

UNIVERSITY OF EL SALVADOR
SCHOOL OF SCIENCES AND HUMANITIES
FOREIGN LANGUAGE DEPARTMENT



“THE ROLE OF ALTERNATIVE ASSESSMENT ON THE WRITING DOMAIN OF THE ENGLISH COMPOSITION COURSES ENROLLED IN THE ENGLISH TEACHING BACHELOR DEGREE AT THE FOREIGN LANGUAGE DEPARTMENT OF THE UNIVERSITY OF EL SALVADOR”.

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ABSTRACT

This study aimed to identify the role of alternative assessment on the writing domain of English Composition courses enrolled in English Teaching Bachelor Degree at the Foreign Language Department of the University of El Salvador. Accordingly, observation forms, a semi-structured interview (five teachers) and a performance checklist (28 students) were created. It was determined that traditional assessment is the approach most used by English Composition teachers even when they implemented some alternative assessment strategies as well. Besides, writing samples, teacher-student conference, and conference with the whole class, learning log, journal, chart book, teacher feedback and peer-assessment were the alternative assessment strategies implemented by English composition teachers. The alternative assessment strategy most by English composition teachers were conference with the whole class and peer assessment. Therefore, the results suggested the need for further research to investigate other alternative assessment strategies to assess writing domain in future English Composition courses from students' perspective.

Keywords: Assessment approach (traditional or alternative), Alternative assessment, Alternative assessment strategies, Students' writing performance, Writing domain, Writing skills, T1 (Teacher 1), T2 (Teacher 2), T3 (Teacher 3), T4 (Teacher 4), T5 (Teacher 5).

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INTRODUCTION

This undergraduate project has been done to identify the role of alternative assessment on the writing domain of English Composition courses enrolled in English Teaching Bachelor Degree at the Foreign Language Department of the University of El Salvador. In addition, researchers determined the kind of alternative assessment strategies used in class which were the most used by teachers, and how they applied them. Students' writing performance in English Composition course was also studied to find out their writing development.

Chapter 1 introduces the basis of this research which are statement of the problem, research objectives (general and specific), research questions (general and specific), rationale, definition of terms (Key words), delimitations, organization of the study (Conceptual framework), and abstract.

Chapter two presents the theoretical framework. This information explained the phenomenon of alternative assessment such as definitions, types of alternative assessment strategies, and best practices carried out in other institutions by teachers for writing. Based on these data, researchers were able to study and get a better understanding of the role of alternative assessment on the writing domain.

Chapter three provides information about the research approach, type of study, research design, population and sample, sampling technique, research instruments, data collection process and techniques; and limitations of the research.

Chapter four detailed data analysis in a descriptive form and findings of the results derived from the instruments applied by researchers. Thus, it was described observations done in each English Composition class. Furthermore, interviews applied to the five teachers in charge of all the groups and the students' writing performance whom belong to the five groups.

Chapter five provided researchers' conclusions, recommendations, and guidelines to students, teachers, and authorities of the Foreign Language Department in order to improve students' writing skills based on alternative assessment strategies.

Finally, consulted bibliographic references used to develop and enrich this graduation work are presented as well as annexes.

CHAPTER I

STATEMENT OF

THE PROBLEM

1.1.STATEMENT OF THE PROBLEM

Experts state that writing skills are essential since they can increase the possibility to get better opportunities at school or beyond (Hansen & Hansen, n. d.). In different fields learners are required to express their thoughts and information through writing (Trotman, 2010). However, academicians have perceived that students can have difficulties to develop their writing abilities (Hansen & Hansen, n. d.). Therefore, Hansen & Hansen pointed out a 1992 survey of 402 companies reported by the Associated Press noted that executives identified writing as the most valued skill but said 80 percent of their employees at all levels need to improve. Moreover, a 1991 report by the U.S. Labor Department affirmed that most future jobs will require writing skills.

In the past teachers assessed writing by using summative feedback, results were based on product. Nowadays, it has been replaced or integrated with formative feedback (Hyland & Hyland, 2006). “Alternative assessment represents a direct evaluation of the learners’ performance by using contexts and tasks similar to those in real life, while traditional testing measures performance indirectly, by checking knowledge and abilities outside their real context of usage” (Chirimbu, 2013, p. 6).

As part of their English learning process students at the Foreign Language Department of the University of El Salvador need not only to practice domains as speaking, but also to develop writing skills appropriately. This assignment could be

very challenging for any student, especially when they are studying English as a Foreign Language. Thus, some difficulties Foreign Language students can face are related to organizational patterns which can differ within culture roots. Therefore, language differs in writing styles and models. Also, English academic writing presents thesis statement and main ideas clearly and directly. Otherwise, English Foreign Language students used to express their ideas in a subtler way (Tang, 2012).

Also, English Foreign Language students can deal with linguistic difficulties related to grammar, vocabulary and sentence structure, reported verbs and citation and plagiarism (Tang, 2012). Therefore, it is very important for teachers to apply assessment strategies that contribute to enhance students' writing performance and critical thinking. As well as working jointly with learners to avoid difficulties.

In 2013 the study “*An Analysis of the Writing Skill Difficulties of the English Composition I Students at the Foreign Language Department of the University of El Salvador*” was carried out to describe some of the different problems students had when writing compositions in English as well as to determine and analyze the techniques that teachers use when teaching English Composition. Results of that study showed that most English Composition I students had difficulties applying some writing techniques such as mapping and editing since the survey applied in the research stated that students did not receive previous explanation about writing techniques so that they did not know how to apply them when wrote a composition.

Moreover, Foreign Language students took English composition course without information about how to organize their ideas neither in Spanish nor in English. Also, English composition students considered mapping as the most difficult technique for writing. Therefore, they considered it was difficult due to its complex structure was not appropriated for their English level (Intermediate). Also, the lack of writing practices and few explanations about them did not allow students to feel confident to apply it. Researchers concluded their research reporting that students did not read English materials so that they did not know how to organize their ideas when they had to write and they did not know what to write about.

Related to this study researchers considered that the effectiveness of teachers' approaches and strategies (traditional or alternative assessment) to assess learners in English Composition courses could provide meaningful knowledge to students. Thus, they could put into practice their ability to write not only for this course, but also for future subjects that will involve or require compositions that fulfill with the standards of Academic document types such as outlines, paragraphs, essays, and the like. Therefore, they have to develop different stages of writing for example, prewriting, writing, and post writing in terms of content, language, and organization. Those requirements includes aspects as accuracy, coherence, cohesion, unity, mechanics of writing, topic sentence, supporting sentences, concluding paragraph, American Psychological Association (APA) style citations and bibliographic references in order for students to write academic compositions.

Researchers also considered that it was relevant to carry out a study about the role of alternative assessment in English Composition I classes at the Foreign Language Department with the aim of describing the type of approach used by teachers (traditional or alternative assessment) to assess students. Furthermore, the kinds of alternative assessment strategies applied in class, how teachers employed them and the strategies most used by teachers to develop writing skills. Also, this research described students' writing performance through the use of a checklist. Lastly, guidelines were presented based on the results gotten in order to contribute with alternative assessment strategies that could help teachers to enhance writing skills.

1.2. RESEARCH TOPIC

“The role of alternative assessment on the writing domain of the English Composition courses enrolled in the English Teaching Bachelor Degree at the Foreign Language Department of the University of El Salvador, 2015”

1.3. TOPIC AREA

The writing domain of the English Composition courses enrolled in the English Teaching Bachelor Degree at the Foreign Language Department of the University of El Salvador.

1.4. RESEARCH QUESTIONS

1.4.1. GENERAL RESEARCH QUESTIONS

- What is the role of alternative assessment implemented by teachers on the writing domain of the English Composition courses enrolled in English Teaching Bachelor Degree at the Foreign Language Department of the University of El Salvador?

1.4.2. SPECIFIC RESEARCH QUESTIONS

- What kind of alternative assessment strategies are applied by English composition teachers for the writing domain?
- How do English Composition teachers carry out alternative assessment on the writing domain?
- What is the type of assessment approach used the most by English Composition teachers?
- What are the alternative assessment strategies used the most by English Composition teachers?
- What is students' writing development in English Composition course?

1.5. OBJECTIVES

1.5.1. GENERAL OBJECTIVE

- To identify the role of alternative assessment implemented by teachers on the writing domain of English Composition courses enrolled in English Teaching Bachelor Degree at the Foreign Language Department of the University of El Salvador.

1.5.2. SPECIFIC OBJECTIVES

- ✓ To specify what kind of alternative assessment strategies are applied by English composition teachers for the writing domain with the purpose to provide other types of activities that can be used by teachers/them.
- ✓ To find out how English Composition teachers carry out alternative assessment on the writing domain in order to verify if those strategies are appropriated to develop writing skill.

- ✓ To discover what type of assessment approach is the most used by English Composition teachers in order to determine if traditional or alternative approach is implemented in class.

- ✓ To describe the alternative assessment strategies that are applied by teachers in English Composition Courses with the aim of establishing the ones used the most by them.

- ✓ To find out students' writing performance in English composition course in order to identify their development on writing.

1.6. RATIONALE

This research studied the role of alternative assessment strategies on the writing domain. It took place in the English composition courses at the Foreign Language Department of the University of El Salvador.

Therefore, English composition courses could be very challenging for any student, especially when they are studying English as a Foreign Language so that they can face problems with organizational patterns, thesis statement, main ideas, linguistic difficulties related to grammar, vocabulary and sentence structure, reported verbs and citation and plagiarism (Tang, 2012). Thus, it was very important for teachers to apply assessment strategies that contribute to enhance students' writing performance and critical thinking.

The research team considered relevant to propose strategies that could help teachers and students to improve writing skill. Therefore, this study offered them an overview of the different alternative assessment strategies that they could implement in class. Besides, it was necessary to describe the strategies that were used to assess writing and how alternative assessment strategies were applied in English composition courses.

Additionally, this investigation was valuable to determine if English composition professors used traditional or alternative assessment when they assessed writing. Therefore, researchers found out the most emphasized approach applied by teachers. Hence, they compared its application with students' writing performance.

Also, this research involved several practical implications. It provides the Foreign Language Department a resource about the role of alternative assessment on writing domain. Also, its contribution suggests other alternative assessment strategies which can be implemented by English composition teachers in their classes to assess students' writing performance. Besides, it is a resource that can be used as reference for future researchers on this field. Also, it presents information about alternative assessment strategies which were applied in other academic institutions by teachers and the results of their implementation in writing courses. Thus, they not only can be taken into account in composition classes at the Foreign Language Department, but also in other academic institutions such as universities, public schools, academies or by English teachers. Lastly, researchers defined this project about the role of alternative assessment strategies as a form to identify the activities that had been implementing in English composition courses and also it was an opportunity to find out the activities that can be used to assess students' writing progress.

1.7.DELIMITATION

This study was divided according to the following aspects:

Time: The research was developed from March to December 2015.

Place: The study took place at the Foreign Language Department of the University of El Salvador, on the Main Campus.

Scope: Its purpose was to identify the role of alternative assessment on the writing domain of the English Composition I classes. Furthermore, Researchers determined what kind of approach traditional or alternative assessment was used by teachers. Moreover, the kind of alternative assessment strategies applied for writing domain, the ones most used, and how teacher employed them was studied. As well as, students' writing development in English composition courses. Based on those results guidelines were suggested.

Model: The research was conducted under the qualitative approach, and a descriptive research.

1.8.KEY TERMS

Assessment: An evaluated activity or task used by a program or unit to determine the extent to which specific learning proficiencies, outcomes, or standards have been mastered by candidates. Assessments usually include an instrument that details the task or activity and a scoring guide used to evaluate the task or activity.

Alternative Assessment: A concept that includes measurement of knowledge that is significant and meaningful; tends to focus on complex or contextualized tasks, enabling students to demonstrate their competency in a more authentic setting.

Students' writing performance: The evidence of progress of the learners (sample).

Role of alternative assessment strategies: The function that alternative assessment has on writing domain.

T1: English Composition teacher in charge of group 01.

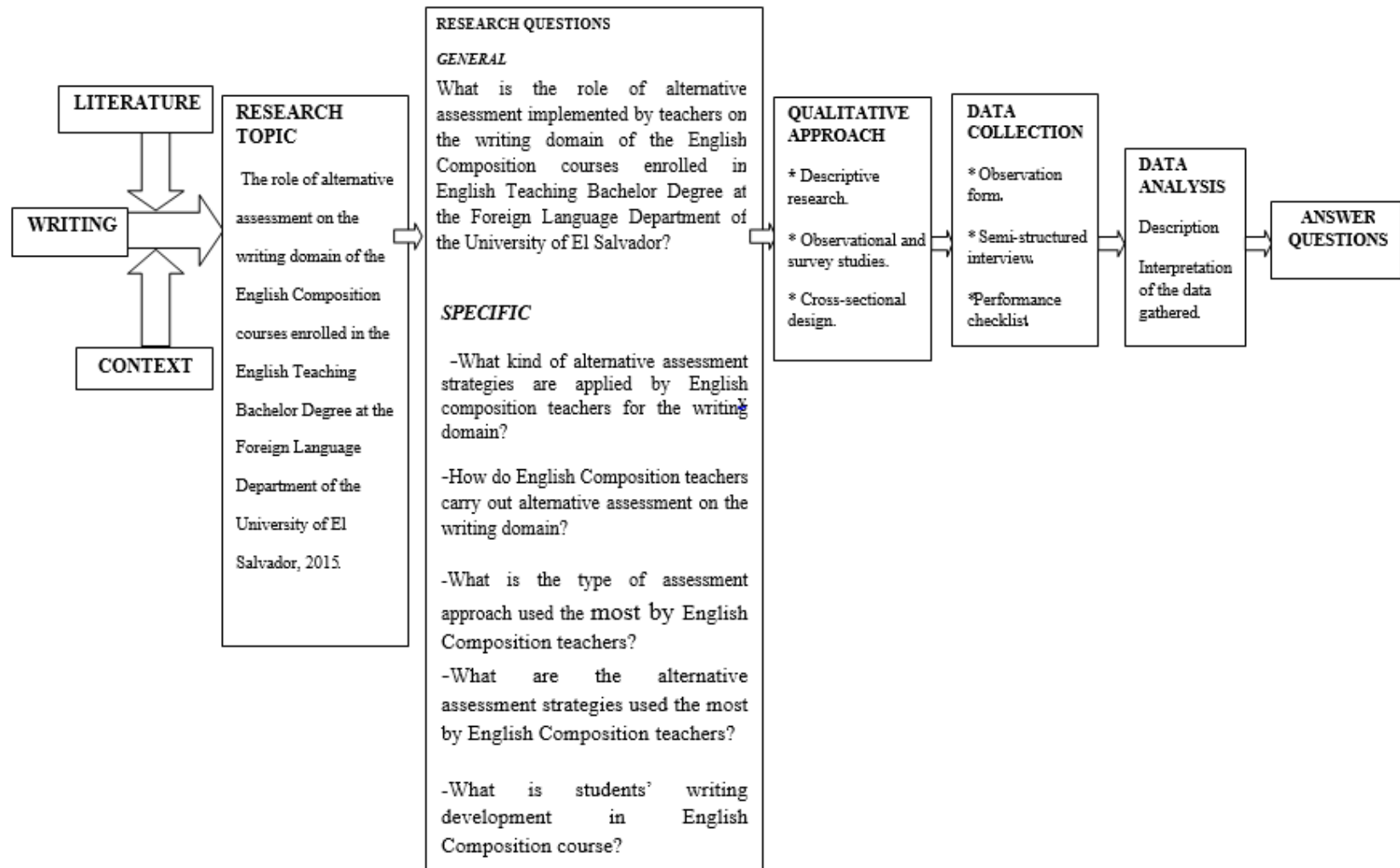
T2: English Composition teacher in charge of group 02.

T3: English Composition teacher in charge of group 03.

T4: English Composition teacher in charge of group 04.

T5: English Composition teacher in charge of group 05.

1.9. CONCEPTUAL FRAMEWORK



CHAPTER II.

THEORETICAL

FRAMEWORK

Alternative assessment strategies can be useful to motivate students to develop their writing skills. Through creative tasks based on real situations contexts and an oriented to process approach, teachers can be aware of students' development on the English Composition I course. Moreover, teachers can select and make use of these new trends strategies to design an evaluation system to assess learners effectively. Therefore, teachers can take into account not only summative criteria, but also they can apply formative assessment to assess learners. Thus, this study will present relevant information about the differences between traditional and alternative assessment, alternative assessment strategies, alternative ways of recording and analyzing information and best practices applied in different institutions. In this manner, well-known researchers have studied the phenomenon of alternative assessment and have defined its meaning in the following concepts:

1. "Alternative assessment can be defined as the procedures and techniques which can be used within the context of instruction and can be easily incorporated into the daily activities of the school or classroom" (Hamayan, 1995, p. 213).
2. "Alternative assessment is known as authentic assessment and performance assessment and it refers to the performance assessment that requires students to generate rather than choose a response. It requires students to actively accomplish complex and significant tasks, while bringing to bear prior knowledge, recent learning, and relevant

- skills to solve realistic or authentic problems” (Herman, Aschbacher & Winters, 1992, p. 2).
3. “Alternative assessment is a dynamic process that continuously yields information about student progress toward the achievement of learning goals” (Garfield, 1994).
 4. In the words of Garcia and Pearson (1994), a wide variety of terms including performance assessment, alternative assessment, authentic assessment, portfolio assessment, and dynamic assessment, among others have been used by educators to label assessment methods not associated with formal standardized testing.
 5. Alternative assessment refers specifically to any non-testing assessment methods which both demonstrate what students can do and inform future instruction (O’Malley & Pierce, 1996).
 6. “Alternative assessment is a blanket term that covers any number of alternatives to standardized tests. While the traditional paper and pencil tests may be effective to assess some of the skills (such as listening), they are not sufficient to assess the productive skills of speaking and writing. The nature of proficiency-oriented language learning calls for a variety of assessment options reflecting the numerous instructional strategies used in the classroom. Authentic assessment, performance-based assessment,

and portfolio fall under this category” described Assessment, Articulation, and Accountability(1999, p. 25).

Afterward, to identify the meaning that several researchers and teachers give to alternative assessment is necessary to distinguish the differences between alternative and traditional assessment in order that teachers can be aware of which of them are useful to their students’ learning process (Herman, Aschbacher& Winters, 1992). Thereby, according to Brown (2001) test and assessment are concepts that even if could be similar they differ in their meaning. “A test is an instrument or procedure designed to elicit performance from learners with the purpose of measuring their attainment of specified criteria; in contrast, Assessment encompasses a much wider domain than tests” (p. 401). Consequently, in the words of Bol (1998), consistent and accomplishment evaluations that includes closed-ended items, such as true/false, multiple choice, and fill-in-the blanks tests are classified as traditional assessment.

On the other hand, alternative assessment is a type of evaluation that has been emerging as a new trend to assess students including critical thinking or advanced organized abilities. Performance based assessments, observation techniques, student self-assessment, and portfolios are clear examples of activities use in alternative assessment (Bol, 1998). Assessment, Articulation, and Accountability (1999) presented the following diagram (see figure 2.1) as an illustration of how both type of assessment differ on their view.

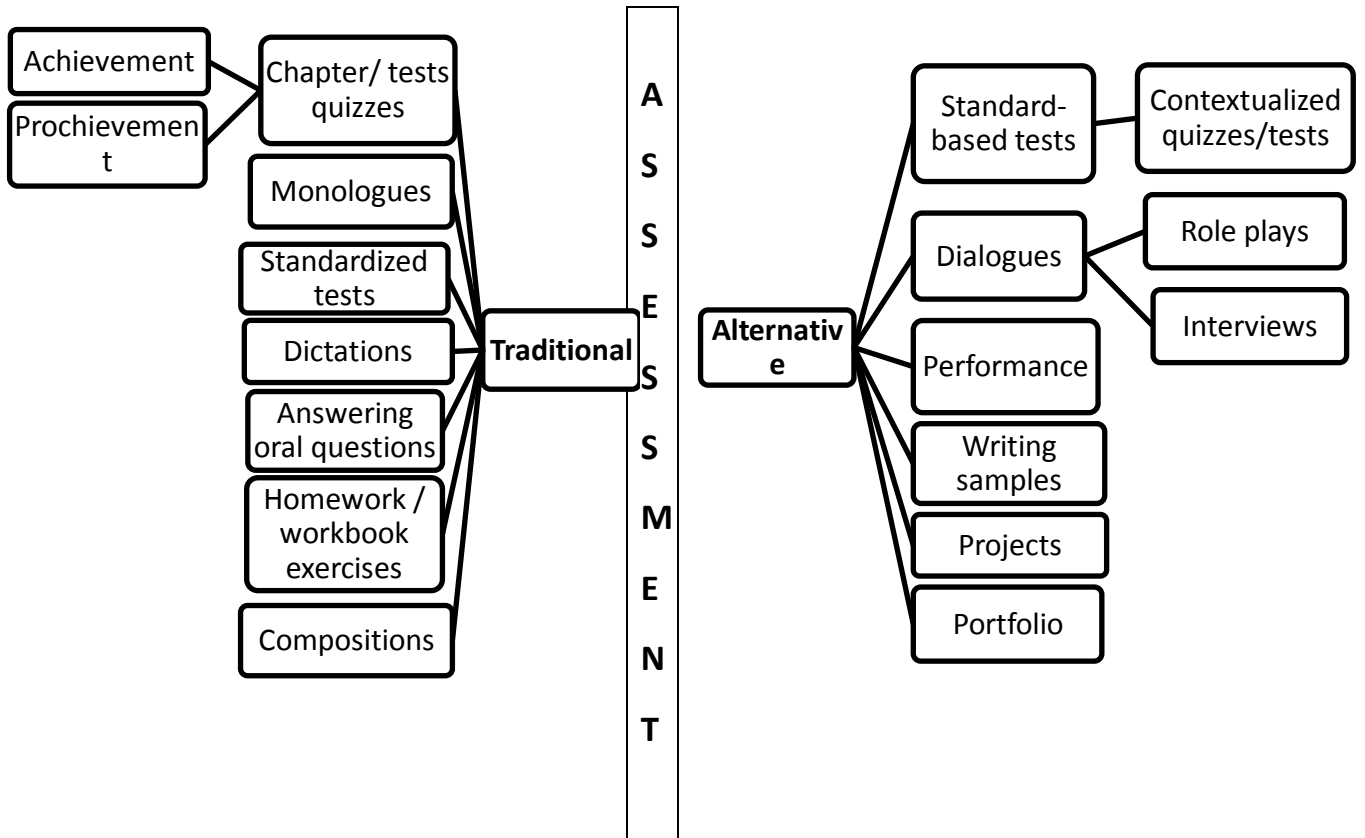


Figure 2.1 TWO APPROACHES TO ASSESSMENT

(As cited in Alverman et al, 1995, p. 21).

Brown (2001) noted that the selection of the right view to assess students can include not only tests, but also other activities that provide information to check student’s performance by taking into account their participation in class throughout doubts, attempts to learn new structures or opinions about contents. In order to have a better understanding of the differences between traditional and alternative assessment Brown (2001) also emphasized the following characteristics (see Table 2.1).

Traditional Assessment	Alternative Assessment
<ul style="list-style-type: none"> • One-shot, standardized exams • Timed, multiple-choice format • Decontextualized test items • Scores suffice for feedback • Norm-referenced scores • Focus on the “right” answer • Summative • Oriented to product • Non-interactive performance • Fosters extrinsic motivation 	<ul style="list-style-type: none"> • Continuous long-term assessment • Untimed, free-response format • Contextualized communicative tasks • Formative, interactive feedback • Criterion-referenced scores • Open-ended, creative answers • Formative • Oriented to process • Interactive performance • Fosters intrinsic motivation

Table 2.1 *Differences between traditional and alternative assessment (As cited in Armstrong 1994 & Bailey 1998, p. 207)*

Traditional and alternative assessments differ in their views to assess students; moreover, both approaches have advantages and disadvantages that teachers should consider for their course, needs and time. On the negative side, alternative assessment might present disadvantages in class such as time that professors need to implement these types of activities, the amount of contents that they have to develop along their curriculum, size of classes, and support and motivation of community. With this in mind, authors as Stiggins (2007) related the arguments of professors who claimed that they spend too much time to assess students. Professors do not want to leave behind the quality of teaching by moving from content to another in a rush. If they go rapidly in order to cover more lessons, they are afraid that students will not learn properly. Consequently, professors do not feel prepare to reflect and provide significant feedback with the lack on time. On the students' part the capacity of retention of contents might be unlikely. Additionally, Gordon (1998) emphasized that it is important to let the students know the purpose of assignments, in order to help them to maintain information in developing the skills so that teachers should associate activities with curriculum.

Moreover, Belle (1999) declared that alternative assessment not only has favorable benefits for learners, but also there are some disadvantages as well. Factors such as the size of classes, support and motivation of community can interfere in the implementation of alternative assessment since in real environments professor might have overcrowded classes that do not allow them to control their students' behavior. Therefore, facilitators should analyze carefully their pros and cons in order to select the most

appropriated assessment type for their class. Cameron (1996) asserted that the use of traditional assessment activities difficulties the real knowledge students have about contents. By this means, if students just memorized the information from texts as facts, terms or readings they might find exams difficult, besides that, that limited knowledge on the content will not allow teachers to check out whether objectives or advanced doubts are achieved or not. In contrast, if students apply the previous described activities, other strategies on the subject with the intention of being prepared for the exam, they may consider that this test accomplishes their expectations.

At the same time, Stiggins (2007) argued that not all alternative assessment activities take too much time to be completed, just some types as extended responses or essays require more time than others; in contrast, other task can be assessed easily and daily. Therefore, professor should take into account the time they spend on teaching and if they are getting the appropriated data that help them to check what students are retaining and gaining. Similarly, Ainsworth and Viegut (2006) explained that both traditional and alternative assessment approaches can be used to assess students properly considering summative and formative aspects as well. If professors daily include at least one alternative assessment activity they will be able to assess the quality of knowledge acquired by learners. Furthermore, a variation of type of assessment applied in class can provide a wider understanding of the student's performance along the week so that they can obtain different options to measure their work.

Along with, Richards (2006) suggested creative strategies that instructors can apply to assess students instead of limited tasks. An essay question is an appropriated example of an open-ended item activity that can be used to develop critical thinking on students. Thus, they work on providing a possible solution to a problem and with the aim of getting that result, learners have to analyze and select from one to another choice the most appropriated to that context. On the contrary, activities as limited choice exams do not let students to develop their creativity or divergent thinking since the only activity they do is selecting limited-choice items. However, the effectiveness of the activity will depend on how teachers write the item so as to get expected results to that matter.

For this reason, professors should keep in mind that in the selection between alternative or traditional assessment approach different factors can interfere. They can be seen in the results of a study developed in 1995-1996 at a Southern urban school district that investigation showed that all teachers apply alternative assessment strategies to grade students even if they have or have not been trained professionally (Belle, 1999). As well as, she noted that other factors can interfere in the way in which instructors evaluate students such as teachers' attitudes, experience and degree.

Also, according to Belle (1999) results revealed a relationship between experience and confidence. If professors feel more confident of their teaching experience, they will be eager to check out new initiatives, so experience can provide them that confidence. Likewise, professor will base the selection of the type of assessment to be applied for their course depending on their impressions about alternative assessment activities.

Additionally, Belle (1999) informed that observation and performance tasks were the type of assessment that teachers applied the most; also, alternatives type of testing were employed more regularly by elementary teachers than high school teachers. Bol (1998) provided explanations about findings of the 1995-1996 study, a possible cause is time as the key word that differentiate the type of activities that professor used. An elementary teachersspends all day with their students; meanwhile, a high school teacher has only fifty minutes a day. This variation of time allows completing and observing a range of tasks easily.

Bol (1998) concluded this analysis by reporting that even if it was not always defined as alternative assessment this type of assessment has been applied in most classrooms. Therefore, Steele (1998) asserted that the selection of the best type of assessment varies from one facilitator to other as a result of the aims of professors and learners plan and endeavor to achieve. Hence, alternative assessment providesmeaningfulinformationaboutwhatstudentshavelearned. Then, professors can use this knowledge to assess students by using informal dialogue, such as asking oral questions, observing the student, and having him demonstrate, and journal writing. For that reason, alternative assessment was suggested is the mastery learning strategy.

It can be described through a variety of features hence teachers need to be informed about the characteristics that follow an alternative assessment process (Herman, Aschbacher & Winters, 1992).

In this way, alternative assessment is defined through different characteristics. Short (1993) argued that alternative assessment can be used to show what the students know and what skills they have during a period of time if it is well-organized. Furthermore, Garfield (1994) stated that assessment is an active process that constantly shows the students' progress in learning and how they achieve the objectives through time in order for teachers to move from traditional assessments to more realistic assessments to assess learners.

Meanwhile, Huerta-Macias (1995) described some characteristics about alternative assessment which is a type of approach that integrates different kind of students' background. Besides, it can be implemented in daily classroom exercises so that teacher can assess students through these activities and with these information teacher and students can identify strengths and weaknesses (As cited in Derakhshan, 2011).

Additionally, Hamayan (1995) illustrated other characteristics of alternative assessments as the follow. First, proximity to actual language use and performance; the author explained this characteristic as a way to assess students using the language in real-life situations to become the learning process more authentic. Second, a holistic view of language; in this way alternative assessment not only assesses students in only one isolated skill, but also it includes the four macro skills such as listening, speaking, reading and writing. Third, an integrative view of learning. Hamayan (1995) declared alternative assessment contributes to develop learners' language proficiency through the incorporation of different areas of learning process. Fourth, Developmental appropriateness. It is focused on student's needs and takes into account student's experiences that are important in their

life. Fifth, multiple referencing. Using different type of instruments, teachers can evaluate the student's proficiency, then they are able to make use of these information to assess each student.

Furthermore, Aschbacher, (1991) stated that alternative assessment requires to solve problems with a critical thinking and deeper analysis in order to make relevant assignments for instructional purposes. It also simulates the real-world situations for that learners can focus and practices through the process of acquiring knowledge and also to inspiring them for new ideas as Alternative assessments need meaningful instructional activities. Therefore, teacher can judge and do the scoring, and let teachers to implement new ideas in assessing students (Herman, Aschbacher & Winters, 1992). In conclusion, Alternative Assessment approach has numerous advantages rather than Traditional assessment tests. One of the major differences is that when applying alternative Assessment in their class, teacher can take into consideration each student's learning and the level of their knowledge. Also, teachers make emphasis on how each student's learning ability can improve when they are correctly assessed by the teacher.

Thus, after described the different alternative assessment characteristics is also essential to explain the purpose of this approach. Alternative assessment has two main purposes, which were analyzed by Hamayan (1995), they are learner's evaluation and instructions. First, it is useful to evaluate students since it allows teachers to get more information about students learning process than the traditional assessment which only

provides it through tests. Hence, teachers can diagnose the different skills students have reached or improved during the variety activities in class.

Also, Kramer (1990) declared that through alternative assessment is possible to find out the ways students interact each other in the different activities. Thereby, they can express themselves using language skills so that it is the best way to discover how students think and to diagnose where they are having difficulties in learning. Second, alternative assessment strategy can be implemented to evaluate instruction. Genesee and Hamayan (1994) pointed out that the results of this kind of assessment can be used to diagnose about how is the process of student working in the class and if the methodologies or activities need to be modified or the instructions need to be improved.

Moreover, alternative assessment strategies can bring considerable benefits. Burton (2000) described the benefits which are not only achieving learning outcomes, but also improve teacher-student relationships, class atmosphere, student's collaboration, student confidence, self-esteem and study habits.

Alternative assessment can provide many benefits when is applied correctly not only for students to strengthen their knowledge in the study, but also for teachers to assess students in their weakness. For that reason, teachers need to be carefully diagnose their class and students' ability in order to use different type of alternative assessment in each situations. Each type of alternative assessment brings a different result and meaning so that the use and benefits will be detailed later through this study.

The Assessment, Articulation, and Accountability (1999) stated that traditional assessment strategies as paper and pencil tests are useful to evaluate some receptive skills, for example, listening. However, in order to have a wider panorama on students' performance alternative assessment strategies can provide more elements to assess the productive skills of speaking and writing. Those kinds of alternative assessment strategies for writing are: Portfolios, Writing samples, Learning logs or journals,, Conferencing, A write About, S-O-S summary, Feedback, Peer feedback, Self-assessment, Writing projects, and Reflective writing. These strategies will be described including the following aspects: definitions, characteristics, types, advantages and disadvantages and usage of each strategy.

To begin with the description of the alternative assessment strategies applied in writing courses, one of the most popular strategies to assess students is portfolio. Paulson, Paulson and Meyer (1991) described portfolio as the collection of student's work that shows their study effort, progress in acquiring knowledge, and achievements in one or more areas. Also, Assessment, Articulation, and Accountability (1999) detailed it is a purposeful collection of selected student's writing work which were assessed by teacher that shows student's study progress and achievement. In addition, Arter (1989) defined portfolio is a tool that tells student's efforts, progress or achievements that contains sample of learner's work and show growth over time.

Portfolio can show the student's study progress and achievement. Therefore, Yoo (2001) explained that portfolios help students to take more responsibility for their own learning. Students need to make decisions about what to include in their own portfolio. The

aim of this strategy is to help students to have an active role in their learning process. Forde (2008) also listed some benefits of using portfolio. It can build up a self-confidence for students since it is an opportunity for students to self-evaluate themselves. It makes students to be more aware of the context they are working on and strengthen their understanding about the assignment.

Durnford (2013) outlined that there are three types of portfolios which are growth portfolio, showcase portfolio and evaluation portfolio. Accordingly, Short (1993) emphasized that portfolios allow students to demonstrate their learning progress over time; they encourage students' participation through first draft and final copy of a report. However, developing and evaluating portfolio is time-consuming and scoring is difficult to determine. Teachers need training in how to do them. Furthermore, portfolio assessment in Foreign Language Classroom (2004) listed some differences between traditional assessment and portfolio. According to that list, portfolio offers teachers and students an in-depth knowledge of the student as a learner. Teachers can individualize instruction for their students so that weak areas can be strengthened. As well as students are involved in this process of tracking their learning and can take control for their learning.

Besides portfolio, journal is another activity that students can apply to improve writing skill. In the words of Dyment and O'Connell (2003) journal writing is the "recording of daily events, personal reflections, questions about the environment, and reactions to experiences" (as cited in Mohammed Farrah, 2012, p. 999). Hedlund (1989) also explained that this type of tasks does not require to write everyday and reflect about a

specific topic or experiences. Besides, Chapman (1990) described examples of authentic writing in journals which include open-ended entries, where the student constructs an entry using their own knowledge, or short answer entries which demonstrate understanding of the content taught.

Thereby, Brown (2001) demonstrated journal writing has an important role in the teaching-learning process which it is also a dialogue between student and teacher. Thus, journal affords a unique opportunity for a teacher to offer various kinds of feedback to learners. Moreover, Barlow (2001) explained students can reflect what they have understood about the class by using journal as evidence of comprehension on materials provided by teachers. Judd (2003) declared that a reflective journal gives students responsibility for recording their thoughts about learning in the subject. It is based on the premise that writing contributes to deeper learning and engagement with a subject so that it gives students the opportunity to clarify and reflect on their thinking. A reflective journal tends to be maintained regularly over a specified period of time. It may describe events, experiences or issues associated with learning, professional placement, fieldwork, or the like.

Similar effects of using journal writing are evidenced in writing sample. Therefore, according to Eggleton&Hamp-Lyons (1992) writing sample is any writing produced by student that can be used to assess language proficiency and student progress. This type of written work may include creative writing, correspondence, essays, or writing in response to prompts, dialogue, journal entries, book reports, writing assignments (drafts or final

copies), reading log entries, or other writing projects. As Brooks (2009) declared a writing sample reveals the individual's writing skill; although it is not easy to be administered since it is more restricted.

Hence, according to American University (n.d.), writing sample is used for the purpose of a legal job search. It should be seen as examples of legal writing which highlights their ability. Moreover, a writing sample may come in a number of forms including memoranda, briefs, comments, journal articles, writing assignments and motion written. Writing samples allow students to evaluate their writing skills, communication style, and ability to express themselves in writing. According to the University of San Francisco (n.d.), writing samples should be well written without any errors, grammatical problems, or misspellings. It should provide persuasive writing of their own work, provide something recent that reflect their current abilities.

Teacher can take advantage of writing samples as a tool that allows learners to improve their quality on writing. By using this type of task they can realize how well they have done the assignment and get awareness of errors, grammatical, or misspellings problems so that they can reflect on their current abilities. Issacson (1996) declared writing samples also should be assessed across a variety of purposes for writing to give a complete picture of student's writing performance across different text structures and genres.

Another alternative assessment strategy which is used to evaluate student's performance as writing sample does is conference. Genesee and Upsure (1996) argued that conference is another alternative assessment strategy typically involves students'

discussions of their weaknesses and strengths with the teacher. Brown (2001) also emphasized the importance of conferencing as a standard part of the process approach to assess writing so that teacher facilitates the improvement of the written work through a conversation about a draft.

Furthermore, conferencing is described on the article Conferencing: A Valuable Assessment Tool (1999) as a way to help teachers to get interesting in students writing success since it facilitates their learning individualizing instruction to improve and reinforce what students have done. Therefore, students can know how to correct their own mistakes or errors.

Moreover, according to Worley (2002) conferencing has been categorized as peer conference and teacher-student conference. A peer conference is composed of a group of five to six students who meet together to assess the written work of the group members. As Kellough (1996) explained students can provide help, feedback, and ideas to each other by conferencing before their work is turned in to the teacher for grading. Likewise, Allyn & Bacon (2002) referred teacher-student conference is held to provide vital communication between teacher and student concerning about student's educational progress so that it is an alternative assessment strategy which can be implemented in writing courses.

Moreover, other alternative assessment strategy is summarization. Wormeli (2005) stated that summarization represents a tool that allows learners to retained information for a long-term increasing their understanding of writing skills. An illustration of a summarization activity is A Write About.

Dodge (2009) pointed out that A Write About is a solid activity in which students can apply key vocabulary terms (the language of the content area) developed in class by making summarizations that shows in a synthesize manner their comprehension in a paragraph. In like manner, they can represent key ideas graphically. This process combines verbal-linguistic and spatial intelligences as well, for this reason many students consider this type of task as their favorite one. Moreover, Dodge (2009) explained A Write About helps students to process the data that they have been learning in a unit; additionally, learners verify their writing by checking vocabulary terms and circle them at the same time as they employ key words in context.

Although A Write About has a limitation related to its design since students can use it just for a single idea within a larger unit; on the other hand, it is very useful to make a synthesis that reflects their comprehension of a daily class. Likewise, an additional advantage of this strategy is when professors duplicate the Write about template with the vocabulary terms already printed on it with the aim of helping students who show struggling problems and if it is necessary facilitators can present meanings as well. Thus, the procedure to apply a Write About is the following. First, apply this strategy by giving a Write About sheet to each student at the end of the lesson. Teacher can get photocopies of Write About sheets on colored paper in order to help learners to get an easier access to them when needed for studying. Second, complete an example of a Write About by writing key words (Brainstorming) and draw a picture to represent the main idea to show learnershow to use it. Depending of the student's grade, it can be required to model it several times.

Third, use the key words on the list to show learners how to write a summary. Then, give a demonstration on how to verify terms; while, you are using them. Next, circle them in their writing.

Fourth, ask learners to get together in pairs; then, discuss and complete a Write About. Fifth, let learners take advantage of the pair work arrangement to practice a few times with a partner, after that teacher has to request students to complete a Write About on their own. Sixth, collect this assessment and give feedback to students. Through a simple check or check-plus it can be indicated to students their level of individual mastery. Next, provide an explanation of the meaning of a check or check-plus. In other words, a check means that learners should demonstrate that most of the terms and ideas have been understood; however, others are still pending to demonstrate their mastery. Students should use any circles, question marks, or questions written on the paper as guide for next steps in learning. Finally, planning instruction for the next day can help to fill any gaps in class comprehension through other type of tiered activities that follow-up the process as flexible grouping.

To demonstrate another creative activity that teachers can apply in writing Dodge (2009) also suggested the S-O-S Summary. Dodge (2009) noted that S-O-S Summary consist on an assessment strategy that teachers can apply at any stage in a lesson, the process to write this type of summary begins with a statement (S) wrote by teacher; then, professor requests opinion from a learner even if she or he is in agreement or disagreement with the statement. In last step student has to support (S) his or her opinion with facts.

Professors can use this summary to assess learners in aspects such as attitudes, beliefs, and knowledge about a topic before or during a unit.

Besides, professors can employ it to check what students are pending to understand about the topic at points all over a unit or lesson. In addition, it can be applied at the end of a unit to verify whether attitudes and beliefs have been influenced or changed due to the new information. According to Dodge (2009) the procedure is described as follows. First, provide students with an S-O-S Summary sheet. Second, start writing on the board a statement; then, ask learners to copy it. If the statement can be argued from two points of view, the activity can have better results. Third, request students to discuss (five minutes) if they are in agreement or disagreement with the statement based on what they have learned from class discussion, reading, or media presentations. Next, asked them to list facts, data, reasons, examples, and the like to support their views. Fourth, collect the S-O-S Summary sheet to assess student understanding. Lastly, decide what will be used for the next day's instruction.

Equally important to A Write About and a S-O-S summary tools for making summarizations of what students have understood of a daily lesson or unit the National Forum on Assessment (1995) suggested that there are other ways to applied assessment to individual and group work; for instance, individual, partner, small group, or whole class by using this type of assessment students will be able to listen to other partners or small-group conversations and get information to promptly detect problems or misunderstandings in order to improve their work right away.

The advantages of working with groups are beneficial for teachers and students as well. By monitoring every student more efficiently teachers are able to identify what each student needs. Similarly, students can go ahead in the direction of mastering themselves by working with others earlier than working on their ideas asserted Dodge (2009). However, the group assessment process should not be considered as another aspect to be graded; instead, it is part of the learning. Also, the individual assessment that takes place later on can be kept on without a score. Therefore, a better manner to apply assessment can be thorough feedback to learners by providing brief comments or a check, check-plus or check-minus, with a brief verbal explanation about what each symbol indicates clarified Dodge (2009).

Wiggins (1993) noted that rather than a measurement feedback is a way in which teachers can provide any observation to learners. It allows students to examine without labeling or censoring their performance so that they can make reflections about how well they are performing the task and going in the appropriate direction.

Carmer (2008) explained it is better to provide feedback by face-to-face conversation instead of giving it in a written manner. Moreover, feedback should be given step by step to get more benefits as to design in advance how to get probable meanings from readers through written work, for that reason feedback is an important element in the alternative assessment process.

Additionally, Brookhart (2008) emphasized the importance of feedback in writing. It performs a relevant role in the learning of writing as skill so that it is essential part in the

writing process. Feedback can be classified in several manners; however, Elashri (2013) reported the following types:

- ✓ The performer (the provider) of feedback (teacher, peer, self).
- ✓ The timing of feedback (delayed and immediate feedback).
- ✓ The form of feedback (direct and indirect feedback).
- ✓ The method of performance of feedback (oral and written feedback).
- ✓ The concentration on a specific item in feedback (grammar, spelling and etc).
- ✓ The stage of process writing feedback.
- ✓ The effect of feedback (feedback in revising, editing stages) (p. 6).

There are also three features of feedback advantages reported by Mi (2009) and Littleton (2011). First, learners are aware of how they perform the activities. Second, feedback provide a support to students in order for them to find out possible mistakes and

correct themselves so that students can increase their performance level. Third, the role of feedback goes beyond to help students to be able to apply observations from other peers and take them into account. Also, it is a form to check student's progress along tasks. Moreover, Hino (2006) confirmed another advantage related to the writing field of English as Foreign Language learners. Feedback can be used as a tool in which teachers can check students' progress in learning the written language in order to diagnose and assess their students on areas that can be difficult to them.

Panova and Lyster (2002) explained how teachers can apply corrective feedback in writing classes with the aim to achieve writing skill. Professors can provide feedback of what students have done such as errors or mistakes directly or indirectly. However, how they emphasized the observations can help students to learn and understand what they have done right or wrong improving their ability to write accurately. Unlike, if professors do not provide feedback to their students' errors, try to correct them afterward will be very hard since fossilization will already occur. Also, Brookhart (2008) pointed out that if teachers do not provide feedback about the student's written tasks they can lose motivation and they will neither know how they are performing the writing assignment nor in which feature they should get more focus on. Therefore, facilitators should guide students along the course, in order to check out their progress. Otherwise, Lee (2008) argued that learners might feel as their efforts are not been taking into account properly and they will have a wrong idea of their performance in the writing skill. In conclusion of how a lack of feedback can influence on the students' part, Saito (1994) remarked that learners might

think that they do not need to amend their assignments, since they did not receive a comment about them so they considered they are performing well their written tasks.

Elashri (2013) reported that feedback can be given to students by self, teacher and peer assessments. The most extensively manner through which learners can obtain feedback on their writing assignments is by teachers' written feedback. Professors can use Teachers' feedback in order to offer corrections of errors or mistakes in a written or orally way and make students know what aspects they do not perform well and how they can do a better job by taking into account their corrections. Nevertheless, this method has a disadvantage of effectiveness according to Clements et al. (2010) this type of direct method in providing feedback does not let learners to think or do something when professors only highlight the students' attention to surface errors so in order to have good results the implication of professors is relevant.

In contrast, Connor and Asenavage (1994) revealed that teacher feedback present better benefits to students' writing than peer feedback. Research has shown controversial results to this type of feedback. According to Wu (2006) peer feedback do not succeed as aid to improve the learners' linguistic growth. Its contribution is limited in the sense of helping to improve tasks; Peers only provide complimentary praise or blessings so that learners cannot be sure whether the feedback provided is meaningful or not and if it will have a positive effect since opinions are based on qualitative aspects. However, teacher feedback is based on qualitative and quantitative so that it is a better alternative for learners. In a similar study developed by Fathman and Whalley (1990) learners expressed that they had

more confidence in the observation provided by their professors than the one of their peers who were not qualified in writing competence. Thus, students' confidence helped them to get positive profits when they received teacher feedback.

On the other hand, Tsui and Ng (2000) responded that peer feedback can help students to discover their weaknesses and strengths. Along with, Miaoa, Badger, and Zhen (2006) expressed that both type of feedback have positive features. Teacher feedback is very important in order to improve students' writing. Also, peer feedback contributed to writing skills for the reason that peers are involving in giving and receiving feedback in returning constantly. Berg (1999) declared that Peer feedback also promoted critical reasoning. Storch (2005) showed in his study that learners create better texts when they take into account collaborative writing and providing feedback to other peers' work that can be evidenced on task fulfillment, grammatical accuracy, and complexity.

As Gielen et al. (2010) defined peer reviewing also called peer feedback as a type of assessment carried out by students who are in the same position. Besides, Mangelsdorf (1992) stated that when peer view takes place learners are involving in a process that goes beyond editing and evaluating an essay from other partner; in fact, learners answer to the questions what the essay says as well as how it says it.

Mangelsdorf (1992) emphasized the purposes of using peer reviewing in writing.

This powerful learning tool helps learners to share with an authentic audience and make of us of this interaction to enhance their motivation to write. Besides, learners can apply different comments from peers to their own writing and read it critically, and also peer reviewing contributes to increase confidence in their writing. Similarly, Jahin (2012) reported peer reviewing in writing provides students the opportunity to assess another's written composition task as essays. Students can increase their opportunities to write properly by playing the role of peer assessment and by receiving feedback as well from other classmates. In words of Brown (2001) activities that encourage learners to have more possibilities to write involves revising written work with a partner (peer-editing), proofreading, and setting goals.

Other benefits to apply peer review in writing are related to aspects as a sense of audience, enhance motivation and confidence in their writing assignments. Also, students are able to learn how they perform their task by using this type of feedback as an evaluation tool (Mittan, 1989). In the same way, a study developed by Min's (2006) showed that on English as a Foreign Language class, student's revision types and quality of texts were affected by peer review feedback. Lastly, Saito (2008) developed a study that revealed in aspects such as quantity and quality of comments the peer review group participants were superior to the control group of participants.

Jahin (2012) cited the advantage of applying peer feedback in writing as follows:

- ✓ Bringing a genuine sense of audience into the writing classroom (Keh, 1990 & Mittan, 1989).
- ✓ Facilitating the development of students' critical reading and analysis skills (Chaudron, 1984 & Keh, 1990).
- ✓ Encouraging students to focus on their intended meaning by discussing alternative points of view that can lead to the development of those ideas (Di Pardo & Freedman, 1988, Mangelsdorf, 1992 & Mendonca & Johnson, 1994).
- ✓ It improves students' academic writing competence (Hu, 2005 and Hu & Tsui, 2010) (p. 8).

A study developed by Tsui and Ng's (2000) with secondary school students in Hong Kong identified four distinct benefits of peer review. First, when learners provide peer review, they increase their awareness of viewers, and they are able to check their pieces of writing to find problems as clearly with more consideration. Second, learners develop a more responsive role to discover common problems in their own writing when they give peer feedback. Third, this type of feedback helps learners to get autonomy so that their sense of ownership on writing increases. Fourth, when students know how peer review works, they can judge on what aspects are correct or incorrect in their written tasks.

In summary, Bartels (2003) emphasized that over the past decades among The English for Speakers of Other Languages (ESOL) writing instructors peer response also known as peer review, peer feedback, peer editing, and peer evaluation has turned into well-known practice . At the beginning it was design for first language instruction.

Nowadays, many teachers have changed the way in which students write a reply in order to avoid discouraging writers with irrelevant oral feedback to their peers in a group environment. They receive assistance to know how to give positive comments to make feedback a useful tool to evaluate written work more willingly than check surface-level grammar or spelling mistakes. Peer reviewing should be focused on organization and style. Through written comments, learners can give directly feedback to the writer and afterward they can read what their peers marked in order to clarify any doubt, and apply observations to improve their writing tasks. This strategy can help students to have a better understanding of the process of writing and help them to become autonomous thinkers and writers, but it should be applied with other types such as by self-, and teacher assessments to facilitate corrections to learners and develop writing skills.

Accordingly, in this part will be explained the last way to give feedback to students which is also an alternative strategy considered by some authors as a useful tool for students to get involved and reflect on their works (Foster, 1996, p.8).

Therefore, researchers have given different definitions to self-assessment. It can be described as the revision done by students in any assignment with the aim of knowing

theway that they are developing it and at the end they will be able to know how well they have achieved that task (Scott, 2000).

Also, Klenowski (1995) claimed that self-assessment is the evaluation or judgment of the worth of the one performance and the identification of one's strengths and weaknesses with a view to improve learning outcomes. As well as, Henner-Stanchina and Holec (1985) described self-assessment as the evaluation procedure that learners simultaneously create, judging their achievement in relation to themselves against their own personal criteria, in accordance with their own objectives and learning expectations.

Thereby, self-assessment is a way which let students reflect in their own work thus Schunk (1996) considered self-assessment as a process that involves three steps which are self-observation, self-judgment and self-reactions. Firstly, students have to focus on specific aspects of their writing and performance based on basis given previously by the teacher. Secondly, they judge their writing in order to know how well they have done their paper and the goals they have reached. Thirdly, they can interpret their achievements and take actions in the things they have to improve. In that way, self-assessment contributes in the development of different characteristics on students while they practice this strategy Harris (1997) agreed self-assessment encourages students to be more active and responsible in their learning process. Therefore, they can be aware of their own strengths and weaknesses.

Also, it is a way in which students can collaborate with the teacher to review their performance and take decisions about the following steps in their learning process (Scott, 2000). Therefore, Harris (1997) and Weeden et al. (2005) described self-assessment as a

practical tool in relation to time and equipment for the busy schedule of language classrooms were sometimes students have just two or three classes weekly so that teachers can integrate self-assessment as part of the everyday classroom activities hence in that form it will be part of the writing process and the procedures for the development of each language skill.

Moreover, self-assessment is considered as a more effective and direct way of getting students' information than teachers' assessment (Harris, 1994) and that is because it provides valuable information about students' expectations needs, problems, worries, feelings about their progress and reaction to the methodology and material used (Harris and McCan, 1994). Nevertheless, teachers have to teach students how to assess themselves in order to apply self-assessment accurately so that according to Klenowski (1995) there are three conditions that teachers have to meet in order to develop a quality self-assessment:

- *Teacher and students have to negotiate self-assessment criteria.* This kind of alternative assessment needs the collaboration of both teachers and students since students get involved in their learning and the curriculum is fulfilled with the agreement of both sides.
- *Teacher-student dialogue focuses on evidence for judgments.* They can talk about what students have written and with the piece of writing they can discuss students' improvement.

- *Self-assessment contribute to a grade.* Self-assessment results can be used to compare student's development in previous. (p.145)

However, it is important to take into account the student's developmental level, maturity, previous educational experiences and how long students have been involved in their learning process and in assessing their own progress because in that way they will be able to do respond with intelligence, responsibility, and determination after a learning period in which they develop assessment skills (Mabry, 1999).

Furthermore, based on Wiggins (1993), Aschbacher (1991) and Newman (1997) some of the features that are applied for assessment reform and are valid for self-assessment are:

- **Students' needs higher level of thinking** and that is pointed out by Chamot and O'Malley (1994) when they defined that self-rating requires the student to exercise a variety of learning strategies and higher order thinking skills that not only provide feedback to the student but also provide direction for future learning.
- **The task requires discipline and responsibility.** Self-assessment helps students to become responsible and independent in their learning process (Boud, 1995).
- **The assessment is transparent.** When students are guided to examine their own works with specific criteria which helps them to reflect and focus on the revision process of their writing without get loss during that process and understand what

they have to do, check and improve from it. (Foster, 1996). Also, Boud (2013) considered that self-assessment offers an evidence for student's achievement hence students by themselves are eyewitness of their work checked.

- **Students have opportunities to receive feedback and revision during the task.**

Foster (1996) suggested that self-assessment is one of the goals each course has to implement; however, it is not seen only as a goal but also teachers had to apply self-assessment activities into the class time in an explicit way.

Equally important is to be aware of the advantages given by the usage of self-assessment so that according to some authors self-assessment has a plenty of benefits to use in class. First, it is a supplement to teacher assessment hence students are more involved in their own learning process. Second, it combines developing critical self-awareness so students know what they are as learners and the skills needed to know how to learn (Nunan, 1988). Besides, it increases student engagement (Bruce, 2001), access to information about student effort and persistence (Rolheiser& Ross, 2000), students begin to internalize instructional goals and apply them to future efforts (Herbert, 1998) and it is an effective way to improve writing skill since it promotes self-reflection, self-esteem and self-confident (El-koumy, 2004).

Thus, Foster (1996) described self-assessment as a useful way applying by many learners as well as writers to improve writing and it is valuable for people who is learning new

structure in writing. Therefore, if teachers want to motivate students in the use of self-assessment, they can follow these ideas. (Foster, 1996):

- Encourage students to write frequently.
- Use writing for students to learn content as well as to communicate knowledge.
- Engage student in personal writing to develop self-understanding.
- Allow students to write for different audience and purposes.
- Look for opportunities to publish and congratulate students for their writing.
- Take time for discuss students writing progress.
- Praise students for their achievements and take it as part of the instruction and assessment (p.10).

Altogether, self-assessment strategy is a valuable tool which can be pretty helpful to improve students writing ability hence they will be more involved in their learning process. In the same way students may improve their writing skill with the implementation of another alternative strategy which is writing project. They are using for many teachers to teach different subjects in any course; however, they can be really useful in compositions courses to practice and improve writing skills. Sinmonson et al. (2000) described projects as a task that can be assigned to individual students or group of students in order to present findings and they can come in different forms such as multimedia presentation, written report and so on. As well as there are some types of projects that can be applied in writing courses; however, this paper will be explained a writing project which is taking into

account for many composition teachers (Assessment, Articulation, and Accountability, 1999).

Hence, writing for the community is a project related to a popular community based service –learning approach and it tries to teach students writing emphasising on the literacy, action research and real-world writing. Students have to choose a topic that is affecting the community around them and write about it (Benson, 2001). Also, it is an alternative strategy instead to use traditional approach for practical writing courses.

Teachers can use this kind of projects to let students express their ideas about an issue or a topic that is interesting for them; however, they need teacher's instruction in order that those kind of projects take place. Therefore, writing teachers have to help students to identify an issue which is the vital concern in their community, school or university. Next, students have to search for information about that situation that later will be organized. Afterwards, they have enough knowledge about the topic they will identify their audience needs and finally, they will write down their purpose for their writing and show it to the community (Benson, 2001).

Moreover, based on Benson and Christian (2002) community writing projects have a lot of benefits for students such as give students a voice to express their opinion about the issue that is affecting their community, links writing with activism, promote interest for literacy, students have a purpose to use English and also they practice writing standard English.

To sum up, community writing projects can be applied with wider or limited goals it will depend on teachers and students decision. Nevertheless, teachers agree that this project motivate students so that it important to introduce writing for the community as a part of the teaching writing.

Likewise, writing projects there are other strategies which can improve students writing skill and they are easy to develop in the class and by students so that as Burke (1994) defined learning logs are short, objective entries under specific heading such as problem solving situation, questions about the content taught, answer to reading, homework assignment or other categories created to record student learning. Moreover, Herman, Aschbacher, and Winters (1992) agreed learning logs allow students to communicate directly with their teachers to talk about their progress, concerns and reflect about their learning process.

Teachers have to give some lead-in statements in order for student to give analytic, synthetic and evaluative responses. Fogarty and Bellanca (1987) and Scott (2000) suggested an example of lead-in statement:

One thing I learned yesterday was... one question I still have is... one thing I found interesting was... one application for this is... and I need help with... (p.10)

Learning logs are also called learning journals and some of their characteristics are (Moon, 2010):

- **Diverse.** They have different features they can be tapes, videos, electronic or pen-on-paper as well as they can be different sizes and shapes.
- **Not necessarily written** - but most of the time assume written format.
- **Generally reflective and accumulated over a period of time with the intention to learn.** Students be aware of their learning and writing progress when they write in the learning log and throughout the time they accumulate their reflections and opinions about their accomplishment and need to improve areas which have been written in the log daily or weekly.
- **Flexible**(it can be structured or unstructured). students are free to write in the learning log without caring grammar rules and punctuation. The most important is the opportunity to write and reflect about their writing learning process.
- **A useful back-up to learning.**
- **Something that accentuates favorable conditions for learning reflection.**
- **Applicable to all disciplines.** They can be applied in writing classes, science, social studies, etc.(p.4).

Also, Spencer-Waterman (2013) has suggested the following steps in order that teachers can apply logs in their classes first, they have to discuss reflective writing with students so they need to talk about what a reflective writing is and give instructions and examples to students. Also, teachers have to explain to them that it is a way to express their thoughts and feelings about their process on learning while they practice and improve their writing. Second, teachers can tell students they have to keep a learning log in another notebook in this manner teachers will emphasize that it is important to evaluate their learning to know what they have to improve and what they are doing well hence they will focus on the aspects students have to improve and work on. Third, teachers have to give five or ten minutes to student in order to write down on their learning log twice a week hence students should know how useful is to spend time writing about their learning and that the teacher will read them and give a response based on what they have written. Lastly, teachers are responsible to make learning logs an important assessment tool in the classroom since they will help teachers to know if students need to learn about a topic that is not in the syllabus or if they need feedback about a previous topic he or she has taught.

Olson (1996) described her experience implementing logs as a way to gain insight of students and know deeply what they have learned which is a more personalized form so that she can focus more in students learning process. That is a valuable experience that as a writing teacher she gives to everyone who is interesting in implement learning logs in

class and to know a way for using it. However, to identify students' needs or students strengthens and weaknesses are not only the benefits to use learning logs.

Learning logs can be used in the following ways (Burke, 1994):

- Record key ideas from a lecture, video, presentation, field trip, or reading assignment,
- Make predictions about what will happen next in a story, video, experiment, event, situation, process, or lesson,
- Record questions and reflect on the information presented,
- Summarize main ideas of a lesson, article, paper, video, or speech,
- Connect the ideas presented to previous learning, or to other subjects or events in a person's life,
- Monitor change in an experiment or event over time,
- Brainstorm ideas about potential projects, papers, presentation, assignments, and problems,
- Help identify problems and record problem-solving techniques, or
- Track progress in solving problems, readings, homework assignments, projects, and experiences (p.46).

According to Spencer-Waterman (2013) learning logs can be also used to practice reflection about a unit already study before students take an exam, to clarify the changes done after they have learned a topic making clear any doubt and also it is useful to keep information about how a new activity is developed in order to know if it workable for students learning so it can be implemented frequently in class.

Moreover, based on Zemelan and Daniel (1988) logs or journal writing let students to increase their fluency in writing, practice taking notes, apply documentation skills in that way they can improve vocabulary and writing skills.

Lastly, an alternative assessment strategy which is similar to learning logs are reflective essays or reflective writing. A reflective essay is a form of writing that examines and observes the progress of the writer's individual experience.

Reflective writing is a way to gain insight form students work through a deeper reflection on their personal and learning experience and from others people perspectives (Watson, Collings & Moon, 2001).

According to Nunan (1988) the main aims of reflective writing are students develop their self-consciousness and language skills. Also, reflective writing are useful in order for students to reflect on their learning process (Holten& Brinton, 1995), critically review something (readings, essays, books, etc.) and engage in personal or self-development (Ibid, 1980) so that reflective journal helps second language students to raise their awareness and increase their autonomy (Nunan, 1988).

However, it is necessary that teachers explain to students how to do it for the reason that Matsutomo (1996) emphasized that teachers are responsible to explain the specific criteria to students in order for them to avoid difficulties while they write their reflexive journal so that there are some aspects that teachers can take into account in order for students to know how to write a reflective journal. First, they have to describe life and learning events and experiences; then, they should interpret and analyze those events from different perspectives (How it is compare with others things) and lastly they need to reflect on the usefulness of that information.

With this in mind, English composition teachers can select the most appropriate alternative assessment to implement in their class taking into account the steps to apply them, the way to use them and the different benefits and outcomes they can achieve with their use as part of the lesson in the everyday class. In conclusion, the use of reflective writing in composition class can help students in the development of writing, critical thinking and reflective skills which improve their writing ability.

Summarizing the alternative assessment strategies that can be used in writing courses Hamayan (1995) reported that besides the activities that yield alternative assessment information such as portfolios, writing samples, journals, conferencing, a write About, S-O-S summary, feedback, peer feedback, self-assessment, writing projects, learning logs and reflective writing English composition teachers can select the most appropriate alternative assessment to implement in their class taking into account the steps to apply them, the way to use them and the different benefits and outcomes they can achieve with

their use as part of the lesson in the everyday class. Also, it is important to select the most useful manner to record and analyze the information about students' language or behavior.

Thus, the North Carolina State Department of Public Instruction, Raleigh Division of Languages (1999) cataloged the following alternative ways of recording and analyzing information. Professors can employ qualitative measures of documenting data to design instruction as anecdotal records, checklists, and rubrics (Bird, 1986; Fishman & McCarthy, 2000).

An observation that is informal and helps to take notes about learners' behavior, skills, and/or performance is called an anecdotal record (The North Carolina State Department of Public Instruction, Raleigh Division of Languages, 1999). Rhodes and Nathenson (1992) stated that information about products or process and product can be written through anecdotal records by using these data teachers can clearly decide how they might assesses the process and how they can reorganized it in order to support in a better manner more efficient use of strategies and improvement of learner as readers and writers. This type of tool should be dated, identified, and organized based on previous centered instructions. Notes can be done in a structure or open-ended manner (The North Carolina State Department of Public Instruction, Raleigh Division of Languages, 1999).

Another key point, is to record students' involvement and attempt events, especially the unpredicted ones, and follows their progress on the road to achieve the aims of course. Anecdotal Records can be performed methodically after every class at the end of the day, or less recurrently at the end of a unit; through note cards, on a clip board, on adhesive

labels to be attached on individual page per each student or in a notebook created for this function. So that professor can make use of additional tools to checklists as anecdotal records through which they can document learners' performance and growth (The North Carolina State Department of Public Instruction, Raleigh Division of Languages, 1999) evidenced of this can be seen in the following figure 2.2:

EXAMPLE: WHAT TO RECORD TODAY

Names: Classroom schedule:	Ben	Sofia	Liam	Olivia
Arrival		Puts backpack away		
Breakfast	Tries a new food			Passes food to a friend
Free choice	Attempts a new activity		Shows interest in books	
Circle			Answers "how many" questions up to 10	
Small group		Cuts with scissors		
Outdoors		Rides a two- wheeler	Follows directions involving spatial concepts (up, down, in front, behind)	
Lunch				Takes turns talking with a peer
Closing routine	Reads with a friend			

Figure 2.2. The National Center on Quality Teaching and Learning. (2004). Anecdotal Records in Your Classroom (p. 3).

When a professor takes observational notes he is able to record a variety of genuine experiences and products of literacy progress as engagement, curiosity, and motivational factors these notes reflects objective and subjective information as well as affective one (Baker, Dreher, & Guthrie, 2000; Wigfield, 1997). Short (1993) compared the advantages and disadvantages of anecdotal records as a tool through which teachers can reflect on student's work or behavior and record impressions and anecdotes about student's learning growth. On the positive side, when teachers use records and observations to evidence their students' performance along their learning process that kind of comments can help them to describe what students have learned or behaved in a real and interactive environment so that the information is meaningful to make reflections about and to write instructions. On the negative side, anecdotal records are not always taking into account as valid support of learners' performance because this measure may not fulfill the requirements of responsibility.

In addition, The Kendriya Vidyalaya Sangathan Zonal Institute of Education and Training (2012) provided a list of advantage and disadvantages of anecdotal records as follows. On the positive side, professors should concentrate on significant learners' actions and do not take into account other conducts. Moreover, this tool helps to save time compared to a running record. Equally important is the fact that teachers do not have to take special training. Another key point is related to unpredicted events that can be recorded at any time of lesson because viewer typically does it after class. On the negative side, anecdotal records demands full concentration or supervision from teachers, it also

may fail to notice relevant conducts. It is important to take into consideration that in order to record anecdotes; teachers have to remember what they have observed.

Rhodes and Nathenson (1992) pointed out that not only teachers can have benefits when anecdotal records are applied in classroom environment, but also classroom routines enhance students to be progressively more independent and responsible as readers and writers. Thus, if students feel accustomed to the structure and behaviors that they need to perform in the activities that are carried out in class such as Writers' Workshop teachers are able to make use of their time on recording observations of individual learners or groups. In order to profit the amount of time that teachers should use to write their observations, they can take notes on groups or on individuals. For instance, if professor finds that all five students have problems when they have to explain on their own words the information gather from books instead of writing the same comment per each student he or she can address this observation to a group section on her or his notebook.

Rhodes and Nathenson (1992) reported that good techniques for recording anecdotal annotations must be linked to good techniques for analyzing those observations such as effective analysis techniques include making inferences from the notes, looking for developmental trends or patterns within individuals and across students, identifying both strengths and weaknesses in learning and teaching, and making time for analysis

Rhodes and Nathenson (1992) described good techniques for analyzing notes as follows: First, making inferences occurs when teachers predict what type of behaviors they should observe as the time student are reading and writing. Second, in identifying patterns

is evidenced when teacher realized through observations that students have the same problem. Therefore, teachers can find similarities and differences on their learners and establish patterns. Third, identifying strengths and weaknesses this feature can help teachers to know in which aspects they can reinforce students by taking into account what learner can do very well. Fourth, finding time for analysis, in order to facilitate the analysis of what have been recorded teachers should use the beginning of each instructional planning time to analyze each anecdotal record of individuals and groups by doing this focus on planning time, teacher may work proficiently.

Moreover, teachers can share their findings with other colleagues who are in charge of the same students so both can look for patterns and trends this interaction can increase the quality of teaching by adapting teaching their learners' needs.

Anecdotal records are powerful tools not only for planning instructions, but also for providing evidence on the students' progress through observations which help teachers to plan how to asses students and provide an environment in which students can get autonomy to be responsible readers and writers when they are familiarized to the structure and behaviors.

Anecdotal records are powerful tools not only for planning instructions, but also for providing evidence on the students' progress through observations which help teachers to plan how to asses students and provide an environment in which students can get autonomy to be responsible readers and writers when they are familiarized to the structure and behaviors (Rhodes & Nathenson, 1992).

Other form that compositions teachers can use to record students' performance is the implementation of observational checklists in their classes that is another alternative assessment strategy which is defined by Burke (1993) as a way to observe students skills, attitudes and performance of individual students or the whole class. Also, Burke (1993) considered it as a record tool useful for teacher to keep students information about who has difficulties with any specific skill or needs support to improve it. Besides, the British Columbia Institute of Technology (2010) also described checklist as a form for knowing if the students present or not a behavior or skill.

Furthermore, Burke (1993) presented a basic structure (figure 2.3) to build a checklist so that it has to contain students' name, an area of four or five space for adding the specific aspects to assess, a grade to select the degree that students has or not performed in the application of the skill, for example: always, sometimes, never and a space to add comments about the behavior observed.

ON YOUR OWN

Directions: Select the skills you want to observe and write them on the five slanted lines at the top.

OBSERVATION CHECKLIST

Teacher: _____ Class: _____ Date: _____

Target Skills: _____

Ratings:
 + = Frequently
 ✓ = Sometimes
 ○ = Not Yet

NAMES OF STUDENTS									COMMENTS
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									
11.									
12.									
13.									
14.									
15.									
16.									
17.									
18.									
19.									

IRI

Figure 2.3. Example of an observational checklist for a whole class. (Adapted from How to Assess Authentic Learning, burke, 1993, p.113)

Taken that into account checklist can be useful in order for teacher not only to pay attention to specific behaviors, writing skills and thinking (Burke, 1993), but also to check any skill that is not developed as it could be done and as a way to reflect on students work (Short, 1992). Moreover, checklists can be used by students to judge students' progress(see figure 2.4.) and discuss its results with the class to identify who are the students whom

needs more support and the aspects they have to improve and also it helps to figure out the general group performance (Burke, 1993).

Additionally, Costa (1991) stated that checklist is an instrument which can be used only to measure observable skills and significant and concrete criteria which teachers and studentsexamine in order to facilitate the identification of strong and weak areas.

Name: _____ Date: m/d/y _____

	Can Do	Needs Work	Not Evident	N/A
[A] Process:				
1. Generates language experience stories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Able to select topics to write about	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Willing to try to put words on paper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Develops a topic with details	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Able to use writing for a variety of purposes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Willing to revise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Using feedback from others to revise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Writes entries in dialogue journal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Writes entries in learning log	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Willing to share some pieces with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Gaining confidence in self as a writer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments/Observations:	_____			

Figure 2.4. Checklist to assess students writing progress.

(Adapted from Assessment, Articulation, and Accountability, 1999, p.38).

Therefore, it is important to know about its characteristics which are pointed out by Burke (1993) so that the first one is to offer a way to record students' skills and behaviors presented during the class. Second one is that it provides information about students' needs in a right time in order for teacher to offer students with extra help before they get a low grade in an exam. Thirdly, it gives the option to check if it is necessary to do some changes in the teaching process based on its result so that if there are many students whom are not doing well teacher can modify the methodology.

Besides, there are two forms in which checklist can be used one is applied by the teacher and the second is by peer or self-assessment. Firstly, if it will be used by the teachers, they have to take into account some aspects: they have to specify the purpose to which the observed information will be used such as if it will be to modify teachers' methodology or to know the effectiveness of it, or to assess students. Also, they have to be clear about the kind of information will be observed, for instance, it will be student's written language, strategies applying for students' side, evaluation of the materials and so on (Assessment, Articulation, and Accountability, 1999). Next, teachers have to decide the way they will observe in order to gather the necessary information; thereby, they will know whom will be observed whether a specific student or the whole class as well as how the observation will be done and the time it will take place (Genesee & Upshur, 1996).

Secondly, if it will be used whether students by themselves or by peers the checklist has to describe the objectives of the lesson in a clear manner that should be understandable

and achievable for students (Assessment, Articulation, and Accountability, 1999) (see figure 2.5).

COLLEGE

WRITING CHECKLIST

Key: Teacher
+ = Good Peer
✓ = OK Self
○ = Not Yet

Student: Robin Class: English 102
 Paper: Teaching for Transfer

	Date: <u>9/1</u>	Date: <u>11/5</u>	Date: <u>1/2</u>
Usage			
1. Topic Sentence	+	+	+
2. Complete Sentences	+	+	+
3. Complex Sentences	○	○	○
4. Wide Vocabulary	○	✓	+
Mechanics			
5. Capitalization	+	+	+
6. Punctuation	✓	✓	✓
7. Spelling	○	✓	+
8. Grammar	✓	✓	+

Strengths: My topic sentences, sentence structure, and capitalization are good.

Not Yet: I need to write more complex sentences—most of my sentences are simple.

Figure 2.5. Self-assessment checklist (Adapted from How to Assess Authentic Learning, burke, 1993, p. 111)

Equally important is to know about the advantages that checklist brings to classrooms in which it is applied. According to Short (1992) some of the benefits are that teacher can observe and record students during the development of some activities and it is an

instrument which help to get the course goals. However, she also stated some limitation about the use of checklist which are its limited selection of yes or no answers in that way teacher can only identify if the students perform or do not perform a skill; nevertheless, its limitation can be reduced if teachers add some criteria as needs improvement, good and outstanding in relation of a skill. Hence, a more complete way to record students' performance is the use of rubrics.

Marzano, Pickering, and McTighe (1993) have defined rubrics as permanent performance detailed table, in other word, a table which contains characteristics in describing each performance and grade point in each criteria detailed on table. Also, according to Foreign Language Project, Assessment, Articulation and accountability (1999) rubrics are tools which list criteria for the desired outcomes. Rubrics are used for evaluating the student's work and performance expectations. It measure student's performance based on the criteria detailed on the rubric. As same as Goodrich (1997) defined rubric as a scoring tool that grades quality of student's work from excellent to poor. According to The High School Success Network (1993) enumerated some purpose of rubrics. It is used to explain whether student, teacher and parent's performance, and it serves as reference for themselves.

As Andrade (2007) declared that the purpose of a rubric is to give students feedback on their progress and to provide a detailed evaluation of their finished products. Goodrich (1997) listed five reasons to use rubrics. Rubrics help students to become more carefully judging the quality of their own and others' work. Also they reduce the amount of time

teachers spend evaluating student writing work. At last, rubrics provide an easy way to explain student evaluation and performance for student's parents.

Based on Assessment, Articulation and Accountability (1999) there are three kind of rubrics. The first type is holistic rubrics. This type of rubric uses a variety of criteria to produce a single score and it is easy to use, but provides little feedback to help students improve their performance. Examples of holistic rubric are general writing rubric, rubric for oral performance and short story rubric. The following graphic is a good example of holistic rubric (see figure 2.6):

GENERAL WRITING RUBRIC	
1.	Is generally incomprehensible. Gives incomplete, mostly inaccurate or irrelevant responses. Has very little grammatical control with serious errors in all structures. Employs very little vocabulary with formulaic language used inappropriately. Is mostly incoherent with no evidence of organization.
2.	Is somewhat comprehensible. Gives a somewhat accurate/relevant response to some parts. Has limited grammatical control with many errors in basic, high frequency structures. Employs limited vocabulary. Is partly coherent or often coherent with little evidence of organization.
3.	Is comprehensible. Gives a mostly accurate/relevant response to most parts. Has moderate grammatical control with few errors in basic, high frequency structures. Employs a vocabulary adequate for most topics with word choices and usage at times idiomatic. Is generally coherent and organized.

Figure 2.6.General writing rubric (As cited in Assessment, Articulation, and Accountability, 1999, p. 38)

The second type is analytic rubrics. This type of rubric separates the different contents and scores them individually. Contents being evaluated are organization, mechanics, structures, vocabulary, and relevance to the task. Analytic rubric strengthen student to consider all specified contents listed on the rubric when writing. Analytic rubric requires more time to consider all the criteria and may lose track when writing. Example of analytics rubrics in writing rubric which includes Grammar accuracy, vocabulary, cohesiveness of discourse, comprehensibility of communication and information conveyed. The following graph is the example of an analytic rubric (see figure 2.7):

<i>WRITING RUBRIC</i>	
Attention to the task	
0	no relevant information communicated by student
1	very little relevant information communicated by student
2	some relevant information communicated by student
3	most relevant information communicated by student
4	all relevant information communicated by student
Grammar (Accuracy)	
0	no statements were structurally correct
1	very few statements were structurally correct
2	some statements were structurally correct
3	most statements were structurally correct
4	all statements were structurally correct
Vocabulary	
0	no words in Spanish
1	employed minimal vocabulary
2	employed limited vocabulary
3	employed adequate vocabulary
4	employed a variety of vocabulary
Cohesiveness of discourse	
0	incoherent, no evidence of organization
1	barely coherent, no evidence of organization
2	partially coherent, some evidence of organization
3	generally coherent, some evidence of organization
4	always coherent and organized
Comprehensibility of Communication	
0	could not understand anything student wrote
1	could barely understand what student wrote
2	could understand some sentences
3	could understand most of what student wrote
4	could understand everything student wrote
Total writing score (Add each circled number and divide by five):	

Figure 2.7. Analytic rubric (Evaluation Criteria for Beginning Language Courses at the College Level 1, 1996, p.42)

The last type of rubric is Primary Trait rubric. With this kind of scoring, a focus is placed on an identified feature and only the identified features are assessed. This kind of scoring is focused on some specified criteria and only those specified criteria are assessed with this rubric. In other word, it focuses only on the student's particular aspect of oral or written task.

On the other hand, the disadvantage of this kind of rubric is that it ignores the other elements of speaking and writing aspects that are important for students. The following graph is an example of Primary Trait rubric:

<i>Primary Trait: Persuading an audience</i>	
0	Fails to persuade the audience
1	Attempts to persuade but does not provide sufficient support.
2	Presents a somewhat persuasive argument but without consistent development and support.
3	Develops a persuasive argument that is well-developed and supported.

Figure 2.8. Primary trait rubric

(Proficiency-Oriented Language Instruction and Assessment:A Curriculum Handbook for Teachers, 1998, p.44)

Scott (2000) listed some advantages of using rubric. It enables assessment to be more objective and consistent, it also make the assessor put more attention and focus the important outcomes from students. It also allows students to identify strengths and to focus on weak areas while providing opportunity to practice them. It stimulates teacher to identify criteria behaviors requires for task completion and establish the criteria for performance in specific terms. It also provides scales against which to measure and document progress, lowering student anxiety about what is expected of them. On the contrary, rubric can be time consuming, it must be very precisely detailed and explained to students. Therefore, to keep students achievements or areas that needs improvement during class time is viable through the implementation of the several instruments explained above.

After, explaining the different alternative strategies that can be applied in composition courses and the forms to record students' development. It will be presented some context where one of the different types of alternative assessment strategy has been implement in order to prove how those strategies can improve students writing skill.

Therefore, some studies that support the implementation of reflective writing as an alternative assessment strategy for writing or composition classes is according to Chia and Huey (2015) the study about thirty English as Foreign Language Chinese students who belonged to the English Major. They were asked to write down reflections papers after they have assigned to present two essays, a narrative and an expository essay. The evaluation of the essays were focused on two aspects writing organization and linguistic

errors; meanwhile, they received fifteen minutes conference with their teacher and write the reflective paper for a period of eighteen weeks the results showed the improvement of their writing works since students were more aware of themselves as a writers and to develop their writing skills as learners, writers and creators thus both teachers and students applied reflective papers and conference as a useful vehicle to explore writing in English.

Besides, based on DanguolėMačiulienė (2007) there are some studies that support the implementation of self-assessment in writing classrooms such as the experimental study in which the purpose of it was to identify the role of alternative assessment strategy in modern language learning classrooms and the significant of the use of self-assessment as a useful way to improve learners autonomy and helps students to become active students in their learning process.

Moreover, a study that support the implementation of self-assessment in writing classrooms is the one about the role of alternative assessment in writing portfolios which consisted in change the writing instruction methodology for a portfolio assessment approach in which students will complete a portfolio with three different types of papers that are: a summary, a critique and a comparison and contrast essay and each of them had to be two draft before to present the last version paper finally at the end of the course students had to choose one paper from the portfolio to apply self-assessment on it using a self-assessment form. The result showed that students chose the most difficult genre to apply self-assessment hence they could identify their mistakes related to content,

organization, the mechanism applied in writing and the use of appropriate vocabulary so that self-assessment had a positive impact in students' motivation and improvement in writing (Lam, 2010).

Also, studies about peer-assessment and teacher's assessment have been applied for English Major Students. This experimental study at the Arak University, Iran was developed with the purpose of measuring writing ability in undergraduate students; therefore, two groups were created to have a control group and an experimental group. The control group received teacher's feedback; while, the experimental group were instructed to use peer-assessment. Both group had to write five essays about five different topics. At the end of the study, results were analyzed and the findings demonstrate that both teacher's feedback and peer-assessment help students to improve writing ability. Nevertheless, the ascending of the first experimental group (the one which used peer-assessment) could also prove the improvement and development in the group's writing ability; thus, this improvement was achieved since the students had the opportunity to act as readers and writers simultaneously (Ahmadian, Yazdani & Ebadi with, 2013).

Additionally, Moradan and Hedayati (2011) in an experimental research investigated the impact of portfolios and conference on writing skill in Iranians (Foreign Language Students). They studied three groups (two were the experimental groups and one was the control group) which have to write four paragraphs during the course; however, the teaching methodology for the three groups were different. The first group applied portfolio strategy, the second group used conference and the third group went on working

with traditional approach without giving feedback to students just measuring their scores; otherwise, the two first groups applied two different types of alternative assessment and the results showed that there was a significant difference between performance of the two experimental groups and the control group because students who belonged to the two experimental groups improved their writing skills.

Also, Lindberg (1987) developed a study in which alternative assessment was applied in that study journals were used to help learners to gain a deeper understanding of text in English so she used a double entry journal, that is a form of journal where one side of the page - or one column - is for the descriptive writing and the other column is for reflective observation. As a result, the use of double entry journal revealed that students improve their writing skill while they were more aware of their learning process.

Moreover, the University of California (2010) investigated that the use of formative writing assessment to improve writing; therefore, they developed two experimental research one was a true experimental and the other was quasi-experimental in both were an experimental and a control group. The findings from this report provide strong support for the use of formative writing assessment as a tool for improving students' ability to effectively convey thoughts and ideas through writing so that using feedback, peer assessment and self-assessment of writing leads to better students' writing.

Besides, Chung (2012) analyzed in a study the use of portfolio and reflecting journal to improve writing in English as a Second Language writing course. Advanced academic writing students at the University of Illinois were asked to write four essays in different genres and presented drafts of their assignments but also, they had to write a

reflecting journal about their writing process and their revisions meetings and they had to keep all their draft and reflections in a portfolio which were analyzed at the end of the course to prove that the use of portfolio and reflective journal improve the writing ability of students hence they were aware of their strengths, weakness and areas they had to improve when they wrote about them in their reflective journals and how they improve their writing progress with the use of portfolio.

Teachers apply assessment in many contexts and for different purposes. Traditionally, through tests they measure achievement and proficiency in language learning; however, alternative forms of assessment are growing in popularity, through strategies as professors can gather data that reflects how well learners have learned what they tried to teach with the aim of assessing students incorporating critical thinking or advanced organized abilities. By having a wider understanding of differences between traditional and alternative assessment teachers can make use of the information provide in this theoretical framework to apply the strategies that can enhance students motivation in writing, to know how they are succeeding and to determine the effectiveness of teacher's methodology and materials (Frank, 2012).

CHAPTER III

METHODOLOGY

CHAPTER'S ORGANIZATION

Chapter three provides information about the research approach, type of study, research design, population and sample, sampling technique and procedure, research instruments, data collection techniques (managing and recording data), data analysis procedures, methods for verification or trustworthiness (validating the findings), and limitations of the research.

This research aimed to identify the role of alternative assessment on the writing domain of the English composition courses enrolled in English Teaching Bachelor Degree at the Foreign Language Department of the University of El Salvador. In addition, researchers determined what kind of alternative assessment strategies were applied for the writing domain. How English Composition teachers carried out alternative assessment. Also, what was the type of assessment approach used the most by English Composition I teachers. As well as what were the alternative assessment strategies used the most by English Composition I teachers, and what was students' writing development in English Composition I course.

Researchers reported that as part of their English learning process students at the Foreign Language Department of the University of El Salvador need not only to practice domains as speaking, but also to develop writing skills appropriately. Therefore, the effectiveness of teachers' approaches, and strategies (traditional or alternative assessment) to assess learners in English Compositions courses could

provide meaningful knowledge to students and enhance students' writing performance and critical thinking.

3.1. RESEARCH APPROACH

Research team implemented a qualitative approach to conduct this study about the role of alternative assessment on the writing domain. This study took place in English Composition I courses enrolled in the English Teaching Bachelor Degree at the Foreign Language Department of the University of El Salvador, 2015. The research team considered this type of approach as the most appropriate since it allowed them to get information about the participants (teachers and students) in a direct way by describing and interpreting data through observation, interview and performance checklist. Therefore, researchers discovered in more depth the alternative activities that professors applied to assess students for the course.

3.2. TYPE OF STUDY

Research team implemented a descriptive research in order to discover the role of alternative assessment on the writing domain of the English Composition I courses. The research design was selected based on the purpose and nature of the study (observation, and description of English composition classes as it was naturally

occurred). Thus, this type of study provided information about the assessment strategies and type of approach used by professors to assess learners. Also, the alternative assessment strategies most applied by teachers in English Composition Courses were established. In addition, how professors applied those activities and the students' writing development in English Composition course were described.

Researchers applied aMethodological triangulation that involved using more than one method to gather data, such as interviews, observations, and documents to accomplish a research study in effective manner. Hence, triangulation involved using multiple data sources in an investigation to produce understanding. Researchers applied in the descriptive research observational and survey studies in order to develop the research project. Consequently, researchers applied observations to view and record five teachers with the aim to study the type of assessment activities teachers implemented during the class. Moreover, survey study was applied through a semi-structured interview to teachers. Therefore, data derived from interviewees' responses (five teachers) provided evidence that researchers used to compare whether or not alternative assessment strategies were used by professors to assess learners in class.

3.3. RESEARCH DESIGN

This research was based on a cross-sectional study; thus, it was focused on looking at the alternative assessment strategies used by English Composition I teachers at a specific point in time. In this particular case, it was conducted in semester II, 2015. Researchers recorded the information by describing the existing characteristics that existed in a population. However, they did not control or manipulate the subjects under study (teachers and students). This research did not persuade to demonstrate a true cause-and-effect relationship; in its place researchers employed a Non-experimental research to present the activities that professors used to assess students.

Instead, they relied on observation, description and interpretation of each English Composition group by applying instruments such as observation form to monitor classes and a semi-structured interview to gather data about professors' responses related to the activities used in class. Moreover, researchers studied students' performance on writing, through a performance checklist to determine their writing development in the course to come to a conclusion.

3.4. POPULATION

The target population (universe) for this study were all the English Composition I students at the Foreign Language Department of the University of El Salvador which represented the entire group of people to which the researchers wanted to generalize the study findings. Additionally, the accessible population (109 students and the five teachers in charge of the courses) selected, it was only the English Composition I students enrolled in the English Teaching Bachelor Degree at the Foreign Language Department of the University of El Salvador, semester II-2015. This portion of population was taken of the target population since it was the one to which researchers had reasonable access.

3.5. SAMPLE AND SAMPLING TECHNIQUE

The sample for the proposed study was gathered from a population of five English Composition I courses enrolled in the English Teaching Bachelor Degree at the Foreign Language Department of the University of El Salvador, semester II-2015. The sample size was defined by researchers according to the number of students in each group (1-5) since all five groups have different number of students. Researchers established an amount of 25% to develop this study (see table 3.1). Thus, a quota sampling method is a type of non-probability sample in which the researcher selected people according to some fixed quota.

3.6. SAMPLING PROCEDURE

Researchers applied the following Quota sampling procedure to select the sample for each group. First, researchers asked for the attendance list to each professor. Second, they got a copy of it, cut each student's name (small paper) and put all of them into a box. Third, researchers mixed all papers, then, they picked a paper until they complete the number needed per group to get the 25% of students (see table 3.1). Fourth, they repeated the same process for each group (1-5). Therefore, the amount of students selected in total were 28 students whom the research team checked their written works twice in order to verify their writing performance at the beginning and at the middle of the semester.

SAMPLE SELECTED IN EACH ENGLISH COMPOSITION I GROUP		
GROUP NUMBER	POPULATION	SAMPLE
1	26	6
2	27	7
3	25	7
4	20	5
5	11	3
TOTAL	109	28

Table 3.1. Sample gotten for the study.

3.7. RESEARCH INSTRUMENTS

Research team used different instruments as measurement device to collect information in a direct way. Therefore, they observed and interpreted qualitative data through the administered researcher-completed instruments such as observation form, a semi-structured interview and a performance checklist. First at all, observation form was used to get information about the type of assessment approach teachers used and the alternative assessment strategies implemented in class to assess writing during ten weeks. This observation form was divided in three parts. The first one was focused on the type of approach whether alternative or traditional was applied in class by the teachers. The second one was about the different strategies English Composition teachers used in class to assess writing and the last part contained aspects to identify the way those strategies were implemented in class.

Besides, researchers recorded direct information by interviewing English Composition I teachers. They used a semi-structured interview which contained ten questions about the way teachers assess students' writing (strategies and approach). Also, the alternative assessment strategies most applied by teachers in English Composition Courses were established. As well as, it was described how they selected those strategies to improve writing skill. Finally, researchers got information about students' writing performance through the use of a checklist; it was used to check their progress on writing. Researchers verified writing aspects such as grammar,

vocabulary, punctuation, coherence and unity in two paragraphs of the selected 25% students who belonged to each English Composition I group. The first paragraph was checked at the beginning of the semester and the second one at the middle of the semester. At the end of this process, those data sources provided the evidence that helped researchers to describe students' performance on writing and the strategies teachers used the most to assess writing skill in English Composition I course.

3.8. DATA COLLECTION TECHNIQUES

Researchers used the Methodological triangulation with the aim of checking out the consistency of findings generated by different data collection methods. Hence, when data diverge in great interest to the qualitative researcher, this type of triangulation can provide the most insights.

Researchers planned to collect the data during a period of three weeks. However, different circumstances (see 3.11. Limitations) did not allow them to do it during that period. It took them ten weeks to finish that process, in other words, it was done in September, October and two week of November. In September and in the first two weeks of October, researchers observed the English Composition I courses (1-5) and took notes by using the observation form in order to discover the alternative assessment activities and type of approach applied in class.

After the observation process finished, they implemented a semi-structured interview to gather data about professors' responses related to the activities used to assess writing. Thus, researchers made use of that information to compare what they have observed in class and what teachers expressed about their classes. During the interviewing process researcher took notes of the most relevant comments in each question (10 in total) and recorded each one to transcript. Then, data were coded and described (see the 3.9 data analysis procedure).

Also, researchers collected students' written works (paragraphs) from September to November. Thus, through a performance checklist (panel methods technique) it was determined students' writing development in English Composition I. By using these techniques researchers described and interpreted qualitative data that led them to present findings, conclusions, recommendations and guidelines.

3.9. DATA ANALYSIS PROCEDURES

Afterwards researchers gathered the information needed to answer their research questions, they started analyzing the data. According to Roberts (2004) researchers applied in qualitative studies "techniques such as triangulation, member checks, and interrater reliability in order to validate findings" (p. 145). Therefore, they used Methodological triangulation since involves using more than one method to gather data, such as interviews, observations, and performance checklist. Hence,

researchers applied this type of triangulation with the aim of checking out the consistency of findings generated by different data collection methods and validate findings of the study (Denzin, 1978). (See 3.10. Methods for verification)

It was done through a detailed description of each instrument. First, the observation form was divided in different parts based on the three main categories, assessment approach, assessment strategies and the way they were implemented in class. Researchers verified every item in order to establish if teacher used traditional or alternative assessment approach. After, the type of approach was established; researchers studied each criterion done for assessment strategies. Next, researchers determined the kind of alternative assessment strategies that were applied for the writing domain and the alternative strategies most used by teacher. As well as researchers verified how English Composition teachers carried out alternative assessment on the writing domain by checking the list of alternative activities stated in Chapter II. Comments written by researchers on the observation checklist were also used to get a deeper understanding about the class' activities and the process done by teachers.

On the other side, all five teachers' interviews were recorded and their responses were transcribed. Teachers' responses were categorized according to each question. After that they were labeled based on each research question. The process that it was used to analyzed interview was the following: Step 1: Initial reading of transcripts. After all five audio recorded interviews were transcribed; the researchers

reviewed all the data three times before developing a preliminary list of categories, themes, and patterns. Relevant themes emerged from the initial reading. Each theme was given an initial coding. Step 2: Organization and coding of responses. Next, the responses were sorted in group (1-5) and grouped according to each research question.

Researchers read through all the interviewees' responses, and then they organized the answer of every research question individually to each group. They highlighted relevant information, and developed a master coding list of response categories (see Annex E: Interviewees' responses scale based on the semi-structured interview, p.162). Within each research question, response categories were counted by frequency. Step 3: Review of total transcripts and final coding. Using the master coding list developed in Step 2, researchers coded the full transcript of each interviewee (teacher) in a response category. The coding list was then finalized. Step 4: Completion of data analysis and report of findings.

The analysis of each response to research questions and analysis of each interview transcript were conducted. This resulted in themes, patterns, and categories for the research questions. Step 5: Review of total transcript to ascertain validity of findings. Researchers reviewed the entire transcript a final time to ascertain that the findings and the main themes and patterns were consistent with the data. Thus, information was described as it was expressed by teachers. A comparison was done

based on the information gathered on the observation and what teachers expressed in the interview.

Then, students' writing performance was checked to determine students' progress on writing by using the checklist. Researchers verified general data such as type of assignment, draft, if learner received feedback, the type of feedback (teacher, peer or self-assessment), and if was traditional or alternative feedback. As well as writing aspects such as grammar, accuracy, mechanics, vocabulary, content and organization (unity and coherence), and paragraph assessment (topic sentence, supporting and concluding sentence) (see annex D: Performance checklist, p. 159).

Results were presented by using a checklist that included a rating scale (from does not meet the parameter to outstanding) which was used to check each criterion. First of all, each paragraph was analyzed. Then, each student result was grouped in a table to summarize the group writing performance in each paragraph. Finally, researchers analyzed all data and elaborated a final report based on the writing performance of the five groups. Lastly after researchers analyzed the information gathered from the three instruments, they could answer the research questions and get conclusions about them.

3.10. METHODS FOR VERIFICATION (VALIDATING THE FINDINGS)

Researchers validated the findings of the study through the Methodological triangulation system based on the three instruments (observation form, a semi-structured interview, and performance checklist). Thus, this type of triangulation provided the most related information of the study to researchers about the role of alternative assessment on writing when data differed (Denzin, 1978).

Moreover, it was implemented an interrater reliability to validate findings the data analysis. Roberts (2004) reported that by using a multiple analysis as Interrater reliability researchers “reduces the potential bias of a single researcher collecting and analyzing the data” (p. 145). Accordingly, Interrater reliability was applied through a process in which three members of the research team independently analyze the same qualitative data and then compare the findings gotten by them. Firstly, they analyzed data and wrote a description of findings for each English Composition group, and then they reviewed all the information and elaborated a final global analysis based on the information gotten for each group. This analysis showed the most relevant information gotten in the three instruments with the aim to answer the research questions previously stated in Chapter I.

In addition to the data collected from the observation form the responses from the interviews were analyzed in order to verify whether or not teachers applied alternative assessment strategies to assess writing. Therefore, results collected from both instruments provide more data to validate the findings gotten during this study. To further validate findings, researchers analyzed the two paragraphs from students in

order to determine their performance on writing. Researchers verified aspects as writing aspects such as grammar, accuracy, mechanics, vocabulary, content and organization (unity and coherence), and paragraph (topic sentence, supporting and concluding sentence)

Results were presented by using a checklist that included a rating scale (from does not meet the parameter to outstanding) which was used to check each criterion. Therefore, researchers were able to compare the two drafts and determined the areas in which students had improvements and the ones in which they had difficulties. As part of the alternative assessment strategies, one relevant aspect that researchers studied was the implementation of feedback, the type of feedback (teacher, peer or self-assessment). Also, if teachers applied traditional or alternative feedback in each paragraph was verified. Thus, researchers could determine if students had improvements on their performance when teachers used that strategy.

3.11. LIMITATIONS

Researchers had some limitations along the development of this study as described below:

- Observation process

During this stage different events occurred at the Foreign Language Department of the University of El Salvador, semester II-2015. Those unexpected events affected the beginning of the observation process such as professors' strike, and selection of new authorities of the University of El Salvador. Consequently, researchers had extended the estimated period previously stated to observe English Composition courses, interview teachers, and analyzed students' writing performance.

- English Composition courses

Researchers could not carry out the same amount of observations in each group since they followed the professors' policies related to number of class' observation permitted. Moreover, they had some difficulties to analyze students' writing performance since every group followed a different process to write paragraphs. Some groups took more time than others to complete the two drafts that were evaluated by researchers to get data and identify the role of alternative assessment on the writing domain.

- Sample and sampling technique

Researchers planned to apply a quota sampling method to select students for this study according to some fixed quota. However, the type of sampling method turned into convenience. Hence, teachers from groups 3 and 4 provided to researchers the students' drafts that were available at the moment of collecting data instead of the paragraphs from participants who were chosen previously. Accordingly, it was required to select new participants for those groups. Nonetheless, researchers followed the 25% (sample size) percent of participants for each group. Thus, Convenience sampling is a type of Non-Probability Sampling in which the samples (students) were selected since they were accessible to the researcher at the time to collect data (see Table 3.11).

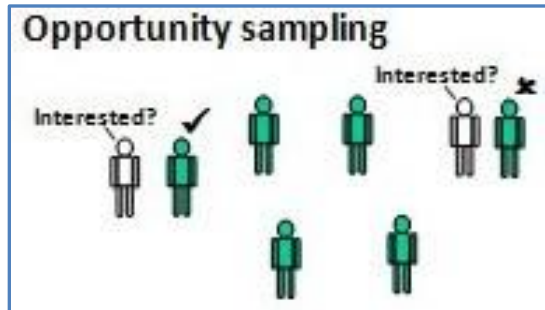


Figure 3.1 Convenience sampling method.

(Sample gotten for the study. McLeod, S. A. (2014). Sampling Methods. Retrieved from www.simplypsychology.org/sampling.html)

- Data analysis

Additionally, it was observed that not all teachers assigned grades to students or give individual feedback about writing paragraph, and writing exercises. Researchers in groups 2, 3 and 4 could not find evidence of teacher feedback or written comments from peers while they were checking the two paragraphs using the performance checklist. Accordingly, researchers could not verified learners' writing development deeply since teachers did not provide feedback, rubrics or grades to record and assess students' performance in the two draft studied by researchers.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF THE DATA GATHERED

4.1 GROUP ANALYSIS

4.1.1. Group 1

Analyzing the results from the group 1 the researchers could identify the type of assessment approach, assessment strategies, the way teacher 1 implemented them and students' writing development. Therefore, based on the observation and interview results, the types of assessment approach implemented by teacher 1, who from now will be called T1, were both alternative and traditional approaches. As it was observed that T1 implemented a combination of traditional and alternative strategies to assess students' writing performance. However, researchers observed that alternative assessment was more emphasized than traditional. Hence, the researchers could notice that T1 allowing students to participate in class. Therefore, T1 developed activities to enhance students' participation in an interactive way since T1 explained to students the content but at the same time gave the opportunity to express their opinions. Thus, T1 elicited students' participation in every class.

Also, T1 focused on open-ended and creative answers and developed activities oriented to the process to assess writing which are part of alternative aspects. Hence, they were applied to let students analyze and increase their critical thinking and organized ability. However, traditional strategies do not allow learners to put into practice those abilities since they just request students to memorize and receive knowledge passively. For instance, the first time researchers observed the kind of assessment activities applied in

class by T1, they noticed T1 asked students to take out some newspapers, markers and glue in order for them to create a mind map based on the topic they had already chosen in the previous class. T1 just gave them some oral instructions about the main points it had to contain so that students were free to elaborate the mind map. After they finished the mind map, their classmates checked their work. At the same time, T2 was monitoring students to verify their writing process asking questions about the topic sentence, why they selected the supporting details and how they planned to develop the topic.

Likewise, researchers observed that T1 most of the time provided activities based on students' context which is one of the alternative assessment characteristics. It proposes that developing real life situation activities students' motivation increase toward writing. Therefore, T1 requested learners to write a paragraph about a beautiful place in El Salvador and they should convince their audience to visit it. T1 tried to involve activities or topics that were related to students' daily life so that they could connect their previous experiences with the activity, hence, their learning becomes more meaningful for them. Thus, they had the opportunity of relating the content of the class with real life situation or contents. Moreover, activities were towards developing students' critical thinking, which is one of the purposes of alternative assessment activities. Therefore, T1 was interested in students did not write just for fun, but also to write in a critical manner analyzing what they wrote.

However, T1 also used traditional assessment in the class. It involves the use of textbook, quizzes. Also the development of activities isolated to students' context or

students' needs and activities which were developed just as part of the syllabus. Therefore, T1 used in most of the classes the textbook as a way for students to practice writing selecting limited answers from the book exercises. They neither were based on students' context nor let them practice their writing skill. Therefore, this kind of activity did not request students to generate answers based on what they have learned and demonstrate their writing performance. Opposite to alternative assessment which is based on developing students' critical thinking asking them not to memorize information, otherwise, to transform it.

Besides, another traditional characteristic found in group 1 was that T1 did not allow students to provide suggestions about the criteria used to assess them. The activities and homework assignments were assigned without consult students either if they were in agreement or they wanted to change the activity. Nevertheless, alternative assessment advices teachers to negotiate the criteria used to assess learners. Also, T1 did not explain to students the purpose of the assignment. Otherwise, alternative assessment suggests teachers let students know the purpose of each assignment since in that way they will maintain the information and develop their skills.

As well as alternative assessment highlights teachers have to use instruments to record students writing progress during the class or at the end of a unit. Nevertheless, researchers observed T1 did not use any rubrics, checklists or anecdotal records to record and verify students writing progress even though T1 declared the use of rubrics was done for check students' paragraphs. However, during the observation period students wrote two

paragraphs but researchers never saw T1 gave to them a rubric or guideline to write their paragraphs. T1 also expressed that depending on the type of activity T1 either assigned a grade or gave feedback on the paper they handed in. Nonetheless, researchers did not observe T1 assigned grades, gave or wrote comments on students work. Thus, during the observation period T1 requested students to do some homework assignments and write some paragraphs but they never received any teacher feedback to know if they were performing well or need to improve some areas. Based on this observation researchers could assert T1 was not paying attention to students' needs T1 just arrived to the classroom delivered the class and did not provide information to students in order for them to know how was their performance in the first activity to improve that area in the second one.

Likewise, the assessment strategies implemented in class were based on traditional and alternative activities. The activities used by T1 to assess writing were peer assessment, teacher feedback, writing samples, summarizing and quizzes.

Hence, writing samples were implemented by T1 as part of the alternative strategies used to check students writing progress. Therefore, writing samples are used to verify language proficiency, reveal individual writing and check students' progress. They can be done in different forms such paragraphs, learning logs, journals, letters, and so on. Nevertheless, in group 5 were applied both learning logs and paragraphs. Hence, T1 asked students in one of the classes observed they have to write the second reading log but researchers did not see if T1 could check them since during the observation it was the only time T1 mentioned reading logs.

Additionally, students wrote two paragraphs one about an unforgettable gift they have received and the second one was a descriptive paragraph about a special object or a place in El Salvador, those paragraphs were assigned to assess students' writing. However, students neither received any guidelines to write the paragraphs nor rubrics to know which aspects T1 had to assess. Lastly, when they presented their paragraphs they worked in pairs to developed peer assessment. T1 mentioned the aspects they had to check in their peers' paragraph and asked students to write some comments about how they could improve it. For the second paragraph students also applied peer assessment. However, this time they just had to talk with their partners about the weak and strong areas to take into account when write another paragraph since they were not requested to write a second version about it.

Also, summarizing was done during one of the classes in order to identify how students could explain the information of a reading. It was implemented as a writing practice to identify how students link ideas. Finally, T1 mentioned in the interview the administration of quizzes and exams were done during the course to assess students. However, researchers did not observe their implementation. To sum up, T1 used different traditional and alternative assessment strategies to assess students writing. However, the alternative assessment strategy most used by T1 was peer assessment.

Besides, T1 carried out alternative assessment strategies which were the strategies used the most to check students' writing performance. Thus, T1 implemented different activities in order that students could identify and link ideas based on what they had read in

a critical manner. Hence, they learned the structure (word order, mechanics and element of the composition) to imply in different documents as the paragraphs they had to write.

Therefore, when students presented the first paragraph they exchanged their written work to their peers in order to check their classmate's written work and provide feedback to them based on the instruction given by T1. It was applied since peer assessment is an alternative strategy in which teacher enhances collaborating writing while students increase their motivation and confident to write. Also, they improve their writing skill since they write and read critically their peers written work. Therefore, in this activity students had to identify topic sentence (it must include a main idea and controlling idea), supporting details and concluding sentence and gave comments about how they could improve their written work. Afterwards, students presented the second paragraphs (descriptive paragraph) and T1 implemented peer assessment. T1 asked students to give written comments about their peers' performance since they were playing the role of teachers checking their classmates work to improve their writing abilities.

Hence, researchers used a checklist to identify students' writing development of different aspects such as grammar, accuracy, mechanics, vocabulary, unity and paragraph organization like topic sentence, supporting sentences and concluding sentence. Those aspects were checked based on a rating scale from 1 (does not meet parameter) to 5 (outstanding) the result shown the performance in grammar, mechanics, vocabulary and concluding sentence were good since students in grammar presented some confusion in verb tenses and the combination of simple and complex sentences. It was also related to

some mistakes in punctuation. Besides, the range of words was few/less based on their English level. The concluding sentence were written but it was not clear what was its purposes (paraphrase the topic sentence, give opinion or invite to take action). Moreover, their performance in context and organization (unity and coherence), topic sentence and supporting detail were very good. Thus, students presented a logical order of their ideas based on the main topic and developed the supporting details deeply but they could be improve a little bit more to describe appropriately the details in the whole paragraph. However, none of their performances were excellent or outstanding.

In the second paragraph students got a very good (criterion 3) in vocabulary, unity and supporting details based on the rating scale on the checklist so that students presented an advance in their writing performance in some areas. However, at the end researchers could not verify which were the results gotten by students since T1 did not give them any comments or grades about them during the observation period. Consequently, researchers could not check students' writing development deeply.

4.1.2. Group 2

Also, the second group was analyzed in order to determine the type of assessment approach, assessment strategies, how teacher two applied them and students' writing development. From now in this analysis teacher from group two will be called T2. Hence, observation and interview results showed the assessment approach used the most by T2 was traditional since the way to assess students writing was based on complete book

exercises in every class. Thus, T2 focused the writing activities on right answers and the product which are traditional aspects. One of the points which supported this traditional aspect was that T2 remembered to some students that one of the classroom policies was to bring the textbook every day to practice writing on it. Consequently, the class was based on complete some books exercises and tell students if their answers were right or wrong paying attention to the final results of the exercises and the book's answers. Also, this type of traditional strategies were based on activities which were isolated from students' context or topics related to students' life. Thus, these activities to select answers from the textbook did not allow T2 to check students' performance in writing since they did not write anything to demonstrate their writing skill. Even though as it is well-known traditional assessment measure students' performance through the ability to memorize information taught in class by the teacher which it is not enough in composition classes in which teacher has to analysis an output skill as writing.

Even though traditional assessment was mostly applied by T2, it was also found in group 2 that T2 implemented some aspects from alternative assessment approach to assess students writing. Therefore, there were activities oriented to the process. One of them was conference with the whole class in which T2 picked up one of the students' written work, in this case an outline, to check students' writing performance and give some comments to improve it. They also were based on students contexts since they were free to select the topic based on their interest and then to develop their paragraphs.

Nonetheless, T2 applied some alternative aspects in class, the class was mainly traditional as T2 confirmed in the interview. T2 expressed the classes were focused on the traditional assessment since it was the way to work in those courses based on the syllabus and also it was the evaluation system (they have to grade students' works). Therefore, the activities and strategies used to assess students' writing were selected not taking into account students' needs; otherwise, they were developed since it was the way or methodology followed based on the syllabus and T2 emphasized it has been used for several times before. In this case, T2 did not consider what it is highlighted by alternative assessment strategies. They were useful to identify if the activities implemented in class contribute to students' writing development or they could look for others which satisfy students' needs. Thereby, T2 was not interested in change the strategies implemented in composition courses even if they were not working well for students whom presented some weakness in writing as was noticed by researchers when they checked students' paragraphs.

Hence, T2 implemented different activities to assess and verify students writing performance. Most of them were traditional strategies such as check students writing through book exercises, exams and homework assignments which were planned in the syllabus. However, students' reactions, writing paragraph, outlines, teacher feedback and discussions were used as alternative assessment strategies to check students writing.

Therefore, the alternative assessment strategy most used was discussion with the whole class. The discussion is also called conference which can be teacher-student or

teacher with the whole class as was done by T2. They were developed as an opportunity for students to talk about their writing and express their weakness and strengthen related on what they have written in a previous draft. However, in this group they were implemented as a way to check students' writing and provide suggestions to improve their second version of the paragraph.

Nevertheless, based on what conference with the whole class involves and what researchers observed in class the strategy was not developed following alternative aspects. It suggests conference creates a more conversational environment for students to talk about their draft. However, in group 2, T2 was the person who talk about the way the outline was done writing on the whiteboard the topic sentence and making corrections asking to students what could be modified in it. Nonetheless, it did not look like a conversation between students and teacher since T2 did not let all students to talk about their written work and express what were their weakness and strengths to improve it. T2 generalized the mistakes done in an outline and did not provide feedback to all students about their own writing.

Also, T2 expressed that activities with the whole class were developed in order that students learned how to give feedback to practice later on peer-assessment. However, researchers could not observed peer-assessment during the observation period.

Afterwards, they had to write the second version of the paragraph based on what they discussed in the class. Nevertheless, not all the outlines were checked in class so that not all students could identify the aspects they had to improve in their paragraphs. Also, T2

did not give any feedback or grade before students presented the second version. Even when T2 declared in the interview that professors needed to check students' paragraphs and then gave them back to learners in order to improve their paragraphs as it was part of the syllabus.

Moreover, T2 mentioned that guidelines or oral instructions were given when T2 asked students to write paragraphs. Thus, grades and comments were provided based on a rubric in which students could identify their weakness and strengthens about it. However, researchers could not see T2 gave a grade, feedback or a rubric in order for students to know their performance neither in the first paragraph nor in the second one. T2 just received the paragraphs without share any comments or mention the due day to deliver their paragraph results.

Moreover, researchers analyzed students' paragraphs in order to check their development. Therefore, they found out in the first paragraph that mechanics and supporting sentences were the aspects in which students' performance did not meet parameters based on the rating scale of the checklist used to check students' paragraphs. They presented difficulties in the use of punctuation marks, some of the paragraphs did not have any punctuation mark to separate or join ideas. Otherwise, accuracy, unity, coherence and topic sentence were good. It was since most of the students follow a logical organization in the paragraph based on the topic sentence stated at the beginning. Finally, grammar, vocabulary and concluding sentence were the ones which got a very good performance. Thus, students presented an average used of capital letter, subject and verb

agreement. Also, the range of words were the appropriate for their English level and the concluding sentence was written taken into account its purpose (paraphrasing the topic sentence, giving opinion or inviting to take action).

Hence, the writing aspect mechanics did not meet parameters neither in the first paragraph nor in the second one as it was shown on the results gotten. Some aspects such as accuracy and supporting sentence were good. Grammar, vocabulary, coherence and topic sentence were very good. Most of the writing areas shown not much advance in the second version they just made an editing process correcting some sentences and adding some punctuation marks but content did not change so much. It could support the lack of feedback students had from teacher side since T2 did not check each student work before they had to write the second one also students did not receive any rubrics to check the aspects that were assessed by T2.

Accordingly, researchers could not verified learners writing development deeply since T2 did not provided feedback, rubrics or grades to assess or record students' performance in the two draft studied by researchers.

4.1.3. Group 3

In this group, researchers also study the type of assessment approach and assessment strategies used by teacher, how teacher three employed them and students' writing development. From now, the term T3 will referred to as teacher three. T3 reported in the interview that both traditional and alternative assessments were implemented in class; however, the class tended to be more traditional taking into account the activities applied by T3. Thus, the traditional assessment approach covers strategies as compositions, homework exercises, and chapter quizzes. Researchers observed that most of time T3 was focused on completing writing exercises from the book in order for students to practice writing skill.

However, alternative assessment advises teachers to use activities that provide information about student's performance to check student's development. By taking into account their participation in class throughout doubts, attempts to learn new structures or opinions about contents. Related to the activities oriented to the product it was observed not only the practice of some exercises in the textbook, but also the administration of a quiz about the writing process (chapter 1 and 2) of the textbook in one of the classes. Even, if the exam involved traditional assessment characteristics such as Chapter quiz (Achievement or Prochievement) T3 used the strategy to provide a score. It also included alternative assessment characteristics since it was untimed, free-response format.

Moreover, learners had the class time to write the answers of five open questions. Then, learners selected a topic from the list (friends, music, food, technology, health, entertainment, and transportation) to develop a complete prewriting process about it.

Meanwhile, alternative assessment is an approach that involves any number of alternatives strategies as writing samples and projects to standardized tests. Accordingly, T3 applied writing samples as an exercise in which T3 selected a topic in order to explain to students how to narrow it for their paragraphs. Then, they wrote a similar individual task to know the process of writing based on that exercise. It was observed that T3 developed assessment strategies as it is suggested in the alternative assessment approach that requires students to generate rather than choose a response. Hence, those activities as the creation of an outline (free topic) step by step involved that learners were assessed by T3 following their process and open-ended, creative answers. Based on the observation results the alternative assessment strategy most used by T3 was writing samples to develop the writing process as free-writing activities (outlines) and writing paragraph.

Besides, T3 expressed in the interview that T3 planned to apply activities such as writing paragraph, peer assessment, teacher-student conference, journals, and essays. Nonetheless, researchers did not observe the implementation of these activities since they were done outside the classroom (teacher-student conference) or after the observation period (writing paragraph, peer assessment, journals, and essays).

Additionally it was investigated, how T3 carried out alternative assessment on the writing domain. Thus, teacher feedback was given through teacher-student conference

since this strategy helped teacher to facilitate the improvement of the written work through a conversation about a draft. T3 reported that teacher-student conference was done outside the classroom at teacher's office where T3 gave oral feedback to each learner in order to check student's writing development. In view of the fact that, alternative assessment refers specifically to any non-testing assessment methods which both demonstrate what students can do and inform future instruction. Hence, alternative assessment involves that teacher can take into consideration each student's learning, and the level of their knowledge. Also, refers that each student's learning ability when they are correctly assessed by the teacher.

Moreover, T3 carried out these activities giving clear instructions to students in order for them to know the process they had to follow in each activity when students worked in a task. Hence, when students know the purpose of assignments, this information can help them to maintain information in developing the skills so that alternative assessment suggested that activities should be associated with curriculum.

Additionally, T3 expressed that T3 verified the student's progress on writing assignments through grades, reading paragraphs, and feedback. Hence, alternative assessment suggested that by using different type of instruments, teachers can evaluate the student's proficiency, and then they are able to make use of this information to assess each student.

As well as assessment strategies can be implemented to evaluate instruction. Professors can employ qualitative measures of documenting data to design instruction. Thus, the results of this kind of assessment can be used to diagnose about how is the

process of student working in the class. Moreover, if the methodologies or activities applied by teachers needed to be modified or the instructions needed to be improved. However, researchers did not observe that T3 used anecdotal, rubrics or checklist to record student's performance after a written assignment.

Also, T3 expressed in the interview that supplementary materials were used to assess students' writing such as technology (Facebook and Moodle platform). Thus, T3 used them to provide peer-feedback among students. Therefore, T3 also planned to apply journals to enhance writing skills by using Facebook as the medium in which students uploaded their written work since they practice peer assessment and in that form each student could assess their classmate written work not only T3.

At the end, researchers studied students' writing development through the use of a checklist. Therefore, they could identify that in the first paragraph based on the rating scale the students presented the following results: in the areas of grammar, mechanics, vocabulary, unity, coherence, topic sentence, supporting and concluding sentence they were good (2) since they presented some difficulties in the use of complex sentences, tense consistency subject and verb agreement, punctuation was not properly done, the topic sentence and the content and organization of the paragraph did not fulfill all the aspects to get an acceptable structure . However, in accuracy half of students got good and the other half got do not meet parameters (1). It was due to the sentences were not written correctly following English grammar rules and structure.

Additionally in the second paragraph, researchers found that in grammar, accuracy, unity, coherence, topic sentence and concluding sentence students got very good (3) and performance in writing supporting sentence half of the students was good and very good. Lastly, students got a good (2) in mechanics and vocabulary aspects. Based on the results few areas were improved by students since they did not received teacher feedback or comments about their performance of the first paragraph. Nevertheless, researchers could not find evidence of teacher, peer or self-assessment while they were checking the two paragraphs as well students did not receive any grade related to both paragraphs. Therefore, researchers were not able to find out students' writing performance in English composition course.

4.1.4. Group 4

Moreover, the fourth group was also analyzed in order to determine the type of assessment approach and strategies, how teacher four implemented them and students' writing development. From now, the term T4 will replace the phrase teacher four. Based on the observation and interview results, the type of approaches implemented by T4 were both traditional and alternative assessments. Therefore, traditional aspects were applied by T4 to assess students writing. Although in some part of class T4 implemented alternative assessment approach.

According to the researchers' observation traditional aspects were developed by T4 since traditional assessment is based on students get knowledge and memorize the information as a facts. Hence, in group 4 the textbooks exercises were used as a strategy to assess students writing performance which it is not a strategy that let students to apply what they learned about the writing process. They just fulfill some exercises based on the options provided by the textbook in which students did not write a piece of work that T4 could check their advance and application of the content taught. Also, another aspect that become the class traditional was the way T4 assessed students writing since T4 did not give students comments, a grade or feedback to let students know what were their writing performance and their progress along the course.

However, T4 implemented some alternative assessment features since T4 allowed students to participate actively to solve writing exercises. Also, T4 developed activities oriented to the process and students' context to assess students writing. For instance, when T4 moved on to another topic, T4 first gave students a simple but clear explanation about the new topic followed with some examples. Moreover, T4 exercised student's mind by giving some exercises in which students had to analyze structures to provide answers (discuss a sentence with students). T4 asked students to work on the composition topic that students had previously developed using the new knowledge taught in class. Also, T4 applied interactive feedback, T4 sometimes provide oral feedback to students in class but most of time students only discussed the results of the exercises with their peer as researchers observed during class time.

Based on the interview, T4 explained that the activities to assess students writing were according to the guideline program. Therefore, T4 focused the activities on the right answers. Hence, T4 through the use of textbook and extra material such as handout developed activities in class in which T4 requested students to answers the exercises and decided if they were right or wrong based on the answer stated on the textbook. Later, they were discussed in class. Therefore, most of the time class relied on the forced choice, and T4 was encouraging memorization of correct answers. The class was observed more focused on traditional assessment since it was oriented to the product than to the process of development towards writing.

The activities used by T4 as declared in the interview to assess writing were writing samples, peer assessment, teacher feedback, chart book and teacher-student meeting. Therefore, writing samples were applied to check individual writing and language proficiency. For example, T4 asked each student to write a short composition in class to practice their writing.

Although T4 declared some strategies such as chart book and teacher meeting were planned to apply during class time, but they were not observed by researchers.

Furthermore, T4 also implemented peer-assessment in class. T4 asked students to exchange their written work (class exercises done in the previously class) in pair or in groups of three to four people. Students were required to read and put some comments about the written work by using the new knowledge they acquired during class time. However, T4 did not provide guidelines to students in order for them to check their peers´

written work. Moreover, T4 asked some volunteers to share a written work and give oral feedback about their writing exercises. Strength and weakness about the writing were not mentioned during class time, only discussed the parts should be improved based on what they commented with their peers.

Also, T4 implemented activities to practice what students have learned during class time. As well as assessment strategies such as peer editing of paragraphs using the elements students received during class.

Besides, T4 had planned to give individual advisory (teacher-student conference) in class since T4 had already detected some problems in each student and expected learners to improve in the other writing. As researchers observed, the teacher-student conference was not applied due to the delayed caused by some external factors. T4 simply used peer editing than oral comment on the strength and weakness of each student's writing development.

Additionally, T4 provided models for writing assignments in order for students to create a similar writing, and those writing were collected for teacher's written feedback. Then T4 asked students to rewrite their composition for hand in on the next class. After T4 checked the students' writing, some comments were written at the end. Even if T4 reported in the interview that T4 planned to use chart book and teacher meeting, researchers could not observed its implementation during the observation period.

Furthermore, T4 expressed in the interview that rubrics were planning to use when learners started to write paragraphs. Nonetheless, researchers have observed that when students wrote the paragraphs, T4 did not use rubrics towards the writing. T4 just explained to students the areas that would be considered to check in their written work. Nevertheless, T4 did not use checklists or anecdotal records to assess students' writing process in class as researchers observed during class time. Even part of alternative assessment features is that teachers have to record students writing using anecdotal records, rubrics or checklists during the class to verify at the end the writing progress they have achieved.

However, researchers could not find more information about teacher's written feedback on the first draft checked. Also, researchers could not find teacher's grade in both written work. Thus, researchers could not determine students' writing development deeply.

Even though, as T4 did not apply rubric and written comment in grading the writing. Researchers could determine the following result about students' writing development by using a checklist. For the first paragraph: grammar, accuracy, mechanics, vocabulary, unity, coherence, supporting sentence and concluding sentence were good. Those writing aspects presented some mistakes about building complex sentences, subject and verb agreement, punctuation marks, the logical order of ideas along the paragraph the limited vocabulary and the supporting details needed to be developed more appropriately in the paragraph. Additionally, main topic was outstanding since all of the students write a topic sentence which contained the subject and the controlling idea.

Furthermore, researchers found that in the second paragraph, students gotten very good in grammar, accuracy, vocabulary, unity, coherence, supporting sentence and concluding sentence. Besides, mechanic was excellent and main topic was outstanding. Based on the results the students presented an advance related to the results gotten in the previous paragraph even when they did not received any feedback from T4 to know which areas they needed to work on.

4.1.5. Group 5

Researchers have also gathered information through observation form and teacher's interview about assessment approach and strategies applied by teacher five. As well, how teacher five implemented them, and students' writing development. From now, the term T5 will be used to refer to teacher five. They found that T5 implemented a combination of both traditional and alternative approaches. Since a variation of type assessment approach applied in class could provide a wider understanding of the students' performance along the course so that teacher could obtain different options to measure their work.

Accordingly, it was observed that T5 applied traditional assessment since the way to assess students was focused more on grades and activities already planned in the syllabus as T5 mentioned several times during the interview. However, alternative assessment focused the activities based on students' needs.

Thus, the traditional strategies applied by T5 to develop writing skills were exercises of the

textbook, compositions, homework assignments and quizzes. The textbook was used along the observation in every class to develop exercises.

Also, T5 focused on the right answers instead of open-ended, creative answers to assess learners. Therefore, students were requested just to answer questions on the textbooks without analyzing them. They had to select among limited options (multiple-choice) which is one of the traditional assessment characteristics. Hence, with those activities were difficult for teachers to check students' writing progress since they just memorized information and chose an answer from several given.

Another traditional assessment strategy applied by T5 was a chapter quiz about the writing process (chapter 1 and 2) of the textbook. It was a timed and multiple-choice format. Thus, T5 gave students 20-30 minutes to choose the options and complete some open questions. It was applied since T5 noticed that the students did not read the material; in effect, teacher found it out while the paragraph (product) was read.

Hence, the use of traditional assessment activities difficulties the real knowledge students had about contents. Students just memorized the information from texts as facts. Besides, this kind of quiz did not let students to develop their creativity or divergent thinking since the only activity they performed was selecting limited-choice items. Thus, a test provides information to evaluate right answers and assign a grade.

Therefore, the purpose of this evaluation was to check students' knowledge about the previous chapters studied. Nevertheless, T5 could not check students writing performance with this quiz since it was based on theory instead of writing practices in which students could demonstrate what they have learned.

On the other hand, alternative assessment is an extensive term that includes several alternatives in comparison to tests; also it could help students to develop critical thinking or advanced organized abilities. Connected to the alternative assessment approach, researchers observed that T5 allowed students to participate in class through an interactive performance since it was observed in several classes T5 always asked students to express their opinion or give comments about the content studied. Thus, activities were oriented to the process as paragraphs (process). Therefore, T5 developed different activities in order for students could start writing their process paragraph. First at all, T5 provided a list of topics that they could select to write about or they were free to choose another from their interest. Secondly, they wrote the first draft at home. Finally, they received peer assessment to improve their draft to present the final version.

Moreover, T5 focused activities on open-ended, creative answers to write compositions which are part of the alternative assessment characteristics. Hence, alternative assessment provides meaningful information about what students have learned; then professors can use this knowledge to assess students writing. However, researchers did not verify if this activity was used to check students writing performance since the observation period ends before students delivered the paragraphs.

Additionally, T5 used different alternative assessment strategies to practice writing skill in class such as writing samples (paragraphs),reading log (a reflection about the topic they have read or saw), and essays at the very end. Hence, based on the observation the alternative assessment strategies used the most in class were writing samples.

Therefore, writing samples allow students to evaluate their writing skills, communication style, and ability to express themselves in writing in order to improve their quality on writing. By using this type of task they can realized how well they have done the assignment and get awareness of grammaticalerrors, or misspellings problems so that they can reflect on their current abilities.

Additionally, T5 asked students to work in pairs to employ peer-assessment. This is an alternative assessment strategy which involves students in their learning process. Hence, it allows students to identify their weakness and strengths, contribute to improve their writing skills, reading critically and analysis skills. Also, it enhances motivation, confidence, autonomy and ownership. Accordingly, researchers observed that in several classes T5 asked learners to work in pairs to improve their paragraphs. Students received peer-assessment through oral comments from two classmates about their performance in order to write the final version of the process paragraph. Even though peer assessment has many benefits when it is applied in writing courses, its success depends on the way teacher implemented it. Therefore, in this group, T5 did not provide students with rubrics, checklist or guidelines to assess their partners' written work. Thereby, results depend on their partner views, in other words, those comments were subjective since they could not use a criterion which provided with the aspects they could take into account to assess their peer writing performance.

On the other hand, teacher feedback was also implemented in class as it was observed during the observation process and expressed in the interview. Researchers

observed that T5 took time to give comments (oral feedback) to each student about their work and verify student's progress based on what T5 observed in class while students were working in a task as when they wrote the process paragraph.

In addition, T5 checked each student's writing separately since T5 considered that checking every paragraph from every student was the best way to assess their work as T5 declared in the interview. Therefore, teacher-student meetings also called teacher-student conference were implemented in this group. T5 considered it was appropriated for the type of subject since it required checking students' progress in different stages of writing.

Hence, conference is an alternative assessment strategy that involves students' discussions of their weaknesses and strengths with the teacher. The importance of conferencing is that through a conversation about a draft, teacher facilitates the improvement of the written. However, the way T5 implemented teacher-student conference was through marks which were done, instead of written suggestions on student's works. Thus, T5 provided oral comments to give corrections of errors or mistakes.

Likewise as part of the alternative assessment approach, T5 provided clear instructions through guidelines before assignments and explained the aspects considered to assess students' performance. Thereby, T5 preferred to create guidelines no matter how much time it took, but for some other activities T5 gave instructions i.e., guidelines to write reading log and examples about what learners had to do.

Besides, T5 most of the time used rubric to record learners' performance; with a frame of aspects that T5 asked students to work in class based on them assigned grades to avoid subjectivity. Consequently, T5 planned to use rubric to be more objective and consistent. When teacher applied alternative assessment in class it was needed to provide meaningful instructional activities in order for teacher can assess and assign the scoring. Accordingly, they were used to assess paragraphs (depending on the kind of paragraph) and checklist for the learning log. T5 also applied peer-assessment in class so that learners gave and received oral comments about their performance in a specific task.

However, researchers did not observe that T5 recorded students' writing performance through the use of different instruments such anecdotal records, checklist or rubrics. However, alternative assessment strategies have two main purposes which are learner's evaluation and instructions. Teacher can evaluate the student's proficiency, and then they uses this information to assess each student and design instruction.

Additionally, teacher took into consideration each student's learning, and the level of their knowledge using alternative assessment strategies. Also, it could emphasize on each student's learning ability when they were correctly assessed by the teacher. Therefore, T5 designed activities based on students' English level, reflection and critical thinking exercises about things that happened in daily life, program objectives, and book. The aims that T5 expected learners achieve were to write correct paragraphs, to organize them and to have knowledge to write essays.

Researchers also checked the two paragraphs provided by learners in order to verify their progress among them. Aspects related to grammar, accuracy, mechanics, vocabulary, content and organization (unity and coherence), and paragraph (topic sentence, supporting and concluding sentences) were verified. Based on the rating scale from 1 (does not meet parameter) to 5 (outstanding). Researchers found that the performance in grammar, accuracy, mechanics, unity, coherence and concluding sentences were good since the majority of the students presented a limited used of complex sentences, some mistakes in verb agreement and tense consistent. Also, some sentences were not written correctly, misspelling and punctuation were not for their level. The logical order and coherence sequence from the beginning to the end of the paragraph was not so clear so that in some paragraph was not easy to understand the main idea. Lastly, the concluding paragraph was not written to complete its purpose.

Main topic and supporting sentence were very good since the topic sentence includes the subject and controlling idea and it was supported with details which were also developed appropriately in the paragraph. Vocabulary was excellent since all of the students presented a good range of words based on their English level. However, none of their performance was outstanding.

In the second paragraph researchers found out the following result: accuracy, vocabulary and concluding sentence were good based on the results some of these areas did not present any advance since students did not receive any feedback before started to write the second paragraph. Besides grammar and main topic were very good. Grammar

was improved by students who presented more used of the complex sentences and verb agreement mistakes were reduced by students. Furthermore, unity and supporting sentence were excellent. Hence, the organization of the ideas in the paragraph were presented in a logical order and the supporting details were developed properly in the paragraph. Related to coherence and mechanics writing criterion each student achieved the same result but in different category. Those categories were good, very, and excellent.

Nevertheless, none of their performance was outstanding. Researchers did not find evidence of grades in both paragraphs. In the first paragraph researchers did not observe in class time if students received feedback (teacher or peer) to write it since the observation period began the day learners delivered that paragraph. However, in the second one it was observed that students received peer-feedback through oral comments from two different classmates.

4.2.1 ANALISIS OF THE FIVE GROUPS

After researcher analyzed the results gotten in each English composition I group, they were able to summarize the information about the role of alternative assessment implemented by teachers, the assessment approach and assessment strategies most used by them and how they applied those strategies to assess writing. Also, they described the writing development of the English composition students.

Hence, researchers found out that the alternative assessment strategies applied by English composition teachers were peer assessment, teacher feedback, writing samples, summarizing, teacher-student conference (teacher-student meeting), conference with the whole class, journals, chart book, reading log (a reflection about the topic learners have read or have seen before), and essays. Those activities were mentioned by teachers in the interview but not all of them were observed during the class time.

Peer assessment was implemented by T4 and T5 through oral and written comments. This alternative assessment strategy involves students in their learning since they not only write their paragraphs, but also they have the opportunity of giving feedback to their peers. Peer feedback can contribute to enhance their motivation to write and read critically with authentic audience. Learners can create better written works in aspects as grammar, accuracy, and complexity through collaborative writing. Therefore, students can discover their weakness and strengths in writing as well as they develop critical reasoning since they analyze their peers' work based on their knowledge about the process of writing and writing aspects. Also, it contributed to enhance their motivation to write and read

critically with authentic audience. Thus, learners could improve their paragraphs as the descriptive and process paragraph based on the feedback received. For instance, peer-assessment in group 5 was applied orally in one class by two different peers to assess the process paragraph. Additionally, professors 1, 4, and 5 applied peer-assessment in class by asking students to exchange their written work (paragraphs) as exercises done in the previous class. This type of alternative assessment strategy was applied by using the new knowledge that learners acquired during class time. It was done in pairs (groups 1 and 5) or in groups (group 4) from three to four people depending on each class size.

It was observed that in group 1, students were required to read and write some comments about their classmates' written work. On the other hand, peer-assessment was given through oral comments by students from groups 4 and 5 to their peers' paragraphs. Researchers observed that teachers did not provide rubrics or checklist to students in order for them to check their peers' written work. However, rubrics can be used to assess student's performance based on the criteria detailed from excellent to poor in aspect as organization, mechanics, structures, vocabulary. Professors only provided instructions instead of guidelines and monitor the activity.

Likewise, teacher feedback (oral comments) was given after a writing practice (prewriting or paragraph). It was done in order to check student's writing development inside and outside the class. Accordingly, teacher feedback was given individually as in the case of group 5, in which teacher-student conference was planned to be implemented. Teacher-student conference was done outside the classroom. Thus, researchers did not observe how this assessment strategy was delivered by teacher. Nevertheless, teacher-

student conferences were developed as part of alternative assessment since this activity consisted of a discussion about student' performance in which teacher provided information about weakness and strengths of the written work. Therefore teacher-conference can contribute in the communication between teacher and student since conferencing is a standard part of the process approach to teach writing. Thus, teacher can facilitates the improvement of the written work through a conversation about a draft.

In contrast, T2 and T4 employed discussions with the whole class (also called conference with the whole class) to provide teacher feedback. They are discussions in which students could assess their performance in a paragraph or written work. They can express the areas in which they have to practice more and mention their strengths while teacher gives comments to improve their writing performance in a next activity. Thus, teachers checked and gave feedback to students about outlines and writing practices developed during the observation process. Also, general comments were given to all learners derived from detected problems on their written works as was declared by one of the teachers.

Besides, researchers observed during the observation period that teachers started assessing learners from prewriting activities (outlines, free writing) to writing samples (paragraphs i.e., descriptive and process paragraph). However, by the time researchers finished observing the courses, teachers had not covered the essays yet. Thus most of the data gotten by researchers provided information about how teacher assessed pre-writing activities and paragraphs..

Lastly, English composition teachers had planned to implement reading logs as part of the assessment strategies used to assess writing during this semester. However, it was observed that this activity was implemented only in group 5. Indeed, students from the group 5 received instructions from teachers to write the second learning log (free writing practice) about a movie that learners have seen before at home. However, it was not observed in the other groups.

Moreover, English composition teachers carried out the previous described activities to assess writing following several aspects such as English level, reflections (critical thinking exercises), planned activities and supplementary materials. Even if book exercises were part of the traditional assessment strategies, it was one of the most used by the five teachers. Although, traditional assessment activities can cause difficulties of the real knowledge students have about contents. This activity requires learners to complete or memorize the information from texts as definitions of terms or steps; however, it can limit the time for practicing written works. Researchers observed that in most of the classes teachers used the textbook to develop exercises (traditional approach) instead of other type of alternative assessment activities as portfolio, journal and self-assessment.

Additionally, activities were designed based on students' English level (Intermediate Intensive English II), reflection (critical thinking) exercises about things that happened in daily life. Hence, the procedures and strategies can be used within the context of instruction to assess students' progress toward the achievement of learning goals.

Also, article reactions were done by T2 in order that students could identify and link ideas based on what they had read in a critical manner. Hence, readings and supplementary

materials were used by T1, T4 and T5 in order for students to learn writing structures (word order, mechanics and element of the composition e.g., topic, supporting and concluding sentences). Likewise, planned activities to assess learners were based on English Composition I program that was designed by the five teachers. Thus, the evaluation system requested teachers to grade students' works as part of the traditional aspects in which activities are designed to obtain data from learners' performance with the purpose of measuring their attainment of specified criteria.

Thereby, traditional assessment involves to evaluate students' performance based on summative results gotten from grades and scores. Nonetheless, the program also suggested other type of activities as reading log, peer assessment that are part of alternative assessment approach since they involve students in their learning process playing an more active role. Therefore, teachers expected to achieve some objectives for this course such as write correctly, develop level of writing, write paragraphs, and write essay.

Furthermore, professors provided both oral instructions and written guidelines to explain the purpose of writing assignments while teachers were assessing learners. Most of teachers provided oral instructions to give explanations about what learners had to deliver in the activity as well as how they had to do it. i.e., teachers presented information to develop several paragraphs (descriptive and process). Additionally, based on what teachers expressed in the interview, written guidelines were created to explain to students the process they had to follow in each activity and its purpose.

However, researchers observed that guidelines before assignments were given only in group 5 to write the first reading log. The rest of the teachers did not give any guidelines

to students, they just assigned the activity. Hence, alternative assessment emphasized the importance to let students know the purpose of assignments in order to help them to maintain information in developing the skills as writing.

During the course teachers planned to use rubrics to record student's performance after a written assignment. This type of tool lists criteria for the desired result on writing since rubrics can help teachers and students to be aware of the quality of student's own performance and others' work by assessing objectively. Moreover, they are tables of criteria used to assess students' performance based on some characteristics which at the end provide a grade related on what was the aim to achieve. Those rubrics included a frame of aspects that teacher asked students to work in class as it was mentioned in the interview by T5. Also, based on them teacher could assign grades to avoid subjectivity as it was expressed by T2. However, researchers did not observe the implementation of rubric in class; teachers only provided oral comments to record student's performance after a written assignment.

Moreover, T1 and T2 asked students to write the second paragraph without returned the first one to them. Besides, while researchers were checking the two drafts to describe students' writing development, they noticed that the papers did not have grades. Additionally, some professors (groups 2 and 3) did not give any feedback (teachers or peer) to improve students' writing. Even though they declared in the interview that they verified student's progress on writing assignments through feedback, reading paragraph, and depending on the activity they also assigned a grade. On the other hand, alternative

assessment indicates that teachers should use rubrics, anecdotal records or checklists to check and record students writing development to verify their progress in the course.

Thus, based on the previous aspects described above the types of assessment approaches used the most by English composition teachers were both alternative and traditional assessment. Therefore, it was observed that in the five English composition teachers took into account traditional and alternative aspects to assess students writing. Thus, they implemented summative and isolated activities which were based on the program, instead of taking into account students' needs and assess their progress after each activity. Therefore, a variation of type assessment applied in class can provide a wider understanding of the student's performance along the course so that teachers can obtain different options to measure their work.

Related to the traditional assessment approach implemented by the five teachers it was observed the use of the textbook to assess students' writing performance almost in every class. Thereby, most of the writing practices were resolving book exercises and comparing answers with their classmates. Some of the teachers such as T2 and T4 developed their classes answering books exercises focusing on right answers. As well as, they implemented activities to assess students' written work based on isolated topics which were taking from the book instead of focused the activities on students' context.

In addition, other traditional aspect observed in the five groups was that none of the teachers explained to students the purpose of the activities or provided guidelines about it. On the other hand, traditional assessment requests teachers to explain to students the purpose of the activity and how they have to develop it. Only T5 provided once a guideline

to write their learning log. Even though the five teachers mentioned in the interview that they used rubrics to check students' paragraphs. Researchers could not observe if professors gave rubrics to students when they were requested to write the first and second paragraph during the observation period. Therefore, researchers did not have evidence of its application to assess student' writing performance.

Hence, English Composition teachers did not use rubrics, checklists or anecdotal records to verify and record students' writing progress as it is suggested by alternative assessment approach. However, alternative assessment approach suggested to document data in order to design instructions. Therefore, teachers mentioned that the way in which it was planned to record students was based on reading paragraph, feedback and grade to assess their written works. Lastly, teachers did not monitor students while they were working in a task. Accordingly, it was observed that teachers monitored students' progress only in some groups (4 and 5), but it was not done in all the classes. Thus, the previous aspects described revealed data which determined traditional assessment was implemented by English composition teachers and it was the type of assessment approach used the most in English composition classes.

Nevertheless, researchers also could identify some alternative aspects in the five English composition groups. Thus, those activities provided information to check student's performance in order to demonstrate what students were able to do and informed teachers for future instruction. Accordingly, teachers developed activities to assess student's performance based on the process and their context. During the class time teachers implemented free-writing activities such as mind maps, outlines, and paragraphs in which

learners were free to write about a topic from their interest. Hence, teachers checked or explained to learners each step to write their paragraphs by using brainstorming, listing, free writing, and outlines before they wrote the first version of their paragraph. Also, some of the teachers were interested in students' creative answers allowing them to develop activities using their creativity e.g. T1 asked students to create a mind map and write topic sentences based on their ideas without correcting the answer as was wrong or right. Also, the five teachers allowed students to participate in class answering some writing exercises, discussing about a topic or a classmate work. Consequently, taking into account the aspects observed in class, researchers determined that teachers also applied alternative assessment to assess students' writing.

Furthermore, the alternative assessment strategy used the most by teachers were teacher-students conference or also called discussion with the whole class following by peer assessment. Therefore, researchers could identify that each teacher emphasized different strategies, however, the ones mentioned before were the ones used the most by English composition professors.

Lastly, researchers also described the writing development in English composition students based on two paragraphs. It was done by using a performance checklist in which researchers could check different writing aspects such as grammar, accuracy, mechanics, vocabulary, coherence, unity, topic, supporting and concluding sentence. They revised a total of 56 paragraphs done by English composition students from the five groups studied.

In the first revision, they check 28 paragraphs which were the first done by students. The results showed that from a rating scale from DOES NOT MEET PARAMETER (1) to OUTSTANDING (5) the most of the groups gotten a GOOD (2 criterion from 5). Therefore, it was described that most of the students have some mistakes in grammar aspects more specifically related to capital letter, range of sentences. Thus, in several paragraphs were widely used run-ons sentences and problems with subject and verb agreement. Also, most of the sentences were not written following English grammar structures and punctuation so that accuracy and mechanics gotten GOOD. The range of words used in the paragraphs were basic for their English level. Most of the students did not use the right words based on the context or they misspelled some words.

Hence, talking about unity and coherence most of the students followed a logical order of ideas along the paragraph. However, some of them combined two topics at the middle of the paragraphs and developed a subtopic which was not related to the main idea stated at the beginning (topic sentence). Also, the topic, supporting and concluding sentence which are part of the paragraph organization were found in every paragraph. Nevertheless, some students did not follow the structure to write the topic sentence correctly. Consequently, they add extra information which had to be part of the supporting details and also several students did not write the concluding sentence at the end of the paragraph or it did not meet its purposes.

Finally, learners made advances in the second paragraph related to some of these areas from GOOD (2) to VERY GOOD (3) since they received peer assessment in some groups. However, none of them received teacher feedback so that researchers could not

determine if this advance was done as a result of students' learning autonomy to write. Thus, researchers did not find proof of grades, teacher feedback in the written works. However, accuracy and mechanics did not show any advance in the second paragraph.

4.3.2 ANSWERS OF THE RESEARCH QUESTIONS

4.3.2.1. GENERAL REASERCH QUESTION

What is the role of alternative assessment implemented by teachers on the writing domain of the English Composition courses enrolled in English Teaching Bachelor Degree at the Foreign Language Department of the University of El Salvador?

After describing the results gotten from the three instruments researchers stated that the role of alternative assessment implemented by English Composition I professors was not predominant. Thus, professors applied some of the alternative assessment strategies but they did not take into account all of the features that alternative assessment involves. Therefore, researchers concluded that traditional assessment approach was the most emphasized based on the information gathered through the observation, interview and performance checklist.

4.3.2.2. SPECIFIC RESEARCH QUESTIONS

What kind of alternative assessment strategies are applied by English composition teachers for the writing domain?

Researchers identified the following alternative assessment strategies in English Composition I course. It was not observed the implementation of all of the alternative assessment strategies expresses in the interview as it is showed below:

Alternative Assessment Strategies	
Teachers' interview	Observed by researchers
Peer Assessment	Peer assessment
Teacher feedback	Teacher feedback
Writing Sample	Writing Sample
Summarizing	Summarizing
Teacher-student conference	
Conference with the whole class	Conference with the whole class
Journals	
Chart Book	
Reading Log	
Essay	

How do English Composition teachers carry out alternative assessment on the writing domain?

- Professors implemented alternative assessment strategies taking into account different aspects such as English level, critical thinking exercises, syllabus, supplementary materials and technology.
- Most of the teachers did not provide guidelines just gave oral instructions before an assignment. They did not explain the purpose of the activities.
- Also, they did not provide rubrics to record students' performance even they expressed their implementation to grade paragraphs.
- Besides, anecdotal records, checklist were not used by them when they are part of alternatives strategies to record students' development.
- Teacher feedback was not given to students after presented the two paragraphs.

What is the type of assessment approach used the most by English Composition teachers?

Traditional assessment approach was the most used by English Composition I Teachers since researchers found out more traditional characteristics to assess students' writing. As it is describing bellow:

TRADITIONAL	ALTERNATIVE
Textbook exercises(focus on right answers and the product)	Allowstudentsparticipation
Isolatedtopics	Opened-ended and creative answers
Quiz	Focusontheprocess
Activities based on the syllabus	Activities based on students' context
Not allow students gives suggestions	
Not use of rubrics, checklist or anecdotal records	
Not explain the purpose of the activities	
Not teacher feedback after presented paragraphs	

- *What are the alternative assessment strategies used the most by English Composition teachers?*

The alternative assessment strategies most used by English Composition I professors were conference with the whole class and peer assessment.

- *What is students' writing development in English Composition course?*

Based on the rating scale from does not meet parameter (1) to outstanding (5) used to describe students' development showed that students' performance in the first paragraph was GOOD (2). Thus, in some of the paragraphs were found some grammar mistakes such as run-on sentences, verb tense, subject and verb agreement, capitalization and English grammar structure. The vocabulary used was basic even if they were English Intermediate students. Related to the mechanics aspects they also presented some problems with the punctuation marks. Besides, in the organization of paragraphs most of the students wrote the topic sentence but they added extra information which belonged to the supporting details. Also, the supporting sentences were described along the paragraphs but the ideas and organization was not clear. Lastly, the concluding sentence was written in all of the paragraphs; however, it did not follow its purpose to paraphrase the topic sentence, invite the audience to take actions or to provide a final comment about the topic.

Moreover, students' writing performance in the second paragraph was VERY GOOD (3) since they showed advances in the writing aspects. However, researchers could not establish it was due to teacher feedback since they did not find evidences of them neither in the paragraphs nor they were observed during the class time.

CHAPTER V

CONCLUSIONS

5.1. CONCLUSIONS

Through the development of this research, and according to the information gathered from observations and interviews to English Composition teachers. Researchers determined the type of assessment approach applied by them, the alternative assessment strategies used the most and how professors applied them. As well as, students' writing performance and background information (theoretical framework), the following conclusions were made:

- The role of alternative assessment implemented by English Composition I professors was not predominant since professors applied some of the alternative assessment strategies. However, they did not take into account all of the features that alternative assessment involves.
- The alternative assessment strategies implemented by English composition teachers were writing samples, teacher-student conference, conference with the whole class, learning log, journal, chart book, teacher feedback and peer-assessment.
- The activities developed by English composition teachers were based on the syllabus (English level, supplementary materials and technology) which was designed by the five teachers in charge of the course. Therefore, they did not focus the activities on students' needs, they just followed the program that

involved a traditional evaluation system to assess students' writing in which teachers had to grade students' works.

- Traditional assessment is the approach most used by English Composition teachers even when they implemented some alternative assessment strategies as well.
- Conference with the whole class and peer assessment were the alternative assessment strategies used the most by English composition teachers to assess students' writing. Even though they were implemented without fulfilling all the alternative aspects.
- Textbook exercises were widely used as part of the traditional activities to practice writing in class.
- Peer-assessment was used to assess students' written work (paragraphs). They were done it in pairs or in groups.
- English composition teachers did not provide rubrics or checklist to students in order for them to check their peers' written work. Nonetheless, professors only provided instructions instead of guidelines and monitor the activity.

- Teacher feedback (oral comments) was given after a writing practice (prewriting or paragraph). It was done in order to check students' writing development inside and outside the class; however, it was not applied in all the groups.
- Teacher-student conference was given individually as in the case of group 5, outside the classroom. Thus, researchers did not observe how this assessment strategy was delivered by teacher.
- English Composition teachers did not use any alternative tool of recording and analyzing information to assess students' writing progress such as rubric, checklist or anecdotal record. Teachers only provided oral comments to record students' performance after a written assignment.
- Researchers observed that guidelines before assignments were given only in group 5 to write the first reading log. The rest of the teachers did not give any guidelines to students, professors just assigned the activity.
- Students' writing performance was good based on the rating scale from DOES NOT MEET PARAMETER (1) to OUTSTANDING (5) of the performance checklist used by researchers. English composition students presented deficiencies in some writing areas such as grammar, accuracy and mechanics. Their development did not make advances since teachers did not give feedback

or grades after they presented their written work. Therefore, students were not aware on which aspects they have to work on to improve their writing performance.

- The role of alternative assessment in English composition course was not emphasized since teachers focused more on traditional assessment to assess students' writing. Hence, they did not deliver students' grades or provide feedback in order for them to know how was their writing development.

CHAPTER VI.

RECOMMENDATIONS

6.1. RECOMMENDATIONS

Based on data collected and findings researchers have developed some recommendations in order to solve some of the needs of the English Composition I professors and students.

According to the information gotten the following suggestions were stated:

To teachers

- English composition teachers should select the most appropriate alternative assessment strategies to implement in their class taking into account the steps to apply them, the way to use them and the different benefits and outcomes they can achieve with their use as part of the lesson in the everyday class.
- English Composition I teachers should use tools of recording and analyzing information to assess students' writing progress such as rubric, checklist or anecdotal record in order to check students' progress on writing.
- English Composition I teachers should incorporate other alternative assessment strategies that can be used in writing courses such as portfolios, journals, A Write About, S-O-S summary, self-assessment, writing projects, and reflective writing. In addition to the textbook which was widely used as part of the activities to assess writing in class.

- Teachers should take advantage of peer-assessment to assess written works (paragraphs) in class and provide rubrics or checklist to students in order for them to check their peers' written work.
- Professor should use feedback in order to check student's writing and provide information to improve each individual work.
- Guidelines should be given before assignments to let learners know how to develop the activity.
- Teachers should give to learners their drafts with feedback or grades before they write a second or final version with the purpose of applying that information to improve students' writing development.
- Professors should assess students while they were working in a specific task in order to identify their strengths or weakness and use that information for future instruction.

- Teachers should read each piece of writing several times before requesting other composition (paragraph) in order to assess learners in content, language, and organization aspects.

To students:

- English Composition I students should read each piece of writing several times before delivering other composition in order to clarify their ideas and correct possible mistakes.
- English Composition I Students should look for other type of assessment strategies such as self-assessment in order to enrich their vocabulary, and knowledge to improve their writing skills by their own.

To the Foreign Language Department' authorities:

- In order to provide other sources to English Compositions courses, teachers suggested the implementation of a Writing Center to improve students' writing development.

- Teachers also proposed that Advanced English II should be taken before English Composition I since students need more background knowledge of English.
- Researchers suggested the implementation of other alternative assessment strategies that can be used in writing courses such as portfolios, journals, A Write About, S-O-S summary, self-assessment, writing projects, and reflective writing. In addition to the ones applied by teachers to assess writing in class.
- Researchers propose the implementation of a writing course per year during the five years in addition to the ones previously stated on the English Teaching Major curriculum.
- To provide specialized trainings for teachers in order for them to have other options to assess students' writing as alternative assessment strategies.
- Create a committee, in which English composition teachers share and discuss about the assessment strategies that best work taking into account students' needs.

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ANNEXES

Annex A Time table

WEEK (PROGRESSIVE)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46												
MONTH	MARCH					APRIL					MAY				JUNE					JULY					AUGUST					SEPTEMBER					OCTOBER					NOVEMBER				DECEMBER														
WEEKS(MONTHLY)	1	2	3	4	5	1	2	3	4	5	1	2	3	4	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	1	2	3												
ACTIVITIES																																																										
FIRST STAGE																																																										
1. Create a research topic.																																																										
2. Develop research questions.																																																										
3. Plan and develop the Research Project Profile.																																																										
4. Gathered and search information to build the theoretical framework.																																																										
5. Present a draft of the research project profile to the advisor																																																										
6. Work and present the final version of the research project profile																																																										
SECOND STAGE																																																										
7. Develop the first chapter of the research report																																																										
8. Work on the second chapter(theoretical framework)																																																										
9. Work on the chapter third and the construction of instruments.																																																										
10. Start the collection of data through observation and interviews.																																																										
11. Analyze and interpret data gathered																																																										
12. Elaborate conclusions and recommendations																																																										
13. Develop guidelines																																																										



Annex B Observational form

UNIVERSITY OF EL SALVADOR
 SCHOOL OF SCIENCES AND HUMANITIES
 FOREIGN LANGUAGE DEPARTMENT
 Licenciatura en Idioma Inglés: Opción Enseñanza

Checklist No. _____.

Date: _____.

Class Observation

Objective: To identify the role of alternative assessment in English Composition courses in order to find out the type of assessment approach used by teachers, the kind of alternative assessment strategies applied and the most used by them. As well as, how they apply assessment strategies on the writing domain.

Instruction: Observe the English Composition class and mark with an X the aspect is applied by the teacher in order to identify whether they apply traditional or alternative approach.

Does the teacher...	YES	NO
1. Allow students to participate in class.		
2. Apply a teacher-centered method.		
3. Apply a student-centered method.		
4. Focus on the “right” answer. ¹		
5. Focus on open-ended, creative answers. ²		
6. Develop activities oriented to the product. ³		
7. Develop activities oriented to the process. ⁴		
8. Allow student to provide suggestions about the aspect or criteria used to assess them.		
9. Provide activities based on isolated topics.		
10. Provide activities related on students’ context. ⁵		
11. Give explanations or comments about weakness or strengths when he/she provides feedback to student.		

Instruction: Observe the English Composition class and mark with an X the aspect which is applied by the teacher in order to find out if traditional or alternative strategies are implemented in class.

Doestheteacher...	YES	NO
12. Use different strategies to practice writing skill in class.		
13. Develop individual activities.		
14. Stimulate collaborating writing and promote group activities.		
15. Provide clear instructions through guidelines before assignments in order for students to know the purpose and how to develop them.		
16. Explain to students the aspects that he or she will consider to assess their performance.		
17. Monitor students while they are working in a task or assignment.		
18. Request homework assignment such as paragraph, essays or composition to practice writing at home.		
19. Use different instruments such as rubrics, checklists and anecdotal records to assess student's writing progress.		

Instructions: Observe the English Composition class and mark with an X the strategy is applied by teacher.

HOW DOES TEACHER IMPLEMENT ASSESSMNET STRATEGIES?	YES	NO
TESTS		
1. Administer test after each topic or at the end of a unit as a way to assess student's writing performance.		
2. Give comments about students' test results to improve their writing development.		
3. Deliver scores to students without provide feedback to students.		
4. Explain the purpose and what students have to do.		
PORTFOLIO		
5. Apply portfolio as a way to assess student's writing progress.		

6. Present the steps and rubrics to let students know about portfolio process.		
7. Use portfolio as a form to identify student's effort at every step of progress, not only about the final result.		
8. Monitor students when they work in the collection of work for their portfolio.		
JOURNAL WRITING		
9. Apply it as an activity to practice and improve writing.		
10. As an interactive form to reflect about writing progress.		
11. Express their understanding about the class.		
12. Use a tool or an instrument to assess student's written work.		
WRITING SAMPLES		
13. Ask students to present writing samples in order to assess writing proficiency.		
14. Use it to identify individual writing.		
15. Check students' writing performance and allow students to provide information about their own work.		
16. Allow students to reflect about their own work.		
17. Students can improve their quality in writing.		
18. Use it as a tool or an instrument to assess students' written work.		
CONFERENCE		
19. Take time after they present their essays to discuss students' weaknesses and strengthens.		
20. Talk about improvements in their draft and final version.		
21. Apply teacher and students conference.		
22. Apply peer conference in order for students to provide feedback to their classmates		
23. Use it as a tool or an instrument to assess students' participation.		
SUMMARIZING		
24. Provide activities that allow students to summarize information about a material read or about the topic taught.		
25. Students can improve their vocabulary and check their writing.		
26. To reflect about their writing in a daily class.		
27. Let students to express their agreement or disagreement about a specific topic.		
28. Use it as a tool or an instrument to assess students' written work.		
WRITING PROJECTS		

29. Implement writing projects like portfolios, writing for the community or others related on that.		
30. Use projects as a form to improve and practice writing.		
31. Use them as an activity that is part of the syllabus to get a score.		
32. Implement them as a way to combine writing skills and students real life experiences.		
33. Allow students to express their opinions about an issue or relevant topic in their community.		
34. Use it as a tool or an instrument to assess this type of assignment.		
LEARNING LOGS		
35. Use them to know students' progress, concern and reflection about their learning process.		
36. Give clear instruction about the purpose of implement them in class.		
37. Explain to them that it is useful way to improve writing.		
38. Take some minutes after the class has finished allowing students write down in them.		
39. They have to write down at home and present them in a scheduled date.		
40. Use them to identify students' needs and modify or reinforce a topic taught.		
41. Use it as a tool or an instrument to assess students' written work.		
REFLECTIVE WRITING		
42. Implement reflective writing during class time.		
43. Use to improve students self-consciousness and language skill.		
44. Critic a written material given by the teacher.		
45. Improve students writing skill throughout writing every day.		
46. Explain the purpose to implement reflective writing and how students have to use them.		
47. Use it as a tool or an instrument to assess students' written work.		
FEEDBACK		
TEACHER`S FEEDBACK		
48. Take time to verify student`s progress and provide feedback to enhance students writing skill.		
49. Use formative comments to help students revise their work through recommendations, questions or comments. ⁶		
50. Use summative comments to evaluate the quality of a finished product. Pointsoutwriter`sstrength and weakness and the grade. ⁷		

51. Feedback is given by teacher orally after to check students' work.		
52. Feedback is given by teacher in a written way after to check students' work.		
53. Take time to give comments to each student about their work.		
54. Cultivate a conversational tone and indicate if teacher understand and appreciate their work.		
PEER-FEEDBACK		
55. Provide the opportunity to work with peers I order to give comments about their performance in a specific task.		
56. Provide students with oral instructions or guidelines to assess their peers written work.		
57. Provide students with rubrics or aspects to assess peers written work.		
SELF-ASSESSMENT		
58. Students revised their own written work and reflect on their performance.		
59. Enhance motivation and confidence in students' writing assignments.		
60. Provide students with rubrics or checklist in order for them to reflect in their own writing.		

Comments: _____

⁶⁻⁷ Morris, G.(2012). *Giving Feedback on Student Writing*. Retrieved from <http://www.lsa.umich.edu/UMICH/sweetland/Home/For%20Students/Writing%20References%20and%20Resources/GivingWritingFeedbackApril2012.pdf>. Center for writing University of Michigan.

Annex C Semi-structured interview



UNIVERSITY OF EL SALVADOR
SCHOOL OF SCIENCES AND
HUMANITIES FOREIGN LANGUAGE
DEPARTMENT Licenciatura en Idioma Inglés:
Opción Enseñanza

Teacher's
Interview No. _____.
Date: _____.

Objective: To gather data about professors' responses from English composition courses related to the activities used to assess students' performance on writing in order to discover the alternative assessment activities applied in class.

Instruction: Ask the following questions to the teacher in charge of the English Composition class and take notes about his or her response.

1. What activities have you planned to develop during this English Composition course?
2. What aspects do you employ to design these activities?
3. What are the aims do you expect to achieve for this course?
4. What type of assessment approach have you planned to employ in this course?
 - 4.1. What kinds of traditional/alternative assessment strategies do you use for writing skill in English composition?
 - 4.2. What kinds of traditional/alternative assessment strategies do you use the most for writing skill in English composition?
 - 4.3. How do you apply those traditional/alternative assessment strategies?
5. Do you provide written guidelines or oral instructions to explain to your students the purpose of writing assignment?
6. How do you record student's performance after a written assignment?
7. How do you verify the student's progress on writing assignments?
8. Is there any important knowledge or information that you would like to add related to alternative assessment for writing domain?

Thank you very much for your valuable assistance to this study

Annex D Performance checklist



UNIVERSITY OF EL SALVADOR
 SCHOOL OF SCIENCES AND HUMANITIES
 FOREIGN LANGUAGES DEPARTMENT
 Licenciatura en Idioma Inglés: Opción Enseñanza

Performance checklist
 No. _____.
 Date: _____.

Performance checklist: Features of writing

Objective: To collect data about students' performance in English Composition courses with the purpose to find out the student's progress on writing.

Instruction: Read the following aspects and fill the space with the information of student and type of written work marking the options that apply to the student's work with an X.

Type of assignment:					
Topic:					
Group #:		Date:			
Participant #:					
Draft #:	Grade:	Type of feedback:	teacher_____	peer_____	
Received feedback:	Yes	No	Traditional _____	Alternative_____	

FEATURES OF WRITING	1	2	3	4	5
Grammar	Doesnotmeetparameters	Good	VeryGood	Excellent	Outstanding
Capital letters are used at the start of each sentence and full stops at the end. ¹					
There is a range of simple and complex sentences. ²					
The tense is consistent. ³					
Adjectives have been used accurately. ⁴					
Nouns and Pronouns are used appropriately.					
Subject and verb agreement					
FEATURES OF WRITING	1	2	3	4	5
Accuracy					
Sentences (Grammar) are written correctly.					
Mechanics					
Both punctuation and spelling are properly done.					
Vocabulary					
Displays a good range of words from this level in the correct context and includes a little additional vocabulary.					
Content and Organization					
Unity					
Exhibits a logical and coherent sequence throughout; provides a clear sense of a beginning, middle, and end. Makes smooth transitions between ideas.					
Coherence					
There is coherence within paragraph and between paragraphs by means of using sentences connectors, conjunctions and the like.					
Paragraph Assessment					
Main /Topic idea sentence					
It is grammatically correct, and it has a topic sentence and controlling idea.					
Topic sentence is supported. ⁵					

This paragraph has 5 to 7 sentences. ⁶					
This paragraph has a closing sentence. ⁷					
The paragraph sticks to one main idea. ⁸					
The paragraph is indented. ⁹					
Supporting sentences					
Supporting sentences and supporting details are appropriately developed in the body paragraph.					
Concluding sentence					
It complies with its purposes: paraphrase the topic sentence, give opinion, or invite to take an action.					

Dye, D. (2012). How To Write a Paragraph. Retrieved from <http://www.CreateBetterWriters.com>

¹⁴ Gill, A., & O’Neill, J. (2005). *Checklist: Descriptive writing 2*. Retrieved from <https://www.tes.co.uk/teaching-resource/checklists-for-14-different-genres-6116818>

⁹Dye, D. (2012). *How To Write a Paragraph*. Retrieved from <http://www.CreateBetterWriters.com>

North Carolina State Department of Public Instruction, Raleigh. Division of Languages. (1999). Assessment, Articulation, and Accountability: A Foreign Language Project. Guides, Classroom, Teacher, 266. Retrieved from EDRS database (436978).

Rubric Form for Assessment (EI2201, EI2202, EI3203). Retrieved from <http://ingles.ing.uchile.cl/otros/Evaluations%20Criteria%20RUBRIC.pdf>

Annex E
INTERVIEWEES' REPOSES SCALE BASED ON THE SEMI-STRUCTURED
INTERVIEW

<u>Categories</u> and themes assigned to each answer provided by teachers	Answers given per each teacher				
	1	2	3	4	5
QUESTION 1: What activities have you planned to develop during this English composition course?					
<u>1. Pre-writing activities</u>					
Outline		X		X	
Brainstorming				X	
Free-writing			X		
<u>2. Compositions</u>					
Draft		X		X	
Paragraph		X		X	X
Essay		X			X
<u>3. Writing practices</u>					
Practices about stages of writing				X	
Reading log					X
Journal			X		
Article reactions		X			
<u>4. Peer assessment</u>					
<u>5. Other sources</u>					
Read toward writing in a critical way	X				
Technology					
Movies		X			
Work with the whole class		X			
Extra activities			X		
QUESTION 2: What aspects do you employ to design these activities?					

<u>1. Learners</u>					
Interest		X			
English level					X
Reflection and critical thinking					X
<u>2. Syllabus (Composition program)</u>					
Planned activities				X	
<u>3. Materials</u>					
Suggested book					
Readings to learn structures	X				
<u>4. Supplementary materials</u>					
Alternative materials to identify ideas.	X				
Pay attention on the elements in composition as mechanics (typing) order, word and syntax and other elements in composition.	X				X
Other sources in order to develop the writing process.				X	
<u>5. Technology</u>					
Facebook (Composition group)			X		
Moddle					
Movies/videos		X			
Power point presentations		X			
Answers given per each teacher	1	2	3	4	5
QUESTION 3:What are the aims do you expect to achieve for this course?					
<u>1. Pre-writing</u>					
Differentiate steps of writing		X			
<u>2. Writing process</u>					
Develop level of writing		X		X	X

Learn to write correctly	X				X
Develop process approach of writing to develop a paragraph theory				X	
Write Paragraphs				X	X
Linking ideas correctly	X				
Identify correctly the unity, coherence of ideas to write product.	X				
Create good writers			X		
Manage different type of paragraphs			X		
Write essay		X	X	X	X
QUESTION 4: What type of assessment approach have you planned to employ in this course?					
<i>1. Approach</i>					
Traditional		X			
Alternative					
Both	X		X	X	X
QUESTION 4.1: What kinds of traditional/alternative assessment strategies do you use for writing skill in English composition?					
<i><u>1. Traditional</u></i>					
* TEST			X	X	
Quiz/zes	X				
Exams	X				
Different rubrics: standards techniques to grade students					X
<i><u>2. Alternative</u></i>					
Peer assessment			X	X	
Feedback on some specific assessments				X	
Discussion about composition			X		

Oral presentations during class time			X		
Moddle: upload composition to the platform			X		
Reactions about articles		X			
* Other type of resources					
Visual resources (videos)		X			
Answers given per each teacher	1	2	3	4	5
QUESTION 4.2: What kinds of traditional/alternative assessment strategies do you use the most for writing skill in English composition?					
<u>1. Traditional</u>					
Book exercises		X			
<u>2. Alternative</u>					
Group work	X				
Writing paragraph		X	X	X	
Discussions about a paragraph		X			
Advisory meetings (teacher-student)					X
Checking every paragraph from every student					X
Chart book				X	
Peer editing about paragraphs				X	
QUESTION 4.3: How do you apply those traditional/alternative assessment strategies?					
<u>1. Teacher</u>					
* Advisor meeting					
Individual				X	X
In groups					
Written feedback				X	
Oral feedback				X	X

Check every paragraph					X
Rubrics			X		
<u>2. Type of work</u>					
Individual					X
Pairs	X			X	X
Trios	X				
Groups	X			X	
Oral peer assessment					
Peer editing techniques			X	X	
Write a reaction		X			
Write a journal				X	
Guide of the evaluation for writing the composition.			X	X	

Answers given per each teacher	1	2	3	4	5
QUESTION 5: Do you provide written guidelines or oral instructions to explain to your students the purpose of writing assignment?					
<u>1. Written guidelines</u>				X	X
<u>2. Oral instructions</u>					
<u>3. Both</u>	X	X	X		
QUESTION 6: How do you record student's performance after a written assignment?					
Assign a grade	X				
Feedback	X			X	X
Peer editing			X		
Reports for checking outcome of paragraph			X		
Test			X		
Takes notes on some general problems				X	
<u>1. Rubrics</u>		X			X
<u>2. Comments</u>		X			
QUESTION 7: How do you verify the student's progress on writing assignments?					
Grade		X	X		X
Ask students to react something	X				
Reading paragraph					X
Feedback			X	X	X
Rubrics		X			X
Task at home				X	
QUESTION 8: Is there any important knowledge or information that you would like to add related to alternative assessment for writing domain?					
<u>1. Professional help</u>					
Change information in peers, not just working individually	X				

Read a log to reflect on their performance	X				
Works in groups to help each others				X	
Writing center			X	X	X
<u>2. Syllabus</u>					
Composition is difficult to assess them other subjects		X			
Use rubrics to grade (Avoid subjectivity)		X			
Free topics to write paragraphs			X		
Advanced English before composition students need more background knowledge of English				X	
Make writing enjoyable (collaborative writing)					X

Annex F Samples of students' drafts

Draft #1

Peer editing.

* Review - check the structure

Reasons for a baby to listen to cradle music.

epic sentence { Cradle music is one of several options to create a good environment specially for new born babies. Some things that we can get in the babies when they listen this kind of music are that they don't feel stress because when the songs are playing and the baby is stress or angry in this moment when the song start to sound the baby listen the song and put all his attention and he is concentrate in the cradle songs as a result the baby feels relax and happy. Therefore their mother can have a loving time with their babies, and they give the meal with all their love, given kisses, to caress them or saying loving words.

supporting ideas {

real conclusion { Also, when they are listening, they are imagining the songs, and it finally helps the baby get sleep with cradle music.

Comments:

- Your paragraph is very good, but I think that you can explain more about it.
- Your paragraph is very interesting.
- In the sentence "Also when they are listening, they are imagin the songs", it should come after of this "he is concentrate in the cradle songs."

Draft # 2

wise - check grammar and punctuation.

Cradle music is one of several options to create a good environment specially for new born babies. Some things that we can get in babies when they are listen this tipe of music are that they don't feel stressed. ~~because~~ when ~~the~~ songs are playing and the baby is stressed or angry in the moment when de songs start to sound the baby listens the songs and put all his attention and he is concentrate. ~~and~~ imagining the songs and as a result the baby feels relaxed and happy. There fore their mothers can have a loving time with their babies and ~~giving~~ ^{give} them the meal, kissess, ~~to~~ caress them and saying loving words. It finally helps the baby get sleep very relaxed and happy. ~~with cradle music.~~

Draft # 1

ENGLISH COMPOSITION I

The Most Important Values Instilled In Family

There are four important values instilled in family that define your identity.

~~All your identity is based on four important values instilled in family.~~ The first value is love, your parents demonstrate you with their actions how much they love you and they teach you to love God. Also parents motivate you to love yourself. The second value is respect. From family learned to respect and obey your parents and elders. As a result of that at school you show respect to your teachers and peers. Family even taught you to respect others physically and emotionally. The third value is honesty your family always encourage you to tell the true to everybody and do the correct things. The last but not least relevant is helpfulness, in other words being willing and useful. Family promotes that the main point is help others and be the opposite of selfish. So, those four essential values you ^{got} them form your family and define who you are.

To do more attractive the topic sentence you can change the order

ENGLISH COMPOSITION I

The Most Important Values Instilled In Family

There are four important values instilled in family that define your identity. The first value is love, your parents demonstrated it you with their actions how much they love you and they taught you about God's love. Also parents motivated you to love yourself. The second value is respect. From family, you learned to respect the people's feelings and emotions. As a result of that at school you showed respect to your teachers and peers. The third value is honesty. Your parents always encouraged you to tell the true. Even when you were in problems you might do the correct things. The last but not least relevant is helpfulness, in other words being willing and useful. Family promoted it, for the main point is to help others and to be the opposite of selfish. So, those four essential values you got them form your family and defined who you are now.



Annex G Glossary of terms

A

Assessment: An evaluated activity or task used by a program or unit to determine the extent to which specific learning proficiencies, outcomes, or standards have been mastered by candidates. Assessments usually include an instrument that details the task or activity and a scoring guide used to evaluate the task or activity.

Alternative Assessment: A concept that includes measurement of knowledge that is significant and meaningful; tends to focus on complex or contextualized tasks, enabling students to demonstrate their competency in a more 'authentic' setting. Examples may include:

- performance of the skills, or demonstrating use of a particular knowledge
- simulations and role plays
- studio portfolios, strategically selecting items
- exhibitions and displays

C

Composition: In written language, refers to the collective body of important features established by the author in their creation of literature. Most often, composition relates to narrative works of literature, but may also relate to essays, biographies, and other works.

Concluding sentence: This may be found as the last sentence of the paragraph. It can finish the paragraph by repeating the main idea or just giving a final comment about the topic.

D

Data: Information gathered in the course of a research study. It may be quantitative or qualitative.

Data analysis: Processing, interpretation and analysis of findings.

Draft: Is a previous activity students must make to correct all the mistakes they could have before hand in their final composition, by doing this they can organize better their ideas and see how the introduction, thesis statement, body paragraph and conclusion will work together.

E

Essay: Is generally a short piece of writing written from an author's personal point of view, but the definition is vague, overlapping with those of an article and a short story.

Evaluation: Formal testing and information assessment to obtain information for making instructional decisions, providing feedback to students, and determining grades.

F

Formative feedback: This kind of feedback tells the student and teacher what has been learned so far and what still needs more work. It is used to check on learner progress during a period of learning.

Free-writing: It is to write whatever comes into the head about the selected topic, without stopping. Most free writing exercises are short, just five or ten minutes.

G

Grading: The evaluation of performance by assigning a grade or score.

L

Literature review: Appraisal of previous research or literature on a subject.

M

Main idea: The most important or central thought of a paragraph or larger section text, which tells the reader what the text is about.

Making a list: It is to write single words, phrases or sentences that are connected to the topic assigned.

Mapping: It is simply to make a map and to write the topic in the middle with a circle around it, then put the ideas above or below the topic and connect the circles with lines, the lines show that the two ideas are related.

Mind-mapping or clustering: It is a technique for organizing into categories and sub-categories the previous information obtained in the brainstorming technique. It is also used for discarding information that is not vital for the report.

N

Negative feedback: Directly informing learners of an error. In an oral performance, negative feedback will interrupt the meaning or flow of thought and cause a disruption in fluency. It usually does not help students remember and avoid future errors.

O

Outline: Is simply the list of information students will put on their essays but in an organized way, using different types of numbers and letters to show the organization of the ideas.

Outlining: This allows developing an overall plan; it can be a very effective way to help a person to categorize ideas into major categories and supporting details.

P

Paragraph: Is a group of five to ten sentences that give information about a single topic.

Peer-editing: Is when someone revises others work in order to help the other person to correct all the possible mistakes he or she have in his/her composition.

Population: The group of individuals, or items, to be studied is called the population.

Positive feedback: Praising students for good work and helping students self-correct by avoiding negative words, such as “no,” or “don’t say that.” This takes into account that students may be fearful of making errors.

Q

Qualitative analysis: Is information about the social world that is not usually coded as a number, this type of analysis often focuses on the meaning of information or of relationships among variables, it has four common phases: defining, classifying, connecting and conveying.

R

Research process: The process undertaken by researchers to answer research questions/hypotheses.

Research question: A specific question that guides the research process.

S

Sample: A subset (n) of the entire population (N). Those people, objects or events selected from the population for inclusion in the study.

Strategy: A method or plan chosen to bring about a desired future, such as achievement of a goal or solution to a problem.

Supporting sentences: These are the sentences that talk about or explain the topic sentence.

Syntax: The study of the rules whereby words or other elements of sentence structure are combined to form grammatical sentences.

Summative feedback: This takes place at the end of a learning period to measure what has been achieved. It might be the grade on a final exam, cumulative scores for a term or course of study, or the results of an assessment test.

T

Technique: A systematic procedure. Formula or routine by which a task is accomplished.

Thesis statement: Is the sentence that tells the main idea of the whole essay.

Topic sentence: This is the main idea of the paragraph; it is usually the first sentence and the most general of the paragraph.

Triangulation: A research design that includes two or more approaches to data collection or analysis.

T1: English Composition teacher in charge of group 01.

T2: English Composition teacher in charge of group 02.

T3: English Composition teacher in charge of group 03.

T4: English Composition teacher in charge of group 04.

T5: English Composition teacher in charge of group 05.



Guidelines to implement alternative assessment strategies in English Composition course



Kind of alternative assessment strategies for writing

1. Portfolio

Description

Portfolio is a purposeful collection of selected student's writing work which were assessed by teacher that shows student's study progress and achievement (Assessment, Articulation, and Accountability, 1999).

Purpose of implemented portfolio in composition classes

There are three purposes of the portfolio: to show growth, to show current abilities and to show achievement.

1. Growth portfolios

- a. To show growth or change over time.
- b. To help develop process skills such as self-evaluation and goal-setting.
- c. To identify strengths and weaknesses.
- d. To track the development of one more products or performances.

2. Showcase portfolios

- a. To show end-of-year or semester accomplishments.
- b. To prepare a sample of best work for employment or college admission.
- c. To show student's perception of favorite, best or most important work.
- d. To communicate a student's current aptitude for future teachers.

3. Evaluation portfolios

- a. To document achievement for grading purposes.
- b. To document progress towards standards.
- c. To place student appropriately.

Process of implementing portfolios

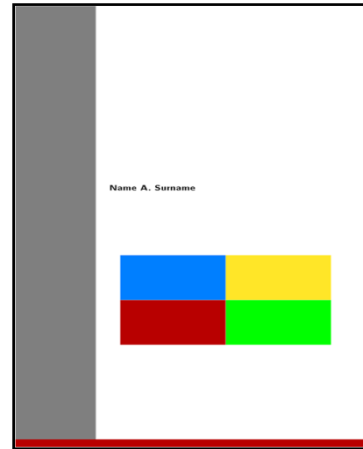
The general way to create a portfolio is simple. First, student need to decide how they wish to present their portfolio. This means whether student wanted to present it with a binder, folder or their own creation. But also contains dividers so that students can categorize their materials. Example as showed below.



Second, the portfolio should include a table of content. Create the table of content after students finished their portfolio also include a page in front of a different section indicate another section.

Contents

Preface.....	3
Chapter 1	
Heading on level 0 (chapter).....	5
Postface	19



Third, select the audience, decide for what audience will the portfolio created for, the student, teacher or parents. It should contain student's progress, student's best or final work. The content of work may contain paper product such as essays, homework, letters or writing project.



Forth, at the end of the portfolio, student should write a self-reflection based on the achievement of their goals, what improvements they have noticed in their personal writing, achievement they have accomplished and what they like to do next time. By doing this, student acquire a higher level thinking of analysis, synthesis and evaluation of personal progress.

Self Reflection
What are my strengths? 1. _____ 2. _____
My writing goal for the next two weeks _____ _____
What strategies will I use to achieve my goal? _____ _____

Name: _____ Date: ____/____/____

Writer's Reflection

Title of Published Piece: _____

The reason I chose to publish this piece was because _____

My favorite part of this piece is _____

What would you improve if you wrote another draft? _____

Growth as a Writer:
One thing that I learned about good writing while revising this piece is _____

Types of portfolios

Growth Portfolio

Purpose	Some possible inclusion
To show growth or change over time	Early and later piece of work Early and later test scores Rough drafts and final drafts Reflections on growth Goal-setting sheets Reflections on progress toward goals
To help develop process skills such as self-evaluation and goal-setting	Samples which reflect growth of process skills Self-reflection sheets accompanying sample of work Reflection sheets from teacher or peer Identification of strengths and weaknesses Goal-setting sheets Reflections on progress towards goals
To identify strengths and weaknesses	Samples of work reflecting specifically identified strength and weakness

	<p>Reflections on strengths and weakness of samples</p> <p>Goal-setting sheets</p> <p>Reflection on progress towards goals</p>
<p>To track the development of one more products or performances</p>	<p>Drafts of the specific product or performance to be tracked</p> <p>Self-reflections on drafts</p> <p>Reflection sheets from teacher or peer</p>

Showcase Portfolio

Purpose	Some possible inclusion
To show end-of-year or semester accomplishments	<p>Sample of best work</p> <p>Samples of earlier and later work</p> <p>Final tests or scores</p> <p>Discussion of growth over semester or year</p> <p>Awards or other recognition</p> <p>teacher or peer comments</p>
To prepare a sample of best work for employment or college admission	<p>Cover letter</p> <p>Sample of work</p> <p>Reflection on process of creating sample of work</p> <p>Reflection on growth</p> <p>Teacher or peer comments</p> <p>description of knowledge or skills work indicates</p>
To show student's perception of favorite, best or most important work	<p>Samples of student's favorite, best or most important work</p> <p>drafts of that work to illustrate path taken to its final form</p> <p>Commentary on strengths and weakness of work</p> <p>Reflection on why it is favorite, best or most important</p> <p>Reflection on what has been learned from work</p> <p>Teacher or peer comments</p>
To communicate a student's current aptitude for future teachers	<p>Representative sample of current work</p> <p>Match of work with standards accomplished</p> <p>Self-reflection on current aptitudes</p> <p>Teacher-reflection on student's aptitudes</p>

	Identification of future goals
--	--------------------------------

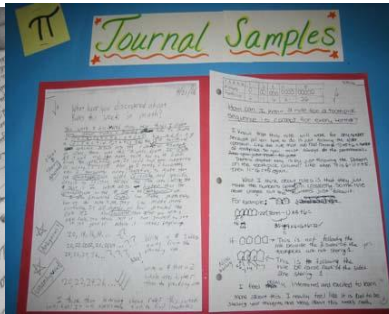
Evaluation Portfolio

Purpose	Some possible inclusion
To document achievement for grading purposes	<p>Sample of representative work in each subject/unit/topic to be graded</p> <p>Tests and scores</p> <p>Rubrics and criteria used for evaluation of work</p> <p>Teacher-reflection of attainment of goals and standards</p> <p>Identification of strengths and weakness</p>
To document progress towards standards	<p>List of applicable goals and standards</p> <p>Representative sample of work aligned with respective goals and standards</p> <p>Rubrics, criteria used for evaluation of work</p> <p>Self-reflection</p> <p>Teacher reflection of attainment of goals and standards</p> <p>Analysis or evidence of progress made toward standards over course of semester or year</p>
To place student appropriately	<p>Representative samples of current work</p> <p>Representative sample of earlier work to indicate rat of progress</p> <p>Classroom tests and scores</p> <p>External tests and evaluations</p> <p>Match of work with standards accomplished</p> <p>Self-reflection on current aptitudes</p> <p>Teacher reflection on student's aptitudes</p> <p>Parent reflection on student's aptitudes</p> <p>Other professionals' reflections on student's aptitudes</p>

2. Journal

Description

Journal writing is the recording of daily events, personal reflections, questions about the environment, and reactions to experiences (Dyment and O'Connell, 2003).



March 7, 1784

I found Indians with medicine and gave it to Mama, sister, and brother. Mama and sister are healthy now, but brother and Papa are still sick. We have more food and supplies, but our feet are very sore, and we cannot travel much longer. We are still in the Coastal Plain, and we have no money for anything. Mama can't buy blankets and clothes from Indians for Papa and brother, so we are in bad shape. I pray every night before bed and before I eat, asking God to make Papa and brother well. We leave again tomorrow, and hope for the best. Mama is making shoes so it will be easier to travel on foot.

March 8, 1784

Our shoes are finished, and brother is healthy, but Papa is still sick. Brother can take out his knife and go kill some squirrels for food, and he also takes out Papa's gun to kill some deer. I want to help him this morning, so we will have a feast tonight.

Types of journal writing

- **Personal Journal** - This is where each student keeps a journal and responds to topics from the teacher and/or writes about whatever they choose.
- **Dialogue Journal** - This is a journal where student and teacher correspond with each other. It is usually used as a diagnostic tool.
- **Learning Journal** - This journal is used to keep track of specific lessons and activities.
- **Double Entry Journal** - This is when a page is split in half so students can take notes and observations on one half, and react to what they wrote on the other half.

Purpose of apply journal writing

A reflective journal gives students responsibility for recording their thoughts about learning in the subject. It is based on the premise that writing contributes to deeper learning and engagement with a subject, since it gives students the opportunity to clarify and reflect on their thinking. A reflective journal tends to be maintained regularly over a specified period of time. It may describe events, experiences or issues associated with learning, professional placement, fieldwork, or the like. Reflective journals encourage students to reflect critically on the process of learning and their development over time. A reflective journal may be included in a portfolio as a record of student learning.

Process of writing a journal

There are two important part that writer should be considered before writing a journal entry. The first thing is the content. The writer need to know what they are planning to write about. The second is the target journal, which is that the writer need to understand what will appeal to the readers, to the editors, and what kind of particular policies does the journal have.

3. Conference

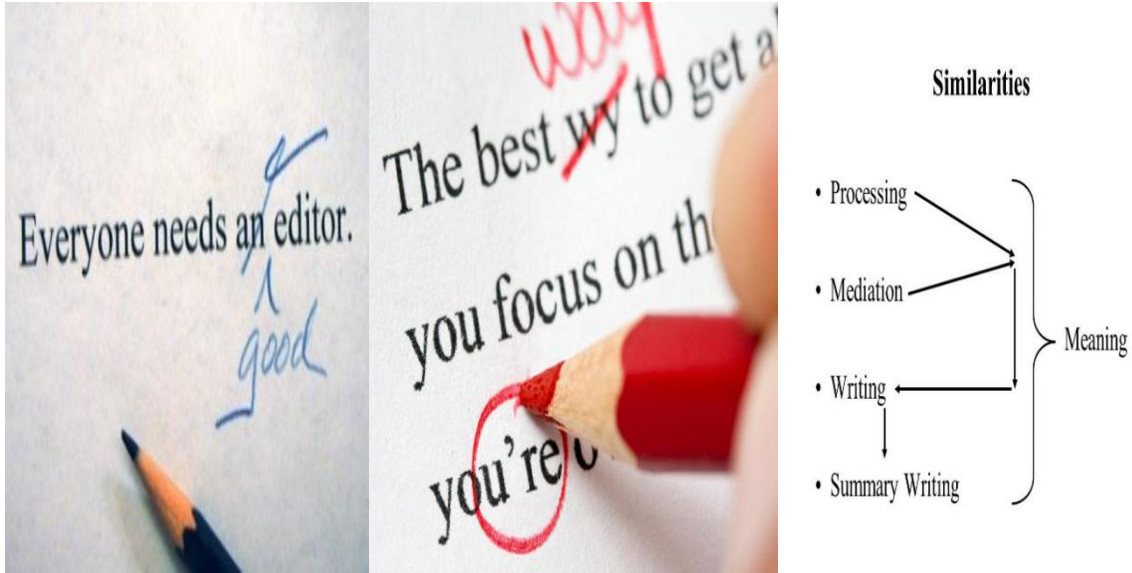
Conference is an alternative assessment strategy typically involves students' discussions of their weaknesses and strengths with the teacher (Genesee and Upture, 1996).



It is an opportunity to discuss assignment expectations and how well the student is doing in meeting these. The student is helped to see the progressive learning nature of the course, ask questions in a dignified private manner and realize the instructor is interested in the student's success.

Conferencing dignifies the students and facilitates learning, it also give student personalized instruction to improve, reinforcing what the student is doing well, allowing the student to see and correct his own errors, providing students who are not conferencing time for practice, research, reading and correction. Conferencing also helps the instructor better understanding the root cause of student learning challenges and respond by providing

more practice and example, providing additional handouts and online references, it also direct a student to learning assistance if needed.



Process of Conferencing

Peer-conferencing

Referred to as peer conferencing, peer review, peer response groups, or writing groups, the process of having students read and respond to the writing of their classmates can be a powerful tool during any stage of the writing process. Although some people assume that the goal of peer conferencing is to help students edit their papers (primarily for language conventions), students can benefit from sharing their work during all stages of writing as they select a topic, develop the essay, and revise a draft. Peer conferencing works best when it is an established routine in the class, students are given explicit instruction in

how to respond to writing, students are held accountable for their performance as writers and reviewers, and students are able to see growth in their writing as a result of the effort.



Teacher-student conferencing

During teacher-student conferences, teachers has the opportunity to talk to students individually or in small groups. Through these meetings, teachers gauge students' learning and assesses their understanding of various content areas. After teacher reading student's written work, student and teacher revise and edit the whole work by considering dialogue, punctuation, internal thinking and lots of action. It's a priority for teachers to record their interactions with students during these discussions and uses the findings to plan subsequent lessons and

discussions. Teachers takes extensive notes during their work with individual students. Much of the observations are recorded on charts and graphs.



4. Writing Sample

Description

Writing sample is any writing produced by student that can be used to assess language proficiency and student progress (Eggleton&Hamp-Lyons, 1992).

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WRITING SAMPLE

The attached writing sample is an excerpt of the Appellate Brief I prepared for my Legal Research, Writing, and Appellate Advocacy class. Due to the length of the original brief, the sample includes only the Statement of the Facts and first portion of the Argument section.

For purposes of the assignment, I argued on behalf of the Petitioners. The case concerns an attempt by the Petitioners, members of the Honest and Open Presidential Elections organization, to form a political party devoted to reforming the system of apportionment of electoral votes. The issue discussed in this Argument section excerpt is whether content-discriminatory supermajority requirements for ballot initiative elections require intermediate scrutiny under the First Amendment.

Purpose of Writing Sample

Writing samples also should be assessed across a variety of purposes for writing to give a complete picture of a student's writing performance across different text structures and genres. These simple classroom help in identifying strengths and weaknesses, planning instruction, evaluating instructional activities, giving feedback, monitoring performance, and reporting progress.

Women's Sample 1: Illustrative

I graduated from a five-year masters program in architecture three years ago. I'm career-driven and want success in every aspect of my life. I'm very adventurous and like to live life on the edge. The words random and spontaneous describe me well. I'm pretty much game for anything.

For example, I decided to die my hair red...at 2AM with my best friend a couple days ago. Another example is when I decided to move to New York, find a new job and an apartment all within a week. Or lastly, when I moved to Switzerland - I decided a month before I ended up leaving. I just love doing things without notice.

I have a passion for traveling and would love to experience more diverse cultures. I've traveled a lot in Europe, all over the United States, Puerto Rico, and Canada . I plan to go to South Africa next January and I'm eager to see the rest of the world.

Confident and proud of education. Ambitious but not overbearing

Great chances for someone to start a conversation. How did you decide on red? Why/when did you move to New York? What was your first NYC job? Etc.

Good examples – again, creating opportunities for conversations if the guy had also traveled to these places. Much better than saying "I like to travel"

Process of applying writing sample

A teacher's first responsibility is to provide opportunities for writing and encouragement for students who attempt to write. A teacher's second responsibility is to promote students' success in writing. The teacher does this by carefully monitoring students' writing to assess strengths and weaknesses, teaching specific skills and strategies in response to student needs, and giving careful feedback that will reinforce newly learned skills and correct recurring problems. These responsibilities reveal, upon inspection, that assessment is clearly an integral part of good instruction.

5. A Write About

Write About

Name _____ Date _____

Topic _____

<p>Draw a picture or write symbols in this box to summarize the topic</p>	<p>List Key Words about the topic</p> <ul style="list-style-type: none"><input type="checkbox"/> _____<input type="checkbox"/> _____<input type="checkbox"/> _____<input type="checkbox"/> _____<input type="checkbox"/> _____<input type="checkbox"/> _____<input type="checkbox"/> _____<input type="checkbox"/> _____<input type="checkbox"/> _____
--	---

Paragraph: Summarize your learning by using the terms above in a paragraph about the topic. Check off the terms as you use them. Then circle the terms in your paragraph.

25 Quick Formative Assessments for a Differentiated Classroom © Judith Dodge, Scholastic Teaching Resources

Adapted from 25 Quick Formative Assessments for a Differentiated Classroom (2009) , p. 18.

Description:

Dodge (2009) pointed out that A Write About is a solid activity in which students can apply key vocabulary terms (the language of the content area) develop in class by making summarizations that shows in a synthesize manner their comprehension in a paragraph. In like manner, they can represent key ideas graphically.

Procedure to apply A Write About:

1. Apply this strategy by giving a Write About sheet to each student at the end of the lesson. Teacher can get photocopies of it on colored paper in order to help learners to get an easier access to them when needed for studying.
2. Complete an example of a Write About by writing key words (Brainstorming) and draw a picture to represent the main idea to show learners how to use it. Depending of the student's grade, it can be required to model it several times.
3. Use the key words on the list to show learners how to write a summary. Then, give a demonstration on how to verify terms; while, you are using them. Next, circle them in your writing.
4. Ask learners to get together in pairs; then, discuss and complete a Write About.
5. Let learners to take advantage of the pair work arrangement to practice a few times with a partner, then request students to complete a Write About on their own.

6. Collect this assessment and give feedback to students. Through a simple check or check-plus it can be indicated to students, their level of individual mastery. Next, provide an explanation of the meaning of a check or check-plus. In other words, a check means that learners should demonstrate that most of the terms and ideas have been understood; however, others are still pending to demonstrate its mastery. Students should use any circles, question marks, or questions written on the paper as guide for next steps in learning.
7. Planning instruction for the next day can help to fill any gaps in class comprehension through other type of tiered activities that follow-up the process as flexible grouping.

Purpose to implement a Write About:

A Write About helps students to process the data that they have been learning in a unit; additionally, learners verify their writing by checking vocabulary terms and circle them at the same time as they employ key words in context (Dodge, 2009).

6. S.O.S Summary

25 Quick Formative Assessments for a Differentiated Classroom © Judith Dodge, Scholastic Teaching Resources

S-O-S Summary

Name _____ Date _____

Read the following **statement**: _____

What does it mean? _____

What's your **opinion**? Circle one: I agree I disagree

Support your opinion with evidence (facts, reasons, examples, etc.).

-
-
-

Name _____ Date _____

Read the following **statement**: _____

What does it mean? _____

What's your **opinion**? Circle one: I agree I disagree

Support your opinion with evidence (facts, reasons, examples, etc.).

-
-
-

Description:

S-O-S Summary consist on an assessment strategy that teachers can apply at any stage in a lesson, Professors can use this summary to assess learners in aspects such as attitudes, beliefs, and knowledge about a topic before or during a unit. The process to write this type of summary begins with a statement (S) wrote by teacher; then, professor requests opinion (O) from a learner even if she or he is in agreement or disagreement with the statement. In last step, student has to support (S) his or her opinion with facts (Dodge, 2009).

Procedure for applying S-O-S Summary in writing class:

1. Provide students with an S-O-S Summary sheet.
2. Start writing on the board a statement (not a question!); then, ask learners to copy it. If the statement can be argued from two points of view, the activity can have better results.
3. Request students to discuss (five minutes) if they are in agreement or disagreement with the statement based on what they have learned from class discussion, reading, or media presentations. Next, asked them to list facts, data, reasons, examples, and the like to support their view.
4. Collect the S-O-S Summary sheet to assess student understanding.
5. Decide what will be used for the next day's instruction.

Purpose of S-O-S Summary:

Professors can employ it to check what students are pending to understand about the topic at points all over a unit or lesson; in addition, it can be applied at the end of a unit to verify whether attitudes and beliefs has been influenced or changed because of new information.

7. Feedback: Self-assessment

Figure 51- Self-assessment

Date:	
Name:	
Class:	
Skill(s) to Be assessed:	

Instructions: Write your name and mark with “X” the level of development achieved in writing for this class.

I can do the following	Frequently	Sometimes	Not yet
I made a pre-writing activity (brainstorming, listing, free writing, etc) before I started writing my paragraph.			
I employed Capital letters, and full stop stops appropriately.			
I used simple and complex sentences to write my paragraph.			
I applied nouns, pronouns and adjectives accurately.			
I applied subject and verb agreement rules precisely.			
I wrote accurately sentences (grammar).			
I applied punctuation marks and spelling correctly.			
I displayed a good range of words (vocabulary) from my level in the correct context.			
I wrote clear transition sentences between sections of my paragraph.			
I used transition words (like “however” or “in addition”) to show the relationship of ideas.			
I clearly articulated topic, supporting and concluding sentences in my paragraph.			
I revised, edited, and evaluated my paragraph before I published it.			
I received feedback (teacher or peer assessment) to improve my paragraph.			

Comments: _____

Self-assessment checklist: Adapted from Assessment, Articulation, and Accountability (1999), p. 70, 94. Performance checklist (instrument) done by researchers.

Description:

Klenowski (1995) claimed that self-assessment is the evaluation or judgment of the worth of the one performance and the identification of one's strengths and weaknesses with a view to improve learning outcomes. As well as, Henner-Stanchina and Holec (1985) described self-assessment as the evaluation procedure that learners simultaneously create, judging their achievement in relation to themselves against their own personal criteria, in accordance with their own objectives and learning expectations.

Procedure to use self- assessment in class:

Schunk (1996) considered self-assessment as a process that involves three steps which are self-observation, self-judgment and self-reactions. Firstly, students have to focus on specific aspects of their writing and performance based on basis given previously by the teacher. Secondly, they judge their writing in order to know how well they have done their paper and the goals they have reached. Thirdly, they can interpret their achievements and take actions in the things they have to improve. In that way, self-assessment contributes in the development of different characteristics on students while they practice this strategy.

Purpose:

It can be described as the revision done by students in any assignment with the aim of knowing the way that they are developing it and at the end they will be able to know how well they had achieved that task (Scott, 2000). Therefore, Harris (1997) and Weeden et al. (2005) described it is a practical tool in relation to time and equipment for the busy schedule of language classrooms so that teachers can integrate self-assessment as part of the everyday classroom activities hence in that form it will be part of the writing process and the procedures for the development of each language skill.

8. Writing project

Writing projects are individual or group work developed by composition students in order to practice and improve writing while they share their opinions about an issue which affect their community (Benson, 2001).



How implemented in writing course?

1. Teacher has to create groups of students or it can be individually.
2. They have to select a topic or a social issue which is interesting or affecting their community.*

*it can be the communities nearby the university, the university or even they can select a community where one of the students live to talk about it.

3. Students should look for information about the issue.
4. Start writing a paragraph or essay (it will depend on teacher or students decision).

5. After they have written their composition, they can schedule a day to present their writing to the community. Hence, they will share what they wrote to other people who are not their teacher and classmates.

Purpose of writing projects

- Students will have a purpose to write not for a grade or as a part of an assignment but it will be to share their opinion about an issue and offer solutions.
- It will be a way for community authorities listen to students' voice.
- It is an interesting way to practice writing.
- Students will write about a real world topic based on their context and not isolated topics from textbooks.
- They will also practice reading and research skills since they have to look for information about their topic and study a little bit the issue.
- They will link to activism and get interesting in literacy.

9. Reflective writing

They are writing in which students can write about their personal and learning experience (Watson, Collings & Moon, 2001).



Purposes

- They help students to develop their language skills and self- consciousness.
- Reflect in their learning process.
- Critically review readings, essays and so on.
- Engage in self-development increasing their autonomy.



How to write
a reflective
essay

Implementation of reflective writing

- Teachers have to explain to students to write about personal and learning experiences.
- They have to interpret and analyze those events and comparing to other things.
- They should reflect in the helpfulness of the information.

10. Learning log

They are students writing or reflection about their learning process. They can be done in notebooks or electronic logs (Winters, 1992).



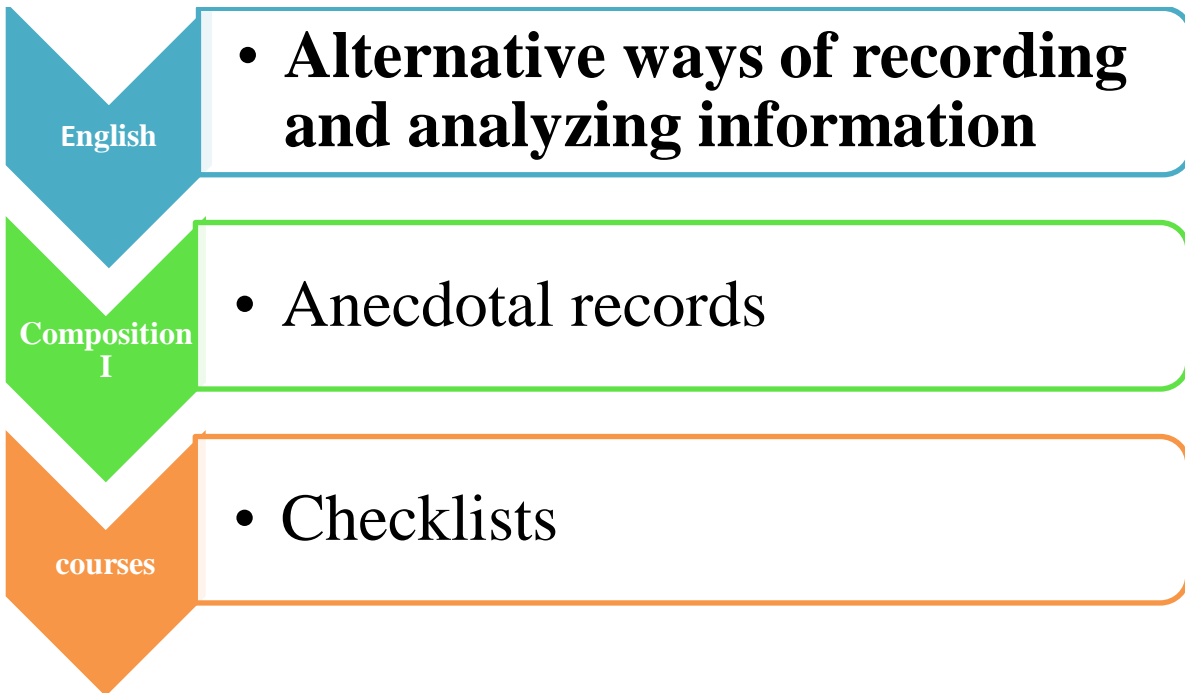
Process to apply learning logs in writing courses

- Teacher can ask students at the beginning of the semester to have a notebook to write their learning log and explain to them what it is about.
- Give guidelines in order for students to know the frequency they have to write there (weekly, daily, etc.)

- Also, they should know if it will be about their learning during the course or will be based on a reading or a specific topic.

Purpose to implement learning logs

- Practice writing skill.
- Improve teacher and students communication
- Identify the topics in which students needs more support and find out if there is necessary to add a content that is not in the syllabus.
- Give feedback to student.



The North Carolina State Department of Public Instruction, Raleigh Division of Languages (1999) cataloged the following alternative ways of recording and analyzing information. Professors can employ qualitative measures of documenting data to design instruction as anecdotal records, and checklists (Bird, 1986; Fishman & McCarthy, 2000).

1. Anecdotal records

Anecdotal records assessment form

Student's name _____	Evaluator's _____ name
1	2
3	4
5	6
7	8

Assessment statement	
Summary of records:	
Recommendation of next steps:	
Accommodation for special needs:	

Adapted from Boyd-Batstone, P. (2004). Focused anecdotal records assessment: A tool for standards-based, authentic assessment. *The Reading Teacher*, 58(3), 236.

Description:

An observation that is informal and helps to take notes about learners' behavior, skills, and/or performance is called an anecdotal record (The North Carolina State Department of Public Instruction, Raleigh Division of Languages, 1999).

Procedure:

This type of tool should be dated, identified, and organized based on previous centered instructions. Notes can be done in a structure or open-ended manner Anecdotal Records can be performed methodically after every class at the end of the day, or less recurrently at the end of a unit; through note cards, on a clip board, on adhesive labels to be attached on individual page per each student or in a notebook created for this function (The North Carolina State Department of Public Instruction, Raleigh Division of Languages, 1999).

Purpose:

Professor can make use of anecdotal records as an additional tool to checklists through which they can document learners' performance and growth. These kinds of comments can help them to describe what students have learned or behaved in a real and interactive environment so that the information is meaningful to make reflections about and to write instructions. Teachers can record students' involvement and attempt events, especially the unpredicted ones, and follows their progress on the road to achieve the aims of course (The North Carolina State Department of Public Instruction, Raleigh Division of Languages, 1999).

2. Checklists

They are tools that help teachers to record information about each student performance or the whole class. Therefore, teachers can identify behaviors and skills which need support to improve it (Burke, 1993).

Implementation of checklists

They can be done by the teacher, peers or by their own student.

- Select the purpose of the observation (it will be to modify the methodology, its efficiency or to assess students).
- Clarify the information which will be observed.
- How they will be developed the observation (it will observe specific students or the whole class).
- The way it will be applied and the time.

Checklist used by students

- Teacher has to state clear objectives and understandable for students.

Figure 32-Class Observation Checklist

Date:	
Teacher:	
Class:	
Skill(s) to Be Observed:	

Instructions: Write student's name and mark with "X" the level of development achieved of each one for this class.

Names of Students	Frequently	Sometimes	Not yet

Comments: _____

 _____.

Checklist: Adapted from Assessment, Articulation, and Accountability (1999), p. 70.

Purpose

- Record students' skills and behavior presented during the class.
- Give information about students' needs in order to offer an extra help to students.
- Find out if the methodology is working based on the results gotten or it has to be changed.

