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DIRECCIÓN DE POSGRADO

"Formative Assessment as a Tool to Improve Writing Skills in Superior Basic Students at Public High School at Pallatanga**"**

Trabajo de titulación para optar al título de
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Riobamba, Ecuador. 2025

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Juan Enrique Torres Lema , with the identify card number **060427971-1**, I declare and accept the legibility and responsibility of ideas, doctrins, results and guideliness during the current work for the Master's program called : " **Formative Assessment as a tool to improve writing skills in superior basic students at public high school at Pallatanga** " previously to be obtained with the distinction of Master in Teaching English as a second Language.

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Adj.:

- Resultado del análisis de similitud

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DEDICATORY

This thesis is highly dedicated with all my love and affection to my youngest nephews: Brayan Esteban Torres Cayambe, Messi Francoius Torres Cayambe, Keiker Dylan Torres Cayambe for their emotional support. To my dear mom Flor América Lema Calderón for her unconditional love and support. Since they are the ones who have constantly supported and motivated me to move forward and achieve my desired goal, they have been my strength in the adversities that I have had to solve and achieve my professional improvement.

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Resumen

Este estudio exploratorio es el resultado de como las evaluaciones formativas permiten mejorar la destreza escrita del idioma inglés en los estudiantes de noveno y décimo grado. El presente estudio es llevado a cabo en el colegio público Luz de América de la ciudad de Pallatanga. La población para este estudio es de 19 estudiantes. El método empleado para el muestreo es el Cuasi-Experimental para los estudiantes de noveno grado y el grupo experimental es para décimo grado. Para la Metodología se utilizaron dos instrumentos de investigación: la prueba inicial de prueba escrita y la prueba de salida. Los datos recolectados por medio de la estadística descriptiva es usada por medio de cuadros del programa Excel. Estos mismos datos serán usados para su respectivo análisis e interpretación en sus resultados finales. Por medio de la estadística descriptiva ambos resultados se comparan y muestran la evidencia de que la prueba inicial tuvo un valor significativo debajo de la normalidad en términos de la varianza. En la prueba de salida hubo un incremento en el valor significativo y esto indicó el progreso obtenido en la destreza escrita a través de actividades formativas de aprendizaje. Los resultados muestran que el grupo experimental mejoraron en la destreza escrita del inglés a través de las actividades formativas. Esto se pudo concluir parcialmente que las actividades formativas para mejorar la destreza escrita beneficiaron a los estudiantes para el progreso en muchos aspectos lingüísticos tales como: la gramática, vocabulario, la cohesion y la ortografía. Sin embargo, la limitación en este estudio nos revela de que depende de algunos aspectos para su uso de las actividades formativas tales como : el nivel de vida del estudiante, instrucción, proeficiencia del estudiante. Además se recomienda también a los instructores de lengua extranjera como segundo idioma o segunda lengua, se recomienda que los docentes realicen adaptaciones antes de aplicar las actividades formativas con sus estudiantes.

Palabras claves: *estudio exploratorio, prueba inicial, grupo experimental, aspectos linguisticos, actividades formativas.*

Abstract

The exploratory research is the result of how formative assessments improve writing skills to superior basic students. The current study is carried out at Luz de América public high school in Pallatanga city. The population of the research is 28 students. The method of sample for nine grade students is Quasi-Experimental and ten graders take place in the experimental group. For the research methodology, two research instruments were applied: the pre-writing and post-writing test. All the data collected was set in Excel sheets and statistical tools were used in order to show the graphs of the results and their interpretation. The descriptive statistical compares both results and show the evidence that the pre-test has a significant value under the normality. For the post-test the increase of the significant value shows that they develop progress in their writing skills through the formative assessments. Results show that experimental group increased the writing skills with the process of interventions in the formative assessments. It was partially concluded that formative assessments to improve wring skills benefit students to make progress in some aspects as follows: grammar, vocabulary, cohesion and spelling. However, the limitation of this study reveals that it depends of some aspects as: student´s background, instruction, language proficiency. It is recommendable to language instructors and educators that focus mainly on student´s needs before applying this process of formative assessments in the writing skills.

Keywords: *exploratory study, pre-writing test, experimental group, linguistic aspects, formative assessments.*

CHAPTER I

GENERALITIES

1. **Contextualization of the problem**

In Luz de América public high school exists an academic problem that requires teacher´s efforts and authorities´ decisions. The problem is that learners do not have a good level of English in the four skills: speaking, listening, reading and writing. However, writing is the lowest score and it is is due to the placement test adapted by Cambridge Exam.

This is the reason why authorities need to support to the institution with some resources. Also, teachers bring some relia and objects to handle in class as tools for motivating students to learn. Particularly, writing should be potentialized with different activities so Formative Assessments offer good opportunities for nine and ten grade students to be evaluated per class. Different strategies can be used to promote input for students to develop their writing skills.

1.1.Precision of the topic

The current topic is divided into two variables. The Interactive Activities acts as an independent variable, and in the improvement of writing skills is the dependent variable and it is vital in the progression of the thesis. Besides this, the chosen topic fulfills the parameters of general and specific investigations that Universidad del Chimborazo requires. Consequently, this research project is aligned with pedagogy and didactic lines and pedagogical innovations as the topic.

1.2. Description of the research variables

In this current study, The Independent variable is writing skills. Besides this, the dependent variable is formative assessment. According to Beard, E (2023), the Formative Assessment is a holistic process of evaluation done during the learning process and allows teachers to use the evidence of the student learning results. It is useful on behalf of the improvement of academic performance of the students.
On the other hand, the independent variable is writing skills. According to Bartan, (2017) mentioned in   Canchignia Bonifaz, L. D. R. (2022). Writing skills connects thoughts to the written communication. On behalf of the writing skills. They are pre-writing, during and post-writing allow learners to send messages accurately.

1.3. Justification of the Investigation

The current research designs a creative strategy to evaluate students performance in the English writing skills. Due to the fact that English is important as a tool for different

purposes. According to Lee (2007) claims that the focus of assessment in EFL writing instruction has been retrospective, meaning that the assessment has served mainly summative purposes. Normally, summative assessments as a final product has been prioritized for educators to overall academic grades, however in this study there are some writing interventions during the learning and teaching process.

The commitment of teachers, authorities for innovating different forms of methodological improvements to Luz de América students is a must. Furthermore, students have low academic scores in the results of English diagnostic and the writing skills has the lowest score. Overall, students show challenges when they write in a clear, cohesive and organized manner. This deficiency occurs because students have trouble organizing their ideas.

Additionally, this is the reason why formative assessments are incorporated in the English evaluations more permanently. Burner, T (2015) explained the relevance of formative assessments in the English Teaching, particularly writing skills.

1.4. Objectives

1.4.1. General objective

To analyze the formative assessment as a tool to improve writing skills in superior basic students of Luz de América public high school in the Province of Chimborazo during 2023-2024.

1.4.2. Specific objectives

1. To diagnose the level of students in the writing skill through a pre-test.

2. To apply the formative assessment in the experimental group to improve the writing skill.

3. To identify the progress that students had in the writing skill after using the formative assessment.

1.5. Research Question.

What is the influence of the formative assessment on the improvement of writing skills in students in the experimental group compared to the control group?

1.6. Brief descriptions of the contents of the chapters.

A brief description of the chapters is presented in order to understand more clearly the development of this research. Chapter 1 describes the problem statement and the general and

specific objectives, the problem context will be defined. A question that has to be resolved will be used to frame the hypothesis.

On the other hand, The study's observations and the most significant author citations will be discussed in Chapter 2. This chapter will include descriptions of concepts and theories. Chapter 3 explains the methodology and the research tools used in this study will be examined. The application of research tools such as: pre-tests, and post-tests. The Methodology Approach is Quasi-Experimental. For the study, two groups are considered and the results will be explained in descriptive tables.

The Chapter 4 refers to the Analysis of Results for both experimental and controlled group of the study. Conclusions draw facts from the data and Recommendations are explained to be followed up to educators, experts and students. Finally, the chapter 5 is related to the Proposal and all about the theoretical framework and components of the proposal. Also the conclusion section and some recommendations to educators.

CHAPTER II

2. STATE OF THE ART AND PRACTICE

2.1. Antecedents

In this section, there are some authors and the contributions they made for improving the English language in writing skills using the formative assessments. In fact, the idea of presenting the antecedents is to compare the results of the research they worked on.

2.1.1.   Previous studies in the local context

The contribution of this study called: ***The Influence of Interactive Strategies to improve Writing Skills. Design of a didactic guide to improve writing for b1 level***, the authors Campos, S and Flor, C (2022). This descriptive-exploratory cross-sectional study involves 89 high school students aged 15-17 years. For the data collection, it was used the survey as a tool. It contained a questionnaire of open and closed questions. The results evidenced that students struggled with lack of vocabulary and have a very low level of grammar. The implications estimate that students improve the writing skills with the use of techniques and reinforcement of extra activities. They are designed to improve their writing skills.

In Quito city, there is a study called ***"Evaluation strategies to asses English Writing Skills for ninth year high school at Alfonso Laso Bermedo during the first term 2018-2019".*** Ochoa, Z and Lizarzaburo, L (2018) pointed out in integrated evaluation to the learning process in order to improve the real practices of the education with a qualitative test of the students. The main objective is to establish different levels and evaluation grades, as well as approaches to establish categories of evaluation. For this research, The population was constituted by the following strata: 30 students of ninth "A and "B" level. Based on a holistic focus the results of the investigation show that the current curriculum is orientated to evaluate not in a traditional way, but also with innovative tools such as: portfolios, mind maps during the formative assessments. Similarly, this current study explores different forms of assessing students during the process of learning.

2.1.2.   Previous studies internationally

In the study ***Formative assessment of writing in English as a foreign language***, the author Burner, T (2019) explained the importance of formative assessment in that research, also, the application of mixed-methods study investigates how four teachers and 100 students responded to the new emphasis on formative assessment in English as a foreign language (EFL) writing classes in Norway. Interestingly, this study reveals a contradictory point between teachers' and students' perceptions of formative assessment of writing. The

contradictions revolve around feedback, grades, text revision, self-assessment, and student involvement. Conclusions point out on teacher's emphasis on students' feedback should more effective and personalized. Apart from the need of developing a mutual understanding of formative assessment in order to make it useful and meaningful.

In the study ***Pre-service teachers as learners of formative assessment in teaching practice.*** This exploratory research is focused on the benefit of providing pre-service teachers with opportunities to practice formative assessment under the guidance of mentors to demonstrate its advantages for students' learning processes. For this research, the sample was taken from 60 teachers. It was estimated two pre-service teacher cohorts in the groups in which two methods of formative assessment were used during a period of teaching practice. It was also used to enhance learning discussions and ensure learners' active involvement. This current study carried out two groups in a Quasi-Experimental Approach with a experimental group and a controlled group of students using formative assessments. Similarly both studies collect data from students´perceptions.

In Indonesia, the author Nurthayati, A (2020) in the study called ***The Implementation of Formative Assessment in EFL Writing: A Case Study at a Secondary School in Indonesia.*** This study intended to see the practice of formative assessment in the English Foreign Language writing class of the secondary school students and its impact on the teaching and learning activity. Thirty students and an English teacher participated in this experiment. For the data collection in the case study, the researcher gathered the data from the questionnaire and interview, then analyze the data using inductive procedure analysis. The results showed that students obtained more opportunity to share ideas with their peers. As a result, students demonstrated a little improvement of some writing areas as follows: grammar, conveying ideas in the paragraphs. Similarly, the current study defines writing objectives to improve students performance through formative assessments in EFL writing and for other researchers to carry out the same research topic.

2.1.3. Legal Foundation

According to the National Agreement Nro. MINEDUC-ME-2014-00064-A signed by Augusto Espinoza ex Ministry of Education. This agreement declared the number of our of each subject in the National Curriculum Guideliness. As far as English in the Ecuadorian public system is optional because it it taught as a Foreign Language in public schools and high schools.

Furthermore, the specific articles from 193 to 196 of Reglamento General a la Ley Orgánica de Educación Intercultural. It specifies the number of hours of English subject for the different levels of education : High Basics (8th grade, 9th grade, 10th grade) the number of hours of teaching English is three hours weekly.

The following four considerations were taken into account for this division: (1) that all school programs should be based on realistic estimates of how long it takes to learn a second

language (Lightbown & Spada, 2011), (2) that the amount of time suggested to reach a true B1 level is 400 hours (i.e. with 60-minute class periods) of effective classroom instruction (Van Ek & Trim, 1998), (3) that !ve weekly class periods have been legally established for English classes for every school year since 1993, and (4) that students in the Educational public system receive and attend 45-minute class periods. Therefore, this branching approach will allow students in every school year to be exposed to the target language for a minimum of 120 hours (real time) 5 , and, by the time they complete the B1 level, learners will have been exposed to at least 480 hours of English.

Considering the number of hours, the calculation have been made through the 200 annual hours to the teaching English. A deduction of 20 hours for testing, and an additional deduction of 60 hours, giving the real teaching time of 120 hours.

2.2. Assessment

2.2.1. Types of Assessment

Assessement for Learning (AFL)

Assessment for Learning consists of five different strategies. In fact, They clarify teaching instruction and support how teachers implement them. (William and Thompson, 2008 ., William, 2011). Consequently, the strategies are stated as follows:

Learning goals: Teachers are required to present the learning goals to students. Besides this, teachers make sure students understand the goals and they facilitate students in different foms the way to develop students capacities for achieving the goals. In fact, the point is to introduce the goals to students and make them to interiorize. (Carless, 2015).

Collecting evidence: This strategies promotes students active participation by asking open-ended questions and effective discussions. Qualitative evidence is based on students´ observation by opening more opportunities to practice and learn. (Heritage, 2013).

Teacher feedback: Effective feedback and reflection is more practical to students. They generally receive feedback, however in this strategy. Teachers and students both participate in feedback discussions and students reflect more on their improvements and issues they need to do better. (Molly, 2020).

Peer-Assessment: According to Panadero (2018), students are introduced this strategy. A check list facilitates the list of elements and dimensions they need to focus on observation to their partners.

Self-Assessment: According to Wu, (2021), this strategy is the last assessment during the learning process. Previously, students are required to follow their assessors and teachers. Because of the level of complexity to self- evaluate among students. They need to be observed during this process of assessment.

2.3. Summative Assessment

A detailed schedule, including the date and time of the assessments, is essential for both summative and formative assessment practices. Sharing this schedule with students and making it available and easily accessible is also a necessary element of a good assessment plan. It is always a good practice to create clear communication with students and simplify the process as much as possible. The means of communication could be diversified in an online platform to make it more efficient. Contact with students regarding assessment tasks should be supported by simultaneous communication opportunities and written and verbal instructions at every stage of an online assessment process. A communication initiated with students before the assessment process will help determine their needs and guide them. Effective communication, including feedback to students 'questions and informing them about future tasks in advance, will build trust in the student-teacher relationship.

2.3.1. Formative Assessment

Formative assessment is a systematic process based on permanent evidence of data. Teachers use it to scaffold students to another academic level and improve student understanding of intended disciplinary learning outcomes and **support students to become self-directed learners**. (Beard, E, 2023)

Besides this, another contribution is The Council of Chief State School Officers (2007) claimed that formative assessments focused on the permament feedback to students to improve their learning process. It enhances the students' learning through instructional outcomes with specific aims, activities and assessments.

2.3.2. Connecting Formative Assessment to Writing skills.

According to Graham, S ., Harris, K and Michael, H (2011) in the Informing Writing states that the classroom based writing reveals the evidence of students progress through writing sessions. The tool that determines the students performance is the effective feedback. The researchers found positive effects on overall writing quality when teachers provided feedback, taught students to assess their own writing, and monitored students' writing progress.

2.3.3. How Effective Feedback assist Formative Assessment.

The key of success in Effective Feedback is the permanent observation in qualitative standards. They are specific for every dimension in the feedback for the formative assessment. For improving writing skills, the components in the dimensions are: Cohesion in the paragraphs, Spelling, Grammar, Vocabulary, Developing main ideas. Those are

measured to be evaluated with grades and they are described due to the quality of the learner progress.

According to Informing Writing (2017) determined that providing effective feedback on student's writing causes a positive effect in their learning response. In fact, the idea is to make sure students compare numerous feedback on their writing. The purpose is aimed to the academic and linguistic improvement.

A good feedback system clarifies the goal, responds to student work, and modifies instruction. Feedback should be specific and show students' progress toward a learning goal. Additionally, in the December 2007 *Educational Leadership* article "Feedback That Fits," Sue Brookhart says good feedback is descriptive of the work and the process used to do the work, not the student.

2.3.4. Formative Assessment strategies

2.3.4.1. Portfolios

The portfolio is a selective deliberated and variable collection about the students' work, in which they can see reflected their efforts, progresses, and achievements in a period of time and in any specific area.

For that reason this technique is useful for the following aspects:

- ✓ It is a technique of teaching-learning of evaluation.
- ✓ It is a multifaceted task in which we can find many activities.
- ✓ It is made in a period of time.
- ✓ It contains a group of thoughts, ideas, and relations; which permits the development of the student's learning.
- ✓ It has a cooperative sense between teacher and student in the organization and development of his/her self-assessment.

According to its use they can be:

Work portfolios in which student and teacher evaluate and verify the progress of learning (daily review). That is to say, it permits to prove the learning level in educational process; it will contain what the students consider like evidence of their learning.

Showcase portfolio in which student selects the best works. The progress works are not included in this portfolio neither the daily works. Each student has his/her own presentation portfolio. Thus, it contains limited evidence. As I mentioned before it

shows the best job, the job getting better, the preferred job, among them essays and creative jobs.

Memory portfolio here the student can find the works that are not included in the presentation portfolio. This is a collection of basic and essential works for learning process. It is also called checklist in which the student can include a determined number of items that he/she can select to complete a range of activities.

2.3.4.2. Mind maps

According to Hamann E (2022) defines Mind Maps as an instructional strategy that can be used as a tool for documenting students´ linguistic and academic growth throughout the lesson. In this project, mind maps are helpful because they provide students a way to express their understanding through linguistic and nonlinguistic representations.

Benefits of Mind Maps to students

Herrera, S (2023) cited in Hamman, E (2022) described a series of steps for guideline to students as follows :

- ✓ Provides students with a means to focus on their prior knowledge in a meaningful way.
- ✓ Allow students to make linguistic and nonlinguistic connections to new information.
- ✓ They help students learn how to discover meaning on their own and how to make meaning out of new concepts.
- ✓ Provides students with a scaffolding with which they can document and summarize key learning and concepts.

2.4.Writing skills

2.4.1. Definition

Russo (1987) cited by Schola (2023), defines Writing as a communicative tool among some interlocutors and the canal goes beyond through written messages addressed to a particular audience.

According to (Hodgen & Marshall, 2005), writing is a tool to convey messages and thoughts. For another hand, it is a productive skill that demands a lot of mental effort. (Engeström, Y, and Sannino, A, 2010). Apart from it, learners need to follow some stages in order to improve their writing style. This skill allows teachers to observe their students´ progress in the target language. In consequence, this author's idea conveys with the main objective of this thesis because it is related to develop interactive writing with creativity. It demands mental effort to think, create, elaborate and the most important to follow writing criteria. (Ringdal, 2007).

2.5. The Process of Writing

There are steps that described the process of Writing clearly. To illustrate this statement better, there are studies made by Adegbija (1989) cited in Gilpin (2015) reveals the following categories of activities: (a) Pre-writing (b) Writing (c) Post-writing (d) Rewriting. According to Gilpin R, (2015), the pre-writing is the ability to connect ideas about prior knowledge before starting writing. During the first stage of the pre-writing process, learners (L2) are required to choose a topic. It should be related to an specific idea, familiar theme or favorite topic instead a topic given by the teacher. Some tips are suggested to develop the pre-writing section before obtaining a final result of learner's writing process as follows: (Gilpin, R,2015)

2.6. Note- Taking

Note-taking is an important skill for students to learn because it helps them paraphrase whey they have read, organize their information in a meaningful way. (Owocki,2012). In this research, the note- taking skill will be useful for students because they need to write firstly their words, ideas that they read in a source before they start writing.

2.7. Brainstorming

According to Robb, (2004) defines brainstorming as the development of own ideas from certain topics, particularly for those that students are more eager to write because they feel more convinced of writing those topics. Generally, EFL instructors provide a list of topics to students in order to pick up one. Topics are chosen in terms of student´s preference. Occasionally, teachers send specific topics for students to investigate. As a result of this, students transfer their new knowledge and brainstorm new ideas an start writing. (Newingham, 2011)

2.8. Free writing

Elbow (1973) cited in Calkins (2003) is a writing strategy. It is defined as a type of writing that the author writes without elaborating, editing the initial thoughts. Similarly, it develops the fluency of ideas, thoughts before those are edited, corrected and used with main ideas and details in the paragraphs. Consequently, the free writing a positive side as it increases the flow of ideas during the free writing style because it allows learners to brainstorm ideas and develop little by little. Also, it reduces the chance that you accidentally censor a good idea because students develop the ability to think faster and this facilitates the process of writing details and secondary ideas that comes up to their mind and it helps to increase fluency in written text in formal and informal writings.

2.9. Drafting

According to Gilpin (2015), learners are exposed to present an initial writing. This work consists of initial stage of their final presentation because instructors are required to

check writing elements through a checklist. After all, students are sent to make corrections with feedback to make their final presentation. It is vital for students to write a initial version of their writing assignment before they receive feedback for improvement.

Drafting is a previous step for final edition. Educators should keep in mind students learning style to check or grade their final presentation. Normally, drafts are not required to be scored with a quantitative grade. However, educators send corrections to improve the original version. (Leograndis, 2008). Particularly, in this research drafting is one the writing techniques to make sure students write with coherence, pertinence and clearly.

2.10.   Writing Styles

The audience and goal of a piece of writing influence its writing style, including persuasive, narrative, expository, and descriptive. Utilizing these categories for effective communication requires an understanding of them. (Jeffrey, 2020). On the other hand, same author Jeffrey (2020) supported the idea of the type of writing styles: expository, descriptive, persuasive, and narrative. Each of these writing styles are used for a specific purpose. A single text may include more than one writing style.

2.10.1. Expository Writing

According to Fisher and Frey (2013), this type of writing refers to presentations that performs facts, data, real information concerning to specific issues. For instance, under graduated students performs their essays, portfolios or different writing assignments to achieve academic goals at the end of semesters. The idea is to explain a concept, imparting information to a target audience. For this research purpose, the teacher addresses students for individual or shared paired writing assignments.

2.10.2. Descriptive Writing

According to Gilping, (2015), this type of writing is aimed to present more details related to scenarios, places, and among others. Providing specific references when describing something, for instance, when writing about the description of a topic at school. Another example is when artist express their thoughts in their paintings. In this study, the researcher uses descriptive writing to assign their students in the proposal when describe topics.

2.10.3. Persuasive Writing

According to Hanna (2002) cited in Saeed (2019), the purpose of persuasive writing is to convince to the audience. This type of writing is frequently used in academic papers. For instance, when an author expresses their own ideas, thoughts during the piece of writing. Every paragraph contains ideas that support their thinking. In addition, the idea is biased and there are reasons given by the author as evidence of the correctness of their position. Apart from it, there are more examples: persuasive essays when the authors convinces the audience

with the ideas. A travel magazine that promotes advertising to travel in a country and around the world.

2.11. Narrative Writing

According to Jeffrey (2020), the narrative writing is normally used in different context every day. There also types: fiction and non-fiction writing. For instance, when writing a short story is narrative style because the purpose is to inform. Besides this, the }story contains elements that builds the story holistically such as: characters, conflict, and settings.

According to Wordsverse (2020), the experience of the reader is influenced by the writing style; examples include persuasive, narrative, expository, and descriptive writing. These writing techniques are necessary for persuading the reader and effectively presenting information for the type of audience.

2.12. Audience

According to Fountas and Pinnell (2001), Understanding the audience and their requirements is critical writing ability. Before beginning, writers should identify their intended audience because they might not always be aware of it. Writers can modify their message and include the required details to professionally deliver their message by realizing that different readers can understand various messages better than others.

Besides this, To make sure the clear and effective communication, writers can effectively transmit information or make an argument by anticipating the requirements and expectations of their audience. (Fountas and Pinnell, 2001), It is recommendable for writers to get to know the type of audience they write for such as: the academic and non-academic needs to motivate them. (Hoyt,2011).

CHAPTER III

3. METHODOLOGY

The descriptive research is the tool which is implemented to collect information from students and seek for a solution to support the development of writing skills through the use of formative assessments in tenth grade EGB students at Luz de América public high school. Qualitative and Quantitative Approach is implemented in different phases of the research, from data collection to interpretation and analysis. In fact, the analysis of the results and the interpretations represents more than simply explain results and describe facts. It is to show evidence of how the object of this study is solved. (Nurhayati, 2020)

In brief, the quantitative research collects information from the population and solves problems practically, while quantitative research is determined by the population size, with information organized in tables and statistical graphs. According to (Thomas, 2006) the researcher of the study prioritize the description of the results used with the research instruments. They determine conclusions based on the proposal of the study.

3.1. Research design

3.1.1. Research Modality

The research modality is implemented during the process of this thesis. The Experimental Research is carried out in Tenth Grade A and the controlled group is applied for the Tenth Grade B students at Luz de América public high school. The experimental design seeks to compare the writing performance of the study participants before the experiment and after it is completed, comparing the results to a reference group to the control group. (Fagee, 2011)

According to Sampieri, R., Collado, C, & Lucio, M. D. (2014). The Experimental group is used by the researcher sets up the environment and carefully controls the variables of the study. According to Arena (2008) cited in The Controlled group is or well known as non-experimental research takes place in a real-life setting, and it is complicated for the researcher to control all possible variables.

3.2. Types of investigation

The type of research is descriptive. According to Creswell (2014) this type of research examines the population, situation, or phenomenon around which its study was centered.

The data obtained from the students information is described according to the context of the study and the object of the research. Particularly, the current research is focused on presenting facts and further information.

3.3. Data collection techniques and instruments

For the purpose of data collection in this study. They were used a pre and post-test writing design format. Both writing exams evaluate students early and at the end. The aim is to make sure that students improve their writing skills after the pre-test through formative assessments after each intervention.

During the process of implementing formative assessments to support students in their writings. There were four different interventions during one month. Interventions were done in each English class per week in one 45 minutes hour class. In fact, the researcher observes the process of writing and checks their progress with the use of a rubric to measure scores (quantitative rubric) and explains the standards with the qualitative rubric.

3.3.1. Rubric

According to Weigle (2002) the rubric is a evaluation instrument to correct students academic performance. The aim is that students make progress in their writing skills through formative assessment in each intervention.

On another hand, writing is perceived as educators one of the hardest skills to evaluate students performance. (González, F & Roux, R) , the application of the rubric enable assessments to use different writing evaluation criteria for checking and grading students and see the progress. Additionally, it is taken from the principles in the Common European Framework of Reference for Languages (2002) and the Council of Europe (2009).

3.3.2. Components of the rubric

For the purpose of this study, the rubric contains seven aspects of writing in the criteria: task achievement, organization and coherence, language use, vocabulary, grammar, mechanics and feedback response. Furthermore, the quantitative scores are designed by four aspects: 1. Advanced, 2. Proficient , 3 Developing and 4. Emerging.

The rubric was validated by two EFL professors and expert in research instruments. This was made before the application of the pre-writing and post-writing test for nine and ten graders in the study. Both professors were external to the study and provide effective feedback for improvement. To aim the use of the research instruments were evaluated and finally were validated to make sure they were reliable to be applied in the study.

3.4. Population

Due to the fact that the population of the public institution is smaller than other institutions. For the purpose of the research at Luz de América public high school. The population for the research is 19 students and the sample for the experimental group is 9 students of nine grade course 1. They were four female and six male, and the controlled group is 10 students. Also, They were six female and four male.

3.5. Sample

According to Davis (2022), the sample is a small but significant part of a population in a study. The components belong to a specific o particular group of ethnography. For instance, genre, students, marital status, socio-economic status, etc. The sample is shown in the following table. It is described with the specific genre and number of students as follows.

Table 1: Nine Grade 1 Sample (Experimental group)

Participants	Sample	Percentage
Males	5	65%
Females	4	35%
TOTAL	9	100%

Elaborated by Torres, J. (2024)

Table 2: Tenth Grade 2 Sample (Controlled group)

Participants	Sample	Percentage
Males	6	75%
Females	3	25%
TOTAL	9	100%

Elaborated by Torres, J. (2024)

The current table shows the number of students in ten grade. This ten group is experimental and is composed by six male and four female. This table also represents the group of students whose pre-writing and post-writing test are measure in the analytical process of results.

3.6. Informed consent form

The protection of the participants in this research is essentially important. To guarantee the safety of the names and protect the identity, an informed consent form was made to match ethical and legal standards. This form included information about the student´s names for the pre-writing test and post-writing test , the nature of the research, and the students' voluntary participation. The ethical elements contemplated were: confidentiality of the data, the right to privacy and the option to withdraw from the study at any time without repercussions.

The Permission for the application of the test in the students was granted by the principal of the "Luz de América" public high school, who supported the development of the quasi-experimental investigation. The participation of 9 students from 9th grade, obtained after informed consent, made it possible to collect relevant data for the analysis of the impact of formative assessment to language learning, thus ensuring compliance with ethical principles in research.

CHAPTER IV

4. ANALYSIS AND INTERPRETATION OF THE RESULTS.

4.1. Descriptive Analysis of the results

In this section, the research presents graphs, charts, tables and their description related to the first application of the instrument. Results of the exploratory stage of the research are presented and they are vital for starting point to justify the application of the proposal.

The pre-test and the post-test were the instruments used in the study. For the analysis, it was used a Cambridge exam format. This writing standard test is an original version of KET (beginners A2 level). This A2 is a proficiency level determined by the Common European Framework and basically refers to a basic English standards for students to write simple sentences in descriptions, short dialogues, emails. (Common European Framework, 2001).

4.2. Results of the Pre-Test of Nine grade students.

Table 3: Personal Description

	Students	Percentage
Advanced (4)	0	0,19
Proficiency (3)	1	0,19
Developing (2)	4	0,15
Emerging (1 point)	4	0,46
Total	9	1,00

Elaborated by Torres, J. (2024)

This table shows how 9th graders responded to the first question related to Personal Information. None of the students obtained a high percentage in this personal description. Apart, only one student got a good score with some spelling inconvenience. In fact, 15% of students do not write accurately some sentences and do not use the correct verbs to express ideas. For another hand, 46% of students obtained a poor score because they do not know how to use the verb like and dislike when they describe their leisure time.

2. Section 2. Description of the pictures.

Table 4: Description of the pictures

	Students	Percentage
Advanced (4)	0	0,00

Proficiency (3)	5	0,12
Developing (2)	2	0,35
Emerging (1)	2	0,54
Total	9	1,00

Elaborated by Juan (2024). Description of the pictures.

This table describes how 9th students developed their writing skills to respond the second question related to description of pictures. None of them got a high score in this questions, however two students (19%) obtained a good score because of the fact that They do not know vocabulary enough to build sentences correctly. Apart, six students (65%) got the average score because they present some struggles when They do not identify the locations where places are in the picture. Occasionally, they make some spelling mistakes. Two students presented a poor score in this writing section. In fact, they do not have enough vocabulary enough to describe places. Major of students have spelling mistakes when they write actions, verbs, nouns.

3. Section 3. Write a description of a daily routine

Table 5: Write a description of a daily routine.

	Students	Percentage
Advanced (4)	0	0,00
Proficient (3)	2	0,08
Developing (2)	3	0,46
Emerging (1)	4	0,46
Total	9	1,00

Elaborated by Torres, J. (2024)

This table describe the development of the writing skills of 9th graders when responding the question 3 related to describe the daily routine. None of them obtained a high score in this writing section, however two students (8%) got a good score in this section. They present few grammar mistakes in the use of prepositions, verbs. Apart, four students (46%) present some struggles in building sentences. To illustrate his point, Students do not use connects to join ideas. Similarly, four students (46%) of students also present some grammar mistakes when using prepositions, nouns, verbs. Additionally, they do not use the personal pronoun *I* when they refer to their own daily routine. Few repetitions of the same linkers and overuse of then, after that.

4.3 Results of the Pre-Test of Ten grade students.

1. Section 1. Personal description

Table 6: Personal Information

	Students	Percentage
Advanced 4	1	0,11
Proficient 3	1	0,22
Developing 2	4	0,44
Emerging 1	3	0,23
Total	9	1,00

Elaborated by Torres, J. (2024)

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This table describes how 10th grade students developed their writing skills to respond the second question related to description of pictures. Only one student got a high score in this question so the advanced, however two students (22%) obtained a good score because of the fact that They do not know vocabulary enough to build sentences correctly. Apart, four students (44%) got the average score because they present some struggles when They do not identify the locations where places are in the picture. Occasionally, they make some spelling mistakes. Two students presented a poor score in this writing section. In fact, they do not have enough vocabulary enough to describe places. Major of students have spelling mistakes when they write actions, verbs, nouns.

2. Section 2. Description of the pictures.

Table 7: Description of the pictures

	Students	**Percentage**
Advanced 4	2	0,22
Proficient 3	1	0,11
Developing 2	5	0,55
Emerging 1	1	0,12
Total	9	1,00

Elaborated by Torres, J. (2024)

This table describes how 10th grade students developed their writing skills to respond the second question related to description of pictures. Two of them got a high score in this questions, however one student obtained a good score because of the fact that knows vocabulary enough to build sentences correctly. Apart, five students (55%) got the average score (developing) because they present some struggles when They do not identify the locations where places are in the picture. Occasionally, they make some spelling mistakes. One student presented a poor score in this writing section. In fact, they do not have enough vocabulary enough to describe places. Major of students have spelling mistakes when they write actions, verbs, nouns.

3. Section 3. Write a description of a daily routine

Table 8: Write a description of a daily routine

	Students	Percentage
Advanced 4	0	0
Proficient 3	1	0,11
Developing 2	3	0,34
Emerging 1	5	0,55
Total	9	1,00

Elaborated by Torres, J. (2024)

This table shows the development of the writing skills of 10th graders when responding the question 3 related to describe the daily routine. None of them obtained a high score in this writing section, only one student got a proficient score in this section. They present few grammar mistakes in the use of prepositions, verbs. Apart, four students (34%) present some struggles in building sentences. To illustrate his point, Students do not use connects to join ideas. Similarly, five students (55%) of students also present some grammar mistakes when using prepositions, nouns, verbs. Additionally, they do not use the personal pronoun *I* when they refer to their own daily routine. Few repetitions of the same linkers and overuse of then, after that.

4.4 Results of the Post-Test of Ten grade students.

1. Section 1. Personal description

Table 9: Personal Description

	Students	Percentage
Advanced 4	3	0,33
Proficient 3	3	0,33
Developing 2	1	0,11
Emerging 1	2	0,23
Total	9	1,00

Elaborated by Juan (2024). Personal Description**.**

This table explains how 10th graders responded to the first question related to Personal Information. Three students (33%) obtained a high percentage in this personal description. Additionally, three students got a good score with proficient levels. In fact, 11% of students improved their level to developing standard, however they need to correct some spelling mistakes and increase their vocabulary. For another hand, 23% of students obtained a poor score because they do not know how to use the verb like and dislike when they describe their leisure time.

2. Section 2. Description of the pictures.

Table 10: Description of the pictures

	Students	Percentage
Advanced 4	3	0,33
Proficient 3	4	0,45
Developing 2	1	0,11
Emerging 1	1	0,11
Total	9	1,00

Elaborated by Torres, J. (2024)

This table describes how 10th grade students developed their writing skills to respond the second question related to description of pictures. Three students improved their writing skills and got the advanced level with good accuracy and a correct use of language and grammar. Apart, only one students (11%) got the average score because they present some struggles when They do not identify the locations where places are in the picture. Occasionally, they make some spelling mistakes. Two students presented a poor score in this writing section. In fact, they do not have enough vocabulary enough to describe places. Most of students have spelling mistakes when they write actions, verbs, nouns.

3. Section 3. Create a personal blog and write your own sentences.

Table 11: Create a personal blog and write your own sentences

	Students	Percentage
Advanced 4	3	0,33
Proficient 3	3	0,33
Developing 2	1	0,11
Emerging 1	2	0,23
Total	9	1,00

Elaborated by Torres, J. (2024)

This table shows the development of the writing skills of 10th graders when responding the question 3 related to create a personal blog and write their own sentences. Three students (33%) obtained a high score in this writing section, Besides this, three students got a proficient score in this section. They present few grammar mistakes in the use of prepositions, verbs. However, one student still presents some struggles in building sentences. Occassionally they do not use connectors to join ideas. Apart from it, two students (23%) of students also present some grammar mistakes when using prepositions, nouns,

verbs. Additionally, they do not use the personal pronoun *I* when they refer to their own daily routine. Few repetitions of the same linkers and overuse of then, after that.

4. Section 4. Write a description of a daily routine

Table 12: Write a description of a daily routine.

	Students	Percentage
Advanced 4	4	0
Proficient 3	3	0,33
Developing 2	1	0,11
Emerging 1	1	0,11
Total	9	1,00

Elaborated by Torres, J. (2024)

This table illustrates how 10th grade students developed their writing skills to respond the fourth question related to describing a daily routine activity. Four of them got a high score in this questions, however three students obtained a good score because of the fact that they know vocabulary enough to build sentences correctly. Apart, one student (11%) got the average score (developing) because the student shows the evidence of some struggles when identifying the locations where places are in the picture. Occasionally, there are some minor mistakes in spelling but that student do not meet the standards.

4.5 Statistical comparisons between controlled   group and experimental group

Table 13: Comparison of Controlled group

Statistical comparisons for the controlled group

Mean	Standard deviation (sd)	IQR	0%	25%	50%		75%	100%
6.956667	0.8144323	0.3	5.08	7.1	7.2	7.4	7.6	9

Elaborated by Torres, J. (2024)

The current table shows the statistical and descriptive information of the controlled group . The data was obtained from the IBM SPSS statistical software. The mean result obtained was 6,95 with a standard deviation of 0,814. The initial stage obtained in the pre-test was 5,80 and students improved gradually in the formative assessments from 6.3, 7.3 to 9 which is the highest score. The final result 6,95 indicates that their level of writing skills need improvements. The score is ranked bellow the minimum score.

Table 14: Statistical comparison for the experimental group

Mean	Standard deviation (sd)	IQR	0%	25%	50%	75%		100%
7.53667	1.5197368	2,7	5,80	6.3	7.3	9	10	9

Elaborated by Torres, J. (2024)

The current table shows the statistical and descriptive information of the experimental group. The data was obtained from the IBM SPSS statistical software. The mean result obtained was 7,53 with a standard deviation of 1,5197. The initial stage obtained in the pre-test was 5,80 and students improved gradually in the formative assessments from 6.3, 7.3 to 9 which is the highest score. The final result 7,53 indicates that their level of writing skills through formative assessments reached a 50% of improvement.

4.6 Normality

Table 15: Shapiro-Wilk normality test to the Control Group

Data : T W:	p-value:
0.74639	0.004923 (Non-normal)

Elaborated by Torres, J. (2024)

The table Shapiro-Wilk indicates that the value 0.004923 is non-normal. The value is too low.

Experimental Group. Shapiro- Wilk normality test

Table 16: Shapiro-Wilk normality test.

Data : T	p-value:
W: 0. 92338	0.421 (Normal)

Elaborated by Torres, J. (2024)

This table indicates the value 0.421 has a tendency in the normality for the experimental group.

4.7 Variances

F test to compare two parametric variances

Table 17: F test to compare two variances

F:	Num df	Denom df	p-value:
0.28719	8	8	0.09675

Elaborated by Torres, J. (2024)

The p value 0.09675 determines the level of homogeneity. According to the homogeneity, the p value determines if there is homogeneity or not. It depends if the p value is superior to 0.05. The F variance table shows a very low level of homogeneity between variances, as a result of this comparison, the p value shows that is a non-parametric variance. 0,09675

Levene's Test for Homogeneity of Non- Parametric Variances

**Table 18:** Level's Test for Homogeneity of Variances.

W	P
4.38	0.053

Elaborated by Torres, J. (2024)

This table represents a slightly above the threshold, indicating borderline homogeneity. The p value 0.053 is higher than 0.05, as a result, it determines homogeinity between variances but it exists a non significant distance. The results obtained in this study show a **Levene's Test for Homogeneity of Non- Parametric Variances** for both groups: control and experimental, the tendency of improving writing skills through formative assessments is normal and acceptable in this study.

4.8 U de Mann Whitney (Non-parametric statistics)

Table 19: U DE MANN WHITNEY (NON-PARAMETRIC STATISTICS)
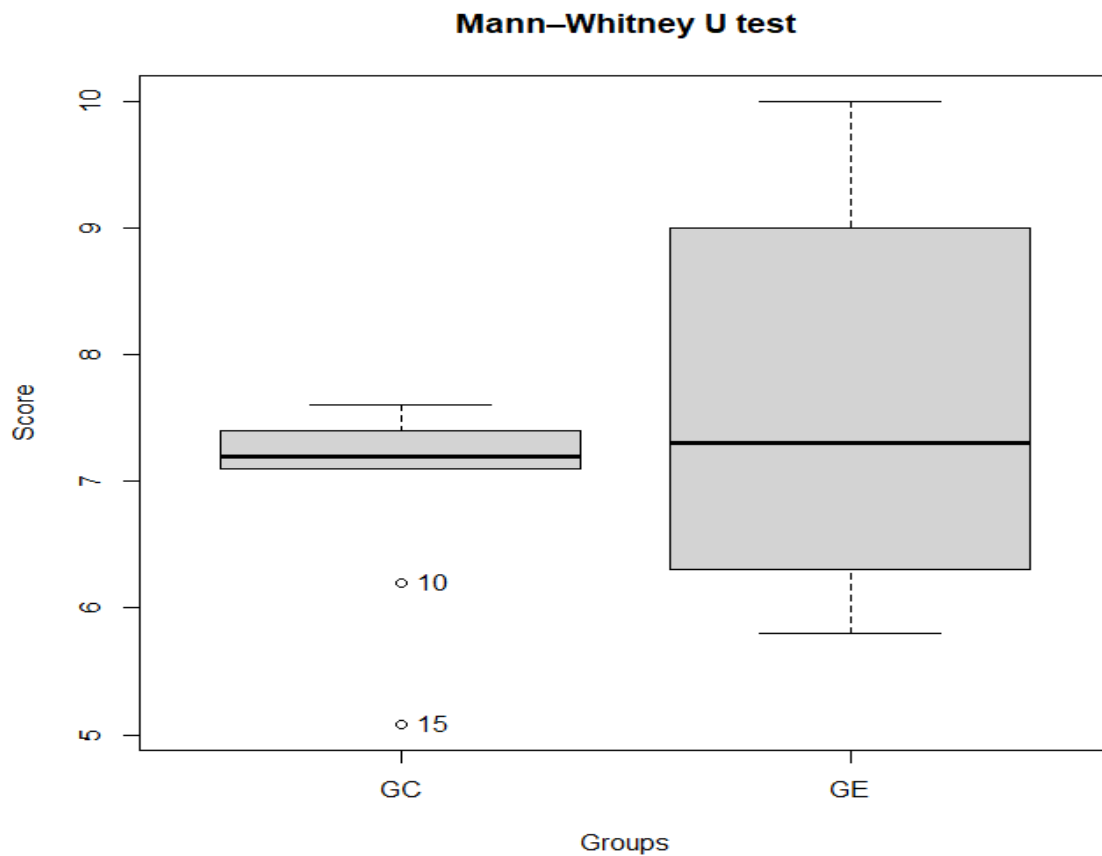
Elaborated by Juan (2024) Mann-Whiteny U test.

The present figure describes the Man´-Whitney U test for both groups: control and experimental groups in this study. The control group is represent bellow the value 0.05 (7) and the experiment group is a little higher the value 0.05. (above 7). There are no significant differences between the groups. However, it exists a slightly different of improvement among both groups: Control and experimental.

This U de Mann Whitney is used in this research because the p result in the control group represents non-normality. For this reason, the p value 0.004923 for the control group is lower than the acceptable 0,05. This U de Mann Whitney is used to represent a non-parametric variance.

Ho: U1=U2

Ha: U1≠U2

U=47.0,	p=0.596

For instance, in a similar study called *Formative assessment of writing in English as a foreign language*, the author Burner, T (2019) explains the correlation between values R² varies between 0.605 and 0.70 in the educational contexts analyzed. Additionally, the use of formative assessments accelerated the learning process of writing skills through formative assessments. However, it is essential to recognize that, although the relationship is significant, there are still variables such as grammar, vocabulary, spelling, organization, and mechanics. This study suggested that the results implied the improvement of the writing skills of the students. Similarly, this research focuses on formative assessment as an instrument to improve writing skills.

On the other hand, the study called: *The Influence of Interactive Strategies to improve Writing Skills. Design of a didactic guide to improve writing for b1 level*, the descriptive study reveals the results of the data collection. The author explains the conclusions that the lack of vocabulary and have a very low level of grammar. The research question was explained in the Levene's Test for Homogeneity of Non- Parametric Variances. Bellow this variance instrument, the results were no remarkably as significant. Similarly, in this study their p-value was higher than 0.05.

4.9. Discussion of Results.

This section explains the findings and highlights relevant observations. The study demonstrates a clear correlation between the implementation of formative assessments and the improvement of writing skills among students. The research question, **"What is the influence of formative assessment on the improvement of writing skills in students in the experimental group compared to the control group?"**, is addressed through data analysis and statistical evidence. To illustrate it, there are some key observations that they highlight the improvement of the writing skills.

The descriptive statistics and data are the first key aspects to analyze in this discussion. Both were applied from the experimental group show significant improvements in writing skills. The mean score for the experimental group increased from 5.80 in the pre-test to 7.53 in the post-test, with a standard deviation of 1.5197. This demonstrates a 50% improvement in writing performance after the formative assessment interventions. In contrast, the control group exhibited marginal progress, with a mean score of 6.95, indicating that the lack of interventions limited their improvement.

In fact, Nurhayati, (2020) claimed that writing assessment emphasizes on the final version of the result, it does mean without any feedback related to students' work. Similarly, another writer Ratminingsih (2019) overviewed the lack of analysis and critical thinking in some writing tasks without any personalized feedback to learners. Secondly, Related to this study there were some covered writing aspects that demonstrated improvements such as: Grammar, Organization, Cohesion and Mechanics.

According to Swain (2000) The output hypothesis suggests the rather obvious notion that practice in using target language forms is necessary for learners to acquire new target language. In fact, the writing task vary from formative assessment and contains different vocabulary. This connects with students building sentences ability. Results of experimental group demonstrated improved use of grammar and a wider range of vocabulary, as evidenced by higher scores in task development and language use.

Richards (2001) cited in (Villegas, A & Chicaiza, V, 2022) explained how learners develop writing competences in the organization of the ideas and develop freely ideas in their writings. This theory meets with one the highlighted remarks in this study after the results. Experimental group students improved their writing through structured interventions and they also organized better their ideas logically and improved their coherence.

The Levene's Test indicated borderline homogeneity (p = 0.053), suggesting that while the variances between the experimental and control groups were not entirely consistent, the differences were minimal. U-Mann Whitney Test: The non-parametric U-Mann Whitney test results highlighted slight differences in writing performance between the groups. While the experimental group outperformed the control group, the difference was not statistically significant enough to reject the null hypothesis (Ho: U1 = U2).

There are findings align with prior research emphasizing the efficacy of formative assessments in enhancing writing skills. First of all, Burner (2019) found that formative assessments improve writing by focusing on personalized feedback and active student involvement. Additionally, the researchers Campos and Flor (2022) highlighted the importance of interactive strategies and formative tasks in addressing challenges such as limited vocabulary and grammatical issues.

In a similar study called *Formative assessment of writing in English as a foreign language*, the author Burner, T (2019) explains the correlation between values R^2 varies between 0.605 and 0.70 in the educational contexts analyzed. Additionally, the use of formative assessments accelerated the learning process of writing skills through formative assessments. However, it is essential to recognize that, although the relationship is significant, there are still variables such as grammar, vocabulary, spelling, organization, and mechanics. This study suggested that the results implied the improvement of the writing skills of the students. Similarly, this research focuses on formative assessment as an instrument to improve writing skills.

On the other hand, the study called: *The Influence of Interactive Strategies to improve Writing Skills. Design of a didactic guide to improve writing for b1 level*, the descriptive study reveals the results of the data collection. The author explains the conclusions that the lack of vocabulary and have a very low level of grammar. The research question was explained in the Levene's Test for Homogeneity of Non- Parametric Variances. Bellow this variance instrument, the results were no remarkably as significant. Similarly, in this study their p-value was higher than 0.05.

This study contributes to the experts in Pedagogy of English language, instructors and linguistic researchers. In fact, the study demonstrates how formative assessments tailored to low-proficiency learners in Ecuador can lead to meaningful improvements in their writing. However, there are some limitations that are possible challenges for educators, instructors and researchers. Some of them are: The small sample size (9 students in the experimental group and 9 in the control group) may limit the generalizability of the findings. Furthermore, the time-consuming exists in the application of the formative assessments. The six 40-minute intervention sessions were insufficient to address all aspects of writing comprehensively, such as advanced grammar and complex sentence structures. Finally, the students' low English proficiency (A1 level) required modifications to the writing tasks, such as providing instructions in Spanish, which may have influenced the results.

CHAPTER V

5. CONCLUSIONS and RECOMMENDATIONS

5.1. CONCLUSIONS

The use of formative assessments to improve writing skills vary from level to level. Regarding to the research questions in this study. It is important to cite that both groups: controlled group (nine grade) and experimental group (ten grade). They were vital to determine the improvement of the writing skills of the ten grade students Luz de América public high school. Moreover, after the implementation of the proposal, there are conclusions made after each result of the pre-test and post-tests of the interventions as follows:

- After the application of both writing tests, the results explains that the results of the pre-test M=6.9, SD=0.81 and the posttest M=7.53, SD=1.51. Evidently, this parametric statistic represents how students were improving progressively.

- After the application of the diagnostic writing test, both groups: controlled and experimental group. Students needed to be introduced with very specific examples of how to respond writing tasks before implementing. Additionally, there were other aspects to cover: their proficiency level of English (A1) was too low. For that reason, some questions in the diagnostic test were texted in Spanish for: Description of daily routine, city map and Personal Information.

- Statistically, it represents an increase of the intervention was 31.5%. It is due to the fact that the formative assessments supported students mechanics in writing such as: spelling, building sentences, grammar and cohesion.

- After the application of the formative assessments to improve the writing skills for the experimental group. They evidence of their progress was the results of the formative assessment in each session. In total, they completed six sessions and their level of writing improved and this responded the second research question in the study.

- The use of the effective rubric with the five components to cover students writing: task development, cohesion and organization, language use, vocabulary and mechanics. They guided students particularly when they develop their writing assignments during the process of intervention of formative assessments. Before the interventions, they felt confused when they were evaluated by the rubrics, and after the interventions they understood every aspect they were tested in their writing progress.

- Particularly, the controlled group, they only received feedback with no interventions of formative assessments. It was partially concluded that their level of progress was too low, otherwise the other experiment group improved more. It is important to remark the proper use of lexical expressions when responding the prompt questions through the formative assessments in the writing assignments. This point is fundamental for the students improvement because they development fluency when responding questions.

Limitations

There are some aspects to be considered when doing research and apply innovative techniques to improve writing skills through formative assessments. In this study, the research followed up some steps to do the research and implement the proposal, however, it is essential to pay attention to some aspects.

- The sample of students were selected under criteria and not randomly. In contrast, other researchers apply different samples randomly.

- For applying the research instruments for the experimental and the controlled group of students. The number of students is small to apply the interventions. Results may vary in case the researcher reduce the size of the population and sample of the students.

- The researcher evidenced a lack of time to work with the controlled group of students. They were 9 and for the experimental group were 10 students. Although they received effective feedback, the time of each intervention was only 40 minutes and they only had six interventions because of availability of number of classrooms in the institution.

- The type of activities were designed to support students in their writing level. Easy and adaptable tasks were adapted from Cambridge exam to support in the formative assessments. Peer work activities to improve writing assignments were tailored to work between peers. The initial idea of working with peers was reduced drastically because of the lack of consuming time in the number of hours.

Due to the fact that the 2 hours per week and the number of 6 sessions do not guarantee the total improve in other writing subskills. For instance, there are other aspects to consider such as: spelling, grammar. They are very important to develop in the writing sessions but the researcher needs to guide learners with a general feedback and this issue is a limitation for a complete feedback.

5.2. RECOMMENDATIONS

There are some recommendations based on the previous conclusions. They benefit teachers, language instructors because the innovative ideas help overcome challenges and optimize English teaching. Additionally, it improves language proficiency on students. The aim of this study is to improve writing skills through formative assessments. For another hand, the implementation of an effective rubric will be useful for grading students and get results positively with teacher´s feedback.

It is also necessary to apply formative assessment in the rest of the English skills, apart from writing. It is vital to introduce students what a feedback is and the purpose. Most of students rejects evaluation because they are testing every moment. The idea of applying a rubric for testing students is for improving. Regarding to the limitations, it is necessary to keep in mind students´ needs and how they meet the standards.

During and after the process of improving writing skills. It is noticeable to suggest to English language instructors and teachers the following points. These ideas support the implementation of the strategy to develop the writing skill in the classroom or suggest to other researchers on the topic, the following recommendations were done based on the conclusions:

✓ The use of formative assessments in ten grade students to improve their writing skills. For that reason, it is recommended that English teachers should use type of writing tasks. During their classes, it is essential to give effective feedback to students. This benefits students during the sessions because it helps students to familiarize with the type of activities and how they are evaluated.

✓ It is recommendable for educators to take into account how the level of English is on the students according to the level where they are. Teachers should evaluate with a diagnostic test to see their students level and determine their weak and strong points in writing skills.

✓ The use of formative assessments to improve their writing skill has a positive impact on the study carried out. Consequently, teachers should focus on adapting writing materials to the real proficiency level of English. Also, students need to know how the rubric evaluates them, with specific points as content, organization, communicative achievement and the use of language because it was beneficial for the students in their English language learning and good results were achieved with the application of them previously presented.

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ANEXES

Appendix A. Letter of Permission to the principal

ESCUELA EDUCACIÓN BÁSICA "LUZ DE AMÉRICA"
REPÚBLICA DEL ECUADOR
DIRECCIÓN: PILCHIPAMBA
TELÉFONO: 032919440
Esc.luzdeamerica@gmail.com
PALLATANGA - CHIMBORAZO – ECUADOR
Ministerio de Educación

Pallatanga, 12 de August del 2024

LIC MERCEDES PAZMIÑO

DIRECTORA DE LA ESCUELA FISCAL BÁSICA LUZ DE AMERICA

De MI Consideracion

Con el saludo respectivo a su persona y deseandole exitos en sus funciones en beneficio de la Institución

Yo Juan Enrique Torres Lema con el numero de cedula 0604279711 Docente de LENGUA EXTRANJERA me dirijo a su persona para pedirle muy comedidamente se me de permiso respectivo para poder realizar el Trabajo investigavo " FORMATIVE ASSESSMENT AS A TOOL TO IMPROVE WRITTING SKILLS IN SUPERIOR BASIC STUDENTS AT PUBLIC HIGH SCHOOL AT PALLATANGA " con la Básica Superior de los años de noveno y decimo año con el objectivo de evaluar y perfecionar la habilidad del " wrriting " mediante estrategias de enseñanzas efectivas utilizando diferentes herramientas de evaluacion.

Por la favorable acogida que se le de a la presente anticipo mi agradecimiento .

Atentamente

Lic Juan Torres

Cedula : 0604279711

Correo : gemelo2juan@hotmail.com

Celular : 0990886683

:ión: Calle Bolívar y Espejo
ɔ postal: 180103 / Ambato-Ecuador
no: 033 700 180
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EL NUEVO ECUADOR

Appendix B. Consent of Inform to legal representatives of 9th and 10th graders

(Spanish version)

ESCUELA EDUCACIÓN BÁSICA "LUZ DE AMÉRICA"

REPÚBLICA
DEL ECUADOR

DIRECCIÓN: PILCHIPAMBA
TELÉFONO: 032919440
Esc.luzdeamerica@gmail.com
PALLATANGA - CHIMBORAZO – ECUADOR

Ministerio de Educación

INFORME DE CONSENTIMIENTO PARA LOS REPRSENTANTES LEGALES DE   LA BASICA SUPERIOR DE NOVENO AÑO Y DECIMO AÑO PARALELOS " A "

El fin de este Trabajo Investigativo en la Escuela de Educacion Básica con el tema " FORMATIVE ASSESSMENT AS A TOOL TO IMPROVE WRITTING SKILLS IN SUPERIOR BASIC STUDENTS AT PUBLIC HIGH SCHOOL AT PALLATANGA "   tiene como fin mejorar la habilidad de escribir en Ingles . Este estudio provera informacion acerca de las falencias que tienen al momento de escribir ademas el proposito de esta investigacion es dar a los profesores de Inglés , estudiantes diferentes estrategias de Evaluacion aplicadas en esta investigacion.

(NOVENO AÑO) APELLIDOS Y NOMBRES ESTUDIANTES	NOMBRE REPRESENTANTE LEGAL	Cedula	Firma
CEPEDA CAJILEMA MAYRA JANETH	Carmen Josefa Cajilema Cajilema	060358893	
DAQUILEMA ROBALINO MARCO PRADO	Manuel Delfin Daquilema Toapanta	0602837270	
LAZO ILLICACHI LILIANA MARITZA	Mayra Custudia Villa Ilicachi	0602641851	
MALAN COCHA LENIN SEBASTIAN	Rosa Elvira Cocha Roldan	0603310086	
LUCIO RIQUELME ANTHONY RIBALDO	Nellys Samia Riquelme Lopez	0608453693	
ORTIZ ROLDAN MATEO EZEQUIEL	Irma Soraya Roldan Roldan	0602579231	
PUCUNA GUALAN JEFERSON ARIEL	Maria Ines Gualan Chacaguasay	0603586058	
ROLDAN DAQUILEMA JANETH ELIZABETH	Maria Fabiana Daquilena Huela	0605231190	
ROLDAN ROLDAN JHOSENID SCARLET	Rosa Erlinda Roldan Ortiz	0603507791	
TABA TORRES SARA RAMIREZ	Nancy Rocio Torres Ramirez	0604345993	

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Apéndix C. Rubric

Reconstructed Writing Rubric Based on Lee (2007)

Criteria	Description	1 (Emerging)	2 (Developing)	3 (Proficient)	4 (Advanced)
Task Achievement	How well the student responds to the writing prompt (e.g., staying on topic, addressing all parts of the task)	Writing is off-topic or doesn't address the task.	Addresses some parts of the task, but with limited depth.	Mostly addresses the task with some lapses.	Fully addresses all parts of the task.
Organization & Coherence	Logical flow of ideas and coherence across paragraphs.	Writing lacks clear structure; ideas are disorganized.	Some organization, but ideas don't always flow logically.	Clear organization with minor coherence issues.	Ideas flow logically with smooth transitions between them.
Language Use	Use of grammar, sentence structure, and overall language accuracy.	Frequent grammar and sentence errors impede meaning.	Several errors, but they do not fully obscure the meaning.	Few errors; language use is mostly accurate.	Very few errors; language use is accurate and varied.
Vocabulary	Range and appropriateness of vocabulary used in context to task and student's proficiency level.	Very limited vocabulary, often repetitive.	Some variety in vocabulary, but many errors.	Adequate vocabulary with occasional inappropriate word use.	Wide range of vocabulary used appropriately throughout.
Mechanics	Accuracy of spelling, punctuation, and capitalization.	Many errors in spelling, punctuation, and capitalization.	Some errors in spelling or punctuation, but meaning is clear.	Few minor errors in spelling, punctuation, and capitalization.	Almost no errors in mechanics.
Feedback Response	(Unique to Formative	No response to feedback or	Minimal improvement	Shows some improvement	Clearly revises and

Criteria	Description	1 (Emerging)	2 (Developing)	3 (Proficient)	4 (Advanced)
	Assessment) Improvement or revision based on feedback provided.	no improvement.	based on feedback.	in writing after feedback.	improves writing in response to feedback.

Explanation:

- **Task Achievement**: Reflects how well students follow the writing prompt, connected to the formative assessment principle of focusing on student understanding and task relevance.
- **Organization & Coherence**: Emphasizes how well ideas flow, a key focus in improving EFL learners' writing.
- **Language Use**: Relates to the student's ability to use accurate grammar and varied sentence structures.
- **Vocabulary**: Assesses if students use appropriate and varied vocabulary for their proficiency level.
- **Mechanics**: Standard area that looks at spelling, punctuation, and capitalization.

Feedback Response: A formative assessment-specific criterion, which examines whether students incorporate feedback to improve their writing over time.

Appendix D. Formative Assessment Proposal

Formative Assessment 1

Writing Activities

1.Write the correct words in the spaces follow the reading example. (Escriba en los espacios las palabras correctas siguiendo el ejemplo de la lectura.

Example: (Ejemplo).   My name **is** Carlos.

1. I ……. Fifteen years old.
3. I …….. tall and slim.
5. ……………. Six people.

2. My birthday ……. on 24th of July.
4. I ……… a lovely smile.

2 Write sentences using your own personal information based on the chart.   (Escriba oraciones con su información personal)

Ejemplo (Example)

Name:	Juan

Age:	14 years old
Nationality:	Ecuadorian
Hobbies:	Play soccer
Likes:	To eat typical food.

My name is Juan. I am 14 years old. I am Ecuadorian. My hobby is to play soccer. I like to eat typical food.

………………………………………..

………………………………………..

………………………………………..

………………………………………..

Formative Assessment 2

Writing Activities

1 Fill in the blanks with physical description features.

2, Read Tom's blog and rewrite the false statements.

My birthday is on 20th of May   …………………………………

There are seven people.   …………………………………………

My father is an architect.   …………………………………………

I have three sisters.   …………………………………………

He is six years old.   …………………………………………

In my free time, I play basketball.   ………………………

3. Rewrite the physical appearance with your personal information sentences.

| **Mark** | **Mariana** |

Mark is a tall boy and He has a short hair. He has a round mouth.

Mariana is twelve years old. She has a long and straight hair. She has a nice smile.

You

I am ……………

and I ………………………………..

……………………………………………

4. Create a personal blog and write your personal information.

……………………………………………………………

……………………………………………………………

……………………………………………………………

……………………………………………………………

……………………………………………………………

....

....

....

....

....

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Useful Expressions

I´m…….   My name is …………   I'm ………. Years old.

My hobbies are / I love

My favorite music is …………   I have many friends/

Formative Assessment 3

Writing Activities

1 Use There is / There are

A …………….. a door.

B.   …………………… a map.

C.   ………………… some tables.

D.   ……….. a window.

E.   ……………….. five staplers.

2 Rewrite sentences using There is / There are.

Example: computers/ are / There / three.   **There are three computers.**

A   table/ is / a / There   ……………………………………

B   lamps/ There / two / are ……………………….

C   cars/ There/ are/ four ……………………………………….

D. There/ restaurants / are/ five ………………………….

3. Describe the city map using the expressions There is/ There are.

…………………………………………………

…………………………………………………

…………………………………………………

…………………………………………………

Formative Assessment 4

Writing Activities

1 Look at the picture and fill in the blanks with the correct preposition of places.

Example: The toys store is **next to** the movie theatre.

…………………………………………………………….

…………………………………………………………….

…………………………………………………………….

Listen and number the places in the neighborhood.

Read the description and match it to the corresponding person.

| I'm a nurse. I work in a hospital. | I'm a chef. I work in a restaurant. | I'm a firefighter. I work in a fire station. | I'm a police officer. I work in a police station. |

LIVEWORKSHEETS
…………………………………………………………….

2 Describe the city map using sentences with prepositions of plac

Example: The hospital is **IN FRONT OF** the grocery store.

……………………………………………………

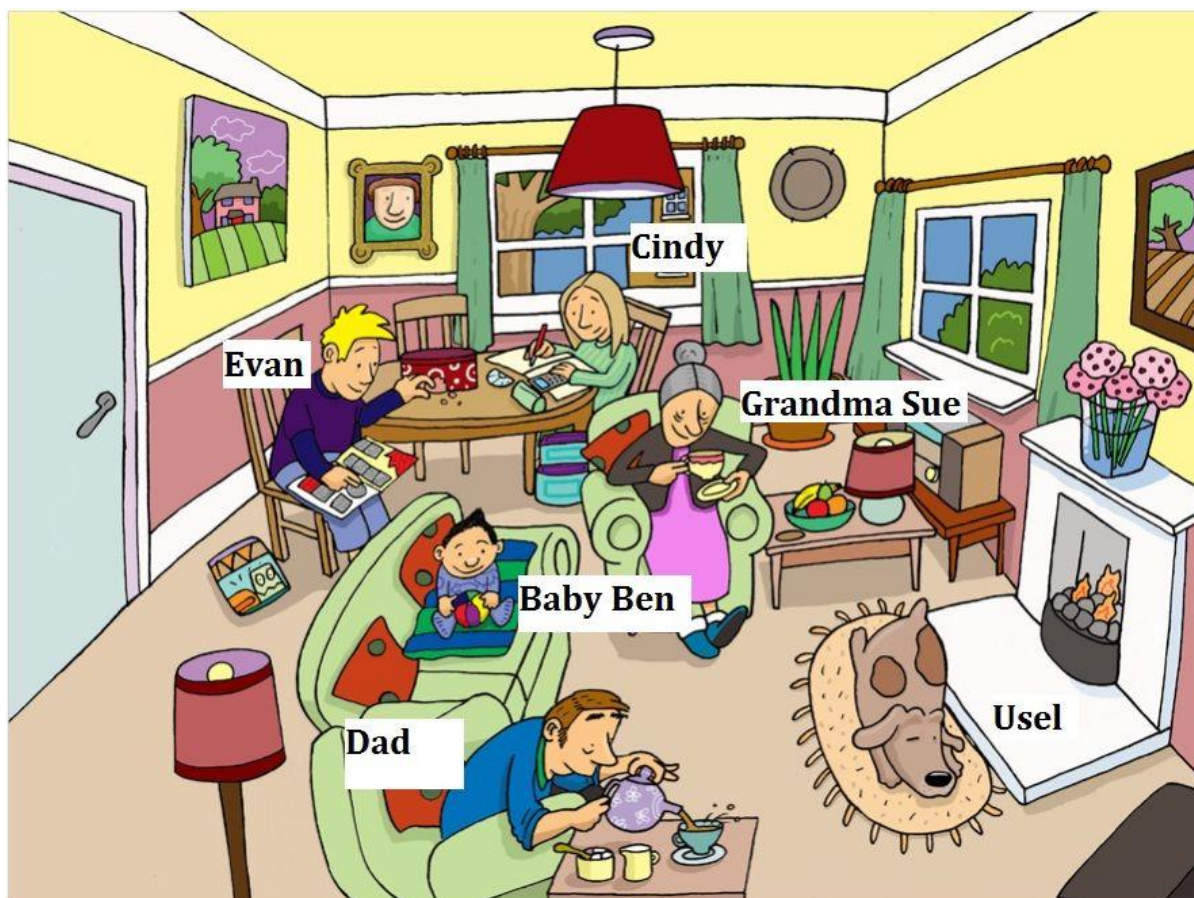……………………………………………………

……………………………………………………

……………………………………………………

3 Rewrite the false sentences with true sentences.

Example. Dad is serving coffee in the kitchen. **Dad is serving coffer in the living room.**

Usel (dog) is sleeping on the sofa …………………………..

Grandma Sue is drinking tea on the chair ……………………………..

Cindy is singing her favorite song. ………………………………….

Evan is playing soccer …………………………..