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**Final Graduation Project for Obtaining the Licenciatura
Degree in the Teaching of English**

**The Use of Self-, Peer-, and Co-assessment in EFL
Classrooms to Support the Essay-writing Process: A
Mixed-Methods Study at the International Baccalaureate
Program at Palmares Bilingual High School**

Fernanda Gamboa Marín

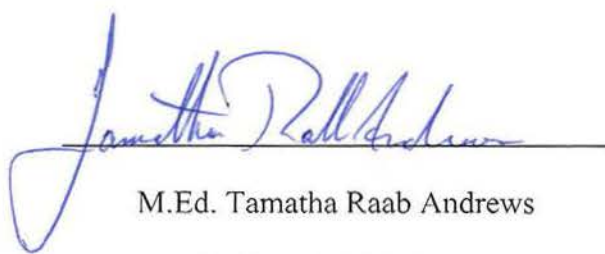
Joselyn Vargas Jiménez

María José Morera Aguilar

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*The Use of Self-, Peer-, and Co-assessment in EFL Classrooms to Support the Essay-writing Process: A Mixed-Methods Study at the International Baccalaureate Program at
Palmares Bilingual High School*



M.Ed. Tamatha Raab Andrews

Presidente del tribunal



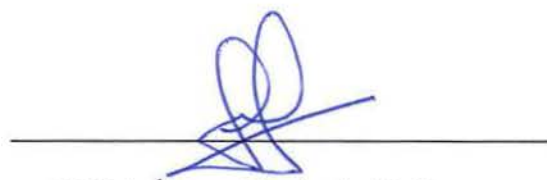
M.Ed. Mauricio Montero Esquivel

Miembro del tribunal



M.Ed. José Miguel Vargas Vásquez

Director del trabajo



M.Ed. Álvaro Zumbado Velásquez

Lector



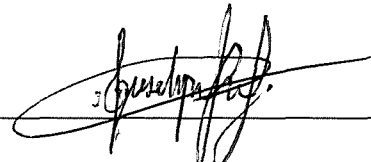
M.A. Amanda Rossi Flood

Lector

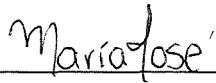
Sustentantes



Fernanda Gamboa Marín



Joselyn Vargas Jiménez



María José Morera Aguilar

Dedicatoria

Fernanda Gamboa Marín

A mi Señor por permitirme completar este importante paso en mi vida profesional. A mis amados padres y hermanas que me apoyan incondicionalmente. A mi extraordinario amigo Esteban Torres por estar a mi lado de principio a fin.

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List of Abbreviations

IB	International Baccalaureate
EFL	English as a Foreign Language
ESL	English as Second Language
CL	Collaborative Learning
AW	Academic Writing
CW	Collaborative Writing
CRTs	Consciousness Raising Tasks
CAR	Classroom Action Research
SL	Standard Level
HL	Higher Level

1. Introduction

Communication, collaboration, and critical thinking are desired skills in today's globalized world, but how can teachers put together an assessment proposal that integrates all these aspects? Undoubtedly, the answer requires a shift from the traditional teacher-centered approach- summative or formative- to a multidimensional model that includes learners and their peers in cooperation with their instructors, in a way that truly guarantees reflection and equal participation. One particular task that allows for the integration of different forms of assessment is essay writing, given that its writing process entails a series of stages where feedback can be provided through different approaches.

The development of a skill such as essay writing should promote attitudes as critical thinking and analysis in students. However, traditional assessment, which is teacher-centered, does not encourage students to acquire those attitudes. A way to integrate other forms of assessment such as self-assessment, peer assessment, and co-assessment is collaborative assessment. According to Kurt (2014), through collaborative assessment “learners become more aware of their learning experiences, more conscious of their abilities, knowledge, and performance. They fully understand that they are the focal constituent of learning and assessment” (p. 6)

The review of different studies on assessment suggests: The need for combining different forms of assessment. First, in the field of self-assessment, the research conducted by authors such as Sharma, Jain, Gupta, Garg, Batta, and Dhi (2016), Logan (2009), and

Sevilla and Gamboa (2016) shows a positive impact of self-assessment on students as it promotes reflection and autonomy. To reduce bias, the findings call for the need to complement this technique with peer assessment. Second, regarding peer-assessment, authors such as Alzaid (2017), and Stepanyan, Mather, Hamilton-Jones, and Lusuardi (2009) claim that this type of assessment helps to validate the assessment criteria given by the instructor and that the negotiation of meaning that occurs while giving feedback to peers is a key factor in the quality of the final product. Two caveats are outlined here: first, that careful guidelines should be provided by the instructor, and second, that a self-evaluation instrument is needed to make peer-assessment more objective. Finally, Parkison (2014) and Chaves (2002) carried out studies through which they analyzed the efficiency, perceptions, and benefits of implementing co-assessment in the classroom. These studies showed that through the use of co-assessment students acknowledge their learning process. When carefully distributed in a program and complemented with other forms of assessment, co-evaluation can help to devise improvement plans for the students. In fact, the integration of these strategies appears as a useful approach to achieve overall improvement in writing.

In terms of writing essays, studies such as those conducted by Lindblom-Ylänne, Pihlajamäki, and Kotkas (2006), Hammann and Stevens (2003), and Jiménez, Rojas, and Solano (2018) have addressed this subject. The study by Lindblom-Ylänne, Pihlajamäki, and Kotkas (2006) compared the results of self-, peer-, and co-assessment in essay writing. In the two first studies, mentioned above, the researchers did not find a significant difference in the final results obtained from the implementation of these types of

assessment. However, it was found that the most scattered results corresponded to critical and independent thinking, the most difficult areas to be assessed by students. The study by Jiménez, Rojas, and Solano (2018) looked into raising awareness of three features of essay writing through reflection and consciousness raising tasks, but lacked an assessment proposal, which this research project aims to attain.

Even though the previous studies serve as the basis for this research project in terms of methodology and context, a number of their features do not fulfill its objectives. First, the studies related to assessment were focused on an isolated type of assessment strategy (self-, peer- or co-assessment). The three different assessment strategies, self-, peer-, and co-assessment, are not often addressed together in studies about writing essays. So far, only one study has been identified; however, it was conducted in higher education and the participants were law students from the University of Helsinki, Finland.

In Costa Rica, there are only a few studies related to assessment and essay writing. One took place in the IB program at the Bilingual High School of Palmares (Jiménez, Rojas, and Solano, 2018) and the other one at National University of Costa Rica (Chávez, 2002). Nevertheless, there is no evidence of research in which the three types of assessment were used along with essay writing, which reveals the need for continued study.

To this end, the methodology followed was a mixed-method with embedded design in order to collect both types of data (qualitative and quantitative) in the different stages of the study. Additionally, this study will follow a Classroom Action Research method which should help the researchers to develop the proposal in a real environment. The quantitative measures will be used to establish departure and arrival points to measure learning, and the

effectiveness of the assessment instruments. To account for the reflection process during the course of the implementation of the different assessment strategies, the call for a qualitative methodology is unquestionable. Accordingly, the purpose of this mixed method study is to assess the effectiveness of self-, peer-, and co-assessment strategies to support the learners' performance throughout the essay writing process at the International Baccalaureate Program at Palmares Bilingual High School.

2. Objectives

2.1 General Objective

- To assess the effectiveness of self-, peer-, and co-assessment strategies to support the learners' performance throughout the essay writing process at the International Baccalaureate Program at Palmares Bilingual High School.

2.2 Specific Objectives

- To describe the writing process and the role of self-, peer-, and co-assessment strategies in the assessment of the different stages of the writing process.
- To assess the students' and the cooperating teacher's perception about the effectiveness of self-, peer-, and co-assessment strategies for writing essays.
- Based on the results, develop assessment instruments for self-, peer-, and co-assessment to support the writing process of an essay.

3. Theoretical considerations and context

3.1. International Baccalaureate at Palmares Bilingual High School

The International Baccalaureate Organization (IB) is an international entity that aims at better education around the world with comparable standards. The mission of the IB program 2013 is “to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect” (p. 2). This is the mission that persists in Palmares Bilingual High School. The program includes 10 different aspects that each learner should have in their profile, students must be: inquisitive, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective. The sum of these attributes should result in a student capable of achieving the mission of the International Baccalaureate.

Seen as a pre-university program, the International Baccalaureate offers classes for students between 16 to 19 years old. This is a two-year program in which there is “a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view” (p. 2). According to the International Baccalaureate web page (2007), this program has been taught at Palmares Bilingual High School since 2007. As part of the six academic areas in the IB program in Palmares, the modern language course promotes in students the mastery of language skills and intercultural understanding. The modern language course is taught in the modality of Language B, which is a course for students who have prior knowledge of the English language. Additionally, for Language B classes,

groups are divided into two language levels, standard level (SL) and high level (HL). In both levels students are trained to “produce clear texts where the use of register, style, rhetorical devices and structural elements are appropriate to the audience and purpose” (p. 6). However, the level of complexity varies. During the class, students have to develop different written assignments in which essays are included as a possible option. A more detailed explanation about written assignments is provided below.

3.2. Writing tasks in the International Baccalaureate Program

A writing task is one in which students are requested to communicate by implementing their writing skills. Some examples of writing tasks are articles, blogs, advertisements, and essays. Farrokh and Rahmani (2017) refer to writing as follows: “it is an important skill because it provides a way of monitoring EFL learners’ language production; it is a source of stable data analysis which shows how language was learned” (p. 2). The same authors emphasize that through writing tasks, people can project their context and show their linguistic proficiency, which creates a relationship between the text, the writer, and the reader (p. 2). This statement refers to the need for keeping a connection between the text itself and the people involved in it (transmitter and receiver). Moreover, as expressed by Hillocks (2006) “Those students who haven’t developed the writing skill are at a considerable disadvantage because their critical thinking skills are not developed as well as their ability to express themselves” (pp. 48-77). Writing tasks are processes of communication that show not only the proficiency level that a person has in a specific language, but also abilities such as analysis and critical thinking. Through its application

students can develop skills related to language, communication, and analysis. Due to the importance of writing tasks, the IB program at Palmares Bilingual High School has established a set of skills that students should master, a list of topics, and assessment criteria.

In the IB program, writing classes include a series of skills that need to be mastered by students, among them producing convincing arguments and supporting ideas. The first type is productive skills, which are taught differently in SL and HL classes. For SL classes, the skills are based on accurately communicating in writing by using basic vocabulary, and grammar. In the HL classes, students have to produce more complex texts where register, style, and structural elements are appropriate for the audience and the purpose. The topics for the texts are communication and media, global issues, social relationships, cultural diversity, customs and traditions, health, leisure, and science and technology. In addition, HL students have to read two literary works written originally in the target language and respond accordingly.

To assess written tasks, the IB program (2013) has internal and external assessment: “IB examiners mark work produced for external assessment, while work produced for internal assessment is marked by teachers and externally moderated by the IB” (p.24). External assessment is done by examiners who work for the IB program and internal assessment is done by the teacher, who needs to follow established criteria. Moreover, the program uses formative and summative assessment. Formative assessment helps teachers and students to identify the progress of the teaching and learning processes by providing feedback on weaknesses and strengths. Summative assessment provides teachers with

students' grades to measure their achievement of the goals. One of the main concerns of the IB program (2013) is that "The approach to assessment used by the IB is criterion-related, not norm-referenced. This approach to assessment judges students' work by their performance in relation to identified levels of attainment, and not in relation to the work of other students" (p.24). The assessment objectives can vary according to what the students are expected to prove by the end of each version of the program; nevertheless, all groups share the general goals of the program. The IB program (2013) establishes that students must:

1. communicate clearly and effectively in a range of situations, demonstrating linguistic competence and intercultural understanding.
2. use language appropriate to a range of interpersonal and/or cultural contexts.
3. understand and use language to express and respond to a range of ideas with accuracy and fluency.
4. organize ideas on a range of topics, in a clear, coherent and convincing manner.
5. understand, analyze and respond to a range of written and spoken texts.
6. understand and use works of literature written in the target language of study (HL only) (p. 10).

The assessment of these objectives is achieved through two different papers and internal and written assessments. First, students receive paper 1 in which there are text-handling exercises on four written texts. Second, with paper 2, students complete a writing exercise of 250–400 words from given options. Third, with written assignments, students read an inter-textual reading and write a task of 300–400 words plus a 150–200 justification. Fourth, students complete the internal assessment, in which teachers assess

students' interactions in different contexts and situations. Among the text types that can be presented by SL and HL students are articles, diaries, essays, brochures, news reports, and interviews. At the end of this process, the instructors in the IB program can determine the students' achievement of goals in terms of writing tasks.

3.3. The organization and development of an essay

The process of writing is a complex task composed of different steps, which must be followed in order to obtain an optimal result. For the purpose of this study, the focus is on the organization and development of essays. For Eunson (2012) essays are “documents on specific topics that contain a mix of fact and opinion, laid out in logical sequences and employing appropriate strategies of expression” (p. 225). In fact, to write an essay it is necessary to conduct research not only to write about a topic, but also to support one's own ideas. An essay has two main elements: content and form. Content is basically what the essay is about, and form is the way in which the content is presented (Eunson, 2012, p. 225). Usually, in the case of essays, the structure consists of an introduction, body paragraphs, and a conclusion.

The writer of an essay has to answer its main question. To do this, he or she should provide descriptions, concepts, analysis, examples, and evidence throughout the essay. Commonly, this goal is reached after going through an elaborate writing process. Authors such as Greetham (2001), Perutz (2010), Rudd (2005), Widodo (2008), and Barker (2013) propose different steps for writing an essay.

Widodo (2008) specifically emphasizes the importance of process-based writing instruction. The author asserts that the process of writing is as important as the final product. For this reason, he proposes to follow certain steps in order to write a composition giving the students an important role not only in writing, but also in assessing their own and their peers' work. At the same time, the role of the teacher in this process is not merely that of a language consultant, but also that of a guide in the construction of a given text.

The main steps that these authors suggest are analyzing the topic, researching, planning or outlining, drafting, responding, editing, assessing, and reflecting. These steps are divided into pre-writing, writing, and post-writing.

3.3.1 Pre-writing. The stage before writing an essay plays an important role because in this phase the writer looks for information in addition to considering what to write. The pre-writing consists of the following three steps:

3.3.1.1 Analyzing the topic. In academic writing, most of the time, students are asked to write about a specific subject. For this, the teacher gives them instructions on how to address the subject and provides a general question or title that must be answered in each of the essays. As Greetham (2001) proposes, when analyzing and understanding the question before doing the research “you will have prepared for yourself a clear structure of the issues that the question raises, so you know what you’re looking for” (p. 7). Understanding the question can help students to be focused on what they have to write about and to save their time in terms of researching because they will look for specific and useful information. Perutz (2010) suggests to highlight key terms in the question that are related to the subject and other words that must be defined or that are relevant for the essay

(p. 6). After doing this and having a precise view of what must be addressed in the essay, students can start brainstorming the ideas that can be used.

3.3.1.2. Researching. In this phase, students are in charge of revising articles, books, and online sources in order to find general (concepts, meanings, functions) and/or specific information (details, examples, advantages, and disadvantages) to answer the main question. Perutz (2010) states that students must “use skimming and scanning strategies to identify relevant material” (p. 9) since they could find lots of information related but not important for the essay. For this phase, the authors also recommend to use a type of coding (color, numbers, or letters) in order to set categories of possible topics to include in the essay and/or to give relevance to the different sources they find. According to the same author, the code helps students to make the planning simpler, “sort your research notes – use the code color, number, or letter to relate them to your plan” (2010, p. 10). Although this part is only the second step, it is repeated throughout all the other steps as new information may be relevant to complement existing sources.

3.3.1.3 Planning or outlining. This phase helps students to know if they are responding to the main question or solving the stated problem. It also gives a more precise look at the structures and coherence of the essay. Bailey (2003) states two different steps to develop a structured plan for long or coursework essays: “before reading: using the title to develop an outline structure, after reading: modifying the outline and adding details” (p. 31). According to this author, analyzing the title of the essay and writing down the most important ideas can support students in structuring the outline and choosing a more suitable framework for their essays. For the outline, Barker (2013) suggests five tips to make it

easier: “organize your ideas purposefully, lead your reader from old to new information, limit the number of ideas, down levels in the outline should be more specific and be ready to alter the outline when writing the draft” (p. 80). Outlining ideas helps the students to keep the data organized and to write more fluently without skipping important points.

3.3.2 Writing. During the process of writing an essay, a series of steps must be followed in order to have a final result to meet the expected goal.

3.3.2.1 Drafting. In this stage, the main objective is to let ideas flow freely and not to worry about style or spelling. When drafting, Perutz (2010) suggests four different steps: creating the topic sentence, adding information, writing a conclusion, and finally writing the introduction (p.10). According to the author, it is better to write the introduction at the end of the process when the students know what the topic is about. Nevertheless, in the case of essay writing, the introduction can be written during the initial stage because it provides a strong guide for students to fully respond to the introductory inquiries. Writing the introduction at the beginning does not interfere with the drafting process since it is still useful to brainstorm ideas for the different paragraphs. Moreover, to contribute to the drafting process, Barker (2013) recommends to use what was established in the planning stage as a guide and add citations and quotations (p. 38). Through this process, students can identify useful information and accurately develop their ideas.

3.3.2.2 Responding. After writing the first draft, students need to receive feedback. For this reason, Widodo (2008) proposes this step where students interact with their peers in order to obtain input and reflect on their work. Widodo encourages teachers to promote different peer assessment strategies during this phase for students “to participate actively in

the class, get involved in an authentic communicative context, and develop critical reading skills” (p. 104). The responding phase also helps the teacher to have a broader perspective of the ideas that students have and to work on and general errors identified when writing. Finally, this step functions as a consciousness raising task provided that as students receive and give feedback, they gain awareness of their areas of improvement.

3.3.2.3. *Editing.* Editing is when the student analyzes the information already written and decides what is pertinent; that is, it contributes to the quality of the essay, and is interesting for the reader. This stage can define the success of our essay because according to Greetham (2001), not relevant information has “the effect of clouding the structure of your essay with unnecessary distractions that weaken your arguments, and break up the logical sequence you’ve worked hard to create” (p. 152). To be critical and to avoid forgetting the main ideas of the essays, it is essential to engage the reader. To make sure that the content is appropriate, Perutz (2010) suggests asking yourself questions when analyzing the essay and also including linking words and phrases between ideas. To ask questions helps students to focus their attention when editing the essay. Some examples of questions are: Are ideas enough and related to the main topic? Are sentences in the right place? Are paragraphs related to one another? (2010, p.11). In fact, this allows the students to critically analyze the text and achieve a better result. Barker (2013) states that “editing helps you create high-quality prose. The more time you spend on planning and editing, the better your essay will be, and the higher the grade it will get” (p.38). By taking into consideration all these aspects and keeping an open and critical perspective, students can create a high quality essay at the end of the process.

3.3.3 Post-writing. After delivering the final versions of the essays, students must wait for them to be checked by the teacher. In the post-writing phase, the teacher is in charge of checking the essays that the students previously wrote, revised and edited in order to give a grade and finally make a reflection with the students.

3.3.3.1 Assessing. During this step, the teacher is in charge of checking the essays of each student and giving them a grade. For doing this, the instructor must follow an assessment procedure through which he or she will give a grade based on format and on what is written in the essays. Ferris and Hedgcock (2005) propose two systems for assessing essays: analytical and holistic. The first one is focused on specific aspects related to writing abilities, while the second one is more about a general interpretation of the effectiveness of the text. Widodo (2008) claims that using the analytic scoring system allows students “to look at what aspects they lack in detail” (p. 104). In order to achieve this, the teacher needs to use a rubric or scheme that includes the aspects taken into account when checking the essays.

3.3.3.2 Reflecting. Certainly, after a specific process of learning, it is appropriate to reflect on the knowledge acquired. In this stage of the writing process, the students are asked to critically think about what they have learned from all the steps they went through when writing their essays. For achieving this, Widodo (2008) proposes giving the students reflection sheets in which they will have to answer questions related to the learning acquired during the entire process of writing. Moreover, this author believes that through reflection, students are challenged to self-evaluate their strengths and weaknesses when writing and will be able to make improvements in their future compositions. Additionally,

through these records, the teacher will also be aware of the aspects he or she needs to be improve when teaching writing.

In fact, the writing process of an essay is not a simple task; it requires many steps that must be followed in order to accomplish a successful result. From the pre-writing stages to the post-writing ones, all the steps are significant and necessary when writing an essay. Moreover, both teachers and students should be closely involved in assessing the essays because this helps them to develop critical thinking of their own production; which at the same time allows them to make changes in order to improve their compositions. Finally, an aspect that should not be forgotten in the process of writing an essay is reflection because it is the base for improving future work.

3.4. Collaborative Learning

In a globalized world that undergoes constant change, there is a need to develop essential skills such as communication and collaboration. These skills can be addressed from the educational field through Collaborative Learning (CL) and Assessment. Firstly, Collaborative Learning is an approach to teaching and learning, which involves groups of learners working together to solve a problem, complete a task, or create a product (Laal, 2011). Secondly, according to O'Malley and Valdez Pierce (1996) "collaborative assessment is the involvement of students and teachers during the assessing process. This assessment is done in a conference session between the students and teacher". Students can be active participants in the process of learning and assessment by making decisions on how and what to learn. Additionally, they can be involved in decision making about the

criteria used for assessment and in the process of assessing their work as well as the one of their peers. According to Johnson, Johnson, Stanne, and Garibaldi (1990) for a learning exercise to be collaborative, five basic elements must be accomplished:

- **Positive interdependence:** All the students have to trust one another to accomplish the goal. If the exercise fails or is successful, the result is for all the team members alike.
- **Considerable interaction:** All the members in the group encourage each other to learn. They explain and share their knowledge. They can provide their classmates with feedback, ask questions for reasoning, and most importantly encourage each other.
- **Individual accountability and personal responsibility:** Every student involved in CL is responsible for doing their part of the work as well as mastering all the material to be learned.
- **Social skills:** Students should develop and practice trust-building, leadership, decision-making, communication, and conflict management skills.
- **Group self-evaluating:** Team members set and assess goals as a group, identify what they are doing well and wrong, and make the necessary changes in order to successfully achieve the outcome.

These five elements of CL are closely related to Collaborative Assessment. To have effective results in terms of assessing, it is essential to encourage students to develop authentic learning, self-criticism, problem solving, and communication skills. Based on these principles of collaboration, this study proposes a model for Collaborative Assessment.

3.5 A model for collaborative assessment and feedback

This project proposes a collaborative assessment model for learning and assessing the process of writing an essay. This model has as a goal the scaffolding of the process of assessing through the collaborative proposal.

3.5.1. Calibrating Knowledge. Several researchers in the field of assessment assert that before administering an instrument, the users should become acquainted with the scoring system and rationale for the selection of criteria. This process is defined as calibrating knowledge, and it involves three steps. First, the objective or expected outcome of the assessment interventions has to be clarified for students. The following step, according to Thomas, Martin, and Pleasants (2011), is to discuss the assessment criteria needed to achieve the objective before the administration of the instrument. This discussion should include aspects such as learning outcomes, skills needed, and procedures. Lastly, to guarantee the understanding of the criteria, the teacher must provide students with examples and extra time to become acquainted with the instrument. A last recommendation by Chaves (2002) is to encourage students to be honest in their assessment while demonstrating trust in their abilities to achieve the main objective.

3.5.2. Individual reflection. Before being able to provide or receive feedback, an individual reflection must take place in order to successfully demonstrate understanding of the assessment criteria. To achieve this, students must engage in making judgments about

their own work. According to Boud (cited by Nicol & Macfarlane, 2005) “It is important to engage students in both identifying standards/criteria that will apply to their work and in making judgements about how their work relates to these standards” (p.9). Additionally, the students must be aware of the responsibility they have when assessing themselves not only as evaluators, but also as learners. A clarification should be made in this first step. Students should concentrate on assessing the outcome as the goal of grading, not on the effort made to achieve the outcome.

3.5.3. External Reflection. As in the individual reflection, external reflection is based on the work developed by the students. The outcome of this stage is seen in two parts: first, students must check peer’s work and second, students must be open to receive teacher and classmates’ assessment. According to Alzaid (2017), assessment “(...) should be seen as a means to improve the learning process rather than a goal in itself” (p. 161). In this stage, the assessment strategies used are peer and teacher-assessment, which come from external evaluators. To guarantee the objectivity of the assessment, there are two recommendations to follow. First, for peer-assessment the works have to be randomly assigned. If students are not aware of whose work they are checking, the teacher makes sure that it is being fairly assessed (Race, 2001). Second, in the case of co-assessment, the teacher should not have to be in contact with any other assessment strategy before completing their own as it can bias the results. This is a way to avoid being influenced by the perspective of other people. Once this stage is completed, there should be some time reserved for reflection on the feedback and making changes to the document. By analyzing

and discussing this information, students become aware of the improvements that can be done in their work. To this end, authors such as Nicol and Macfarlane (2005), and Freeman and Lewis (1998) suggest developing discussion sessions with the students to empower them with self-control skills and practices of reflection over feedback. As a result, students are capable of improving their work.

3.5.4 Assembling knowledge. Once the external feedback has been given, there should be an opportunity to close the gaps identified between current and desired performance” (Nicol, and Macfarlane, 2005, p. 7). In order to close the gap, first, the teacher should engage the students in the given assignments. Second, the teacher must support the students during the development of their work. Third, according to Gibbs, cited by Nicol and Macfarlane (2005) it is recommended to introduce two-stage assignments. In this way, in stage one students identify the aspects to be improved and have the opportunity to correct them in the following stage. After that, the teacher is in charge of exemplifying how to address the corrections found in order to improve the work. Additionally, to support students, the teacher provides a series of action points as a way to accompany them throughout the process.

3.6. Collaborative assessment: an alternative to teacher-centered assessment

For collaborative purposes, scholars in the field of education have pointed out three different ways to assess students and strengthen the desired skills.

3.6.1 Self-assessment. The first is self-assessment; this type of assessment is mostly formative and fosters self-criticism and reflection in the learning process. Boud and Falchikov (1989) defined self-assessment as the process in which the students evaluate and judge their learning processes, achievements, and results. There are plenty of instruments that students can use to assess themselves such as ability lists, checklists, and personal questionnaires. These instruments can be used to identify behavior patterns, personal traits, strengths, weaknesses, and competences. The main objective of self-assessment is that the students develop the ability to critique themselves in order to identify their weaknesses to work on them, and enhance their capabilities. Despite the benefits of self-assessment, there is a relevant drawback in its application. It is about the conceptual understanding of what is important in the learning process. According to Boud and Falchikov (1989) “this is, perhaps, most evident where students are rating effort, and teachers are the product of this effort” (p. 536). While teachers tend to seek to assess the product, students mainly focus on the effort they make during the development of the task. To avoid this pitfall, concepts used in the assessment instruments must be clear and objective.

3.6.2 Peer-assessment. The second type is peer-assessment. According to Falchikov (1995), “peer assessment is the process whereby groups of individuals rate their peers. (...) It may involve the use of rating instruments or checklist” (p. 176). The instruments used to assess peers are usually created by the teacher and designed based on the teacher’s needs, interests, or evaluation rubrics. However, students can also create their

own instrument to assess peers under the guidance of the teacher. Kane and Lawler (cited by Dochy et al, 1999) distinguish three different ways to assess peers:

- Peer ranking: consists of having each group member rank all of the others from best to worst on one or more factors.
- Peer nomination: consists of having each member of the group nominate the member who is perceived to be the highest in the group on a particular characteristic or dimension of performance.
- Peer rating: consists of having each group member rate each other group member on a given set of performance or personal characteristics, using any one of several kinds of rating scale (p. 338).

Peer assessment may be formative or summative and requires a great sense of responsibility and maturity from students since they have to assess their peers fairly. According to Alzaid (2017), students are afraid of being assessed by their peers because of their lack of experience. That feeling can be reduced by implementing formative peer-assessment. For the purpose of this study,, the most suitable way to assess peers is peer rating because each student is going to have a rubric which determines the specific aspects to be evaluated.

3.6.3 Co-assessment. The third type of assessment is co-assessment. This type is mostly summative and gives the students the opportunity to discuss the instruments or criteria with the teacher. Somervell (1993) asserts that co-assessment occurs:

(...) when students and tutors combine to determine the criteria for assessment. (...) In this case it is not necessarily the student who is responsible for the assessment, but rather that the student has

collaborated in the process of determining what will be assessed and, perhaps, by whom. (p. 229).

This type of assessment has a positive impact on students since they are being considered to discuss the criteria used to assess their learning process. Even when the students are not fully responsible for grading or evaluating the process, they analyze and discuss the assessment criteria and instruments with the teachers. Some of the instruments that can be used for co-assessment are observation sheets, checklists, interviews, questionnaires, and journals.

The combination of these three assessment strategies allows everyone involved in the learning process to be active agents. Collaborative assessment enriches communication and negotiation among students and teachers at the same time that it gives students the abilities to analyze their own learning and give responsible feedback to peers. Moreover, these assessment strategies aim to have a more holistic perspective of the students' progress and learning while formative and summative assessment take place

3.7. Factors that can undermine collaborative assessment.

When considering assessment, there are some factors that emerge. Logan (2009) in his own study about assessment and Boud and Falchikov (1989) who analyzed the findings of 48 studies have gathered evidence about the different factors that can undermine collaborative assessment.

- Studies have shown a different appreciation of students' own performance depending on their condition of being "poor" or "good". In the case of "good" students, they tend to be more judgmental about their performance, contrary to "weak" students who tend to over value their achievement.
- Different studies have shown that students from upper levels are more accurate when assessing themselves than junior students. One of the reasons for this is the fact that seniors are more mature in psychological terms, and they have more experience in the field of education and assessment than juniors.
- When students are assessing their peers, they tend to overrate them. According to Logan (2009), in the groups, all students are familiarized with one another, and they do not want to offend a classmate by giving him or her a low grade.

To avoid these pitfalls, there are some guidelines to follow when implementing collaborative assessment strategies. First, students need to be exposed early to the assessment strategies in order to accurately grade themselves. Being exposed to the assessment processes leads students to a greater awareness of the expected performance. Second, it is important to remind students about the politics of confidentiality. This can reinforce their confidence in being assessed by and assessing their classmates. Lastly, a follow-up discussion between the teacher and students about the feedback given is necessary to clarify doubts and to improve academic skills. In order to achieve effective assessment, the commitment from both teacher and students is fundamental.

Finally, after the analysis done about the International Baccalaureate program, writing tasks, collaborative learning, and collaborative assessment strategies, a main conclusion is drawn. Those students who are part of the IB program should be prepared to speak and write in a foreign language. As part of that, they should communicate and collaborate effectively. The assessment component will provide students with the ability to analyze and evaluate their own work and their peers'. Through this process, students need to acquire a series of skills, among them, essay writing. To accurately write an essay, this study proposes to follow the writing steps along with the collaborative learning and assessment model.

4. Literature Review

This section contains a series of previous studies related to self-, peer-, and co-assessment, as well as in writing tasks. The features considered for the description of these studies are the objective(s) of the enquiry, the methodology, the most salient results, and their implications for this research project. At the end, a summary of the trends and gaps identified in the previous studies is presented in order to provide a framework for the methodology.

4.1 Self-Assessment

Self-assessment is meant to help students to reflect on their own learning process. In this first section, three studies related to the application of this type of assessment are

presented. The main purpose of this analysis is to explore the impact of self-assessment in different learning scenarios.

Sharma, Jain, Gupta, Garg, Batta, and Dhi (2016) conducted a mixed-methods study to analyze the impact of self-assessment in medical students' performance. The participants were eighty-nine first-year students. The researchers applied two theory tests with essay type and short answer questions. In the first test, the participants assessed themselves for a period of three days. Seven days later, they took a second test about the same topic and with the same level as the first one; however, this one was assessed by the teachers. The marks obtained by the students by self-assessment and those awarded by the teachers in Test I were compared applying independent *t*-test. The participants provided feedback about the perception of the intervention after the two theory tests were concluded. In general, the students expressed that the self-assessment strategy improves motivation. Additionally, the professors claimed that self-assessment strategy is an effective tool for enhancing self-directed learning. On the negative side, it is a time-consuming process, and it must be done since the start of the sessions. The students also added that there must be a peer group discussion after the self-assessment session. A final remark is that time has to be planned carefully to allow for conscious self-assessment.

Logan (2009) conducted a study based on self and peer assessment with the purpose of exploring the contribution of these strategies to teaching and learning. The research was developed with a group of 11 students from non-traditional academic backgrounds. This project followed an action-oriented approach in order to have a better understanding and

control of the process and to make the required changes during the development of the research. During the year that this project took place, the researcher tried to gather the attitudes, feelings, and perceptions of the participants (students and teachers) using self and peer assessment strategies. The results showed that the majority of the students developed greater skills in reflective practice, and they had a better understanding of the criteria related to assessment (p. 34). For further research, Logan first recommends taking into account the time allotted for activities as some take longer than others. Second, he recommends providing plenty of practice for students to learn how to give peer-feedback. Finally, he proposes to include self-assessment feedback discussions for students to develop academic skills. In the study, students developed skills like critical thinking and the ability to give feedback to others by reflecting on their own learning.

Sevilla and Gamboa (2016) conducted a study focused on fostering students learning autonomy and assessing students' learning process. This study was developed with 18 students in a Phonetics class in the English Teaching Bachelor's program at a public university in Costa Rica. Students' ages ranged between 18 to 25. The methodology followed a classroom action research approach. When developing the project, the researchers applied the next three steps: First, identifying an educational need, second, taking actions to help solve the need, and the third, observing how the first two steps interacted. For the triangulation of the results, the method used was a mixed-method design known as "QUAN-QUAL". For this type of method, both qualitative and quantitative data were collected through the development of the project. During the analysis of the results,

both descriptive and explanatory perspectives were used. As part of the results, the researchers found that self-assessment allows for improvement in the students' autonomy development as part of the role they took. For further research, the suggestion is to adopt bottom-up rather than top-down methodologies. In conclusion, this study showed that through self-assessment, students were able to discover and establish their learning wants and needs.

As can be seen, self-assessment has a positive effect on performance and motivation. It is worth mentioning that studies where self-assessment is examined as part of a language learning process are not as common. Another concern while reviewing the literature is the context of the studies. Almost all of them are conducted in a higher education setting.

4.2 Peer-Assessment

Peer-assessment refers to mutual judgment between peers in order to assess each other's performance. In this section, there is an analysis of three different studies in which peer-assessment is presented.

Alzaid (2017) conducted a study to find out the effects of peer assessment on the evaluation process of students. The population for this research was a group of 50 students from the Department of Psychology at King Saud University (Saudi Arabia). The methodology applied in that study was an evidentiary comparative method to prove the three main hypothesis in which the research was based:

- 1) There are statistical significant differences between peer assessment among the organizational and academic skills.
- 2) There are no statistical significant differences between peer assessment and teacher assessment in each of the organizational and academic skills.
- 3) There is a statistically significant relationship between peer assessment and teacher assessment. (p.163).

The results from the research showed that there is a “significant relationship between the assessment of peers to each other, as well as between peer assessment and teacher assessment” (p. 168). This means that there is a high degree of correspondence between the peers’ and the teachers’ points of view. Moreover, the author recommends seeing peer assessment as a way to convey new methods of the learning process and to develop comparative studies about peer and self-feedback. Based on the data found in this study, there is evidence that peer and teacher feedback is often similar, which in turn, reflects the importance of setting common goals and informing students of the expected learning outcomes.

Stepanyan, Mather, Hamilton-Jones, and Lusuardi (2009) conducted a study at Buckinghamshire New University, High Wycombe, United Kingdom. As a main aim “the study endeavors to offer reasons for low levels of participation and suggests means for improving levels of engagement in peer-review processes” (p. 186). The participants of the study were undergraduate students of computing. The research was conducted as a case study, and the description of the project is “formative, out of class, mutual, distance, not graded, voluntary, crossability, group peer assessment. The main incentive for student participation was an opportunity to improve work (consequently, grades) on the basis of

suggestions made by their peers” (p.186). At the end of the process, due to the nature of the research project, not all of the students answered the instruments, only 36 of them. The instruments used were discussion-board, log metrics and questionnaires. As part of the results, the researchers found out that students accepted feedback, but did not appreciate the benefits of reflection activities. Moreover, students seemed to be anxious about showing their works. The authors of this study said that for future studies it is essential to revise peer-assessment approaches in computing courses as well as to expand this research in terms of input, explanation, and in-class work. The main implication of the study is to consider having adequate reflection activities for students to process the feedback given as a way to improve their learning.

The previous studies described different approaches to implementing peer-feedback in the classroom and most of the results obtained were positive. As mentioned, all the participants were open to receiving peer feedback and to giving feedback on their own assessment. However, in some cases, the participants reported that the feedback from peers is not always reliable. The studies show the need to combine peer feedback with reflection questions in order to reduce bias. Another important insight is the need to combine peer feedback with self-assessment for students to be more open to critique. The input that the students receive is a key element in the success of this type of assessment. Once more, the context of these studies is higher education, which confirms the need for carrying out similar studies in secondary education.

4.3 Co-assessment

Co-assessment refers to the dialogue that takes place between teacher and student to reach an agreement about the criteria and the method for assessing learning. The following studies intend to describe instances of the implementation of co-assessment.

Parkison (2014) carried out a study that took place in an eighth-grade classroom of social studies in a school in Tennessee, United States. The main objective of the research was to “determine the efficacy of collaborative instructional methodologies in middle school classrooms” (p. 43). For developing this, the content standards were taken from the education curriculum of the state of Tennessee. The methodology used for this research project was a participant-observer case study approach. The main idea of the study was to gather input from students about the material, the assessment standards, criteria for evaluation, and tasks used in the classroom in order to set a curriculum that fulfills the students’ and teacher’s needs. To achieve this, after a week of learning, the students were asked to fill out a sheet of paper in which they had to express how they felt with each of the activities done in class and rate them. With that information, the teacher used the techniques that the students said were beneficial for their learning. The results of the study showed that the students were intrinsically motivated for the use of the collaborative assessment; however, there were some students who did not feel prepared to have such a responsibility to make decisions on their assessment. Furthermore, the authors of this study suggest future research on strategies that influence the middle-achieving group. In general

terms, students need training to assess progress in a collaborative environment and to be guided through the analysis of the feedback.

Maarof and Poh (2002) developed a study that sought to investigate ESL students' perceptions and problems on implementing a collaborative writing approach in writing summaries. The study used a mixed methodology. The participants were 30 Malaysian students enrolled in an Academic Writing (AW) course. The instruments were a questionnaire, semi-structured interviews, and two summary writing tasks worked collaboratively in two class meetings. The results of the analysis showed that the students perceive collaborative writing (CW) positively and consider it a useful tool for improving their writing overall and their language proficiency. Among the limitations in the study, it was found that most of the students faced difficulties with their English proficiency; consequently, they did not like to collaborate with their group. Then, the students presented lack of confidence in their language skills, unwillingness to offer opinion, and inability to complete the writing task in the time assigned. For further research, the authors recommend to consider the different problems that students can face while working collaboratively. In that way, teachers can assign a more appropriate task according to students' English proficiency. The levels of language proficiency of the students should be taken into account before asking them to perform collaborative tasks. Thus, to implement this type of assessment, it is essential to evaluate the English proficiency of students and to promote an environment that meets all the requirements for students to collaborate.

Chaves (2002) developed a study to analyze the benefits of having students compare their own self-evaluation with the evaluation provided by the professor. This study followed an exploratory quantitative and qualitative approach. There were twenty-two freshman participants in this study from the English Bachelor's program at *Sede Interuniversitaria, Universidad Nacional*. The instruments implemented for this study were a co-evaluation sample, three summative co-evaluations, a questionnaire and finally a written reflection to end the course. According to Chaves (2002) the co-evaluation can be achieved through "a specific task that is performed by the student in a single activity such as speech, role-play, debate, and the like. On the other hand, the ongoing class work can be the focus of co-evaluation as it can assess the work carried out over a period of time" (p. 1). For the purpose of this study, co-evaluation was carried out by means of ongoing class work during a period of four weeks. The results showed that at the beginning the students evaluated themselves higher than the professor because they wanted to obtain better grades. However, by engaging in co-evaluation, the students understood that the objective of this type of assessment is to find a balance among students' and teachers' perspectives. Consequently, after the intervention, students showed reliance and respect for the professor's criteria. For future research, Chaves recommends to explain the process clearly and to encourage students to be honest in their assessment. In conclusion, this study suggested that students need to be aware of the importance and real function of co-assessment in order to be objective when assessing and being assessed.

Co-assessment exposes students to critical thinking. On one hand, some students can feel insecure about having the responsibility to assess themselves and may even be unwilling to participate. If carefully spaced in the course syllabus, this form of assessment can be very productive for the students, as in the case of Chaves (2002), who conducted three co-evaluations in the course. Seen this way, co-assessment can become an improvement plan for the students and can help to reach a balance between the students' and the teachers' perspectives. As in the case of the other two forms of assessment, co-assessment requires reflection and engagement on the part of the students, which is very difficult to achieve without proper training. On the other hand, some students can take advantage of the strategy to grade themselves according to their desires and not to their performance. In fact, to implement this type of assessment, it is necessary to carefully guide students in order to achieve the expected results.

Lindblom-Ylänne, Pihlajamäki, and Kotkas (2006) conducted a study to compare the result of peer-, self-, and teacher assessment of students' essays and the experiences of students using these forms of assessment. The study was carried out with fifteen law students at the University of Helsinki, Finland. The research was developed by designing a course under the principles of problem-based learning and lasted three weeks. During this time, the students wrote a learning journal. Once the information in the journals was complete, the students were instructed to transform the learning journal into a six-page critical essay. The essays were graded by using rubrics with aspects such as coherence, independent thinking, use of literature, length, among others. To assess the essays, three

types of assessment strategies were employed: self-, peer-, and finally teacher assessment. The assessment process followed that order to make sure that essays were fairly graded. The results showed that there were no significant differences between the three types of assessment, except in the area of critical and independent thinking, where the grades of the instructors were lower than the results from self and peer assessment. For further research, the authors recommend comparing the result of the assessment by including a larger number of people in order to find more variables. These variables suggested were: study level, student characteristics, learning task, assessment criteria and procedure, the learning environment, and students' practice in self-assessment as reflected in cultural self-images regarding self-esteem in general.

4.4 Essay Writing in English

One of the main components of this research project is the assessment of essay writing. For this reason, it is necessary to consider literature related to the process of writing essays. The following studies analyze different methodologies and processes in which students can write an essay.

Hammann and Stevens (2003) developed a study with instructional approaches to improving students' writing essays. This study was made with a quasi-experimental design. The study examined instruction in each of the following areas: (a) summarization skills supporting acquisition of source information, (b) compare-contrast text structure supporting organization of information, and (c) summarization skills and text structure for

comparative-contrastive writing and expository formats. There were five different eighth-grade groups: the first group received summarizing skill training. The second group received text structure treatment. The third one received the instructional approaches to improving students' combination of summarizing skill and text structure instruction. The last two classes were assigned to the control group and received no experimental treatments until post-testing. The study implemented a pre and post-test and two scoring rubrics to measure content and structure. The students were asked to write comparative-contrastive compositions based on two informational texts. The results, no statistically significant differences between treatment groups for any of the analyses. However, the students receiving text structure instruction had lower means on the content measure than the students who had not received it, and the mean for the text structure group was higher than the other three means. For future studies, the researchers recommend having longer training periods and to investigate students' knowledge in writing. Based on the results, it can be concluded that conducting a pre-assessment of students' previous knowledge is essential for scoring their work.

Jiménez, Rojas, and Solano (2018) conducted a study to assess the effectiveness of consciousness-raising tasks (CRTs) for mediating essay structure, cohesion, and coherence in expository essays. The participants of this research were a group of eleventh-graders from Palmares Bilingual High School. For this study, the researchers implemented a mixed-method approach and classroom action research approach. After applying the proposal, the researchers found that the majority of students improved their level in writing essays. To

calculate this, the researchers compared the students' results from the pre and post-test with a previously designed scale. The majority of the students went from a beginner level in the pre-test to an advanced level in the post-test. These results show that the aspects with more improvement were cohesion and text structure and that the least improved feature was coherence. For future research, the authors suggest studying the benefits of CRTs with different groups and to also explore strategies to make consciousness raising a collaborative process. In general terms, this research project aimed to employ consciousness raising as an effective strategy to improve the level of students when writing essays. CRTs are another form of reflection, which can be combined with self and peer feedback tasks.

In general terms, when working with writing, there must be a well-structured guidance that students can follow in order to accomplish their objective, in this case, writing an essay. Moreover, the role of the teacher is fundamental because he or she helps students develop the desired writing style and conventions. To successfully complete the process of essay writing, in addition to the rhetorical and grammatical knowledge, a reflective approach is necessary to ensure the quality of the final product. This approach can be found in CRTs, but this proposal still needs to be complemented by an assessment component. Lastly, another important implication for essay writing is to conduct a diagnostic test to identify students' level of proficiency and their rhetorical knowledge prior to working with this type of writing.

All the studies presented in this section contain a relevant component for the present research. The different concepts and theories from the authors mentioned provide accurate

and meaningful knowledge about assessment and essay writing. The process of developing a research project is enriched by the experience of others who have conducted previous studies.

Based on the results of the studies, a series of gaps has been identified. For instance, most of the studies are conducted at a level of higher education, with no studies at a secondary education level. By implementing a self-, peer-, and co-assessment model in secondary education, students' education can be enhanced from considering the experiences in college. Moreover, the approach calls for the three assessment strategies to be used complementary, there are almost no studies where the three are used together to support the learning process. There is only one, but not in the field of foreign language learning. In addition, no studies have explored the use of these three strategies carefully spaced within a language program, but rather, they report the findings of isolated uses of the strategies. Lastly, the combination of self-, peer-, and co-assessment calls for a reflective approach to writing. Although this element is present in a consciousness raising approach to essay writing, it needs to be complemented with an assessment proposal.

From the studies analyzed, the mixed method is the most common methodology used to measure the effectiveness of assessment strategies in the learning process as quantitative measures are key to establishing departure and arrival points to measure learning, not only at the level of essay writing, but also at the level of the assessment instruments. To account for the reflection process during the course of the implementation of the different assessment strategies, the call for a qualitative methodology is

unquestionable. Thus, for the present research, a mixed method methodology should be used to explain the impact of the strategies and the perspectives of the participants while engaging in the use of three different forms of assessment.

5. Methodology

The methodology used for this research followed a mixed-method approach, specifically an embedded design. In general terms, Johnson, Onwuegbuzie, and Turner (2007) defined the mixed-method as “the type of research in which a researcher or team of researchers combine elements of qualitative and quantitative research approaches (e.g., use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques (...))” (p. 123). In this study, the quantitative data consisted of average essay scores and average ratings of aspects that need improvement in essay writing. The qualitative data, on the other hand, focused on the students' and cooperating teacher' perception of the effectiveness of integrating self-, peer-, and co-assessment strategies to support the students' writing process of an essay. The instruments were also created in order to gather qualitative data to have a final perception of the impact of the assessment strategies. An embedded design was used. According to, Creswell and Clark (cited by Yu and Khazanchi, 2017)

“(...) the researcher combines the collection and analysis of both quantitative and qualitative data within a traditional quantitative research design or qualitative research design.... The collection and analysis of the secondary data set may occur before, during, and/or after the implementation of the data collection and analysis

procedures traditionally associated with the larger design... in an embedded mixed methods case study, the researcher collects and analyzes both quantitative and qualitative data to examine a case.” (p. 20).

The reason for selecting an embedded design to assess this project was that the different stages of the project required different research methods. For example, the project begins with QUAN data, followed by an integration of QUAN/QUAL, and concludes with QUAN followed by QUAL one more time. In addition, Classroom Action Research (CAR) was also taken into account as part of the methodology of the study. According to Wiriaatmaja (cited by Purohman, 2011) is “how a group of teachers organize their learning practice condition, and learn from their own experiences. They can try their improvement ideas inside their instruction processes, and see real effects from the efforts” (p. 2). In fact, as the researchers of this project developed the study and applied the instruments by themselves, they were able to recognize those drawbacks that needed to be solved in order to have better results. To this end, the instruments to collect the data were applied in the classroom. Those instruments were both qualitative (questionnaires) and quantitative (rubrics). Qualitative instruments were used by the cooperating teacher and the students, while the quantitative ones were used by the researchers and the students.

5.1 Context

The study was conducted at Palmares Bilingual High School. This high school was founded in 1958 and is located in Palmares, Alajuela. Around 1600 students from different communities such as Zaragoza, Esquipulas, Santiago, La Granja, Buenos Aires, and

Candelaria attend this high school. In addition, a small number of students come from farther places like San Ramón and Naranjo. Palmares Bilingual High School offers students the opportunity to be part of the IB program.

The IB program was introduced at Palmares Bilingual High School in 2007 by a group of local parents and teachers who suggested the implementation. This program consists of a two-year study plan, which students begin once they have already completed the first four years of the regular Ministry of Public Education (MEP) program.

In order for students to be admitted to the IBP, teachers take into consideration their scores obtained in previous years in the regular MEP program. Also, students are interviewed by the teachers in charge of the program. Finally, students write an essay about their reasons to be part of the program, and the average score in all this process determines if they are admitted or not.

For the English classes, groups are divided into four levels (beginner, intermediate 1, intermediate 2, and advanced students). English teachers interview students, and they are placed in an English group according to their proficiency. IB English classes consist of two hours, twice a week. The students that were selected to be part of the present project already had previous knowledge on how to produce pieces of writing in English. Therefore, their selection was intentional.

5.2. Participants

5.2.1. Students. The students were a group of fifteen tenth-graders whose ages ranged from 16 to 18 years old. The method for selecting the population falls into the category of non-probability, intentional sampling. The selection of the group and the level was intentional as previous knowledge of essay writing was required to develop the project. The project aimed to include all the students in the group. However, participation was voluntary, and only the participants who signed the consent form and attended consistently all the lessons were considered.

5.2.2. Cooperating teacher. The cooperating teacher provided a group for the implementation of the project. She monitored the teaching process during the intervention period. The cooperating teacher was an internal source of data, given her knowledge of the students' performance.

5.3. Instruments

As the nature of this study was a mixed-method, there were both qualitative and quantitative instruments. They are explained in detail in the following list:

5.3.1. Pretest. The goal of this instrument was to identify the students' performance in essay structure, development of ideas, and language command prior to the implementation of the collaborative assessment proposal (self, peer, and co-assessment). The pre-test consisted of a 300-400-word descriptive essay based on one of the topics in the IB program.

The pretest was completed by the students individually at the beginning of the project. (See appendix 1)

5.3.2. Essay grading rubric. The goal of this instrument was to assess the students' performance regarding essay structure, development of ideas, and language commands. This rubric contained both, a list of criteria and levels of achievement to grade those criteria. The researchers were in charge of using the rubric to grade the essays. The instrument was first used to grade the first essays of the students (pre-test). Moreover, after putting into practice the co-assessment strategy and discussing the rubric with the students, it was used to grade the final essays (post-test). (See appendix 2)

5.3.3. Self-assessment. The purpose of this instrument was to help students become aware of their own work. It consisted of a checklist containing all the elements of the essay structure. This instrument was used by the students at the end of the pre-test, and draft. (See appendix 3)

5.3.4. Peer-assessment. Through this instrument, the students were able to give and receive peer feedback on essay structure. The instrument was a checklist for students to mark what was done by their classmates in the distinct stages of essay writing. This checklist was used three times: in the pre-test, and draft. (See appendix 4)

5.3.5. Co-assessment. The objective of this instrument was to assess essay structure. It consisted of a scale of three different levels of performance (Needs improvement,

Satisfactory and Meets Expectations). It was used by the researchers along with the students in three different moments, after the pre-test, and draft. (See appendix 5)

5.3.6. Questionnaire for students. This instrument was used to obtain the students' insight about the combination of different forms of assessment to support the essay writing process. The questionnaire included both open and closed questions. The instrument was fulfilled by the students at the end of the study. (See appendix 6)

5.3.7. Questionnaire for the teacher. This instrument aimed at obtaining the perception of the instructor in charge of the group in regard to the implementation of the study. The questionnaire contained open and closed questions, and it was administered at the end of the study. (See appendix 7)

5.3.8. Post-test. The goal of this instrument was to identify the students' performance in essay structure, development of ideas, and language commands after the implementation of the collaborative assessment proposal (self, peer, and co-assessment). The post-test consisted of a 300-400-word descriptive essay based on one of the topics of the IB program. This essay was developed during the interventions. The post-test was completed by the students individually at the end of the project. (See appendix 8)

5.3.9. Level performance rubric: The goal of this instrument was to identify the students' performance level in essay writing. This rubric consisted of three different levels of performance (beginner, intermediate and advance) with their corresponding description.

The level performance rubric was used at the end of the pre and the post-test by the researchers. (See appendix 9)

5.4. Data collection procedures

This section is divided into three phases. Each phase follows the same structure, data collection, and analysis of results.

5.4.1. First phase, permissions and pre-test.

Stage 1. In this first stage, the researchers talked with the principal of the Bilingual High School of Palmares in order to develop the project in the institution. Additionally, the researchers talked with the cooperating teacher to select a group for the project. With their approval, the project proceeded. (See appendix 10)

Stage 2. The researchers distributed a consent form to the students in order to obtain their permission to participate in the project. (See appendix 11)

Stage 3. The pre-test was administered by the researchers to identify the language level of the students without being exposed to the interventions. The pre-test consisted of writing an essay and the corresponding self-assessment, peer-assessment, and co-assessment form. The assessment procedure for peer assessment was blind. Each student gave a copy of his or her essay to one peer who was randomly selected to be the rater. Furthermore, the teachers did not give their feedback until the self- and peer-assessment were completed. An important requirement was that each essay was graded by three

different people. The same procedure was used each time the collaborative assessment instruments were applied (stage 5).

5.4.2. Second phase, cycle of interventions.

Stage 4. The interventions in which the researchers developed the target content and applied the instruments to the students were conducted during this stage. The interventions took nine sessions of 60 minutes during the class time allowed by the cooperating instructor. To carry out the project, the roles of the researchers were to teach and develop the practices of each session.

5.4.3. Third phase, impact of the study.

Stage 5. The students wrote a draft of an essay after the interventions finished. After that, the second assessment cycle took place. First, they completed the self-assessment instrument by checking their own drafts. Second, the students completed the peer-assessment instrument by checking the draft of a peer. Third, the researchers completed the co-assessment forms by checking students' drafts with them. Then, a feedback session about the drafts was held in order to help the students to write the final version of the essay (post-test).

Stage 6. The students completed the post-test, which was the final version of the draft written at the end of the interventions. After the post-test, the essay grading rubric was applied. The results obtained were compared with the results of the pre-test.

Stage 7. The students and the cooperating teacher answered a questionnaire to share their experiences and perspectives.

Stage 8. Based on the results of the study, the researchers customized a series of instruments and put together a collaborative assessment proposal to support students' essay writing process and its assessment.

5.5 Analysis of data

The information collected in this study was analyzed in two different stages. These stages are explained in the following section.

In the first stage, a pre- and post-test were applied. In this stage, the students had to write an essay before and after the interventions. These tests were assessed by comparing the final scores. The outcomes of the tests allowed the researchers to make a comparison between the results that students obtained in both tests in order to measure the effectiveness of the collaborative assessment strategies.

The second stage consisted of the triangulation of the three assessment strategies with the results of the essays. This was represented in a scoring matrix where each criterion of essay structure (introduction, body paragraphs 1, 2 and 3, a conclusion paragraph) was scored on a three-point scale from 'needs improvement', 'satisfactory' and "meets expectations". The final grade was the mean score of self-, peer- and teacher assessment. Once this process was completed, two questionnaires were administered: one for the

cooperating teacher and the other one for the students. The analyses of the teacher's interviews and the students' answers were conducted separately, and emerging commonalities were drawn.

5.6. Data Analysis

5.6.1. Quantitative. The researchers calculated the mean score of the pre-test and post-test to determine the rate of success at the end of the interventions. Grades over 70 were considered successful. (see appendix 9). The researchers also calculated the frequencies of responses of the three assessment instruments and the questionnaires.

5.6.2. Qualitative. Key themes in the responses to open ended questions and observations were identified and coded. The information gathered from both questionnaires for students and the cooperating teacher were also triangulated from the perspective of the researchers, the students, and the cooperating teacher about the effectiveness of the use of peer-, self- and co-assessment in the process of essay writing.

5.7. Validity and Reliability

In every research, the researchers should be committed to following a process in order to obtain trustworthy results. Referring to this, Cohen, Manion, and Morrison (2007) claim that in qualitative data "validity might be addressed through the honesty, depth, richness and scope of the data achieved, (...) and quantitative data validity might be improved through careful sampling, appropriate instrumentation and appropriate

statistical treatments of data” (p. 133). Since this project had a mostly qualitative scope and the target population was rather small, validity was ensured through the integration of different sources of information (students, cooperating teacher, researchers, and the information from the different assessment strategies) leading to richness of data for one single phenomenon. The depth of qualitative analysis compensated for the absence of a strict statistical treatment. The concept of validity encompasses different dimensions, which are defined by Reynolds (2010) and complemented by an explanation of how they were addressed in the present project. The different dimensions of validity are explained in detail in Table 1.

Table. 1 Types of validity

Validity Dimension	Definition	Example
Content	Compare content analysis of assessment tools to an analysis of program goals or syllabus.	The present project was based on the <i>International Baccalaureate Program</i> at the Bilingual High School of Palmares.
Criteria	concurrent -compare to results from a similar assessment instrument.	A pre- and a post- test were used to compare the results.
Construct	Rational analysis of measurement tool adequacy usually by someone with expertise in the field.	The cooperating teacher, who was a reader of the present project, analysed and gave feedback to the instruments.
Face	Study of what students and stakeholders perceive an assessment tool to be measuring.	The results obtained from the different instruments applied were triangulated. Additionally, the students were asked to evaluate the

effectiveness of the project
based on their experience.

Source: Adapted from: Reynolds, D. (2010). *Assessing Writing Assessing Learning*.

According to Carmines and Zeller (1979), reliability concerns the extent to which a measurement of a phenomenon provides stable and consistent results. In other words, reliability must show replicability and repeatability over time. In this project, the instructions and rubrics for the pre- and post- tests were the same to ensure the reliability and to check the learners' performance. During the interventions, all the participants had the same amount of time to complete the different tasks. All the tasks given to the participants were identical, which allowed comparison of results. Additionally, the researchers graded the essays separately and then reached a consensus of the results together, which is known as "interrater reliability", or as defined by McHugh (2012) "the extent of agreement among data collectors" (p. 276). Consequently, the criteria used for the different instruments was alike to guarantee interrater reliability.

6. Results

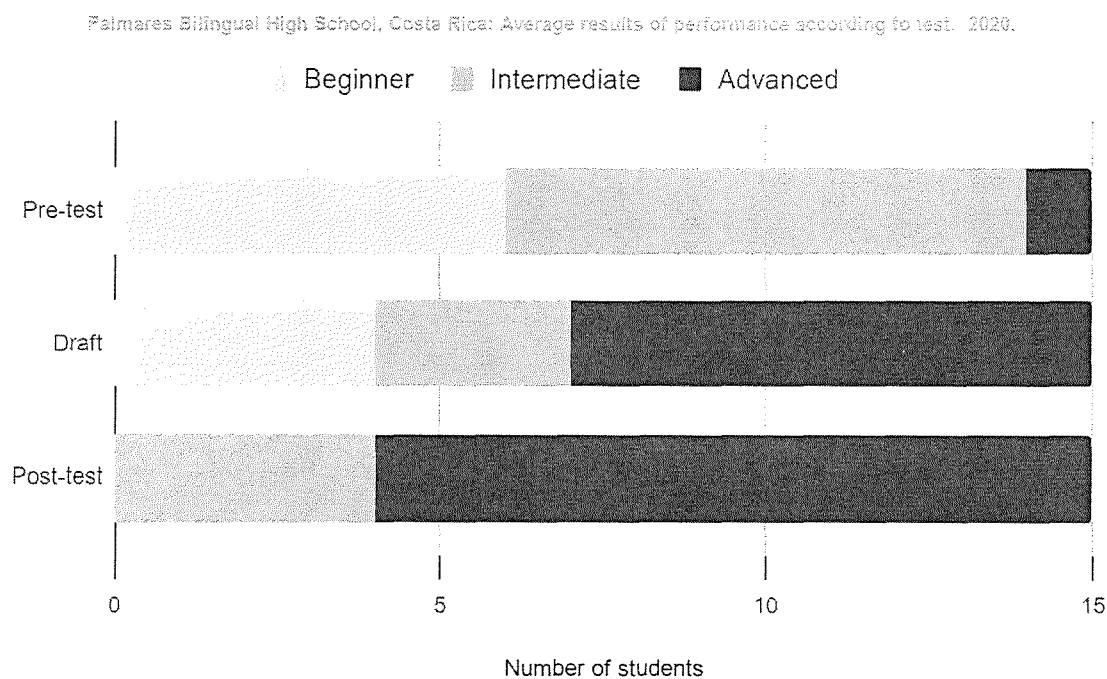
This chapter contains the results of the collaborative assessment project. The results were retrieved from the pre-test, post-test, teacher's rubric, self- assessment, peer- assessment, and co- assessment instruments as well as from the cooperating teacher's and the students' questionnaires. The instruments were administered in two different moments,

along nine weeks of interventions. The results are divided into three sections. The first section is the students' performance in essay writing. The second section is about the comparisons of the results obtained from self-, peer, and co-assessment instruments. The last section includes some of the experience lived by the students and the cooperating teacher with collaborative assessment.

6.1. Students' performance in essay writing

Based on the performance of the students during the three assessment cycles, the researchers of the present project made three profiles to categorize students' level in essay writing. In the following figure, those levels can be seen, as well as the number of students in each category when essay writing took place during the interventions.

Figure 1



Source: Researchers' calculation based on the results from the pre-test, August 2020, draft, September 2020, and post-test, October 2020.

The results of the level of performance were obtained by calculating the average scores of the pre-test, draft, and post-test written by students. The scores were classified into three different levels, beginner, intermediate, and advanced. The levels were constructed based on the fulfillment of the different elements of essay structure and by no means intend to be general descriptors of overall language proficiency. In the beginning level, the three main elements of the essay (introduction, body, and conclusion) are poorly developed, missing hook, background, thesis statement, and or closing device. In the intermediate level, the three main structural elements of the essay are present, but with incomplete elements. In this level, there is an important gap in coherence between the thesis statement and the topic sentences of body paragraphs. In the advanced level, the students successfully complete all the parts of the essay structure. The majority of the students in the pretest were mainly located in the intermediate level. In this range of performance, the approximate number of language and mechanics errors is five per category. In the draft, the number of students in the advanced level was almost half of the participants, and towards the end it increased to slightly above three quarters of the group. According to this level, the approximate number of errors in language use and punctuation was two. These results revealed a gradual improvement through the interventions and point to a positive effect of focusing on text structure, increased awareness of language use, and mechanics.

Table 2 contains a breakdown of the assessment criteria concerning text structure in the pretest and post-test with the goal of showing the students' improvement in both evaluations by describing the change in the number of essays with specific problems at each stage. Other issues in language command and mechanics are described separately as they are not the main focus of this study.

Table 2

Student's performance in the areas of text structure in the pre-test and post-test.

Areas of text structure	Number of essays	
	Pre test	Post test
Introduction		
The introduction contains a highly interesting hook consisting of a question, a quotation, or an anecdote.	6	13
The introduction contains appropriate background information describing the origin of the holiday.	9	11
The introduction contains a clear thesis statement with the author's point of view and a key word for every paragraph.	1	7
Body Paragraph 1		
The paragraph contains an effective topic sentence with a clear claim or fact in need of explanation.	8	11

The paragraph contains three supporting ideas that evidence the information. 10 12

The paragraph includes a clear concluding sentence that refers back to the main point of the paragraph. 1 11

Body Paragraph 2

The paragraph contains an effective topic sentence with a clear claim or fact in need of explanation. 7 13

The paragraph contains three supporting ideas that evidence the information. 7 15

The paragraph includes a clear concluding sentence that refers back to the main point of the paragraph. 2 12

Body Paragraph 3

The paragraph contains an effective topic sentence with a clear claim or fact in need of explanation. 5 13

The paragraph contains three supporting ideas that evidence the information. 9 13

The paragraph includes a clear concluding sentence that refers back to the main point of the paragraph. 4 12

Conclusion

The conclusion makes a clear restatement of the thesis statement. 3 9

The conclusion accurately summarizes the key points of the body paragraphs.	2	12
The conclusion contains an interesting, original concluding sentence consisting of a reflection, a suggestion, a future prediction, a question or a call for action	8	10
Contains a minimum of 300 words	14	15

Source: Results gathered from the pre-test. August 2020 and the post-test, October 2020.

As seen in table 2, in the pre-test, the two areas where students made more mistakes were the introduction and the conclusion. For the majority of the students at the beginning, writing an essay consisted of only body paragraphs. In the case of the introduction, the two aspects that were more challenging for the students were writing a catchy hook and the thesis statement. This was also reflected in the conclusion when the students had to do a restatement of the thesis statement and the main arguments of the essay. Also, the students had difficulties writing topic sentences and concluding sentences in the body paragraphs. As can be seen, understanding the connection between structural elements of the text is imperative and must be emphasized by paying attention to coherence.

In the post-test, the weaknesses that prevailed were all related to the conclusions: students showed difficulty to write the concluding sentence, and conclusion paragraph. It seemed difficult for the students to conclude the paragraphs with an accurate closing sentence and to write a conclusion paragraph with the summary of the key points and the restatement of the thesis statement. Another important challenge for the students continued

to be writing the thesis statement. In the study presented by Jimenez, Rojas and Solano's (2020) they also reported that by the end of their study that text structure was the area with the largest degree of improvement. However, for few students, it was still very challenging to write thorough thesis statements, as in this project. Additionally, a positive change was noticed in the students' development of ideas, which came hand in hand with attention to text structure.

Regarding language command, the students showed several weaknesses in the pre-test. Among the most salient mistakes were subject and verb agreement, word and verb choice, sentences missing the subject, and plural and singular form errors. In the post-test the students' weaknesses in language command decreased considerably, mainly concerning sentence structure and agreement; errors in the use of articles and prepositions persisted. During the intervention period, special attention was given to connectors and different types of sentences and clauses, aspects that could possibly be correlated to the improvement in those areas. Word choice was another area of improvement. However, the improvement in this area may be linked to the students' engagement in collaborative assessment instead of an intentional aspect that the instructors aimed to teach.

In mechanics, the recurring weaknesses were an excessive number of run-on sentences, and complete paragraphs without any punctuation marks. These weaknesses affected the essay's pre-test since they made the text difficult to read and understand. In contrast, most of the post-tests had only sporadic mistakes in these areas. For some

students, in the post-test, it was difficult to distinguish the punctuation pattern of transition words and subordinating conjunctions, which continue to create problems in punctuation.

When asked about the overall improvement in essays in the questionnaire at the end of the intervention period, all the students stated that the main improvement was in structure and organization of the text. Less than half of the students perceived the areas of language command and content development as the ones in which they needed more improvement. Additionally, the students were asked to rate their improvement in essay writing at the end of this project. Over half rated it as very much, a third said considerably, and only one student rated it as somewhat. As can be seen, the results from the students' survey were consistent with the results of the scores in essay writing.

Lastly, based on the results of the pre- and the post-test and the perceptions of the students about their improvement in essay writing, it can be observed that through the interventions, the students' essay writing skills were positively benefited and that at the same time students also improved their language command and development of ideas.

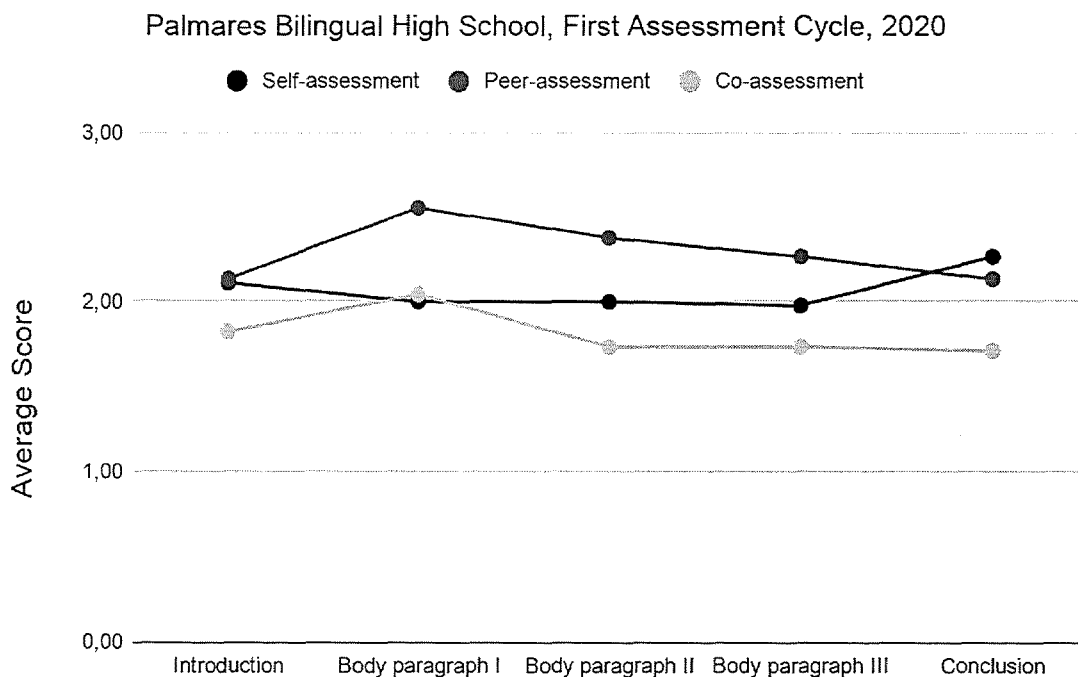
6.2. Comparisons of the results among the results of self-, peer, and co-assessment instruments

With the purpose of analyzing differences between the three assessment strategies (self-, peer-, and co- assessment), a comparison between the average scores in the pre-test and in the first draft was carried out. Identifying the extent to which the scores varied can help to determine the degree to which students benefited from engaging in self-reflection,

from interacting with peers and from participating co-assessment sessions with the instructor allowed for better understanding of assessment criteria for essay writing.

Figure 2. First collaborative assessment cycle. In Figure 2, the first cycle of collaborative assessment is represented. The analysis was conducted across the different elements of text structure: introduction, body paragraphs, and conclusion.

Figure 2



Source: Results of the co-assessment strategies after the first assessment cycle, August 2020.

These results from the first cycle of assessment showed differences among the three strategies, most noticeably between peer and the other types of assessment. Even when there were changes made in the implementation of the strategies to avoid subjectivity, at the

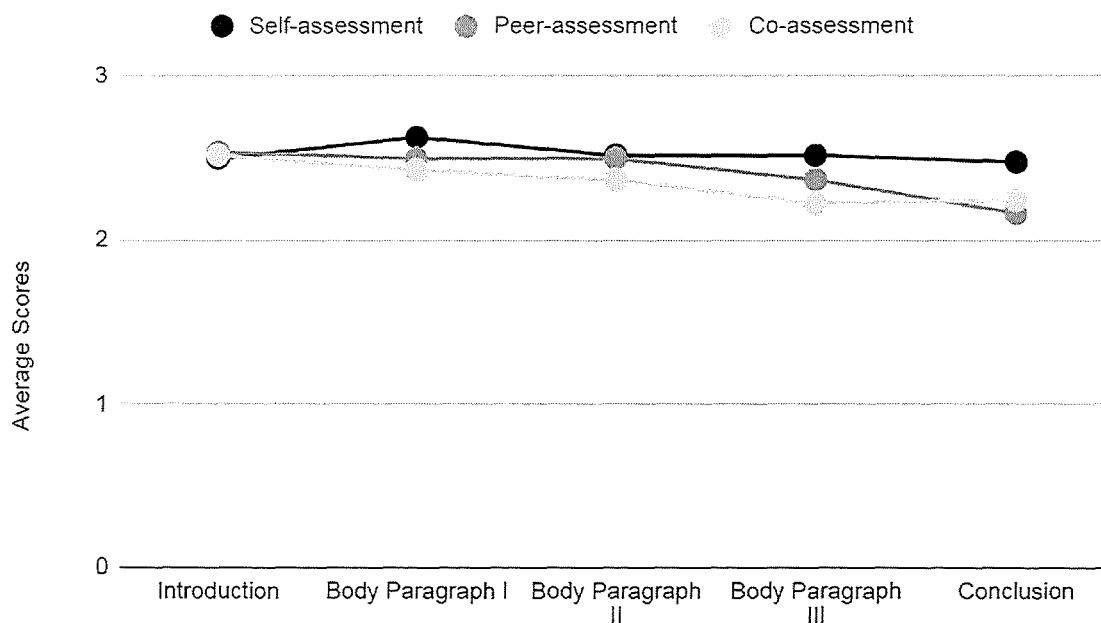
moment of assessing themselves and their peers, the students kept on having overrated scores. Related to this aspect, Logan (2009) asserts that peer assessment tends to be higher because students know each other and they worry about hurting their classmates by giving them low scores. Consequently, subjectivity arises, and the students overrate their peers and in this case, themselves. The results of self and peer-assessment were higher than the results of co-assessment. This can be explained by the students' relatively limited knowledge of the topic, which may have led to believe that they were doing much better.

Additionally, as a general trend related to essay structure, it can be observed that the lowest scores in the figure correspond to the introduction and conclusion. This coincides with the study conducted by Jiménez, Rojas, and Solano (2018) who reported that in the pre-test, the essays consisted of only paragraphs with supporting ideas, which made the introduction and conclusion paragraphs to be absent.

Figure 3. Second collaborative assessment cycle. Figure 3 displays the areas of essay structure and is accompanied by an explanation of how they were assessed with the three assessment strategies.

Figure 3

Palmares Bilingual High School, Second Assessment Cycle, October 2020



Source: Results of the co-assessment strategies after the second assessment cycle, October 2020.

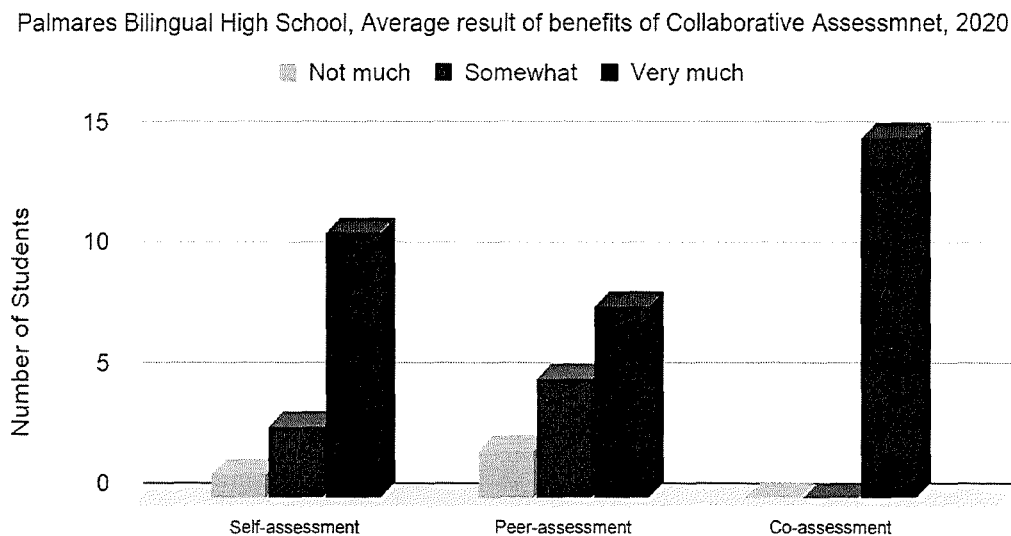
The following findings correspond to the implementation of the second cycle of assessment. First, in the three types of assessment, the difference is less than one point, which denotes an increased understanding of assessment criteria. Second, the difference between peer assessment and co-assessment is considerably shorter in the second assessment cycle. This is a positive result that derives from the previous usage of the instruments and the feedback received in the first cycle, which in turn contributed to the calibration of expectations and understanding of learning criteria. Also, the results of self-assessment were the highest in the second assessment cycle. This shows students identified

many areas of improvement in their final essays after the multiple interventions and practice.

Another finding was that the scores tend to gradually decrease as the students progressed through the parts of the essay towards the conclusion. The introductory paragraph and the first body paragraph obtained the highest scores, while the last paragraphs (third body paragraph and conclusion) obtained the lowest ones. However, in general terms, all the parts of the essay reached higher scores in the second than in the first cycle of assessment. This decrease may be attributed to a tiring effect of writing a relatively long text.

Figure 4. Benefits of Collaborative Assessment. Figure 4 displays the different benefits obtained through the implementation of the different assessment strategies.

Figure 4



Source: Researchers' calculation based on the results from the student's questionnaire, 2020.

Regarding the benefits of the different collaborative assessment strategies in the process of writing an essay, the students responded “very much” to all the strategies, meaning that they were very beneficial at least to some extent. In the case of co-assessment, it was unanimously considered the most beneficial strategy. Only less than a quarter of students considered self- and peer-assessment as “not very” beneficial. One possible explanation for the rating given to co-assessment is that the arrangement of the strategies was conducive to closing gaps in learning. For example, if the students identified problem areas in self-assessment, they could clarify them in the peer assessment. The remaining questions could be solved in the co-assessment session. The results are consistent with the

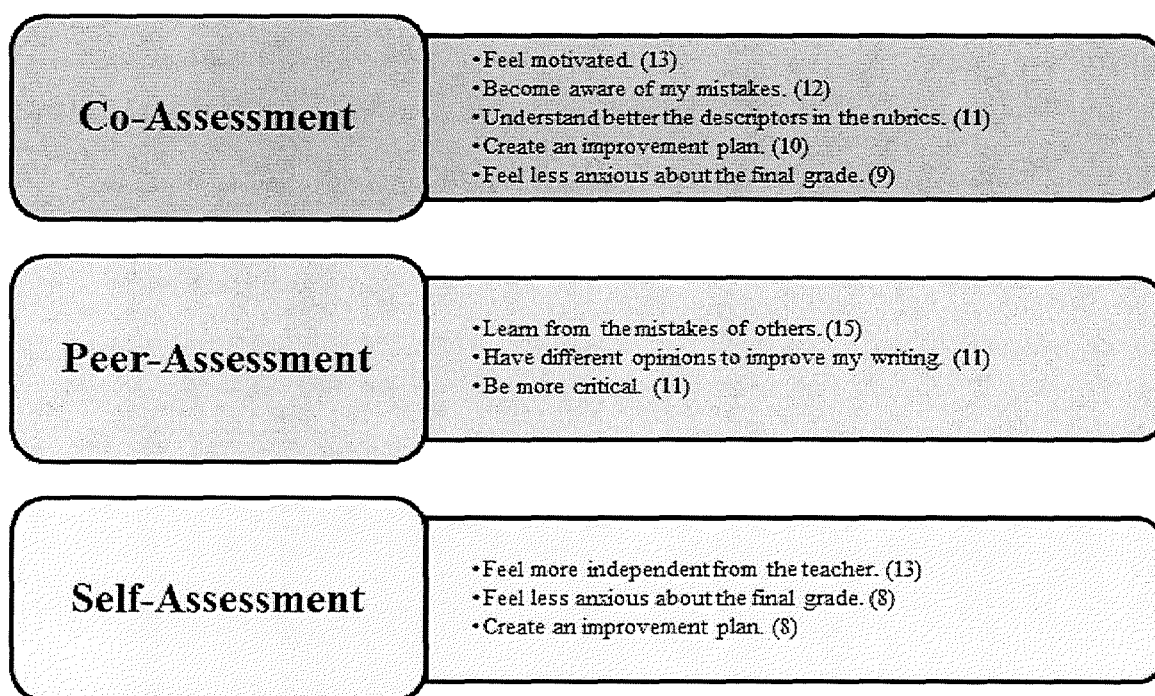
benefits of co-assessment stated by Chaves (2002), who describes the strategy as a “chance to corroborate their self-assessment by comparing it with their teacher’s” (p.11). The author also states that this assessment type “develops feelings of awareness, involvement, responsibility and self-validation” (p.11).

As can be seen, the overall collaborative assessment process was positively assessed by the students. According to Allen (cited by Ling, 2013) collaborative assessment is a process in which interaction takes place by sharing decision-making power and responsibility. The implementation of each of the three assessment strategies helped to enhance the students' understanding of their role in the learning process making them very much beneficial. By the end of the questionnaire the students had an opportunity to give a personal comment in regard to the project, and all the comments were positive. The students stated different ideas about the project. For instance, one of them said “(...) helps me so much to improve my writing skills that maybe I didn't have, and it would help me in the future. I really think that I have a better English level now” (s1). Regarding the integration of the three assessment strategies, one student claimed that it was very useful because “it helps us to have different perspectives and improve” (s2). In sum, the students considered that they improved very much in all the areas (text structure, language command, mechanics) and by the end of the project, they were able to write essays more professionally and be more autonomous.

6.3. Experiences with collaborative assessment

6.3.1. Students' perceptions of strengths and weaknesses of collaborative assessment. The students were asked to rate the strengths and weaknesses that were encountered when using the different assessment strategies in the collaborative assessment process. Figure 5 shows their perceptions of the strengths of the self-assessment, peer-assessment, and co-assessment instruments.

Figure 5



Students' perceptions of strengths in the assessment strategies instruments

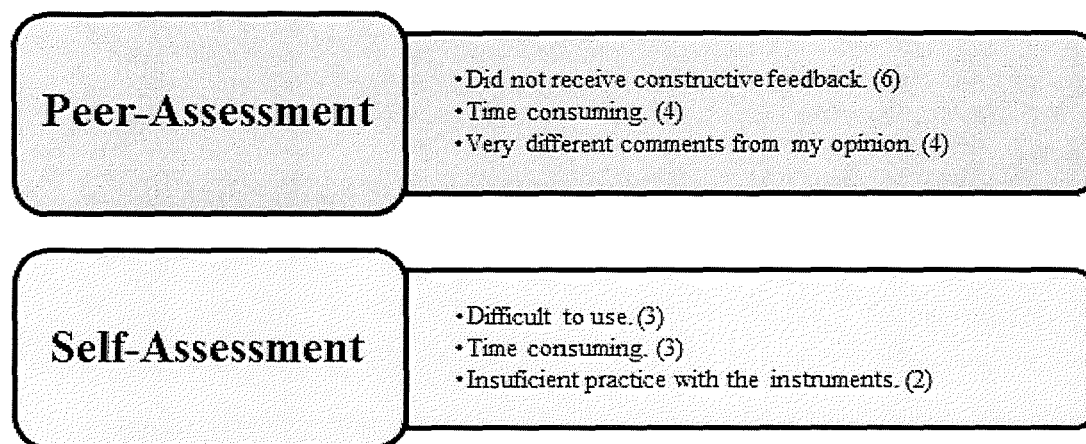
Source: Own creation based on the results of the final questionnaire for the students,

October 2020.

In regard to the self-assessment strategy, the main strength perceived by the students was to feel more independent from the teacher. All the students indicated that the major strength in the use of the peer-assessment strategy was learning from others' (peers) mistakes, since this assessment strategy allowed the students to see mistakes they made in their own essays and reflect on the importance of text structure and the development of ideas. This strength is supported by Dotchy et.al (1999) who states that "peer assessment can be seen as a part of the self-assessment process and serves to inform self-assessment" (p.14). In the co-assessment strategy, the majority of the students agreed that motivation and becoming aware of their mistakes was the main strength of this practice. This finding supports the claim that collaborative assessment has to be carefully scaffolded in order to provide opportunities to close the gaps by asking students to interact with different sources of input.

Moreover, figure 6 shows the students' perceptions of the weaknesses of the self-assessment, peer-assessment, and co-assessment instruments during the collaborative assessment process.

Figure 6



Students' perceptions of weaknesses in the assessment strategies instruments

Source: Own creation based on the results of the final questionnaire for the students, October 2020

In the use of the self-assessment strategy, the students encountered that the instrument was difficult to use and time consuming. Meanwhile, the peer-assessment instrument was perceived as not very useful since they considered the feedback was not constructive. This weakness has been pinpointed by Kollar and Fisher (cited in Alzaid, 2017) who assures that students "(...) think that their peers are not qualified to assess their work, and that only teachers are assigned to the evaluation process" (p. 3). The co-assessment strategy did not register any weakness according to the students' perception.

In addition, more than half of the students indicated that before the collaborative assessment process they had never used any of the assessment strategies. However, the repeated use of the instruments and the different strategies mentioned were key factors for the success of this project.

6.3.2. Cooperating teachers' perceptions of strengths and weaknesses of collaborative assessment. The cooperating teacher was an active observer during the interventions. Her role involved assessing the students' performance and understanding of the assessment strategies while writing essays. In addition, the cooperating teacher completed a questionnaire in order to provide her perception of the strengths and weaknesses of the project. The questionnaire was administered at the end of the interventions.

Regarding the areas of essay writing, the cooperating teacher considered that the students improved the most in structure and organization. However, she stated that the students still need to work further on these areas (organization of the essay) as well as on language command, which involves vocabulary, grammar structures, and mechanics in the essay.

In relation to the collaborative learning approach, the cooperating teacher stated that all its principles were present during the interventions and that constant interaction between students and teachers was present. According to her, this approach leads students to successful progress in individual responsibilities and promotes positive interdependence.

As for the assessment strategies, the cooperating teacher rated self-assessment and co-assessment as very beneficial, but peer-assessment not to the same degree. Among the limitations encountered by the cooperating teacher are the difficulty in using the peer-assessment and co-assessment instruments aside from the fact that they are time consuming. Also, the cooperating teacher believed that the peer-assessment instrument

could be seen as irrelevant for the students and that time with the instrument was insufficient. In contrast, she found no limitations in the self-assessment instrument.

Lastly, the cooperating teacher found the integration of the three forms of assessment somewhat useful. She indicated that she had not used the assessment strategies for teaching writing before the interventions, but she did find the repeated application of the assessment strategies very helpful. The final thought given by the cooperating teacher was “the project was very helpful for the students; they learned a lot of things that were kind of difficult for them. They enjoyed many of the activities and understood a lot.” which suggests the project had a positive impact from the teacher’s perspective.

7. Conclusion

The aim of this study was to assess the effectiveness of self-, peer-, and co-assessment strategies to support the learners’ performance throughout the essay writing process. After the interventions, which included two rounds of collaborative assessment, the essays written by students showed considerable improvement. As previously discussed, the interaction and negotiation of the text present in the intervention led not only to an improvement in the knowledge of structure, but also to a better use of vocabulary and increased attention to language form. After the study of the parts of the essay was completed, the focus of the feedback immediately switched to language use, which often benefited from the clarification and negotiation of meaning involved in the method of the interventions.

Another positive outcome of the study was the coherence that students reached in their essays by the end of this project. To attend to coherence, special attention was given to connectors, both at the paragraph level and the sentence level. The latter was emphasized mainly through the study of different types of sentences and clauses once the elements of text structure had been taught. This was also conducive to the development of ideas.

The results showed that the overall development in essay writing at the end of the intervention, the answers from the students in the questionnaire, and the assessment of the instructor were consistent in terms of acknowledging the students' progress. However, when examined in detail, the cooperating teacher called attention to peer-assessment as a less useful practice due to the time and effort required. In her words, not all students profited from this practice. From this experience, two conclusions can be drawn. First, this form of assessment requires more practice and commitment than the other two given the existing relationship between peers. Second, although random peering is recommended to ensure the validity of this instrument, an intentional selection of peers is encouraged to guarantee balanced feedback provision. That is to say, there should be a stronger learner paired with a weaker learner, and not two of similar performance level.

Another important finding was that the three assessment strategies must be administered in a sequence to guarantee effective collaboration. After peer assessment, students can edit and correct their work. The corrections can then be confirmed and clarified by their instructor, which can gradually lead to the students gaining more

confidence. This process can explain the rating given to co-assessment, perceived as the most beneficial strategy because it allowed to close gaps in learning.

In an increasingly connected world, it is essential to promote autonomy and collaboration starting in secondary education at the latest. Certainly, the idea that the teacher must be the center of education has changed, and now it is time for students to have active roles in their own learning. However the qualitative results of this study shows how students still think that teacher's feedback is more reliable than the one received from others or from themselves. This is a call to implement the assessment strategies after a considerable time of calibration of knowledge and training. This will lead students to feel more confident about the feedback they give and receive from peers (peer-feedback) and the feedback given by themselves (self-assessment). Assessment through collaboration is a more holistic perspective of the evaluation, and implementing the CA strategies in writing classes, specifically in the case of L2 learners, constitutes a big opportunity for students to become more aware and critical about their own learning and to use texts as a means of engaging in dialogue and maximizing their learning opportunities. By implementing collaborative assessment strategies guided by the teacher, students can learn to analyze their work as well as their peers'. Collaborative assessment can be adjusted to the students' level and needs, allowing them to learn and develop skills in terms of language command and critical thinking at all levels.

Concerning the positive result of the project, the perception of the students towards the interventions had a great impact. Student 3 commented "I feel very happy to have been

part of this project because I learned a lot and improved”. Additionally, student 4 mentioned “I am so happy and proud about the work you did with us, this is going to be something very helpful in the future. Thanks to this project my skills have been improved”. Most of the comments received in the questionnaire showed students’ motivation and engagement during the project.

For further research, the authors encourage other researchers to apply the principle of collaborative assessment at crucial points in the learning process in order to engage students with its use, particularly in writing. Additionally, it is recommended to explore the use of student-centered assessment in high schools to account for the limited experience of students and teachers with this practice. Lastly, the authors suggest studying the effectiveness of including individual or group improvement plans depending on the activity to boost collaborative assessment.

8. Recommendations

Based on the experience of having developed the present project, a series of recommendations for teachers aiming to apply the collaborative assessment strategy is outlined.

1. Through this process, due to the lack of knowledge in the area in which students may write, it is advisable to reinforce academic honesty in order to avoid plagiarism.

2. To have students understand the different levels of performance they are placed in, it is recommended to share with them examples of outstanding, developing, and beginning essays.
3. In order to enhance students' skills in the application of peer-assessment, it is needed to provide them with training on peer assessment and avoid subjective interpretations.
4. To guarantee a more effective learning regarding the use of peer-assessment, It is important to choose peers intentionally, good students-with low level students, for more efficient feedback.
5. The application of the instruments need to follow the same order (first, self-assessment, second, peer-assessment and lastly, co-assessment) in order to maximize the benefits of collaborative assessment.

9. Limitations

During the implementation of the present project and based on the objectives of the study, the following limitations were observed.

1. Very limited experience on the use of the instruments. The students and the instructors did not have previous experience with the assessment strategies in question. As a result, this might have influenced the accurate application of the assessment strategies.
2. Lack of experience with student centered forms of assessment.

3. The application of the project in a virtual environment. Due to the pandemic incident that occurred during 2020, all applications were done through virtual means. When the interventions started the institution had little time working through the virtuality and the tools to work with the students were not established. Both the students and the instructors had not previous experience in this field.
4. Due to the lack of knowledge in the topics developed in the essays, the students copied several sentences from sample texts on the internet without acknowledging the source. This was a difficulty mainly when assessing students' development of ideas.

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11. Appendixes

11.1. Appendix 1: Pre-test

Palmares Bilingual High School | International
Baccalaureate Final Graduation Project – UCR

The Use of Self-, Peer and Co-assessment in EFL Classrooms to Support the Essay-writing Process: A Mixed-Methods Study at the International Baccalaureate Program at Palmares Bilingual High School.

Researchers: Fernanda Gamboa, Maria Jose Morera and Joselyn Vargas.

Cooperating Teacher: Ingrid Moya

IB Group: High-Intermediate Level

Student: _____ Date: _____.

Objective of the pre-test: the aim of the pre-test is to measure the students' performance in writing essays.

Directions:

1. Work individually.
2. Choose any national or international holiday to write your essay. Examples:
 - a) *Independence Day*
 - b) *Christmas*
 - c) *New Year's Day*
 - d) *Saint Patrick's Day*
 - e) *Halloween*
3. Explain why this topic is important to you and include examples.
4. The essay should include a title, an introductory paragraph, three body paragraphs, and a concluding paragraph (no more than 5 paragraphs in total).
5. The extension should be 5 paragraphs with 300-400 words approximately.
6. Make sure that the ideas in each of the body paragraphs are thematically unified.
7. Use appropriate transition devices to connect your ideas when necessary.
8. Before turning in your essay, make sure to proofread it and to make all the

necessary corrections.

9. Due date **August 14th** before **4:00 p.m.** The pre-test must be sent to essaywritingib@gmail.com.

Adapted from: Alex Jiménez, Ana Lucia Rojas and Ana Paula Solano

11.2. Appendix 2: Essay Grading Rubric

Essay Grading Rubric **Palmares Bilingual High School International Baccalaureate Final Graduation Project – UCR**

The Use of Self-, Peer and Co-assessment in EFL Classrooms to Support the Essay-writing

Process: A Mixed-Methods Study at the International Baccalaureate Program at Palmares Bilingual High School.

Researchers: Joselyn Vargas, Fernanda Gamboa, María Morera.

Cooperating Teacher: Ingrid Moya

IB Group: High Intermediate

Objective: the aim of the rubric is to assess the students' performance in essay-writing.

N.I.: Needs improvement (0-1)

S.: Satisfactory (2 points)

M.E.: Meets expectations (3 points)

Words:

Total Points:

Points obtained:

--

Criteria	M. E	S	N.I	Teacher's Comments
Introduction				
Contains a highly interesting hook consisting of a question, a quotation, or an anecdote.				

Contains appropriate background information describing the origin of the holiday.				
Contains a clear thesis statement with the author's point of view and a key word for every paragraph.				
Body Paragraph 1				
Contains an effective topic sentence with a clear claim or fact in need of explanation.				
Contains three supporting ideas that evidence the information.				
Includes a clear concluding sentence that refers back to the main point of the paragraph.				
Body Paragraph 2				
Contains an effective topic sentence with a clear claim or fact in need of explanation.				
Contains three supporting ideas that evidence the information.				
Includes a clear concluding sentence that refers back to the main				

point of the paragraph.				
Body Paragraph 3				
Contains an effective topic sentence with a clear claim or fact in need of explanation.				
Contains three supporting ideas that evidence the information.				
Includes a clear concluding sentence that refers back to the main point of the paragraph.				
Conclusion				
The conclusion makes a clear restatement of the thesis statement.				
The conclusion accurately summarizes the key points of the body paragraphs.				
Contains an interesting, original concluding sentence consisting of a reflection, a suggestion, a future prediction, a question or a call for action				
Development of ideas				
Task				
Includes ideas and				

information supporting the topic selected.				
Language Command				
Vocabulary Effectively integrates the vocabulary studied.				
Grammar Integrates the correct use of agreement, verb tense, word order, articles, pronouns, or prepositions.				
Mechanics Includes a consistent standard English usage, spelling, capitalization and punctuation.				

11.3. Appendix 3: Self-assessment Instrument

Self-assessment

Palmares Bilingual High School International Baccalaureate Final Graduation Project – UCR

The Use of Self-, Peer and Co-assessment in EFL Classrooms to Support the Essay-writing

Process: A Mixed-Methods Study at the International Baccalaureate Program at Palmares Bilingual High School.

Researchers: Joselyn Vargas, Fernanda Gamboa, María Morera.

Cooperating Teacher: Ingrid Moya

Objective: The aim of this instrument is to assess students' performance based on self-assessment.

Student: _____

Instructions: Read the statement in the first column. Then, choose the option that best describes the writing of your essay.

N.I.: Needs improvement (0-1)

S.: Satisfactory (2 points)

M.E.: Meets expectations (3 points)

Criteria	M.E	S	N.I
Introduction			
Does the introduction have an interesting hook?			
Does the introduction include accurate background information related to the topic?			
Does the introduction include a thesis statement that clearly sets the intention of the essay?			
Body Paragraph 1			
Does the body paragraph include an effective topic sentence?			
Does the body paragraph contain supporting ideas that evidence the information?			

Does the body paragraph have a concluding sentence?			
Body Paragraph 2			
Does the body paragraph include an effective topic sentence?			
Does the body paragraph contain supporting ideas that evidence the information?			
Does the body paragraph have a concluding sentence?			
Body Paragraph 3			
Does the body paragraph include an effective topic sentence?			
Does the body paragraph contain supporting ideas that evidence the information?			
Does the body paragraph have a concluding sentence?			
Conclusion			
Does the conclusion make a restatement of the thesis statement?			
Does the conclusion summarize the key points of the body paragraphs?			
Does the conclusion contain a concluding device?			

11.4. Appendix 4: Peer-assessment Instrument

Peer-assessment

Palmares Bilingual High School International Baccalaureate

Final Graduation Project – UCR

The Use of Self-, Peer and Co-assessment in EFL Classrooms to Support the Essay-writing

Process: A Mixed-Methods Study at the International Baccalaureate Program at Palmares Bilingual High School.

Researchers: Joselyn Vargas, Fernanda Gamboa, María Morera.

Cooperating Teacher: Ingrid Moya

Objective: The aim of this instrument is to assess students' performance based on peer-assessment.

Student (evaluator): _____

Instructions: Read the statement in the first column. Then, choose the option that best describes the writing of your classmate's essay.

N.I.: Needs improvement (0-1)

S.: Satisfactory (2 points)

M.E.: Meets expectations (3 points)

Criteria	M.E	S	N.I
Introduction			
Does the introduction have an interesting hook?			
Does the introduction include accurate background information related to the topic?			
Does the introduction include a thesis statement that clearly sets the intention of the essay?			
Body Paragraph 1			
Does the body paragraph include an effective topic sentence?			
Does the body paragraph contain supporting ideas that evidence the information?			

Does the body paragraph have a concluding sentence?			
Body Paragraph 2			
Does the body paragraph include an effective topic sentence?			
Does the body paragraph contain supporting ideas that evidence the information?			
Does the body paragraph have a concluding sentence?			
Body Paragraph 3			
Does the body paragraph include an effective topic sentence?			
Does the body paragraph contain supporting ideas that evidence the information?			
Does the body paragraph have a concluding sentence?			
Conclusion			
Does the conclusion make a restatement of the thesis statement?			
Does the conclusion summarize the key points of the body paragraphs?			
Does the conclusion contain a concluding device?			

11.5. Appendix 5: Co-assessment Instrument

Palmares Bilingual High School
International Baccalaureate Final
Graduation Project – UCR

The Use of Self-, Peer and Co-assessment in EFL Classrooms to Support the Essay-writing

Process: A Mixed-Methods Study at the International Baccalaureate Program at Palmares Bilingual High School.

Researchers: Joselyn Vargas, Fernanda Gamboa, María Morera.

Cooperating Teacher: Ingrid Moya

IB Group: High Intermediate

Objective: the aim of the rubric is to assess the students' performance in essay-writing.

N.I.: Needs improvement (0-1)

S.: Satisfactory (2 points)

M.E.: Meets expectations (3 points)

Words:

Total Points:

Points obtained:

Criteria	M. E	S	N.I	Teacher's Comments	Student's Comments
Introduction					
Contains a highly interesting hook consisting of a question, a quotation, or an anecdote.					
Contains appropriate background information describing the origin of the holiday.					

Contains a clear thesis statement with the author's point of view and a key word for every paragraph.					
Body Paragraph 1					
Contains an effective topic sentence with a clear claim or fact in need of explanation.					
Contains three supporting ideas that evidence the information.					
Includes a clear concluding sentence that refers back to the main point of the paragraph.					
Body Paragraph 2					
Contains an effective topic sentence with a clear claim or fact in need of explanation.					
Contains three supporting ideas that evidence the information.					
Includes a clear concluding sentence					

that refers back to the main point of the paragraph.					
Body Paragraph 3					
Contains an effective topic sentence with a clear claim or fact in need of explanation.					
Contains three supporting ideas that evidence the information.					
Includes a clear concluding sentence that refers back to the main point of the paragraph.					
Conclusion					
The conclusion makes a clear restatement of the thesis statement.					
The conclusion accurately summarizes the key points of the body paragraphs.					
Contains an interesting, original concluding sentence					

consisting of a reflection, a suggestion, a future prediction, a question or a call for action					
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11.6. Appendix 6: Questionnaire for students

Palmares Bilingual High School International Baccalaureate Final Graduation Project – UCR

The Use of Self-, Peer and Co-assessment in EFL Classrooms to Support the Essay-writing Process: A Mixed-Methods Study at the International Baccalaureate Program at Palmares Bilingual High School.

Researchers: Joselyn Vargas, Fernanda Gamboa, María Morera.

Cooperating Teacher: Ingrid Moya

IB Group: High-Intermediate level

Objective: to assess the students' perception of the effectiveness of the assessment strategies to support the essay writing process.

General Instructions: This questionnaire consists of four sections related to essay writing, principles of collaborative learning, principles of collaborative assessment, and assessment strategies. Please answer each question as honestly as possible. Your participation is voluntary and the results of this instrument will be only used for the purpose of the present research project. **Estimated time of response:** 10 minutes

1. Student's name: _____

Part I: Essay Writing

2. Select the area of essay writing where you feel you made the most improvement.

() Structure and organization

() Content development

Language command

3. Explain why

4. Select the area of essay writing where you feel you need to improve further.

Structure and organization

Content development

Language command

5. Explain why

6. On a scale from 5 to 1, 5 “very much” and 1 being “not much”, how would rate your improvement in essay writing at the end of this project?

Very Helpful	5	4	3	2	1	Not very much

7. Explain why

Part II: Principles of Collaborative Learning

8. Check the principles of Collaborative Learning that were present during the project.

Individual responsibility

Interaction with peers and instructors

Positive interdependence (student-peers-teachers)

Social skills (trust-building and respect for the opinion of others, decision-making, communication, etc)

Part III: Stages of Collaborative Assessment

9. In the following chart, check the practices that took place during the workshop.

- The objective of the research project was explained.
- The procedures to use the self-assessment form were explained.
- The procedures to use the peer-assessment form were explained.
- The procedures to use the co-assessment form were explained.
- Examples of different levels of performance were presented.
- A reminder of the need for objectivity and honesty was included.
- An opportunity for self-assessment was given.
- After self-assessment, peer feedback took place. Peers were assigned randomly.
- After peer-feedback, co-assessment took place.
- An opportunity to ask and answer questions was given after each round of assessment.
- An opportunity to make corrections and submit the work again was given.

Part IV: Assessment strategies

10. Indicate the extent to which you considered the different assessment strategies beneficial for you.

	Not much	Somewhat	Very much
Self-assessment			
Peer-assessment			
Co-assessment			

11. Select the limitations that you encountered using the instruments.

	Self-assessment	Peer-assessment	Co-assessment
Difficult to use			

Did not receive constructive feedback.			
Time consuming.			
Insufficient practice with the instrument.			
Very different comments from my opinion.			

12. Select the strengths that you encountered using the instruments

	Self-assessment	Peer-assessment	Co-assessment
Feel motivated.			
Become aware of my mistakes.			
Learn from the mistakes of others.			
Have different opinions to improve my writing.			
Feel more independent from the teacher.			
Be more critical.			
Understand better the descriptions in the rubrics.			
Feel less anxious about the final grade.			
Create an improvement plan.			

13. Had you used any of these forms of assessment before this project?

	Yes	No
Self-assessment		
Peer-assessment		
Co-assessment		

14. On a scale from 5 to 1, 5 “very much” and 1 being “not much”, how useful did you find the integration of these three forms of assessment in the process of writing essays?

Very much	5	4	3	2	1	Not very much

15. Explain why

16. How helpful was the repeated application of the assessment strategies for your improvement in essay writing skills?

- Not very helpful
- Somewhat helpful
- Very helpful

17. Write a final comment for the instructors about your experience in this project.

Thank you.

11.7. Appendix 7: Questionnaire for Cooperating Teacher

Palmares Bilingual High School | International
 Baccalaureate Final Graduation Project – UCR
 The Use of Self-, Peer, and Co-assessment in EFL Classrooms to Support the
 Essay-writing Process: A Mixed-Methods Study at the International
 Baccalaureate Program at Palmares Bilingual High School
 Researchers: Fernanda Gamboa, Maria Jose Morera, and Joselyn
 Vargas. Cooperating Teacher: Ingrid Moya
 IB Group: High-Intermediate Level

Final questionnaire for the cooperating Teacher' perceptions of the effectiveness of the project

Objective: to assess the cooperating Teacher's perception of the effectiveness of the assessment strategies to support the essay writing process.

General Instructions

This questionnaire consists of four sections related to essay writing, collaborative learning, and collaborative assessment. Please answer each question as honestly as possible. Your participation is voluntary and the results of this instrument will be only used for the purpose of the present research project.

Estimated time of response: 10 min

Part I Essay Writing

1- Select the area of essay writing where you feel students made the most improvement.

() Structure and organization

() Content and development

() Language command

2- Explain why.

3- Select the area of essay writing where you feel students need to improve further.

Structure and organization

Content and development

Language command

4- Explain why.

5- On a scale from 5 to 1, 5 “very much” and 1 being “not much”, how would rate the student’s improvement in essay writing at the end of this project

Very much	5	4	3	2	1	Not very much

6- Explain why.

Part II Principles of Collaborative Learning

7- Check the principles of Collaborative Learning that you perceived during the implementation of this project

Students had individual responsibilities

There were interactions between students and instructors

Positive interdependence took place (student-peers-teachers)

Social skills were developed (trust-building and respect for others opinions, decision-making, communication, etc)

8- Please explain if any of the principles were not fulfilled.

Part III Stages of Collaborative Assessment

9- In the following chart, check the practices that took place during the workshop

- The objective of the research project was explained.
- The procedures to use the self-assessment form were explained
- The procedures to use the peer-assessment form were explained.
- The procedures to use the co-assessment form were explained.
- Examples of different levels of performance were presented.
- A reminder of the need for objectivity and honesty was included
- An opportunity for self-assessment was given
- After self-assessment, peer feedback took place.
- Peers were assigned randomly
- After peer-feedback, co-assessment took place.
- An opportunity to ask and answer questions was given after each round of assessment.
- An opportunity to make corrections and submit the work again was given.

Part IV Assessment strategies

10- Indicate the extent to which you consider the different assessment strategies beneficial for the students.

	Not much	Somewhat	Very much
Self-assessment			

Peer-assessment			
Co-assessment			

11- Do you consider any of the assessment strategies not beneficial? *If your answer is "yes" explain why

12- Select the limitations that you consider the assessment instruments can have

	Self-assessment	Peer-assessment	Co-assessment
Difficult to use			
Time consuming			
Insufficient time with the instrument			
Students may find it irrelevant			

13- Other

14- Select the strengths that you consider the use of the assessment instruments to have.

	Self-assessment	Peer-assessment	Co-assessment
Students feel motivated			
Students become aware of their mistakes			
Students learn from others' mistakes.			
Students have different opinions to improve their writing.			
Students feel more independent from the teacher.			
Students can be more critical.			
Students can understand better the descriptors of the rubrics.			
Students feel less anxious about the final grade.			
Create an improvement plan.			

15- Other.

16- On a scale from 5 to 1, 5 “very much” and 1 being “not much”, how useful did you find the integration of these three forms of assessment in the process of writing essays?

5	4	3	2	1

17- Had you applied the assessment strategies (self, peer and co assessment) for teaching writing? *If your answer is No, skip question 18

Yes

No

18- Had you used the assessment strategies for teaching writing?

	Yes	No
Self-assessment		
Peer-assessment		
Co-assessment		

19- How helpful do you find the repeated application of the assessment strategies for the improvement of essay writing skills in the students?

Not very helpful

() Somewhat helpful

() Very helpful

Explain _____

20- Write a final comment for the researchers about your perception of the project.

_____.

11.8. Appendix 8: Post test

Palmares Bilingual High School | International
Baccalaureate Final Graduation Project – UCR

The Use of Self-, Peer and Co-assessment in EFL Classrooms to Support the Essay-writing Process: A Mixed-Methods Study at the International Baccalaureate Program at Palmares Bilingual High School.

Researchers: Fernanda Gamboa, Maria Jose Morera and Joselyn Vargas.

Cooperating Teacher: Ingrid Moya

IB Group: High-Intermediate Level

Student: _____ Date: _____.

Objective of the draft: the aim of the draft is to measure the students' improvement in writing essays.

Directions:

1. Work individually.
2. Choose any national or international holiday to write your essay. **It must be different from the one chosen for the pre-test.**
3. Write a descriptive essay based on the topic you chose.
4. The essay should include a title, an introductory paragraph, three body paragraphs, and a concluding paragraph (no more than 5 paragraphs in total).
5. The extension should be 5 paragraphs with 300-400 words approximately.

6. Make sure that the ideas in each of the body paragraphs are thematically unified.
7. Use appropriate transition devices to connect your ideas when necessary.
8. Before turning in your essay, make sure to proofread it and to make all the necessary corrections.
9. Due date: **September 25th** before **4:00 p.m.** The draft must be send to essaywritingib@gmail.com.

Adapted from: Alex Jiménez, Ana Lucia Rojas and Ana Paula Solano

11.9. Appendix 9: Level Performance Rubric

Table 1		
Level Performance Rubric		
Beginners 0 to 60	Intermediate 61 to 80	Advanced 81 to 100
According to the beginner level the essay lacks the different parts of structure such as introduction (hook, background, thesis statement), body paragraphs (topic sentence, supporting ideas, concluding sentence) and conclusion (restatement of the thesis statement, summarize the key points, concluding device). The student has six or more errors in the following areas: sentence structure, verb tense, word order, word choice, wrong connector, articles, pronouns, or prepositions. The student has six or	According to the intermediate level the essay partially contains the different parts of the essay paragraph structure as introduction (hook, background, thesis statement), body paragraphs (topic sentence, supporting ideas, concluding sentence) and conclusion (restatement of the thesis statement, summarize the key points, concluding device). The student has from three to five errors in the following areas: sentence structure, verb tense, word order, word choice, wrong connector, articles, pronouns, or prepositions. The student	According to the advanced level the essay successfully contains the different parts of the essay paragraph structure as introduction (hook, background, thesis statement), body paragraphs (topic sentence, supporting ideas, concluding sentence) and conclusion (restatement of the thesis statement, summarize the key points, concluding device). The student has two or none errors in the following areas: sentence structure, verb tense, word order, word

more errors in spelling, capitalization or punctuation. Meaning is unclear sometimes.	has from three to five errors in spelling, capitalization or punctuation. Meaning is unclear sometimes.	choice, wrong connector, articles, pronouns, or prepositions. The student has two or none errors in spelling, capitalization or punctuation. Meaning is clear all the time.
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Source: Own elaboration, June 2020

11.10. Appendix 10: Informed Consent for Principal

San Ramón de Alajuela, martes 10 de marzo de 2020

MSc. Ana Lina Barrantes Rodríguez
Directora del Colegio Bilingüe de Palmares

Estimada directora:

Con todo respeto me permito solicitarle su autorización para que las estudiantes: Joselyn Vargas Jiménez, carné B57561; María Fernanda Gumbra Marín, carné B52846; y María José Morera Aguilar, carné B54857, puedan aplicar el proyecto final de graduación para optar por el grado de Licenciatura en la Enseñanza del Inglés en la Universidad de Costa Rica, Sede de Occidente, en el colegio a su digno cargo.

Este proyecto consiste en la aplicación de instrumentos de autoevaluación, evaluación de pares y co-evaluación para apoyar el proceso de escritura de ensayos en inglés, en un grupo de estudiantes de años superiores. Además, se llevarán a cabo cuestionarios a estudiantes y docentes sobre la implementación de dichos instrumentos. La participación es voluntaria y se realizará bajo el protocolo de consentimiento informado y ética de la universidad, consecuentemente los resultados serán únicamente utilizados para fines de este estudio. Este proyecto será implementado durante los dos primeros trimestres del calendario escolar del 2020.

Las estudiantes se comprometen a acatar los lineamientos que su persona y la institución dirigida por usted requieran para la correcta ejecución del proyecto. Asimismo, en mi función de docente, me encargaré de velar para que así sea.

De antemano le agradecemos todo el apoyo que nos pueda brindar, así como su atención por contribuir a estrechar lazos académicos entre el Colegio Bilingüe de Palmares y la Universidad de Costa Rica.

JM Vargas V

Atentamente,

Magister José Miguel Vargas Vásquez, Cédula: 2-621-423
Profesor Sección de Lenguas Modernas y director del proyecto
Teléfono: 8702-0896, Oficina 17, Extensión 2511-7120
Correo electrónico: jose.vargas_v@ucr.ac.cr



11.11. Appendix 11. Informed Consent for Students

Información General

- El objetivo del presente estudio es evaluar la efectividad de las estrategias de autoevaluación, evaluación de pares y coevaluación para apoyar el rendimiento de los estudiantes en la escritura de ensayos en inglés.
- En este formulario se brindará información necesaria para el óptimo desarrollo del proyecto, además de la autorización de participación, la cual es totalmente voluntaria.
- El proceso será estrictamente confidencial. El nombre de el/la participante no será utilizado en ningún informe cuando los resultados de la investigación sean publicados.

Instrucciones: Complete las siguientes preguntas según se le solicita.

1- Nombre.

2- Apellidos.

3- Lugar de residencia.

4- Edad.

5- Genero

Marcar solo una opción

() Femenino

() Masculino

() Prefiero no indicar

6- Número de Teléfono.

7- E-mail.

8- Nombre de tutor(a) legal

9- Correo electrónico del tutor legal.

10- Estoy de acuerdo en participar en el presente estudio y de cumplir con todas las responsabilidades que esto implique

Marca solo una opción

() Si

() No

11- Si su respuesta es SÍ, ¿cuáles con sus expectativas del proyecto? Sino, omita esta pregunta.

Muchas gracias.

11.12. Appendix 12: Research Design

General Objective: To assess the effectiveness of self, peer and co-assessment strategies to support the students' performance throughout the writing process of an essay

Specific objectives	Information required	Source	Method for data collection (What)	Information collection procedures (When)	Analysis and interpretation procedures (How)	Timetable
<ul style="list-style-type: none"> To describe the writing process and the role of self, peer, and co-assessment strategies in the assessment of the different stages of the writing process. 	<p>Literary sources about the different stages of the writing process.</p> <p>Previous studies on self-, peer-, and co-assessment.</p> <p>International baccalaureate program.</p>	<p>Literary sources (articles, books, previous studies, etc.)</p> <p>International baccalaureate programs</p>	<p>A search of databases, articles, and previous studies.</p>	<p>Finding theories about the stages of the writing process and assessment strategies.</p>	<p>To describe the different principles of the writing process approach and assessment strategies.</p>	<p>Middle and late May, 2019</p>

<ul style="list-style-type: none"> To determine the extent to which the integration of self-, peer- and co-assessment impacts essay structure, content development, and command of the language at different stages of essay writing. 	<p>Feedback from instruments (peer, self and co-assessment).</p>	<p>The outcomes from different stages of the writing process</p>	<p>Pretest</p> <p>Essay writing rubric</p> <p>Self-assessment #1 checklist (diagnostic purpose)</p> <p>Peer-assessment #1 co-assessment #1</p>	<p>Pre-test</p> <p>Carry out a session to explain the assessment methods</p> <p>Administer a pre-test consisting of an essay.</p> <p>After the essay is written, students assess themselves.</p> <p>A peer is assigned to assess the essay.</p> <p>The essay is graded by the researchers.</p> <p>A short</p>	<p>To measure students' overall performance based on the self-, peer-, and co-assessment based on the average scores for each category (essay structure, content development, and command of the language) in three assessment instruments.</p>	<p>July 2020</p>
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			meeting with students is held to provide feedback individually			
			Self-assessment #2 checklist	Draft #1	To measure students' overall performance based on the self-, peer-, and co-assessment based on the average scores for each category in three assessment instruments.	July - August 2020
			Peer-assessment #2 co-assessment #2	A teacher's journal is kept during the process of instruction of essay structure.		
			Teacher's journal	After draft #1 is written, students assess themselves.	Through the journal, a record of positive and negative aspects and solutions to emerging problems is	
				A peer is assigned to		

			<p>assess the essay.</p> <p>The essay is graded by the researchers.</p> <p>A short meeting with students is held to provide feedback individually</p>	<p>kept.</p>	<p>August 2020</p>
			<p>Self-assessment #3 checklist</p> <p>Peer-assessment #3</p> <p>co-assessment #3</p> <p>Teacher's</p>	<p>Post-test</p> <p>A teacher's journal is kept during the process of instruction of essay structure.</p>	

			journal	<p>After draft #1 is written, students assess themselves.</p> <p>A peer is assigned to assess the essay.</p> <p>The essay is graded by the researchers.</p> <p>A short meeting with students is held to provide feedback individually</p>	<p>instruments.</p> <p>To compare the mean scores of pre-test, draft, and post-test based on self-, peer, and co-assessment for each category.</p> <p>Through the journal, a record of positive and negative aspects and solutions to emerging problems is kept.</p>	
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<ul style="list-style-type: none"> To assess the students' and the cooperating teacher's perception of benefits and limitations of self, peer and co-assessment strategies for writing essays. 	Tools for assessment.	Assessment tool	<p>Questionnaire about the benefits and limitations of combining different assessment strategies for the students</p> <p>Questionnaire about the benefits and limitations of combining different assessment strategies for the cooperating teacher</p>		To analyze the data collected from the instruments in terms of perceptions of benefits and limitations of self, peer and co-assessment strategies for writing essays.	August 2020
<ul style="list-style-type: none"> To develop assessment instruments for self-, peer, and co- 	All the qualitative and quantitative data gathered from the	Students Teacher Observers	Adapted self, peer and co assessment instruments.	After the application of the proposal.	To create a booklet with recommendations about the use of the different	September 2020

assessment to support the writing process of an essay based on the experience of integrating these three forms of assessment.	application of the proposal.				assessment strategies for the assessment of reading/writing projects based on the results (qualitative and quantitative) from the application of the proposal,.	
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