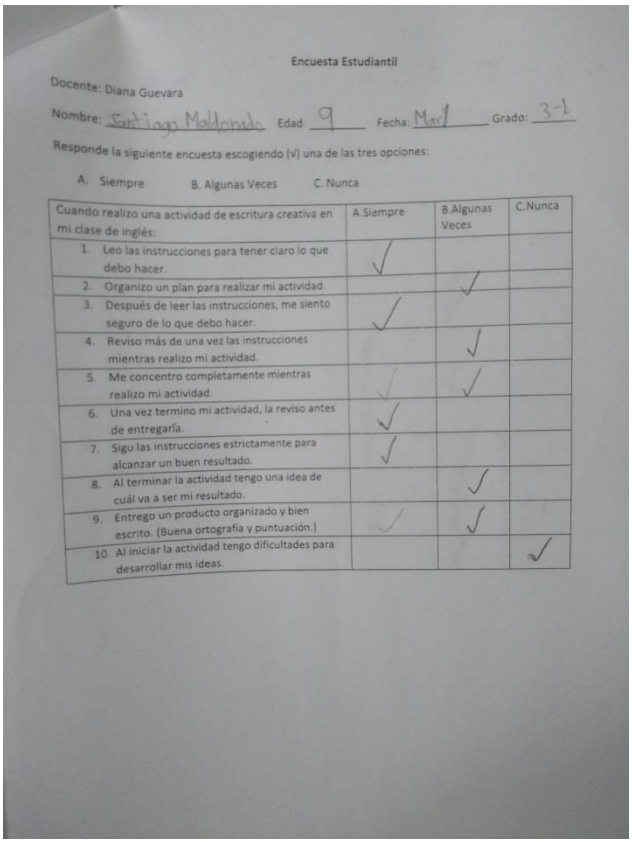
Docente: Diana Guevara

Nombre: Dimar David Ortiz Edad: 10 Fecha: marzo 16 Grado: 3-1

Responde la siguiente encuesta escogiendo (V) una de las tres opciones:

A. Siempre B. Algunas Veces C. Nunca

Cuando realizo una actividad de escritura creativa en mi clase de inglés:	A.Siempre	B.Algunas Veces	C.Nunca
1. Leo las instrucciones para tener claro lo que debo hacer.		X√	
2. Organizo un plan para realizar mi actividad.		X√	
3. Después de leer las instrucciones, me siento seguro de lo que debo hacer.	X√		
4. Reviso más de una vez las instrucciones mientras realizo mi actividad.	X√		
5. Me concentro completamente mientras realizo mi actividad.	X√		
6. Una vez termino mi actividad, la reviso antes de entregarla.		X√	
7. Sigo las instrucciones estrictamente para alcanzar un buen resultado.	X√		
8. Al terminar la actividad tengo una idea de cuál va a ser mi resultado.			X√
9. Entrego un producto organizado y bien escrito. (Buena ortografía y puntuación.)		X√	
10. Al iniciar la actividad tengo dificultades para desarrollar mis ideas.			X√



Encuesta Estudiantil

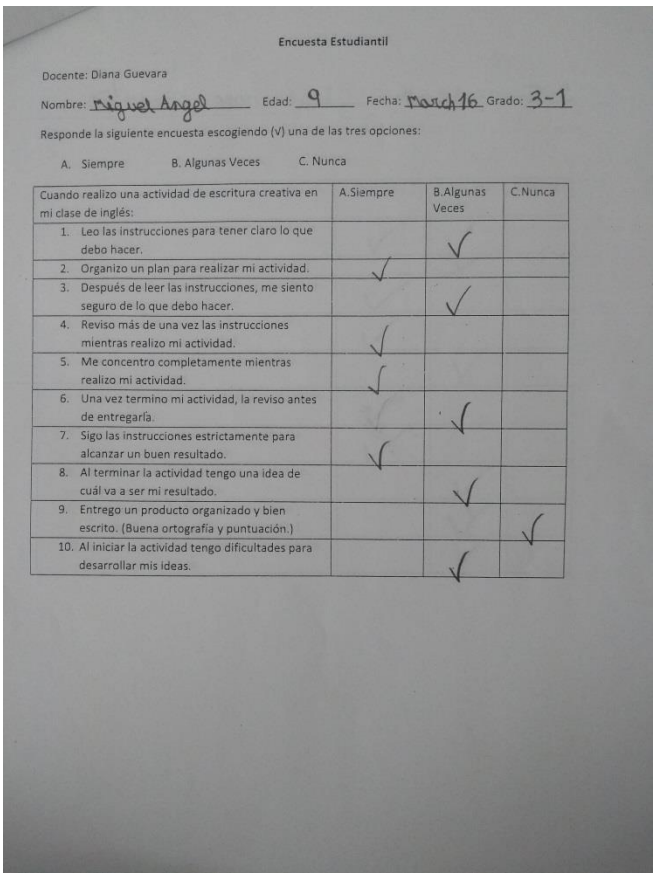
Docente: Diana Guevara

Nombre: Santiago Maldonado Edad: 9 Fecha: Mar/ Grado: 3-1

Responde la siguiente encuesta escogiendo (V) una de las tres opciones:

A. Siempre B. Algunas Veces C. Nunca

Cuando realizo una actividad de escritura creativa en mi clase de inglés:	A.Siempre	B.Algunas Veces	C.Nunca
1. Leo las instrucciones para tener claro lo que debo hacer.	√		
2. Organizo un plan para realizar mi actividad.		√	
3. Después de leer las instrucciones, me siento seguro de lo que debo hacer.	√		
4. Reviso más de una vez las instrucciones mientras realizo mi actividad.		√	
5. Me concentro completamente mientras realizo mi actividad.	√	√	
6. Una vez termino mi actividad, la reviso antes de entregarla.	√		
7. Sigo las instrucciones estrictamente para alcanzar un buen resultado.	√		
8. Al terminar la actividad tengo una idea de cuál va a ser mi resultado.		√	
9. Entrego un producto organizado y bien escrito. (Buena ortografía y puntuación.)	√	√	
10. Al iniciar la actividad tengo dificultades para desarrollar mis ideas.			√



Encuesta Estudiantil

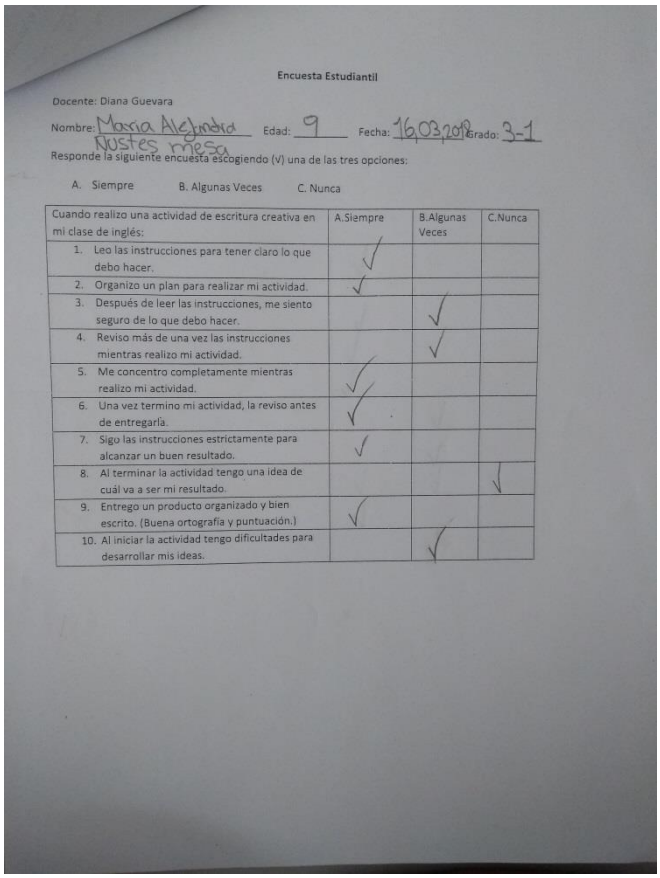
Docente: Diana Guevara

Nombre: Miguel Angel Edad: 9 Fecha: March 16 Grado: 3-1

Responde la siguiente encuesta escogiendo (V) una de las tres opciones:

A. Siempre B. Algunas Veces C. Nunca

Cuando realizo una actividad de escritura creativa en mi clase de inglés:	A.Siempre	B.Algunas Veces	C.Nunca
1. Leo las instrucciones para tener claro lo que debo hacer.		√	
2. Organizo un plan para realizar mi actividad.	√		
3. Después de leer las instrucciones, me siento seguro de lo que debo hacer.		√	
4. Reviso más de una vez las instrucciones mientras realizo mi actividad.	√		
5. Me concentro completamente mientras realizo mi actividad.	√		
6. Una vez termino mi actividad, la reviso antes de entregarla.		√	
7. Sigo las instrucciones estrictamente para alcanzar un buen resultado.	√		
8. Al terminar la actividad tengo una idea de cuál va a ser mi resultado.		√	
9. Entrego un producto organizado y bien escrito. (Buena ortografía y puntuación.)			√
10. Al iniciar la actividad tengo dificultades para desarrollar mis ideas.		√	



Encuesta Estudiantil

Docente: Diana Guevara

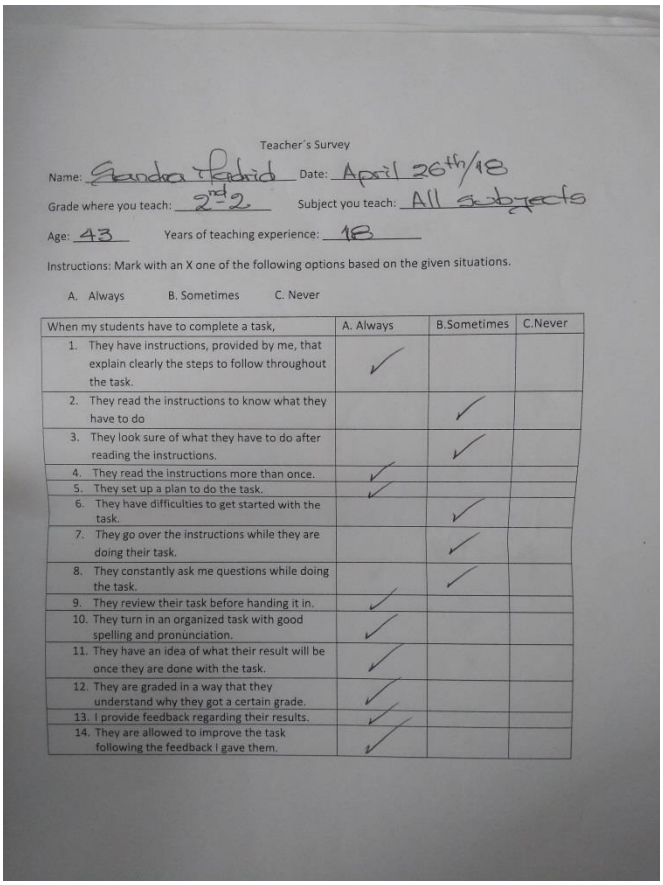
Nombre: Maria Alejandra Nostes mesa Edad: 9 Fecha: 16.03.2018 Grado: 3-1

Responde la siguiente encuesta escogiendo (V) una de las tres opciones:

A. Siempre B. Algunas Veces C. Nunca

Cuando realizo una actividad de escritura creativa en mi clase de inglés:	A.Siempre	B.Algunas Veces	C.Nunca
1. Leo las instrucciones para tener claro lo que debo hacer.	√		
2. Organizo un plan para realizar mi actividad.	√		
3. Después de leer las instrucciones, me siento seguro de lo que debo hacer.		√	
4. Reviso más de una vez las instrucciones mientras realizo mi actividad.		√	
5. Me concentro completamente mientras realizo mi actividad.	√		
6. Una vez termino mi actividad, la reviso antes de entregarla.	√		
7. Sigo las instrucciones estrictamente para alcanzar un buen resultado.	√		
8. Al terminar la actividad tengo una idea de cuál va a ser mi resultado.			√
9. Entrego un producto organizado y bien escrito. (Buena ortografía y puntuación.)	√		
10. Al iniciar la actividad tengo dificultades para desarrollar mis ideas.		√	

APPENDIX E: TEACHERS´ SURVEY



Teacher´s Survey

Name: Sandra Madrid Date: April 26th/18

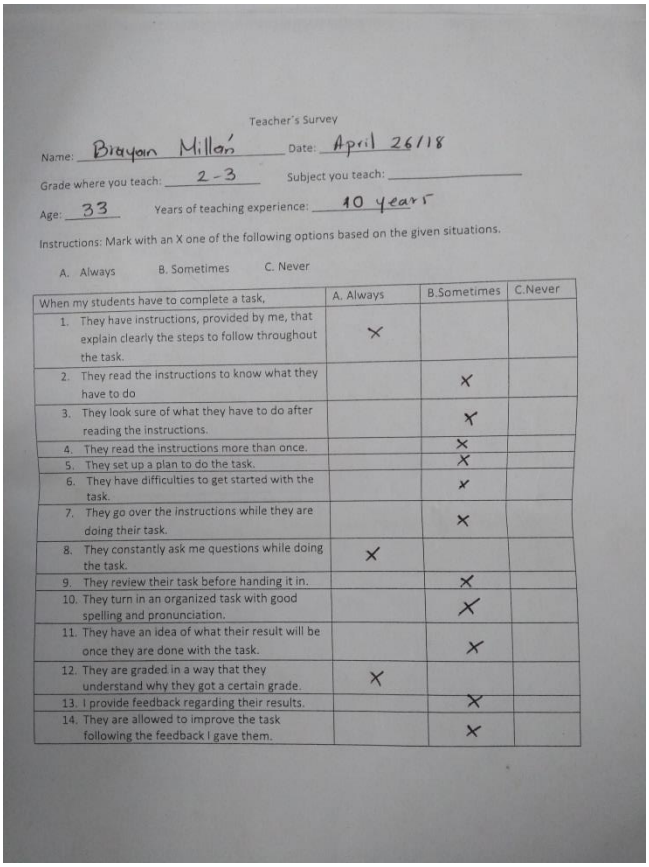
Grade where you teach: 2nd 2 Subject you teach: All subjects

Age: 43 Years of teaching experience: 18

Instructions: Mark with an X one of the following options based on the given situations.

A. Always B. Sometimes C. Never

When my students have to complete a task,	A. Always	B.Sometimes	C.Never
1. They have instructions, provided by me, that explain clearly the steps to follow throughout the task.	✓		
2. They read the instructions to know what they have to do		✓	
3. They look sure of what they have to do after reading the instructions.		✓	
4. They read the instructions more than once.	✓		
5. They set up a plan to do the task.	✓		
6. They have difficulties to get started with the task.		✓	
7. They go over the instructions while they are doing their task.		✓	
8. They constantly ask me questions while doing the task.		✓	
9. They review their task before handing it in.	✓		
10. They turn in an organized task with good spelling and pronunciation.	✓		
11. They have an idea of what their result will be once they are done with the task.	✓		
12. They are graded in a way that they understand why they got a certain grade.	✓		
13. I provide feedback regarding their results.	✓		
14. They are allowed to improve the task following the feedback I gave them.	✓		



Teacher´s Survey

Name: Brayan Millán Date: April 26/18

Grade where you teach: 2-3 Subject you teach:

Age: 33 Years of teaching experience: 10 years

Instructions: Mark with an X one of the following options based on the given situations.

A. Always B. Sometimes C. Never

When my students have to complete a task,	A. Always	B.Sometimes	C.Never
1. They have instructions, provided by me, that explain clearly the steps to follow throughout the task.	X		
2. They read the instructions to know what they have to do		X	
3. They look sure of what they have to do after reading the instructions.		X	
4. They read the instructions more than once.		X	
5. They set up a plan to do the task.		X	
6. They have difficulties to get started with the task.		X	
7. They go over the instructions while they are doing their task.		X	
8. They constantly ask me questions while doing the task.	X		
9. They review their task before handing it in.		X	
10. They turn in an organized task with good spelling and pronunciation.		X	
11. They have an idea of what their result will be once they are done with the task.		X	
12. They are graded in a way that they understand why they got a certain grade.	X		
13. I provide feedback regarding their results.		X	
14. They are allowed to improve the task following the feedback I gave them.		X	

APPENDIX F: RUBRIC VERSION 1

Task # __:	★ Fair (0.5)	★★ Good (0.75)	★★★ Excellent (1.0)	Total number of points
Focus on topic	My writing is not related to the topic.	Most of my story is related to the topic, but sometimes I change ideas in the writing.	My story is completely related to the topic.	
Organization and Neatness	My writing does not follow an order and I do not care about what my final work looks like. I crossed out some of the words and my handwriting is difficult to understand.	Most of my writing follows an order and the final work looks attractive, without crossed out words and my handwriting is easy to read.	My story is very well organized and I use a good sequence of ideas. The final work looks attractive, without crossed out words and my handwriting is easy to read.	
Writing Process	I did not take my time to plan my writing before doing it and I did not check my writing when I finished.	I took some time to plan before starting the task and checked my work very fast so I could give it to the teacher.	My writing shows that I planned my writing before starting and that I took my time to check it to make sure that it was wonderful.	
Spelling, Punctuation and grammar.	My final draft has more than 5 spelling and punctuation errors. I do not use capital letters, periods, commas, exclamation marks or question marks properly. I do not use the grammar assigned by the teacher.	My final draft has between 3 or 4 spelling and punctuation errors. My use of capital letters, periods, commas, exclamation marks or question marks is ok. I use the grammar assigned by the teacher.	My final draft has less than 2 punctuation or spelling mistakes. I use capital letters, periods, commas, exclamation marks or question marks properly. I use the grammar assigned by the teacher.	
Structure	I wrote 1 paragraph of 4 lines, my sentences are difficult to understand.	I wrote 1 paragraph of 6 lines, my sentences make sense.	I wrote 1 paragraph of 8 lines and my sentences make sense.	Final Grade:

APPENDIX G: RUBRIC VERSION 2

Student: _____ Grade:____ List #:____ Date: _____

Task # __:	★ Fair (0.5)	★★ Good (0.75)	★★★ Excellent (1.0)	Total number of points
Focus on topic	*My activity is not related to the topic.	*Most of my activity is related to the topic, but sometimes I change ideas in the writing.	*My activity is completely related to the topic.	
Organization and Neatness	*My activity is not organized. *I don´t have a good sequence of ideas. *My handwriting is difficult to understand.	*Most of my activity is organized. *My sequence of ideas is acceptable. *My handwriting is easy to read.	*My activity is very well organized. *I use a good sequence of ideas. *My handwriting is easy to read.	
Writing Process	*I did not plan how to do my activity. *I did not check my activity when I finished it.	*I took some time to plan how to do my activity. *I checked my work very fast so I could give it to the teacher.	*I planned how to do my activity very well. *I checked it more than 2 times when I finished it to make sure that it was wonderful.	
Spelling, Punctuation and grammar.	*My final activity has more than 5 spelling and punctuation errors. *I do not use capital letters, periods, or commas properly. *I do not use the grammar assigned by the teacher.	*My final activity has between 3 or 4 spelling and punctuation errors. *My use of capital letters, periods, and commas is acceptable. *I use the grammar assigned by the teacher.	*My final draft has less than 2 punctuation or spelling mistakes. *I use capital letters, periods, and commas properly. *I use the grammar assigned by the teacher.	
Structure	*I did not follow my teacher´s instructions. (Number of paragraphs, lines, questions e.t.c) *My sentences are difficult to understand.	*I followed **some** of my teacher´s instructions (Number of paragraphs, lines, questions e.t.c) *My sentences make sense.	*I followed **all** of my teacher´s instructions (Number of paragraphs, lines, questions e.t.c) *My sentences make sense.	Final Grade:

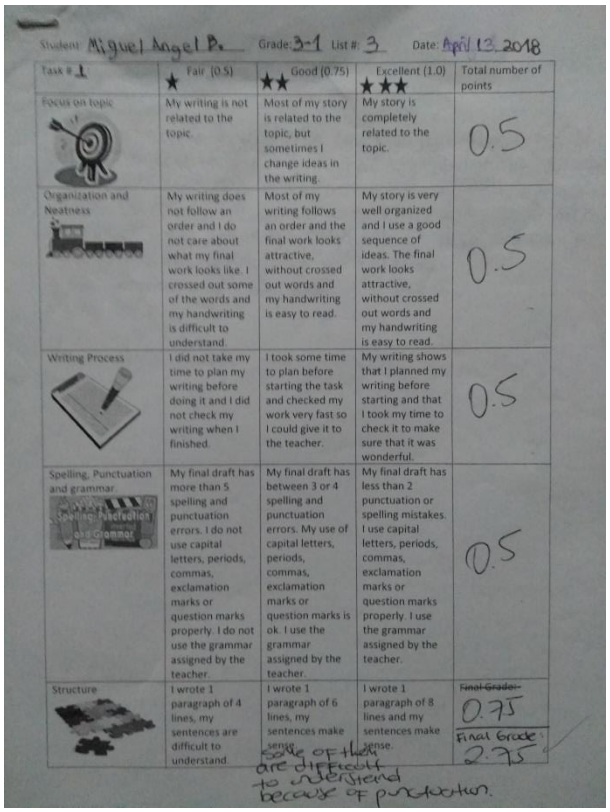
APPENDIX H: RUBRIC 3

Student: _____ Grade:____ List #: ____ Date: _____

Task # __:	★ Fair (0.5)	★★ Good (0.75)	★★★ Excellent (1.0)	Total number of points
Focus on topic	•My writing is not focused on the topic.	•Most of my activity is focused on the topic, but there are some ideas that are not connected.	•All my activity is focused on the topic.	
Organization and Neatness	•My activity is not organized. •I don´t have a good sequence of ideas. •My handwriting is difficult to understand and it is messy.	•Most of my activity is organized. •My sequence of ideas is acceptable. •My handwriting is easy to read, but it looks messy in some parts.	•My activity is very well organized. •I use a good sequence of ideas. •My handwriting is easy to read.	
Writing Process	•I did not plan how to do my activity. •I did not check my activity when I finished it.	•I wrote down some ideas before starting. •I checked my work 1 time before giving it to the teacher.	•I planned how to do my activity by making a draft. •I checked it more than 2 times when I finished it to make sure that it was perfect.	
Spelling, Punctuation and grammar.	•My final activity has more than 6 spelling and punctuation errors. •I do not use capital letters, periods, or commas properly. •I do not use the grammar assigned by the teacher.	•My final activity has between 4 or 5 spelling and punctuation errors. •My use of capital letters, periods, and commas is acceptable. •I use the grammar assigned by the teacher, but with some mistakes.	•My final draft has less than 3 punctuation or spelling mistakes. •I use capital letters, periods, and commas properly. •I use the grammar assigned by the teacher.	
Structure	•I did not follow my teacher´s instructions. (Number of paragraphs, lines, questions e.t.c) •My sentences are difficult to understand.	•I followed **some** of my teacher´s instructions (Number of paragraphs, lines, questions e.t.c) •My sentences make sense.	•I followed **all** of my teacher´s instructions (Number of paragraphs, lines, questions e.t.c) •My sentences make sense.	Final Grade:

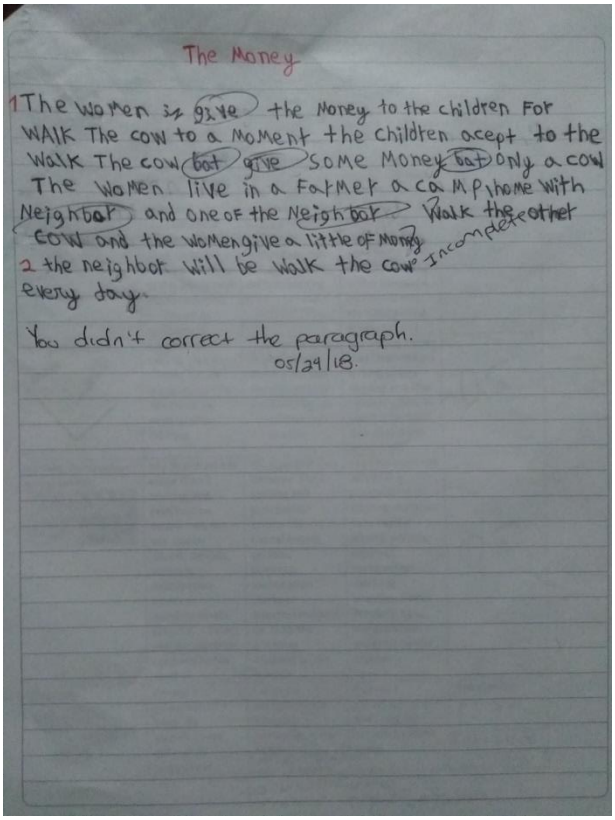
APPENDIX I: TASK 1-WRITE A SHORT STORY BASED ON A GIVEN PICTURE

Student´s Name: Miguel Angel Botero (Low Achiever)



Student: Miguel Angel B. Grade: 3-1 List #: 3 Date: April 13 2018

Task # 1	★ Fair (0.5)	★★ Good (0.75)	★★★ Excellent (1.0)	Total number of points
Focus on topic	My writing is not related to the topic.	Most of my story is related to the topic, but sometimes I change ideas in the writing.	My story is completely related to the topic.	0.5
Organization and Neatness	My writing does not follow an order and I do not care about what my final work looks like. I crossed out some of the words and my handwriting is difficult to understand.	Most of my writing follows an order and the final work looks attractive, without crossed out words and my handwriting is easy to read.	My story is very well organized and I use a good sequence of ideas. The final work looks attractive, without crossed out words and my handwriting is easy to read.	0.5
Writing Process	I did not take my time to plan my writing before doing it and I did not check my writing when I finished.	I took some time to plan before starting the task and checked my work very fast so I could give it to the teacher.	My writing shows that I planned my writing before starting and that I took my time to check it to make sure that it was wonderful.	0.5
Spelling, Punctuation and grammar	My final draft has more than 5 spelling and punctuation errors. I do not use capital letters, periods, commas, exclamation marks or question marks properly. I do not use the grammar assigned by the teacher.	My final draft has between 3 or 4 spelling and punctuation errors. My use of capital letters, periods, commas, exclamation marks or question marks is ok. I use the grammar assigned by the teacher.	My final draft has less than 2 punctuation or spelling mistakes. I use capital letters, periods, commas, exclamation marks or question marks properly. I use the grammar assigned by the teacher.	0.5
Structure	I wrote 1 paragraph of 4 lines, my sentences are difficult to understand.	I wrote 1 paragraph of 6 lines, my sentences make sense. Some of them are difficult to understand because of punctuation.	I wrote 1 paragraph of 8 lines and my sentences make sense.	~~Final Grade:~~ 0.75 Final Grade: 2.75

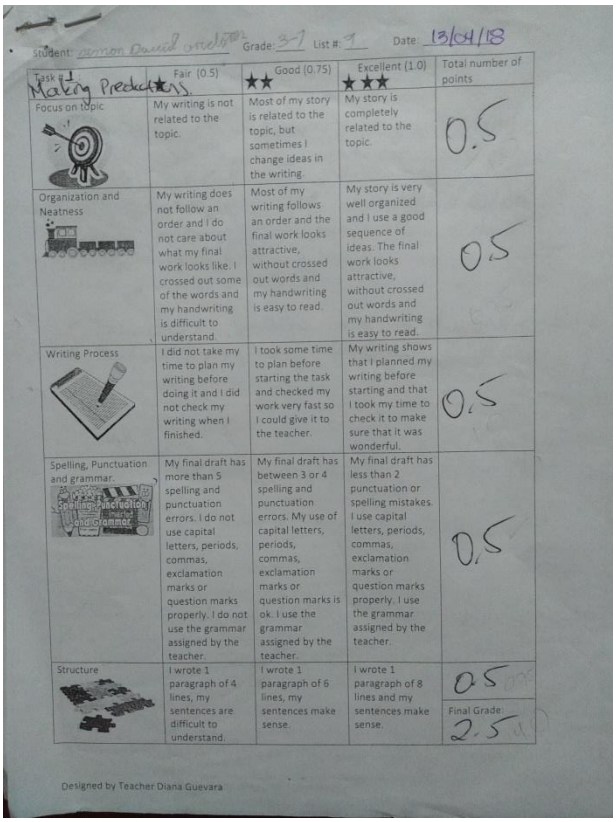


The Money

1 The women is give the Money to the children For WALK The cow to a Moment the children acept to the Walk The cow bat give some Money bat only a cow The Women live in a Farmer a campo home with Neighbor and one of the Neighbor Walk the other cow and the womengive a little of Money incomplete
2 the neighbor will be walk the cow
every day.

You didn't correct the paragraph.
05/29/18.

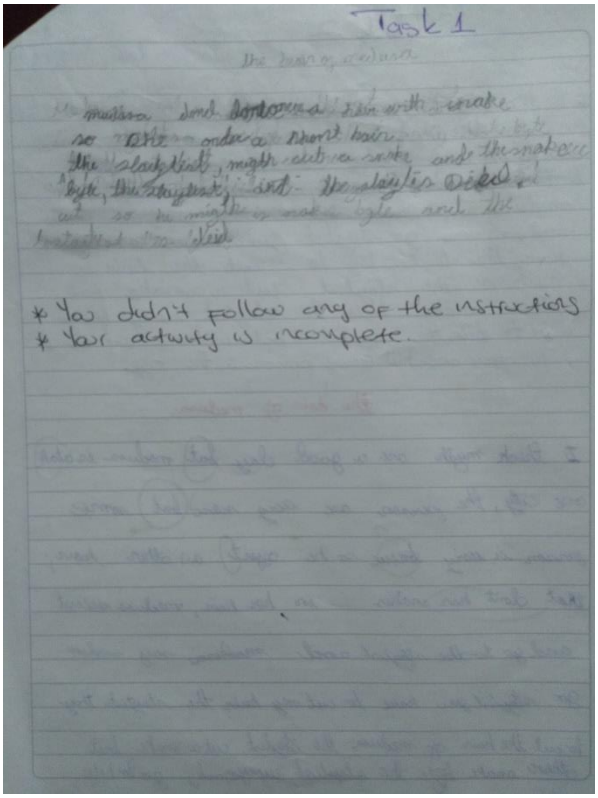
Student´s Name: Simon Ordoñez (Low Achiever)



Student: simon David ordo Grade: 3-1 List #: 1 Date: 13/04/18

Task # Making Predictions.	★ Fair (0.5)	★★ Good (0.75)	★★★ Excellent (1.0)	Total number of points
Focus on topic	My writing is not related to the topic.	Most of my story is related to the topic, but sometimes I change ideas in the writing.	My story is completely related to the topic.	0.5
Organization and Neatness	My writing does not follow an order and I do not care about what my final work looks like. I crossed out some of the words and my handwriting is difficult to understand.	Most of my writing follows an order and the final work looks attractive, without crossed out words and my handwriting is easy to read.	My story is very well organized and I use a good sequence of ideas. The final work looks attractive, without crossed out words and my handwriting is easy to read.	0.5
Writing Process	I did not take my time to plan my writing before doing it and I did not check my writing when I finished.	I took some time to plan before starting the task and checked my work very fast so I could give it to the teacher.	My writing shows that I planned my writing before starting and that I took my time to check it to make sure that it was wonderful.	0.5
Spelling, Punctuation and grammar.	My final draft has more than 5 spelling and punctuation errors. I do not use capital letters, periods, commas, exclamation marks or question marks properly. I do not use the grammar assigned by the teacher.	My final draft has between 3 or 4 spelling and punctuation errors. My use of capital letters, periods, commas, exclamation marks or question marks is ok. I use the grammar assigned by the teacher.	My final draft has less than 2 punctuation or spelling mistakes. I use capital letters, periods, commas, exclamation marks or question marks properly. I use the grammar assigned by the teacher.	0.5
Structure	I wrote 1 paragraph of 4 lines, my sentences are difficult to understand.	I wrote 1 paragraph of 6 lines, my sentences make sense.	I wrote 1 paragraph of 8 lines and my sentences make sense.	0.5 Final Grade: 2.5

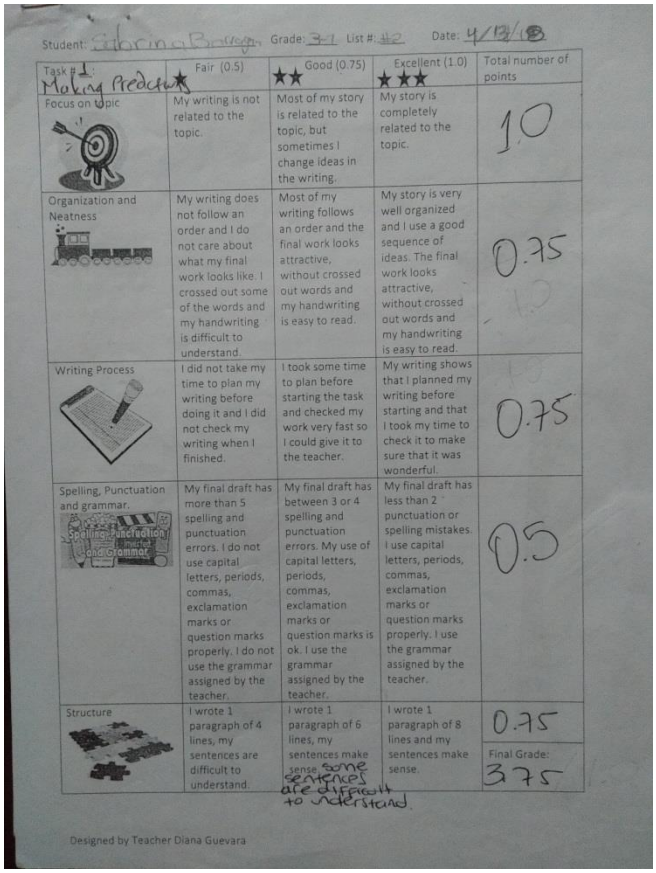
Designed by Teacher Diana Guevara



Task 1

* You didn't follow any of the instructions
* Your activity is incomplete.

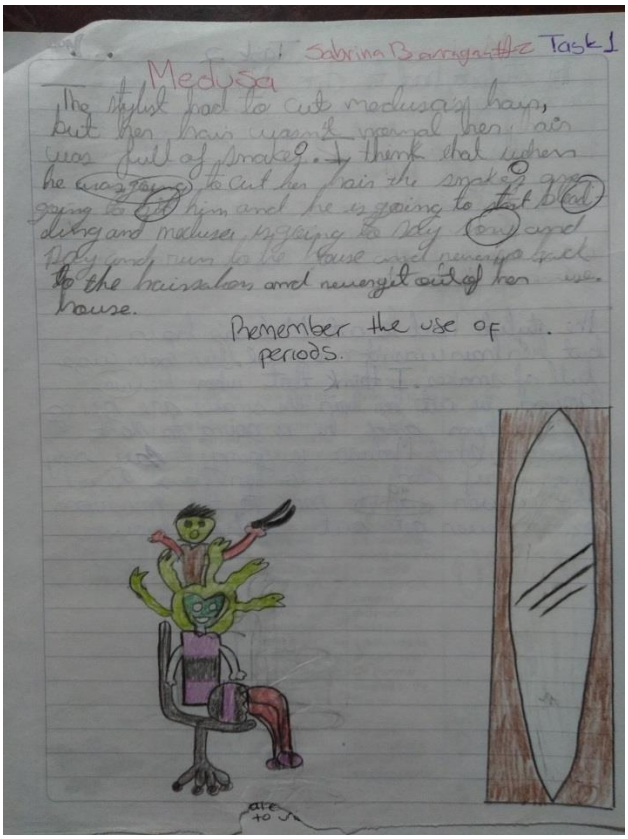
Student´s Name: Sabrina Barragan (Medium Achiever)



Student: Sabrina Barragan Grade: 3-1 List #: 12 Date: 4/13/18

Task # 1 Making Predictions	★ Fair (0.5)	★★ Good (0.75)	★★★ Excellent (1.0)	Total number of points
Focus on topic	My writing is not related to the topic.	Most of my story is related to the topic, but sometimes I change ideas in the writing.	My story is completely related to the topic.	1.0
Organization and Neatness	My writing does not follow an order and I do not care about what my final work looks like. I crossed out some of the words and my handwriting is difficult to understand.	Most of my writing follows an order and the final work looks attractive, without crossed out words and my handwriting is easy to read.	My story is very well organized and I use a good sequence of ideas. The final work looks attractive, without crossed out words and my handwriting is easy to read.	0.75
Writing Process	I did not take my time to plan my writing before doing it and I did not check my writing when I finished.	I took some time to plan before starting the task and checked my work very fast so I could give it to the teacher.	My writing shows that I planned my writing before starting and that I took my time to check it to make sure that it was wonderful.	0.75
Spelling, Punctuation and grammar.	My final draft has more than 5 spelling and punctuation errors. I do not use capital letters, periods, commas, exclamation marks or question marks properly. I do not use the grammar assigned by the teacher.	My final draft has between 3 or 4 spelling and punctuation errors. My use of capital letters, periods, commas, exclamation marks or question marks is ok. I use the grammar assigned by the teacher.	My final draft has less than 2 punctuation or spelling mistakes. I use capital letters, periods, commas, exclamation marks or question marks properly. I use the grammar assigned by the teacher.	0.5
Structure	I wrote 1 paragraph of 4 lines, my sentences are difficult to understand.	I wrote 1 paragraph of 6 lines, my sentences make sense. some sentences are difficult to understand	I wrote 1 paragraph of 8 lines and my sentences make sense.	0.75
			Final Grade:	3.75

Designed by Teacher Diana Guevara



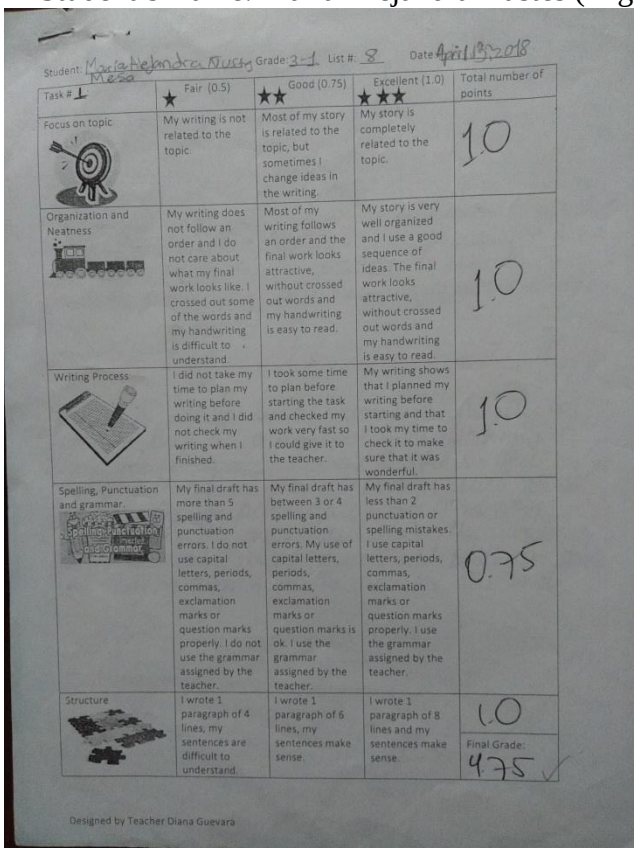
Sabrina Barragan Task 1

Medusa

The stylist tried to cut medusa's hair, but her hair wasn't normal her hair was full of snakes. I think that when he was trying to cut her hair the snakes got going to bite him and he is going to fall blood dying and medusa is going to dry and dry and run to the house and never go back to the hairsalon and never get out of her house.

Remember the use of periods.

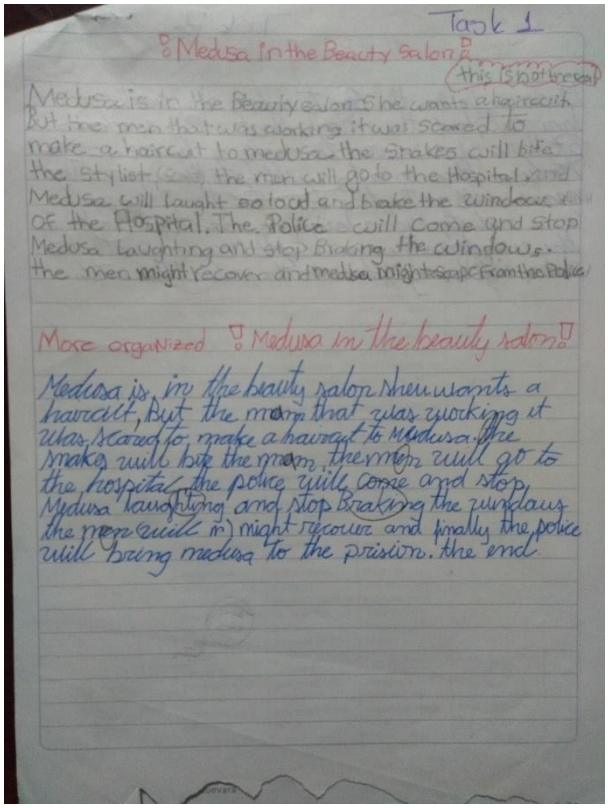
Student´s Name: Maria Alejandra Ñustes (High Achiever)



Student: Maria Alejandra Nusty Mesa Grade: 3-1 List #: 8 Date: April 13, 2018

Task # 1	★ Fair (0.5)	★★ Good (0.75)	★★★ Excellent (1.0)	Total number of points
Focus on topic	My writing is not related to the topic.	Most of my story is related to the topic, but sometimes I change ideas in the writing.	My story is completely related to the topic.	1.0
Organization and Neatness	My writing does not follow an order and I do not care about what my final work looks like. I crossed out some of the words and my handwriting is difficult to understand.	Most of my writing follows an order and the final work looks attractive, without crossed out words and my handwriting is easy to read.	My story is very well organized and I use a good sequence of ideas. The final work looks attractive, without crossed out words and my handwriting is easy to read.	1.0
Writing Process	I did not take my time to plan my writing before doing it and I did not check my writing when I finished.	I took some time to plan before starting the task and checked my work very fast so I could give it to the teacher.	My writing shows that I planned my writing before starting and that I took my time to check it to make sure that it was wonderful.	1.0
Spelling, Punctuation and grammar.	My final draft has more than 5 spelling and punctuation errors. I do not use capital letters, periods, commas, exclamation marks or question marks properly. I do not use the grammar assigned by the teacher.	My final draft has between 3 or 4 spelling and punctuation errors. My use of capital letters, periods, commas, exclamation marks or question marks is ok. I use the grammar assigned by the teacher.	My final draft has less than 2 punctuation or spelling mistakes. I use capital letters, periods, commas, exclamation marks or question marks properly. I use the grammar assigned by the teacher.	0.75
Structure	I wrote 1 paragraph of 4 lines, my sentences are difficult to understand.	I wrote 1 paragraph of 6 lines, my sentences make sense.	I wrote 1 paragraph of 8 lines and my sentences make sense.	1.0
			Final Grade:	4.75 ✓

Designed by Teacher Diana Guevara



Task 1

Medusa in the Beauty salon

this is not the real

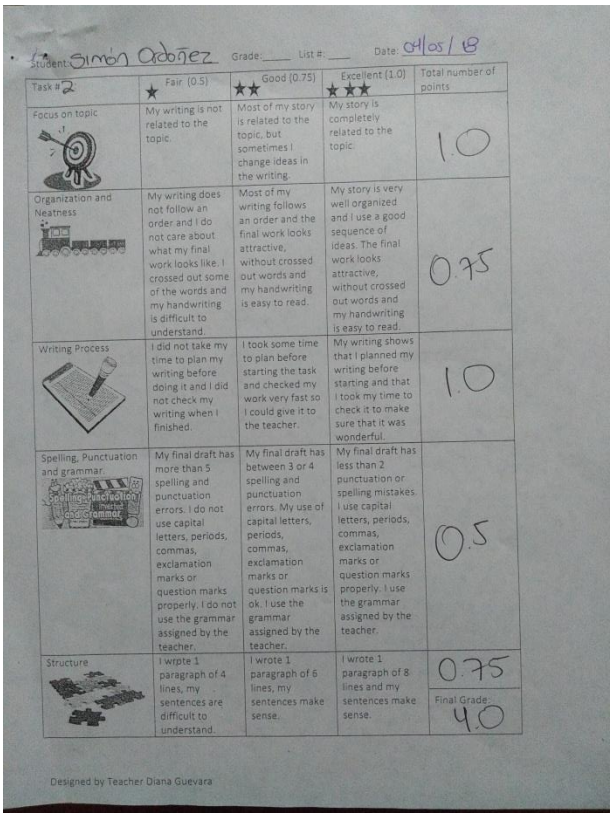
Medusa is in the Beauty salon. She wants a haircut. But the man that was working it was scared to make a haircut to medusa. the snakes will bite the stylist, and the man will go to the Hospital. and Medusa will laught so loud and brake the windows of the Hospital. The Police will come and stop Medusa laughting and stop Braking the windows. the men might recover and medusa might escape from the Police

More organized Medusa in the beauty salon

Medusa is in the beauty salon. She wants a haircut, But the man that was working it was scared to make a haircut to Medusa. the snake will bite the man, the man will go to the hospital, the police will come and stop Medusa laughting and stop braking the windows the men will recover and might escape and finally the police will bring medusa to the prision. the end

APPENDIX J: TASK 2-CORRECTION OF TASK 1

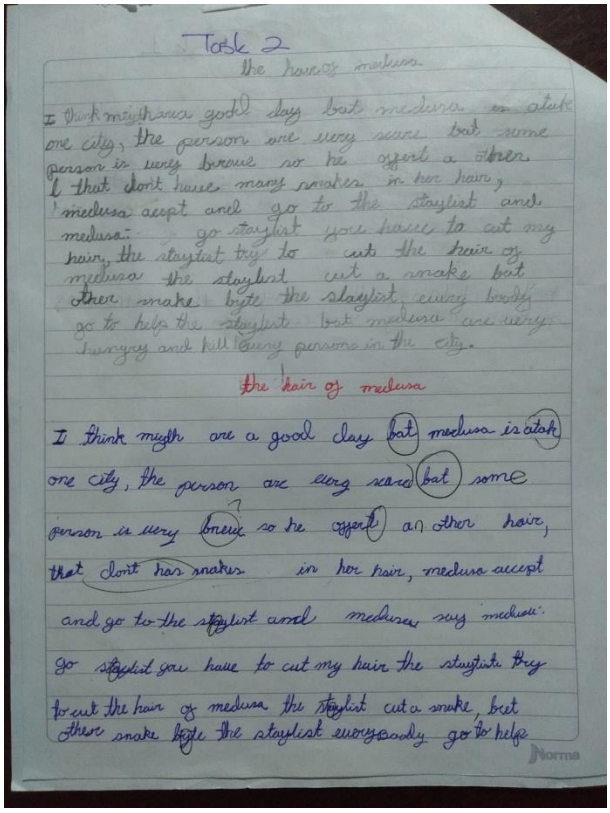
Student´s Name: Simon Ordoñez (Low Achiever)



Student: Simón Ordoñez Grade:____ List #:____ Date: 04/05/18

Task #2	★ Fair (0.5)	★★ Good (0.75)	★★★ Excellent (1.0)	Total number of points
Focus on topic	My writing is not related to the topic.	Most of my story is related to the topic, but sometimes I change ideas in the writing.	My story is completely related to the topic.	1.0
Organization and Neatness	My writing does not follow an order and I do not care about what my final work looks like. I crossed out some of the words and my handwriting is difficult to understand.	Most of my writing follows an order and the final work looks attractive, without crossed out words and my handwriting is easy to read.	My story is very well organized and I use a good sequence of ideas. The final work looks attractive, without crossed out words and my handwriting is easy to read.	0.75
Writing Process	I did not take my time to plan my writing before doing it and I did not check my writing when I finished.	I took some time to plan before starting the task and checked my work very fast so I could give it to the teacher.	My writing shows that I planned my writing before starting and that I took my time to check it to make sure that it was wonderful.	1.0
Spelling, Punctuation and grammar.	My final draft has more than 5 spelling and punctuation errors. I do not use capital letters, periods, commas, exclamation marks or question marks properly. I do not use the grammar assigned by the teacher.	My final draft has between 3 or 4 spelling and punctuation errors. My use of capital letters, periods, commas, exclamation marks or question marks is ok. I use the grammar assigned by the teacher.	My final draft has less than 2 punctuation or spelling mistakes. I use capital letters, periods, commas, exclamation marks or question marks properly. I use the grammar assigned by the teacher.	0.5
Structure	I wrote 1 paragraph of 4 lines, my sentences are difficult to understand.	I wrote 1 paragraph of 6 lines, my sentences make sense.	I wrote 1 paragraph of 8 lines and my sentences make sense.	0.75
				Final Grade: 4.0

Designed by Teacher Diana Guevara



Task 2

the hair of medusa

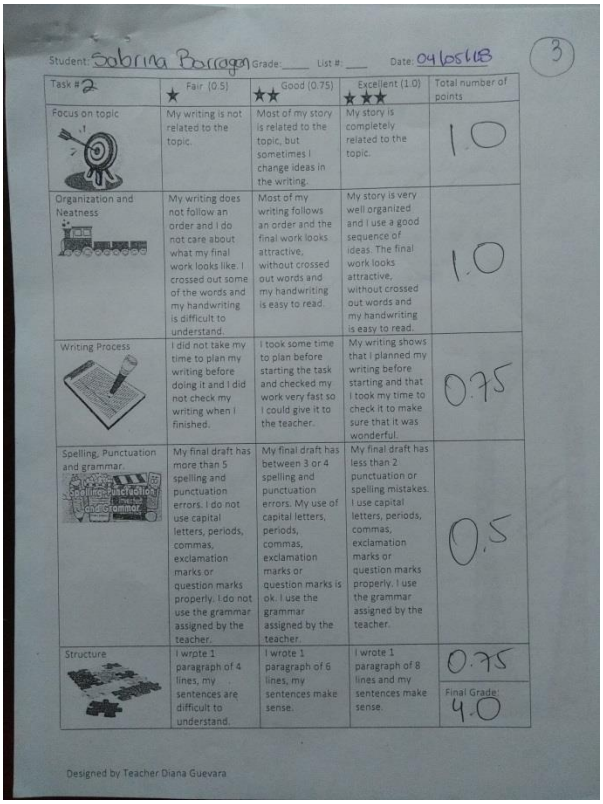
I think meyth are a good day bat medusa is atak one city, the person are very scare bat some person is very breve so he offert a other I that don't have many snakes in her hair, medusa accept and go to the staylist and medusa: go staylist you have to cut my hair, the staylist try to cut the hair of medusa the staylist cut a snake bat other snake byte the staylist every body go to help the staylist bat medusa are very hungry and kill every persons in the city.

the hair of medusa

I think meyth are a good day bat medusa is atak one city, the person are very scare bat some person is very breve so he offert an other hair, that don't has snakes in her hair, medusa accept and go to the staylist and medusa say medusa: go staylist you have to cut my hair the staylist try to cut the hair of medusa the staylist cut a snake, bat other snake byte the staylist everybody go to help

Norma

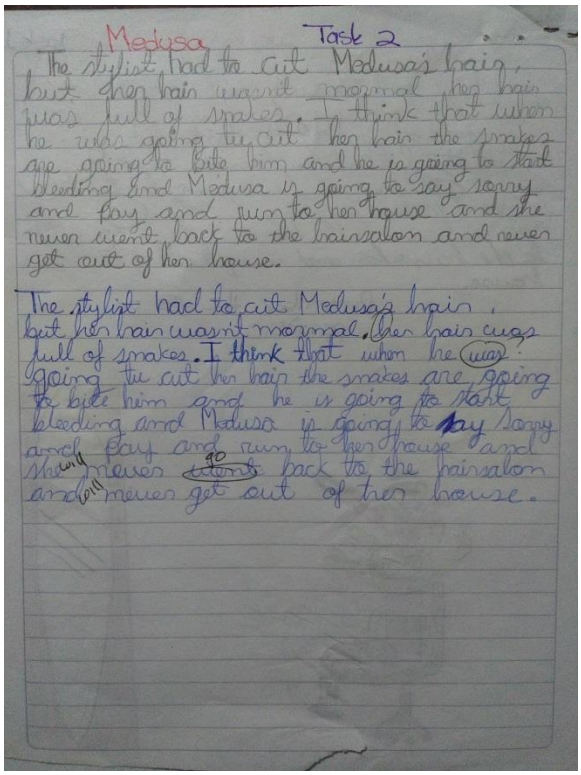
Student´s Name: Sabrina Barragan (Medium Achiever)



Student: Sabrina Barragan Grade:____ List #:____ Date: 04/05/18 (3)

Task #2	★ Fair (0.5)	★★ Good (0.75)	★★★ Excellent (1.0)	Total number of points
Focus on topic	My writing is not related to the topic.	Most of my story is related to the topic, but sometimes I change ideas in the writing.	My story is completely related to the topic.	1.0
Organization and Neatness	My writing does not follow an order and I do not care about what my final work looks like. I crossed out some of the words and my handwriting is difficult to understand.	Most of my writing follows an order and the final work looks attractive, without crossed out words and my handwriting is easy to read.	My story is very well organized and I use a good sequence of ideas. The final work looks attractive, without crossed out words and my handwriting is easy to read.	1.0
Writing Process	I did not take my time to plan my writing before doing it and I did not check my writing when I finished.	I took some time to plan before starting the task and checked my work very fast so I could give it to the teacher.	My writing shows that I planned my writing before starting and that I took my time to check it to make sure that it was wonderful.	0.75
Spelling, Punctuation and grammar.	My final draft has more than 5 spelling and punctuation errors. I do not use capital letters, periods, commas, exclamation marks or question marks properly. I do not use the grammar assigned by the teacher.	My final draft has between 3 or 4 spelling and punctuation errors. My use of capital letters, periods, commas, exclamation marks or question marks is ok. I use the grammar assigned by the teacher.	My final draft has less than 2 punctuation or spelling mistakes. I use capital letters, periods, commas, exclamation marks or question marks properly. I use the grammar assigned by the teacher.	0.5
Structure	I wrote 1 paragraph of 4 lines, my sentences are difficult to understand.	I wrote 1 paragraph of 6 lines, my sentences make sense.	I wrote 1 paragraph of 8 lines and my sentences make sense.	0.75
				Final Grade: 4.0

Designed by Teacher Diana Guevara

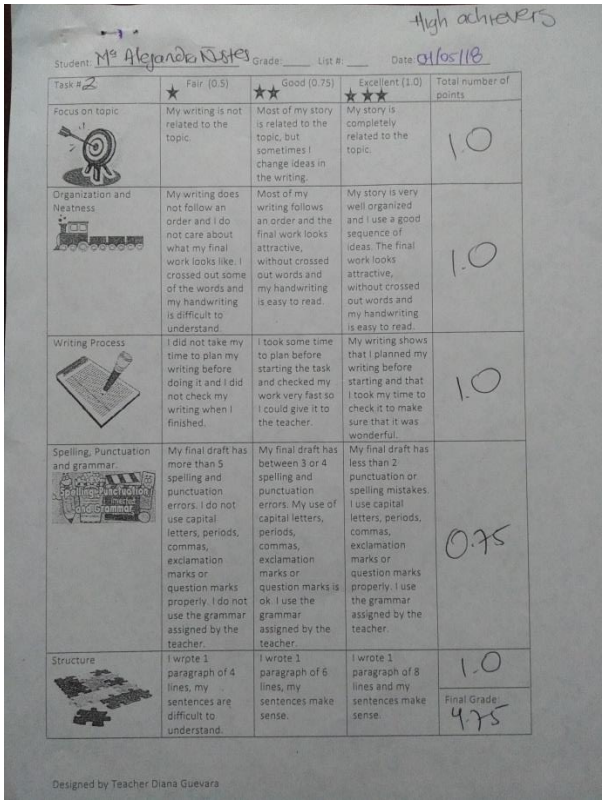


Medusa Task 2

The stylist had to cut Medusa's hair, but her hair wasn't normal her hair was full of snakes. I think that when he was going to cut her hair the snakes are going to bite him and he is going to start bleeding and Medusa is going to say sorry and pay and run to her house and she never went back to the hairsalon and never get out of her house.

The stylist had to cut Medusa's hair, but her hair wasn't normal. Her hair was full of snakes. I think that when he was going to cut her hair the snakes are going to bite him and he is going to start bleeding and Medusa is going to say sorry and pay and run to her house and she will never go back to the hairsalon and will never get out of her house.

Student´s Name: Maria Alejandra Ñustes (High Achiever)

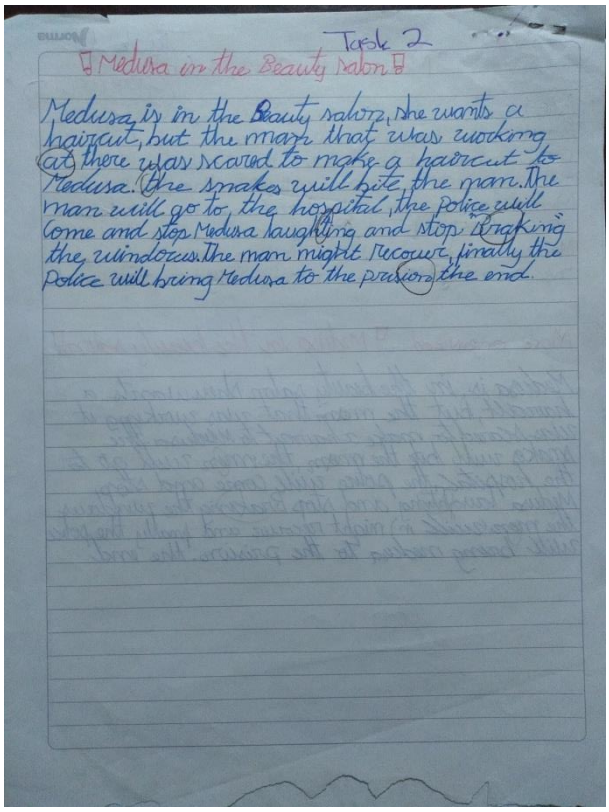


High achievers

Student: Ms Alejandra Ñustes Grade:____ List #: ___ Date: 01/05/18

Task # 2	★ Fair (0.5)	★★ Good (0.75)	★★★ Excellent (1.0)	Total number of points
Focus on topic	My writing is not related to the topic.	Most of my story is related to the topic, but sometimes I change ideas in the writing.	My story is completely related to the topic.	1.0
Organization and Neatness	My writing does not follow an order and I do not care about what my final work looks like. I crossed out some of the words and my handwriting is difficult to understand.	Most of my writing follows an order and the final work looks attractive, without crossed out words and my handwriting is easy to read.	My story is very well organized and I use a good sequence of ideas. The final work looks attractive, without crossed out words and my handwriting is easy to read.	1.0
Writing Process	I did not take my time to plan my writing before doing it and I did not check my writing when I finished.	I took some time to plan before starting the task and checked my work very fast so I could give it to the teacher.	My writing shows that I planned my writing before starting and that I took my time to check it to make sure that it was wonderful.	1.0
Spelling, Punctuation and grammar.	My final draft has more than 5 spelling and punctuation errors. I do not use capital letters, periods, commas, exclamation marks or question marks properly. I do not use the grammar assigned by the teacher.	My final draft has between 3 or 4 spelling and punctuation errors. My use of capital letters, periods, commas, exclamation marks or question marks is ok. I use the grammar assigned by the teacher.	My final draft has less than 2 punctuation or spelling mistakes. I use capital letters, periods, commas, exclamation marks or question marks properly. I use the grammar assigned by the teacher.	0.75
Structure	I wrote 1 paragraph of 4 lines, my sentences are difficult to understand.	I wrote 1 paragraph of 6 lines, my sentences make sense.	I wrote 1 paragraph of 8 lines and my sentences make sense.	1.0
				Final Grade 4.75

Designed by Teacher Diana Guevara



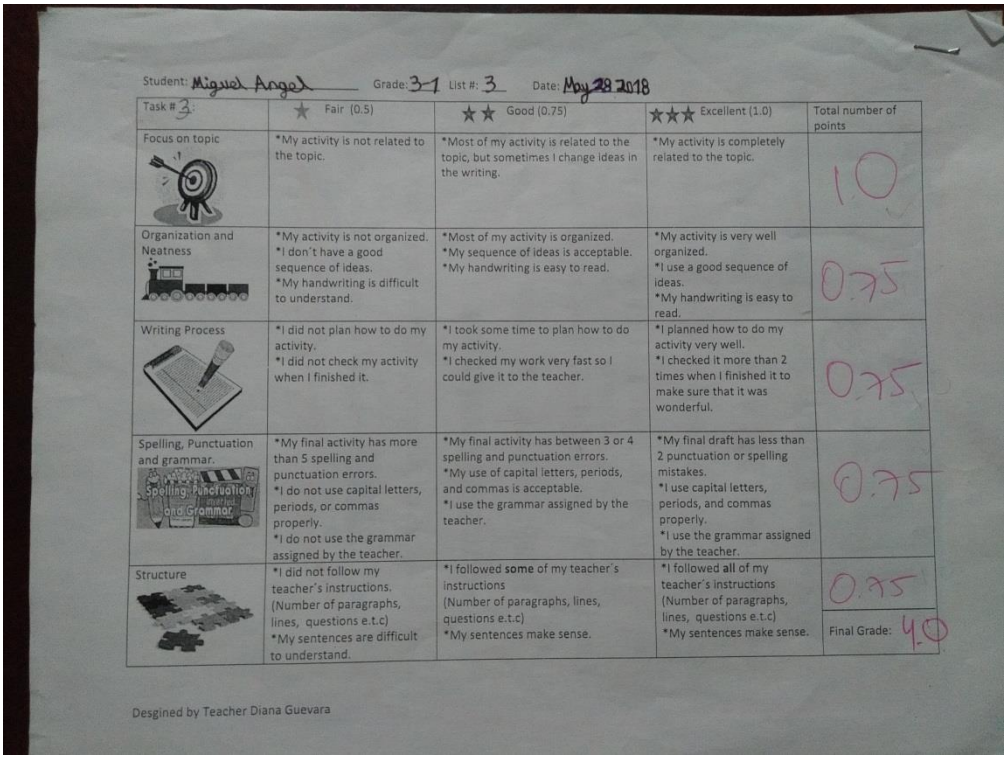
Task 2

Medusa in the Beauty Salon

Medusa is in the Beauty salon, she wants a haircut, but the man that was working at there was scared to make a haircut to Medusa. The snakes will bite the man. The man will go to the hospital, the police will come and stop Medusa laughing and stop braking the windows. The man might recover, finally the Police will bring Medusa to the prision the end.

APPENDIX K: TASK 3-WRITE A SHORT STORY IN THESIMPLE PAST

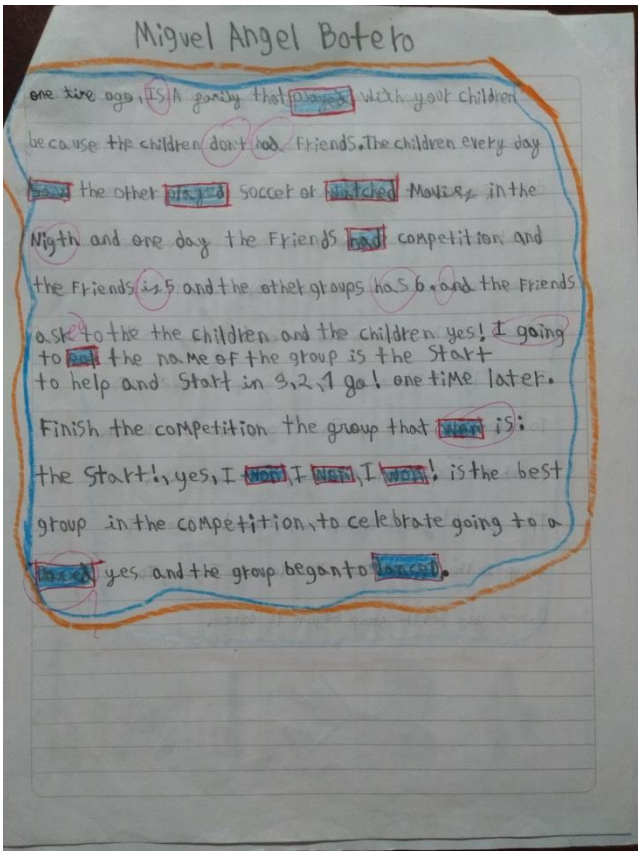
Student´s Name: Miguel Angel Botero (Low Achiever)



Student: Miguel Angel Grade: 3-1 List #: 3 Date: May 28 2018

Task # 3:	★ Fair (0.5)	★★ Good (0.75)	★★★ Excellent (1.0)	Total number of points
Focus on topic	*My activity is not related to the topic.	*Most of my activity is related to the topic, but sometimes I change ideas in the writing.	*My activity is completely related to the topic.	1.0
Organization and Neatness	*My activity is not organized. *I don´t have a good sequence of ideas. *My handwriting is difficult to understand.	*Most of my activity is organized. *My sequence of ideas is acceptable. *My handwriting is easy to read.	*My activity is very well organized. *I use a good sequence of ideas. *My handwriting is easy to read.	0.75
Writing Process	*I did not plan how to do my activity. *I did not check my activity when I finished it.	*I took some time to plan how to do my activity. *I checked my work very fast so I could give it to the teacher.	*I planned how to do my activity very well. *I checked it more than 2 times when I finished it to make sure that it was wonderful.	0.75
Spelling, Punctuation and grammar.	*My final activity has more than 5 spelling and punctuation errors. *I do not use capital letters, periods, or commas properly. *I do not use the grammar assigned by the teacher.	*My final activity has between 3 or 4 spelling and punctuation errors. *My use of capital letters, periods, and commas is acceptable. *I use the grammar assigned by the teacher.	*My final draft has less than 2 punctuation or spelling mistakes. *I use capital letters, periods, and commas properly. *I use the grammar assigned by the teacher.	0.75
Structure	*I did not follow my teacher´s instructions. (Number of paragraphs, lines, questions e.t.c) *My sentences are difficult to understand.	*I followed **some** of my teacher´s instructions (Number of paragraphs, lines, questions e.t.c) *My sentences make sense.	*I followed **all** of my teacher´s instructions (Number of paragraphs, lines, questions e.t.c) *My sentences make sense.	0.75
				Final Grade: 4.0

Desgined by Teacher Diana Guevara

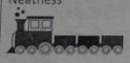
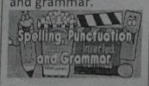


Miguel Angel Botero

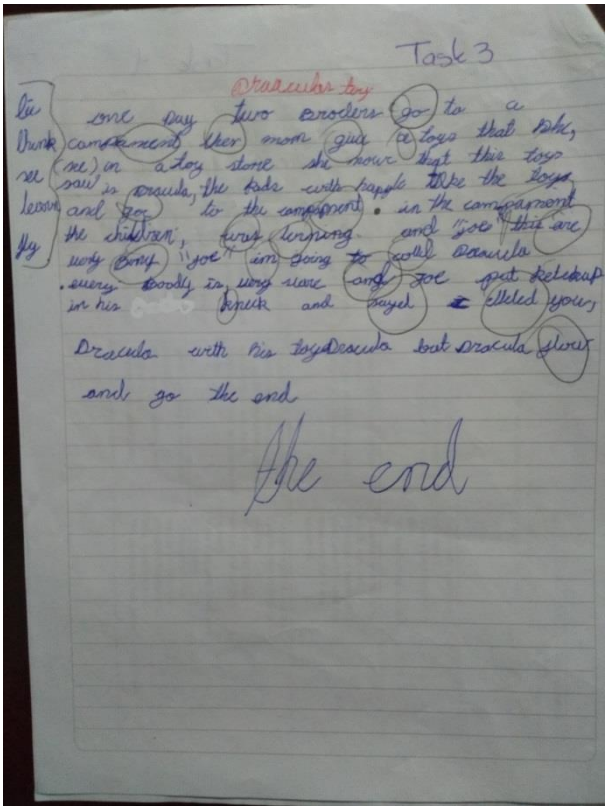
one time ago, IS A family that played with your children because the children dont had Friends. The children every day saw the other played soccer or watched Movies in the Nigth and one day the Friends had competition and the Friends is 5 and the other groups has 6. and the Friends ask to the the children and the children yes! I going to put the name of the group is the Start to help and Start in 3,2,1 go! one time later. Finish the competition the group that won is: the Start!, yes, I won, I won, I won! is the best group in the competition, to celebrate going to a dased yes and the group began to danced.

Student´s Name: Simon Ordoñez (Low Achiever)

Student: Simon david ordoñez Grade: 2-1 List #: 9 Date: 8/5/2018

Task #3	★ Fair (0.5)	★★ Good (0.75)	★★★ Excellent (1.0)	Total number of points
Focus on topic	*My activity is not related to the topic.	*Most of my activity is related to the topic, but sometimes I change ideas in the writing.	*My activity is completely related to the topic.	0.5
Organization and Neatness 	*My activity is not organized. *I don´t have a good sequence of ideas. *My handwriting is difficult to understand.	*Most of my activity is organized. *My sequence of ideas is acceptable. *My handwriting is easy to read.	*My activity is very well organized. *I use a good sequence of ideas. *My handwriting is easy to read.	0.5
Writing Process	*I did not plan how to do my activity. *I did not check my activity when I finished it.	*I took some time to plan how to do my activity. *I checked my work very fast so I could give it to the teacher.	*I planned how to do my activity very well. *I checked it more than 2 times when I finished it to make sure that it was wonderful.	0.5
Spelling, Punctuation and grammar. 	*My final activity has more than 5 spelling and punctuation errors. *I do not use capital letters, periods, or commas properly. *I do not use the grammar assigned by the teacher.	*My final activity has between 3 or 4 spelling and punctuation errors. *My use of capital letters, periods, and commas is acceptable. *I use the grammar assigned by the teacher.	*My final draft has less than 2 punctuation or spelling mistakes. *I use capital letters, periods, and commas properly. *I use the grammar assigned by the teacher.	0.5
Structure	*I did not follow my teacher´s instructions. (Number of paragraphs, lines, questions e.t.c) *My sentences are difficult to understand.	*I followed **some** of my teacher´s instructions (Number of paragraphs, lines, questions e.t.c) *My sentences make sense.	*I followed **all** of my teacher´s instructions (Number of paragraphs, lines, questions e.t.c) *My sentences make sense.	0.5 Final Grade: 2.5

Desgined by Teacher Diana Guevara



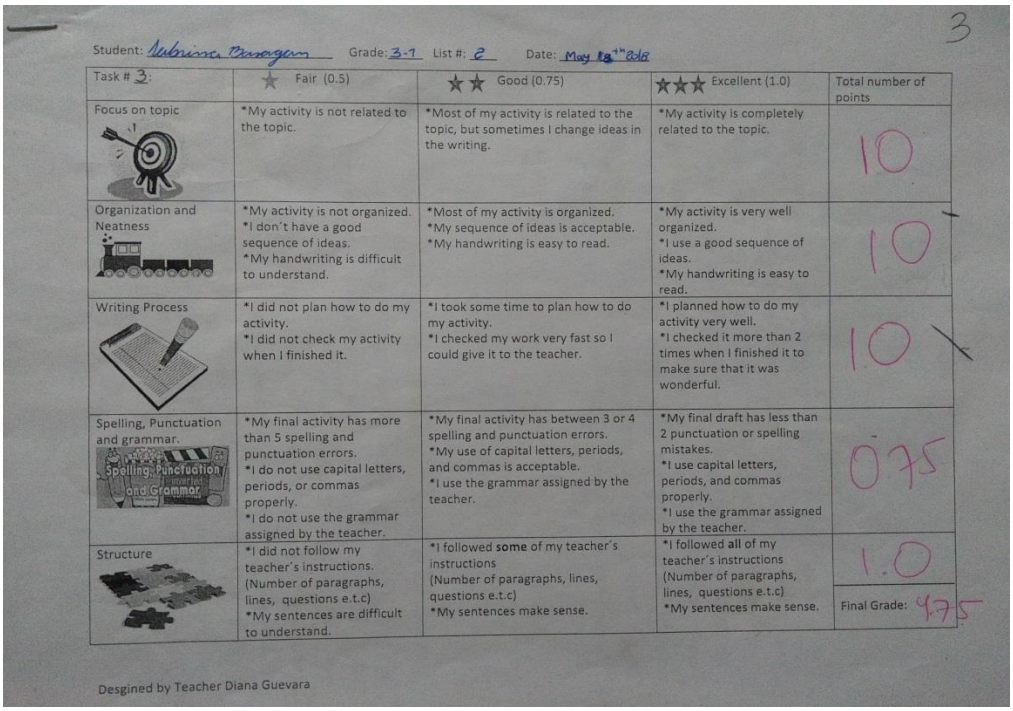
Task 3

Dracula toy

One day two orcders go to a component (or) in a toy store the boys see that the toys is dracula, the kids with happle like the toys and go to the component. in the component the children, turn looking and see this are very cool "joe" im going to call dracula every boddy is very store and joe put ketchup in his drink and sayed elleled you, Dracula with his toyDracula but Dracula flow and go the end

The end

Student´Name: Sabrina Barragan

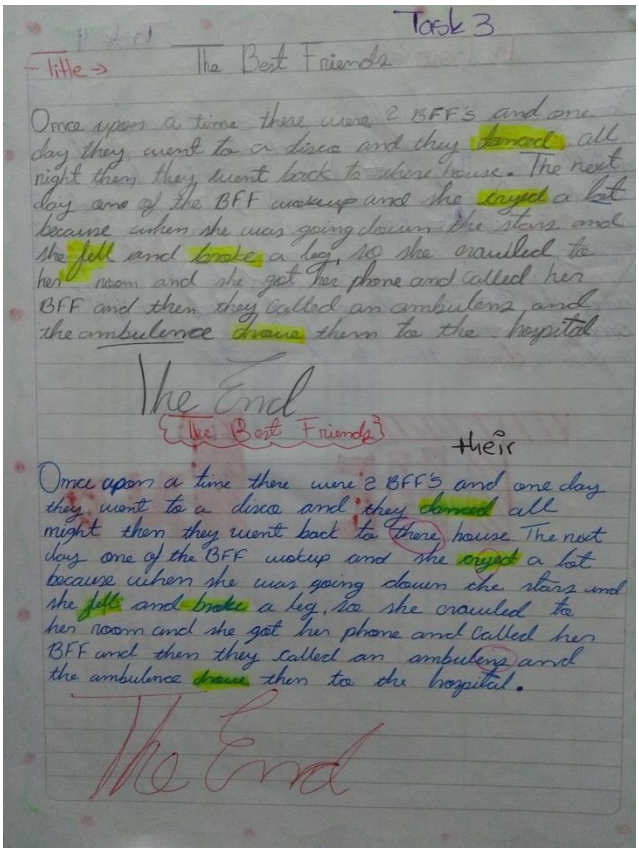


Student: Sabrina Barragan Grade: 3-1 List #: 2 Date: May 13th 2016

3

Task # 3:	★ Fair (0.5)	★★ Good (0.75)	★★★ Excellent (1.0)	Total number of points
Focus on topic	*My activity is not related to the topic.	*Most of my activity is related to the topic, but sometimes I change ideas in the writing.	*My activity is completely related to the topic.	10
Organization and Neatness	*My activity is not organized. *I don´t have a good sequence of ideas. *My handwriting is difficult to understand.	*Most of my activity is organized. *My sequence of ideas is acceptable. *My handwriting is easy to read.	*My activity is very well organized. *I use a good sequence of ideas. *My handwriting is easy to read.	10
Writing Process	*I did not plan how to do my activity. *I did not check my activity when I finished it.	*I took some time to plan how to do my activity. *I checked my work very fast so I could give it to the teacher.	*I planned how to do my activity very well. *I checked it more than 2 times when I finished it to make sure that it was wonderful.	10
Spelling, Punctuation and grammar.	*My final activity has more than 5 spelling and punctuation errors. *I do not use capital letters, periods, or commas properly. *I do not use the grammar assigned by the teacher.	*My final activity has between 3 or 4 spelling and punctuation errors. *My use of capital letters, periods, and commas is acceptable. *I use the grammar assigned by the teacher.	*My final draft has less than 2 punctuation or spelling mistakes. *I use capital letters, periods, and commas properly. *I use the grammar assigned by the teacher.	075
Structure	*I did not follow my teacher´s instructions. (Number of paragraphs, lines, questions e.t.c) *My sentences are difficult to understand.	*I followed **some** of my teacher´s instructions (Number of paragraphs, lines, questions e.t.c) *My sentences make sense.	*I followed **all** of my teacher´s instructions (Number of paragraphs, lines, questions e.t.c) *My sentences make sense.	1.0 Final Grade: 9.75

Desgined by Teacher Diana Guevara



Task 3

title → The Best Friends

Once upon a time there were 2 BFF's and one day they went to a disco and they danced all night then they went back to there house. The next day one of the BFF wakeup and she cryed a lot because when she was going down the stars and she fell and broke a leg, so she crawled to her room and she got her phone and called her BFF and then they called an ambulens and the ambulence drove them to the hospital.

The End

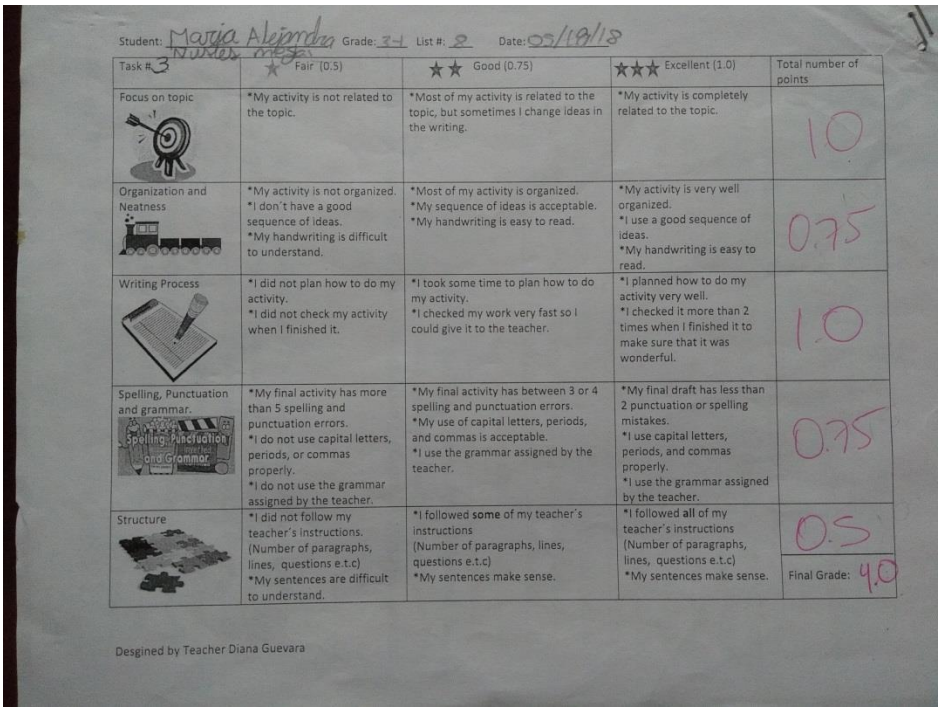
The Best Friends

their

Once upon a time there were 2 BFF's and one day they went to a disco and they danced all night then they went back to there house. The next day one of the BFF wakup and she cryed a lot because when she was going down the stars and she fell and broke a leg, so she crawled to her room and she got her phone and called her BFF and then they called an ambulens and the ambulence drove them to the hospital.

The End

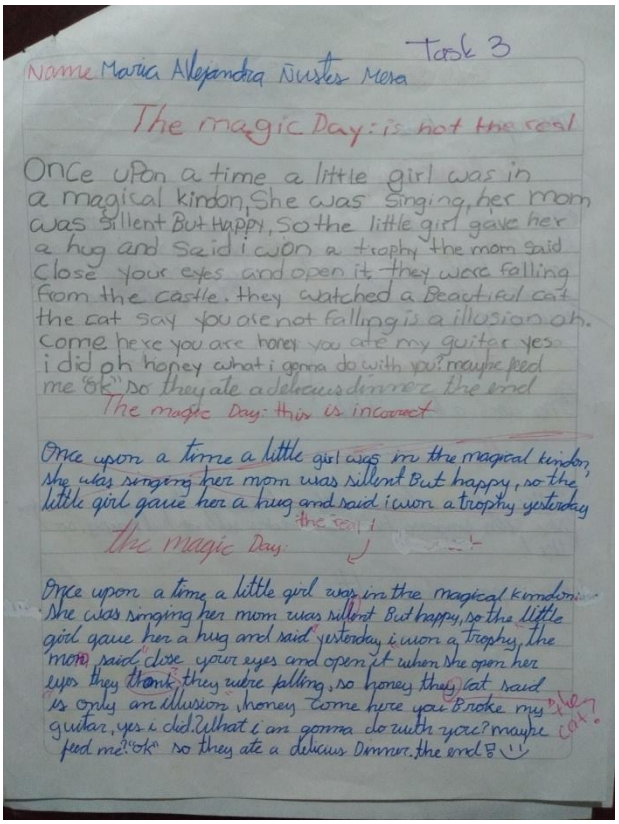
Student´s Name: Maria Alejandra Ñustes (High Achiever)



Student: Maria Alejandra Ñustes Mesa Grade: 3-4 List #: 2 Date: 05/18/18

Task #3	★ Fair (0.5)	★★ Good (0.75)	★★★ Excellent (1.0)	Total number of points
Focus on topic	*My activity is not related to the topic.	*Most of my activity is related to the topic, but sometimes I change ideas in the writing.	*My activity is completely related to the topic.	1.0
Organization and Neatness	*My activity is not organized. *I don´t have a good sequence of ideas. *My handwriting is difficult to understand.	*Most of my activity is organized. *My sequence of ideas is acceptable. *My handwriting is easy to read.	*My activity is very well organized. *I use a good sequence of ideas. *My handwriting is easy to read.	0.75
Writing Process	*I did not plan how to do my activity. *I did not check my activity when I finished it.	*I took some time to plan how to do my activity. *I checked my work very fast so I could give it to the teacher.	*I planned how to do my activity very well. *I checked it more than 2 times when I finished it to make sure that it was wonderful.	1.0
Spelling, Punctuation and grammar.	*My final activity has more than 5 spelling and punctuation errors. *I do not use capital letters, periods, or commas properly. *I do not use the grammar assigned by the teacher.	*My final activity has between 3 or 4 spelling and punctuation errors. *My use of capital letters, periods, and commas is acceptable. *I use the grammar assigned by the teacher.	*My final draft has less than 2 punctuation or spelling mistakes. *I use capital letters, periods, and commas properly. *I use the grammar assigned by the teacher.	0.75
Structure	*I did not follow my teacher´s instructions. (Number of paragraphs, lines, questions e.t.c) *My sentences are difficult to understand.	*I followed **some** of my teacher´s instructions (Number of paragraphs, lines, questions e.t.c) *My sentences make sense.	*I followed **all** of my teacher´s instructions (Number of paragraphs, lines, questions e.t.c) *My sentences make sense.	0.5 Final Grade: 4.0

Desgined by Teacher Diana Guevara



Task 3

Name Maria Alejandra Ñustes Mesa

The magic Day: is not the real

ONCe upon a time a little girl was in a magical kindon, She was singing, her mom was sillent But Happy, so the little girl gave her a hug and said i won a trophy the mom said Close your eyes and open it they were falling from the castle. they watched a Beautiful cat the cat say you are not falling is a illusion oh. come here you are honey you ate my guitar yes i did oh honey what i gonna do with you? maybe feed me ok so they ate a delicious dinner the end

The magic Day: this is incorrect

Once upon a time a little girl was in the magical kindon, she was singing her mom was sillent But happy, so the little girl gave her a hug and said i won a trophy yesterday

the real

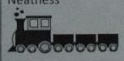
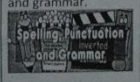
The Magic Day

Once upon a time a little girl was in the magical kindon. She was singing her mom was sillent But happy, so the little girl gave her a hug and said yesterday, i won a trophy, the mom said close your eyes and open it when she open her eyes they think they were falling, so honey that cat said is only an illusion. honey come here you Broke my guitar, yes i did. What i am gonna do with you? maybe cat. feed me. ok so they ate a delicius Dinner. the end

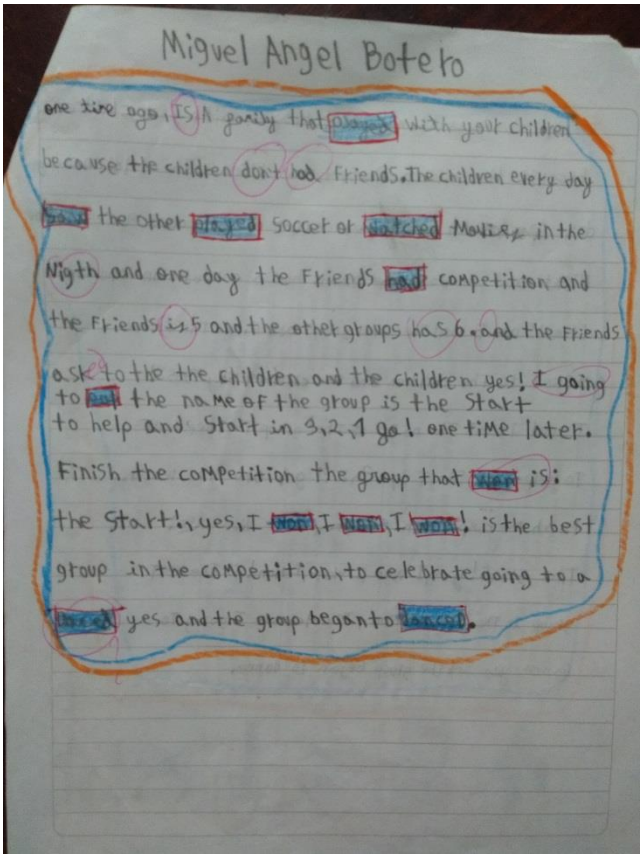
APPENDIX L: TASK 4-CORRECTION OF TASK 3

Student´s Name: Miguel Angel Botero (Low Achievers)

Student: Simon Ordoñez Grade: 3-1 List #: 9 Date: 01/06/18

Task # 4:	★ Fair (0.5)	★★ Good (0.75)	★★★ Excellent (1.0)	Total number of points
Focus on topic	*My writing is not focused on the topic.	*Most of my activity is focused on the topic, but there are some ideas that are not connected.	*All my activity is focused on the topic.	0.75
Organization and Neatness 	*My activity is not organized. *I don´t have a good sequence of ideas. *My handwriting is difficult to understand and it is messy.	*Most of my activity is organized. *My sequence of ideas is acceptable. *My handwriting is easy to read, but it looks messy in some parts.	*My activity is very well organized. *I use a good sequence of ideas. *My handwriting is easy to read.	0.75
Writing Process	*I did not plan how to do my activity. *I did not check my activity when I finished it.	*I wrote down some ideas before starting. *I checked my work 1 time before giving it to the teacher.	*I planned how to do my activity by making a draft. *I checked it more than 2 times when I finished it to make sure that it was perfect.	0.75
Spelling, Punctuation and grammar. 	*My final activity has more than 6 spelling and punctuation errors. *I do not use capital letters, periods, or commas properly. *I do not use the grammar assigned by the teacher.	*My final activity has between 4 or 5 spelling and punctuation errors. *My use of capital letters, periods, and commas is acceptable. *I use the grammar assigned by the teacher, but with some mistakes.	*My final draft has less than 3 punctuation or spelling mistakes. *I use capital letters, periods, and commas properly. *I use the grammar assigned by the teacher.	0.75
Structure	*I did not follow my teacher´s instructions. (Number of paragraphs, lines, questions e.t.c) *My sentences are difficult to understand.	*I followed **some** of my teacher´s instructions (Number of paragraphs, lines, questions e.t.c) *My sentences make sense.	*I followed **all** of my teacher´s instructions (Number of paragraphs, lines, questions e.t.c) *My sentences make sense.	0.75 Final Grade: 3.75

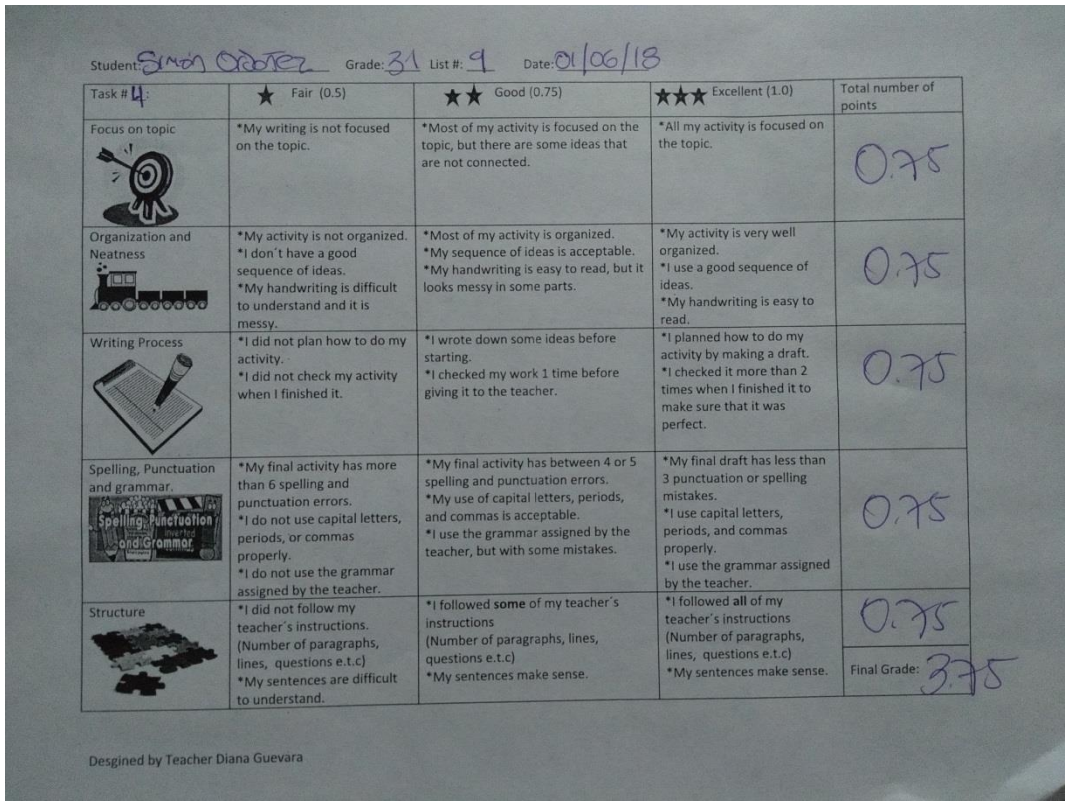
Desgined by Teacher Diana Guevara



Miguel Angel Botero

one tire ago, IS A family that played with your children because the children dont had Friends. The children every day played the other played soccer or watched Movies, in the Nigth and one day the Friends had competition and the Friends is 5 and the other groups has 6. and the Friends ask to the the children and the children yes! I going to call the name of the group is the Start to help and Start in 3,2,1 go! one time later. Finish the competition the group that won is: the Start!, yes, I won, I won, I won! is the best group in the competition, to celebrate going to a danced yes and the group began to danced.

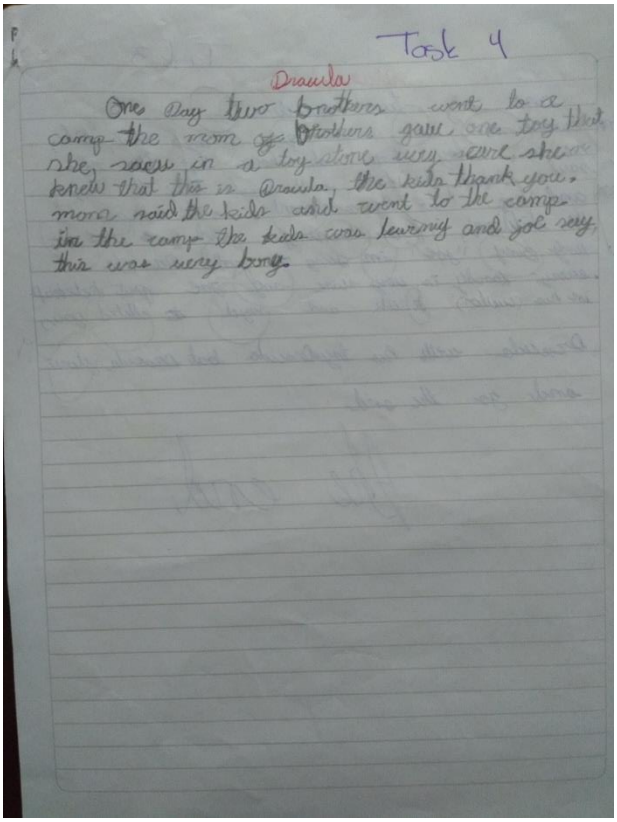
Student´s Name: Simon Ordoñez (Low Achiever)



Student: Simón Ordoñez Grade: 31 List #: 9 Date: 01/06/18

Task # 4:	★ Fair (0.5)	★★ Good (0.75)	★★★ Excellent (1.0)	Total number of points
Focus on topic	*My writing is not focused on the topic.	*Most of my activity is focused on the topic, but there are some ideas that are not connected.	*All my activity is focused on the topic.	0.75
Organization and Neatness	*My activity is not organized. *I don´t have a good sequence of ideas. *My handwriting is difficult to understand and it is messy.	*Most of my activity is organized. *My sequence of ideas is acceptable. *My handwriting is easy to read, but it looks messy in some parts.	*My activity is very well organized. *I use a good sequence of ideas. *My handwriting is easy to read.	0.75
Writing Process	*I did not plan how to do my activity. *I did not check my activity when I finished it.	*I wrote down some ideas before starting. *I checked my work 1 time before giving it to the teacher.	*I planned how to do my activity by making a draft. *I checked it more than 2 times when I finished it to make sure that it was perfect.	0.75
Spelling, Punctuation and grammar.	*My final activity has more than 6 spelling and punctuation errors. *I do not use capital letters, periods, or commas properly. *I do not use the grammar assigned by the teacher.	*My final activity has between 4 or 5 spelling and punctuation errors. *My use of capital letters, periods, and commas is acceptable. *I use the grammar assigned by the teacher, but with some mistakes.	*My final draft has less than 3 punctuation or spelling mistakes. *I use capital letters, periods, and commas properly. *I use the grammar assigned by the teacher.	0.75
Structure	*I did not follow my teacher´s instructions. (Number of paragraphs, lines, questions e.t.c) *My sentences are difficult to understand.	*I followed **some** of my teacher´s instructions (Number of paragraphs, lines, questions e.t.c) *My sentences make sense.	*I followed **all** of my teacher´s instructions (Number of paragraphs, lines, questions e.t.c) *My sentences make sense.	0.75
				Final Grade: 3.75

Desgined by Teacher Diana Guevara



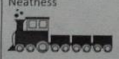
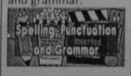
Task 4

Dracula

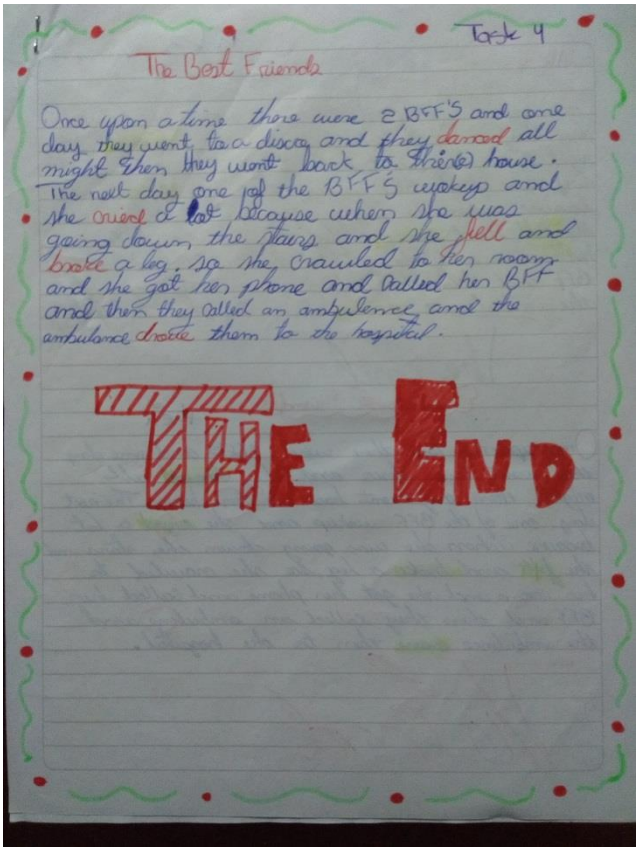
One Day two brothers went to a camp the mom of brothers gave one toy that she saw in a toy stone very sure she knew that this is Dracula, the kids thank you. mom said the kids and went to the camp in the camp the kids was learning and joe say this was very bory.

Student´s Name: Sabrina Barragan (Medium Achiever)

Student: Sabrina Barragan Grade: 3-1 List #: 2 Date: 01/06/18

Task # 4:	★ Fair (0.5)	★★ Good (0.75)	★★★ Excellent (1.0)	Total number of points
Focus on topic	*My writing is not focused on the topic.	*Most of my activity is focused on the topic, but there are some ideas that are not connected.	*All my activity is focused on the topic.	1.0
Organization and Neatness 	*My activity is not organized. *I don´t have a good sequence of ideas. *My handwriting is difficult to understand and it is messy.	*Most of my activity is organized. *My sequence of ideas is acceptable. *My handwriting is easy to read, but it looks messy in some parts.	*My activity is very well organized. *I use a good sequence of ideas. *My handwriting is easy to read.	0.75
Writing Process	*I did not plan how to do my activity. *I did not check my activity when I finished it.	*I wrote down some ideas before starting. *I checked my work 1 time before giving it to the teacher.	*I planned how to do my activity by making a draft. *I checked it more than 2 times when I finished it to make sure that it was perfect.	1.0
Spelling, Punctuation and grammar. 	*My final activity has more than 6 spelling and punctuation errors. *I do not use capital letters, periods, or commas properly. *I do not use the grammar assigned by the teacher.	*My final activity has between 4 or 5 spelling and punctuation errors. *My use of capital letters, periods, and commas is acceptable. *I use the grammar assigned by the teacher, but with some mistakes.	*My final draft has less than 3 punctuation or spelling mistakes. *I use capital letters, periods, and commas properly. *I use the grammar assigned by the teacher.	0.75
Structure	*I did not follow my teacher´s instructions. (Number of paragraphs, lines, questions e.t.c) *My sentences are difficult to understand.	*I followed **some** of my teacher´s instructions (Number of paragraphs, lines, questions e.t.c) *My sentences make sense.	*I followed **all** of my teacher´s instructions (Number of paragraphs, lines, questions e.t.c) *My sentences make sense.	1.0
				Final Grade: 4.5

Desgined by Teacher Diana Guevara



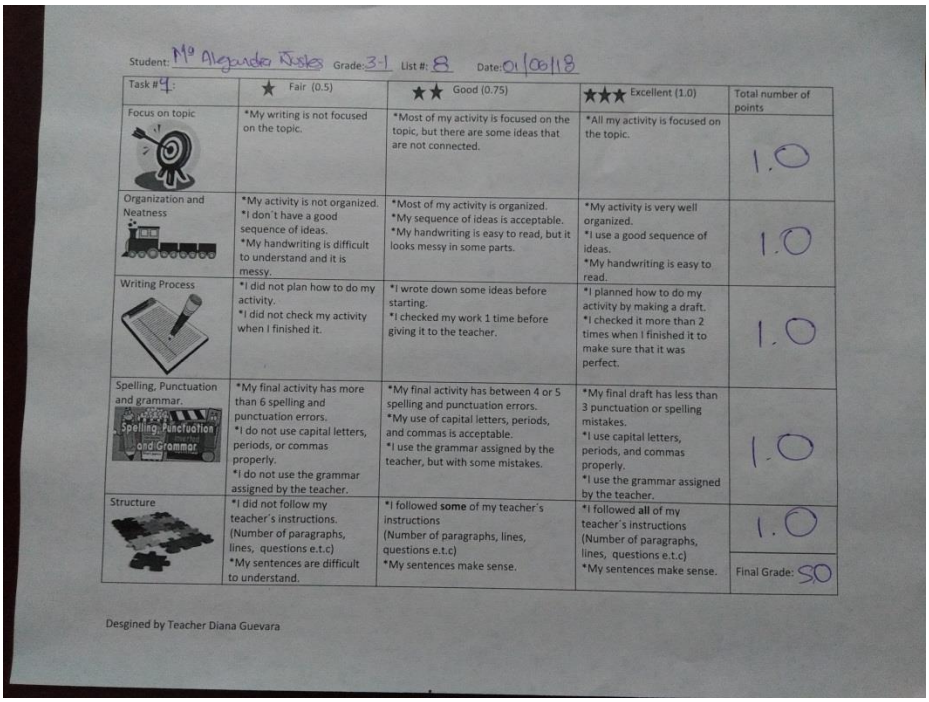
Task 4

The Best Friends

Once upon a time there were 2 BFF'S and one day they went to a disco and they danced all night then they went back to their(s) house. The next day one of the BFF'S wakeup and she cried a lot because when she was going down the stairs and she fell and broke a leg. so she crawled to her room and she got her phone and called her BFF and then they called an ambulance and the ambulance drove them to the hospital.

THE END

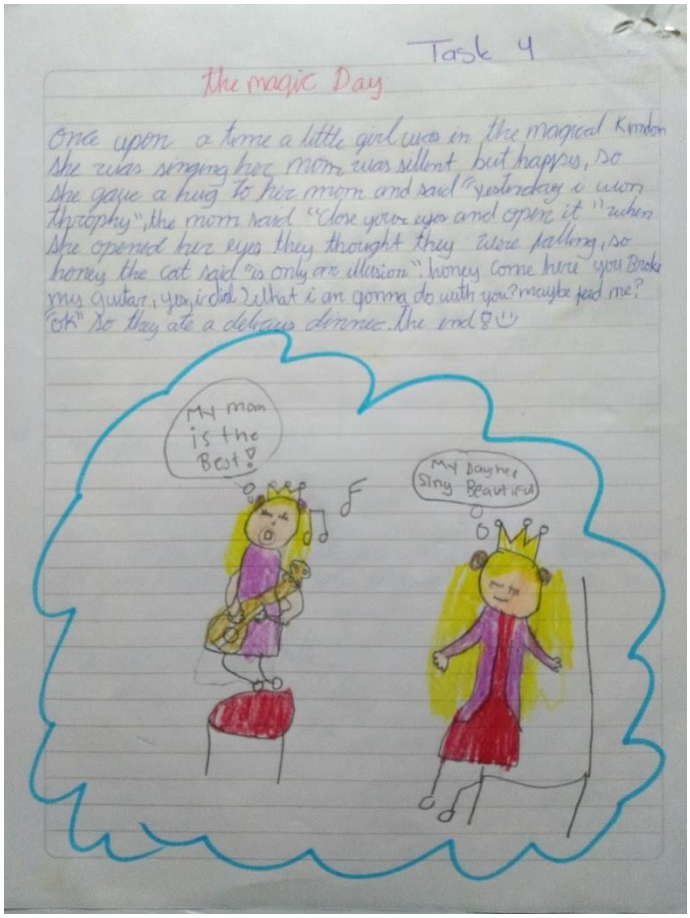
Student´s Name: Maria Alejandra Ñustes (High Achiever)



Student: Mª Alejandra Ñustes Grade: 3-1 List #: 8 Date: 01/06/18

Task #4:	★ Fair (0.5)	★★ Good (0.75)	★★★ Excellent (1.0)	Total number of points
Focus on topic	*My writing is not focused on the topic.	*Most of my activity is focused on the topic, but there are some ideas that are not connected.	*All my activity is focused on the topic.	1.0
Organization and Neatness	*My activity is not organized. *I don´t have a good sequence of ideas. *My handwriting is difficult to understand and it is messy.	*Most of my activity is organized. *My sequence of ideas is acceptable. *My handwriting is easy to read, but it looks messy in some parts.	*My activity is very well organized. *I use a good sequence of ideas. *My handwriting is easy to read.	1.0
Writing Process	*I did not plan how to do my activity. *I did not check my activity when I finished it.	*I wrote down some ideas before starting. *I checked my work 1 time before giving it to the teacher.	*I planned how to do my activity by making a draft. *I checked it more than 2 times when I finished it to make sure that it was perfect.	1.0
Spelling, Punctuation and grammar.	*My final activity has more than 6 spelling and punctuation errors. *I do not use capital letters, periods, or commas properly. *I do not use the grammar assigned by the teacher.	*My final activity has between 4 or 5 spelling and punctuation errors. *My use of capital letters, periods, and commas is acceptable. *I use the grammar assigned by the teacher, but with some mistakes.	*My final draft has less than 3 punctuation or spelling mistakes. *I use capital letters, periods, and commas properly. *I use the grammar assigned by the teacher.	1.0
Structure	*I did not follow my teacher´s instructions. (Number of paragraphs, lines, questions e.t.c) *My sentences are difficult to understand.	*I followed **some** of my teacher´s instructions (Number of paragraphs, lines, questions e.t.c) *My sentences make sense.	*I followed **all** of my teacher´s instructions (Number of paragraphs, lines, questions e.t.c) *My sentences make sense.	1.0 Final Grade: 5.0

Desgined by Teacher Diana Guevara



Task 4

The magic Day

Once upon a time a little girl was in the magical Kingdom She was singing her mom was silent but happy, so she gave a hug to her mom and said "yesterday I won throphy", the mom said "close your eyes and open it" when she opened her eyes they thought they were falling, so honey the cat said "is only an illusion" honey come here you Broke my guitar, yes, I did What I am gonna do with you? maybe feed me? "Ok" So they ate a delicious dinner. The end ☺

APPENDIX M: OBSERVATION SHEET

CLASS OBSERVATION FORM

Date	Time	Teacher
12/12/17	8:45-9:30 a.m.	Diana Guevara

Task Description	The activity is a diagnostic task that has as an objective to identify the strengths and weaknesses of students´ writing in order to design the rubric that will be used on the next creative writing tasks. The task asks students to write about their dream job and to explain why they wanted that job when they grew up.
Students´ Response	• The instructions were given in a paragraph form. • They had difficulties understanding what to do and to get started. • Had many doubts with vocabulary and spelling and that is why some of them seemed anxious. • Asked questions constantly to make sure they were doing the task correctly. • They were not told that the task had a grade, which is why some of them did not complete it. • The activity lasted 20 mins. Only 50% of the group finished it.
Challenges	• Time management: it is important to get students used to working while keeping track of time. • Grade dependence: students are too dependent on grades, which is why they have to start seeing each experience as a learning opportunity. • Problem-solving: students have to be given guidance to help them identify solutions when facing a problem. • Planning: Teaching them the steps to take when facing a writing task would help them organize their ideas in order to get started. • Spelling, punctuation and structure: The space distribution is not accurate. They missed some basic spelling words and are having issues using periods. commas, and capital letters.

CLASS OBSERVATION FORM

Date	Time	Teacher
6/04/18	8:45-9:30 a.m.	Diana Guevara

Task Description	Introduction to rubrics. Since this tool is unknown to students, they are introduced to the parts of the rubric (criteria and levels of achievement) and the objective of using that tool.
Students´ Response	• Some of them were able to understand what a rubric was and its use, but others were not; mostly the ones that have attention problems. • For some of them it was easy to understand that they had to follow a certain pattern in order to get an excellent grade. • They showed a positive attitude towards the use of the new tool and seemed expectant. • They asked questions about vocabulary used on the first version of the rubric that was designed based on the performance they had on the diagnostic activity.
Challenges	• Vocabulary: it is necessary to use vocabulary that is easier for them to understand. • The students that have attention problems will need more supervision and guidance in order to keep them on track. • They will probably need to be constantly reminded of using the rubric.

CLASS OBSERVATION FORM

Date	Time	Teacher
13/04/18	8:45-9:30 a.m.	Diana Guevara

Task Description	For task 1, students will write a story where they will have to make a prediction based on a given image. They will be given the first version of the rubric.
Students´ Response	• Overall it was difficult for them to get used to the idea that they could keep track of their performance using the rubric. • Two of them (Maldonado and Jesus) were looking at the rubric while doing the activity, which showed that they had understood the tool´s objective. • The questions that they asked were only related to vocabulary not to the instructions of the activity. However, they had to be constantly reminded of following the rubric in order to keep track of what they had to do. • The majority did not use the rubric while working on the story.
Challenges	• . Simplify the rubric to make it easier for them to use. • Explain again the advantages of using the rubric to encourage them to do so.

CLASS OBSERVATION FORM

Date	Time	Teacher
27/04/18	8:45-9:30 a.m.	Diana Guevara

Task Description	The aim of part of the class is to have a feedback session with each student in order to show them their strengths and weaknesses when comparing their performance to the established criteria.
Students´ Response	• The first thing they looked for when they received their task back was to check the grade. A few of them took a look at the levels of achievement that they had reached. • Some of them were receptive to the activity and understood what they had to improve.
Challenges	• . The group needs more practice on spelling, punctuation and grammar. • Overall, they were focused on the topic, but did not show signs of using a writing process like brainstorming or proofreading.

CLASS OBSERVATION FORM

Date	Time	Teacher
4/05/18	8:45-9:30 a.m.	Diana Guevara

Task Description	For Task 2 students will correct task 1 based on the feedback given and on the rubric that they used for that task as well.
Students´ Response	• They had to be reminded of the use of the rubric. • This time it was observed that more students were going over the rubric while doing working on their task. • They seemed more independent while working on the tasks and only requested help when they needed vocabulary. • Some of them seemed aware of what they had to improve, while others did not find a reason to do the task again.
Challenges	• To raise awareness of the uses they can give to the rubric. • To help them identify strategies to improve. • To go over the importance of proofreading and making a draft.

CLASS OBSERVATION FORM

Date	Time	Teacher
11/05/18	8:45-9:30 a.m.	Diana Guevara

Task Description	The aim of this class is to have a general feedback session in order to allow students to share their thoughts about the activity and the use of the rubric.
Students´ Response	• Although some of them have found it difficult to use, the majority of students showed a positive attitude towards the tool and are willing to keep trying. • They have identified that keeping a structured, neat and organized writing is a major difficulty.
Challenges	• Organization, neatness and structure. • Raise awareness of how to use the rubric and the benefits it has on their writing process.

CLASS OBSERVATION FORM

Date	Time	Teacher
18/05/18	8:45-9:30 a.m.	Diana Guevara

Task Description	For task 3, students are going to get a list of 20 verbs and they have to choose 5 of them to write a short story in the past. They will use the second version of the rubric.
Students´ Response	• . Some of them were observed checking their task with the use of the rubric, but others just did the task and did not make use of the rubric. • They asked vocabulary questions. • There were some doubts about whether or not they had to draw, two students mentioned that the rubric didn´t say that, so they didn´t have to do it. • They were more aware of the weakness they had because they constantly asked the teacher if they were doing it better. • Most of them focused on creating a story with good structure, neatness and organization.
Challenges	• Work on writing process and spelling, punctuation and grammar.

CLASS OBSERVATION FORM

Date	Time	Teacher
25/05/18	8:45-9:30 a.m.	Diana Guevara

Task Description	The aim of this class is to have an individual feedback session to allow students to identify the strategies they can use to improve the aspects they keep having difficulties with.
Students´ Response	• Students were more aware of what they needed to improve, which is why it was easier for them to find solutions. • The majority are still focusing on structure, neatness and organization. • They also expressed that the spelling, punctuation and grammar are difficult for them. • The new rubric was friendlier for them.
Challenges	• Spelling, punctuation and grammar. • Continue raising awareness of how to use the rubric and the benefits it has on their writing process.

CLASS OBSERVATION FORM

Date	Time	Teacher
01/06/18	8:45-9:30 a.m.	Diana Guevara

Task Description	For task 4 students will revise their short story and make the modifications needed using the third and last version of the rubric and the feedback that they received.
Students´ Response	• The majority of students have begun to write a draft as part of the writing process in order to organize their ideas. • Most of them used the rubric before the teacher reminded them to do so. • They looked more comfortable with the rubric and looked engaged in the task. • When they finished, they stood up looking for the teacher´s approval of what they had done. • Vocabulary questions about the instructions decreased.
Challenges	• Keep analyzing the rubric so that it finally has the right vocabulary that is going to make it easier for students to understand. • Spelling, punctuation and grammar keep being an issue among students.

CLASS OBSERVATION FORM

Date	Time	Teacher
08/06/18	8:45-9:30 a.m.	Diana Guevara

Task Description	The aim of this final class is to have a general feedback session where students can exchange their final thoughts on their experience with the three different versions of the rubric.
Students´ Response	• They saw the rubric as a guide to help them improve on their writing. • They felt that it had helped them to improve organization, neatness and structure. • The rubric meant for them a step by step guide that helped them to get the best grade possible. • It was a positive experience because it helped them to improve their handwriting and to distribute the space on the paper better. • The final conclusion was that it had helped to write a paragraph that made sense.
Challenges	• Keep analyzing the rubric so that it finally has the right vocabulary that is going to make it easier for students to understand. • Spelling, punctuation and grammar keep being an issue among students.